

**2003-2004 Annual Academic Assessment for Humanities  
Schreiner University**

**1. State the educational purpose of the assessment program:**

The mission statement addresses student outcomes in the following way: Schreiner University “is dedicated to excellence in preparing students to live purposeful, humane, and productive lives in their work, faith groups, families, and communities.” The Humanities program endeavors to build on these broad goals. The departmental ideal profile reads as follows: The departmental ideal profile reads as follows: Humanities is a course of study designed with the practicing artist in mind. In addition to the usual core courses, the student will pursue a broad range of upper-level courses in art, literature and writing, music, and theater. Flexibility in the advanced-course requirements provides students with opportunities to target areas of special interest. Students may pursue a minor, a concentration, or may add courses such as journalism or dance.

The Humanities Major offers intensive study of literature, art, music, history, philosophy, and religion. The curriculum for the Humanities Major focuses on the multidisciplinary aspect of human intellectual and artistic endeavor. The program offers a rich variety of courses that focus on the structures and principles of human thought and artistic expression. The Humanities Major is an excellent preparation for graduate studies in literature, law, and other fields, or for careers in education, writing, advertising and publishing.

In order to fulfill this mission and in order to comply with the accreditation requirements set forth by the Southern Association of Colleges and Schools, the Humanities program has developed the following Outcomes Assessment plan. The primary purpose of this assessment program is to describe the cognitive and personal development of our students from when they entered the university to when they complete their degree in Humanities.

The ultimate goal of Outcomes Assessment is to provide a mechanism for program evaluation *and* program improvement. The data collected from these assessment outcomes will be used to detect areas of weakness in students' education and to improve the quality of instruction and curriculum. To this end, the primary audience to which the plan will communicate shall be the Department of Humanities itself. The secondary audience shall be the Southern Association of Colleges and Schools in order to establish that the Department regularly assesses student ability and use that information for program improvement. Lastly, students enrolled in the program will also

act as an audience in that findings from the assessment program will impact their instruction in the classroom.

Upon graduating from Schreiner University with a major in Humanities a student will possess:

Goal 1: The ability to survey the critical literature regarding a given topic.

Goal 2: The ability to analyze a performance or passage without recourse to information exterior to the event or text.

Goal 3: The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.

Goal 4: The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.

The educational criteria, experiences, and assessment for each goal:

#### Educational Criteria

Goal # 1 : The ability to survey the critical literature regarding a given topic.

This entails an ability to gather and analyze the body of biographical, historical, and analytical essays and books on a given topic. The student must also demonstrate the ability to summarize and synthesize this background material into an effective essay, and do so within a professional. Students will attain this goal through selected coursework.

Goal # 2 : The ability to analyze a performance or passage without recourse to information exterior to the event or text.

The student must be able to analyze a performance or passage without recourse to information exterior to the text (e.g., biography, history, culture), showing how the relations of the elements within the performance or passage (sounds, words, figurative devices, rhetorical techniques, style) construct meaning for the reader. Students will attain this goal through selected coursework.

Goal # 3: The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.

The student must demonstrate an ability to reflect not only on the internal meaning of a given performance or work, but also its relationship to extra-performance or extra-textual issues, ideas, and analytical schema. Such interpretations include, but are not

limited to, social, cultural, and political critiques, and the use of interdisciplinary methods and perspectives, borrowing from the fields of sociology, psychoanalysis, anthropology, cultural theory, and the like. Students will attain this goal through selected coursework.

Goal # 4 : The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.

The student must possess a mastery of the contribution of major artistic figures, genres, traditions, periods—in short, the broad outlines of the history of artistic form and the major figures in this genealogy. Students will attain this goal through selected coursework.

**Note that classes and programs for Humanities are based in the English, history, philosophy, and theatre majors—all specific assessment is included there.**

#### 4b. Educational Experiences

Goal #	Course/Experience	Level of Learning	Application of Learning
1	ENGL 1301	Knowledge	Writing skills
1, 2	ENGL 1302	Knowledge	Writing skills, research
1,2	Art 1303	Knowledge	Structure, style
1, 2	Art 2340	Knowledge, Content	Structure, style
1 - 4	ENGL 2341	Knowledge, Analysis, Comprehension	Broader cultural acumen
1 - 4	Reli 1303 or 1320	Knowledge, Analysis, Comprehension	Broader cultural acumen
1 - 4	Art 3341	Knowledge, Analysis, Comprehension	World art, Art history, Aesthetic theory
1, 2	Applied Music	Knowledge, Application	Application of knowledge
1 - 4	THRE 3301 or 3302	Knowledge, Application	Performance, Method, Theatre history
1, 2	History 3326	Knowledge, Application	culture
1 - 4	Phil 3340 or 3351	Knowledge, Analysis, Comprehension, Evaluation	Culture and ideas
1 - 4	4399	Knowledge, Analysis, Comprehension, Application, Evaluation	Senior thesis

5. The standards of performance for each measure:

Goal # 1: The ability to survey the critical literature regarding a given topic.

Senior portfolio

Goal # 2: The ability to analyze a performance or passage without recourse to information exterior to the event or text.

Senior portfolio

Goal # 3: The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.

Senior portfolio

Goal # 4: The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.

Senior portfolio

The standards and levels of performance for each indicator and/or measure:

Goal # 1: The ability to survey the critical literature regarding a given topic.

At entry: ART 1340

Mid-point: Upper-level courses in Art, Theatre, Music, History, Philosophy, and English

Graduation: Senior Portfolio

Goal # 2: The ability to analyze a performance or passage without recourse to information exterior to the event or text.

At entry: MUSC 1303

Mid-point: Upper-level courses in Art, Theatre, Music, History, Philosophy, and English

Graduation: Senior Portfolio

Goal # 3: The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.

At entry: ART 1340 and MUSC 1303

Mid-point: Upper-level courses in Art, Theatre, Music, History, Philosophy, and English

Graduation: Senior Portfolio

Goal # 4 : The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.

At entry: Entry-level courses in Art, Theatre, Music, and English

Mid-point: Upper-level courses in Art, Theatre, Music, History, Philosophy, and English

Graduation: Senior Portfolio

Growth and attainment in student learning:

Assessments	Goal 1:	Goal 2:	Goal 3:	Goal 4:
Senior Portfolio, Exit Interview	The ability to survey the critical literature regarding a given topic.	The ability to analyze a performance or passage without recourse to information exterior to the event or text.	The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.	The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.



Create a budget for achievement of the goals:

Task:	Fixed Costs	Variable Costs
Instructional	None	None
Personnel	None	None
Operational	None	None

Identify strategies for change in the curriculum, faculty development, and out-of-class learning experiences:

Goal # 1 : ) The ability to survey the critical literature regarding a given topic.

Two students graduated Spring 2003. Portfolio evaluated; students strong in goal.

Goal # 2 : The ability to analyze a performance or passage without recourse to information exterior to the event or text.

Assessment Findings:

2002-2003 Student portfolios strong in this area.

Strategies:

*Curriculum:* Continued emphasis upon "New Critical" approach of literary analysis in all upper level Humanities courses.

*Faculty Development:* Faculty encouraged to teach the "New Critical" approach as often as possible in all upper-level Humanities courses.

*Out-of-class experience:* Students given the opportunity to present their own papers at conferences and the like.

Goal # 3 : The ability to relate a performance or text to extra-performance or -textual issues, ideas, and analytical schema.

Assessment Findings:

2002-2003 Student portfolios strong in this area.

Strategies:

Students choosing this major are self-motivated and interdisciplinary. Continue.

Goal # 4 : The ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic history.

Assessment Findings:

2002-2003                  Student portfolios strong in this area.

Strategies:

Continue current criteria.

#### APPENDIX ONE: OTHER SUPPORTING DOCUMENTATION

#### HUMANITIES MAJOR PORTFOLIO EVALUATION FORM

Note: The Humanities Major portfolio should contain at least two essays and additional supporting material demonstrating both the concentration of the student and the breadth of experience.

Student: \_\_\_\_\_ Semester: \_\_\_\_\_ Evaluator: \_\_\_\_\_

(Each portfolio will have two evaluators as indicated on the routing sheet. All evaluations should be forwarded to the next evaluator, and ultimately, the Outcomes Assessment File, in a sealed envelope.)

1=Poor 2=Below Average 3=Average 4=Good 5=Excellent.

Please refer to the scoring rubric when making your determination and bear in mind that overly generous scoring will inhibit departmental improvement.  
Critical Review. Rate the student's ability to . . .

- a. gather, analyze, summarize, and synthesize research      1 2 3 4 5
- b. use correct professional format (MLA; Chic.)              1 2 3 4 5

Intrinsic Analysis. Rate the student's ability to . . .

- a. analyze passages effectively                                      1 2 3 4 5
- b. use quotations skillfully    1 2 3 4 5

Extrinsic Analysis. Rate the student's ability to . . .

- a. relate artistic works to larger social, historical, and cultural issues  
1 2 3 4 5

b. use theories and perspectives from critical theory, psychology, sociology and the like in the analysis of artistic works 1 2 3 4 5

Knowledge of Major Artistic Figures, History, Genre, and Terminology. Rate the student's ability to. . .

a. recognize, evaluate, and contextualize the contributions of major artistic figures 1 2 3 4 5

b. use critical terms 1 2 3 4 5

c. draw on the principles of artistic genre 1 2 3 4 5

d. effectively draw on artistic history and traditions 1 2 3 4 5

TO ALL HUMANITIES MAJORS PLANNING TO GRADUATE IN THE FOLLOWING YEAR

---

THIS IS TO REMIND YOU THAT YOU MUST TURN IN YOUR SENIOR PORTFOLIO BEFORE YOU GRADUATE.

WHAT IS A SENIOR PORTFOLIO, YOU ASK?

IT'S NOTHING MORE THAN TWO PAPERS THAT YOU WROTE FOR HUMANITIES COURSES DURING YOUR UNIVERSITY CAREER. TAKE YOUR TWO BEST ESSAYS (ONE OF WHICH MAY BE A SHORT STORY OR A SET OF POEMS FROM CREATIVE WRITING CLASSES) AND TURN THEM IN TO YOUR FACULTY ADVISOR. ADD TO THAT INFORMATION ABOUT OR FROM YOUR PERFORMANCES AND THE PRODUCTIONS YOU PARTICIPATED IN WHILE AT SU.

WHILE THE SENIOR PORTFOLIO IS **REQUIRED**, IT HAS NO IMPACT ON YOUR GRADES. IT IS INTENDED TO HELP US EVALUATE OUR PERFORMANCE AS YOUR TEACHERS AND TO HELP US MAKE DECISIONS REGARDING PROGRAM DESIGN.

THANKS FOR YOUR COOPERATION.

## Outcomes Assessment Routing Form

---

Student: Name: \_\_\_\_\_  
I.D.#: \_\_\_\_\_

Dear Faculty Reader,

Please evaluate all essays and flyers in this student's folder using the evaluation form.

Place the completed form in an envelope bearing your name and the student's name.  
Forward the file to the next evaluator. Do not read the evaluations contributed by other readers.

Thank you for your time and cooperation.

First Reader \_\_\_\_\_

Second Reader \_\_\_\_\_

Third Reader \_\_\_\_\_

