

Liberal Arts Assessment

Learning Objectives and Assessment Plan

An LBAR faculty will ensure that artifacts for each goal area are collected from each LBAR major during the year of their graduation. Those artifacts will be a paper assignment from the designated goal area. Those artifacts will be scored based on the rubrics for each area.

Note: These rubrics are derived from the Association of American Colleges and Universities Value Rubrics.

**Goal 1 - Historical and Cultural Traditions**

*Students will demonstrate knowledge of historical and cultural traditions of Western and non-Western civilizations.*

Students will submit one artifacts from one of their *Historical and Cultural Traditions* courses and that assignment will be scored by an LBAR faculty member using the following rubric:

	4 Mastery	3 Proficiency	2 Competence	1 Benchmark
<b>Knowledge of cultural worldview frameworks</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

**Goal 2 – Social, Legal, and Ethical Inquiry**

*Students will demonstrate analytical and critical engagement with social and moral questions.*

Students will submit one artifacts from one of their *Social and Legal Institutions* or *Critical Thinking, Reasoning, and Ethical Inquiry* courses and that assignment will be scored by an LBAR faculty member using the following rubric:

	4 Mastery	3 Proficiency	2 Competence	1 Benchmark
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.

	relationships among the issues.	relationships among the issues.		
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**Goal 3 - Critical Thinking and Reasoning**

*Students will demonstrate habits of critical thinking and logical reasoning.*

Students will submit one artifacts from one of their *Critical Thinking, Reasoning, and Ethical Inquiry* courses and that assignment will be scored by an LBAR faculty member using the following rubric:

	<b>4 Mastery</b>	<b>3 Proficiency</b>	<b>2 Competence</b>	<b>1 Benchmark</b>
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.