

**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

HUMANITIES

(Academic Department Name)

JUNE 2007 – MAY 2008

(Assessment Period Covered)

15 OCT 2008

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,
Master's, etc.)

HUMANITIES

BACHELOR OF ARTS

Submitted By: WILLIAM WALKER WOODS, Ph.D., DEAN OF LIBERAL ARTS

(Departmental Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR

HUMANITIES

BACHELOR OF ARTS

(Instructional Degree Program)

(Degree Level)

JUNE 2007-MAY 2008

15 OCTOBER 2008

(Assessment Period Covered)

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: As a university committed to the liberal arts as fundamental to education and committed to our affiliation with the Presbyterian Church (U.S.A.), Schreiner is dedicated to excellence in preparing students to live purposeful, humane and productive lives in their work, faith groups, families and communities.

College/University Goal(s) Supported: : Schreiner is dedicated primarily to educating undergraduate students in the liberal arts, sciences, and professional disciplines, preparing them for entry into specific careers and graduate or professional programs. The Humanities major serves students seeking preparation broader than that available in a single discipline. Humanities is a course of study designed with the student dedicated to the true study of a liberal arts education 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.

Intended Educational (Student) Outcomes: Upon graduating with a major in Humanities a student will be able to:

1. Survey the critical literature regarding a given humanities topic.

2. Analyze a performance or passage without recourse to information exterior to the event or text.

3. Relate a performance or text to extra-performance or textual issues, ideas, and analytical schema.

4. Recognize the contributions of major artistic figures in the humanities and the importance of genres and periods of artistic, literary, or dramatic history, depending upon the student's area of expertise.

ASSESSMENT REPORT FOR

(Instructional Degree Program)

(Degree Level)

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Survey the critical literature regarding a given humanities topic.

First Means of Assessment for Outcome Identified Above:

____ a. Means of Program Assessment & Criteria for Success:

Student Portfolio

____ a. Summary of Assessment Data Collected:

Successfully met intended outcome. Three graduates in Humanities academic year 07-08. All three portfolios indicate graduates able to survey critical literature.

____ a. Use of Results to Improve Instructional Program

No changes to program or degree plan necessary at this time.

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Analyze a performance or passage without recourse to information exterior to the event or text.

First Means of Assessment for Outcome Identified Above:

____ a. Means of Program Assessment & Criteria for Success:

Student Portfolios

____ a. Summary of Assessment Data Collected:

Successfully met intended outcome. Three graduates in Humanities academic year 07-08. All three portfolios indicate graduates analyze performance or passage.

____ a. Use of Results to Improve Instructional Program

No changes to program or degree plan necessary at this time.

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Relate a performance or text to extra-performance or textual issues, ideas, and analytical schema.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Student portfolios.

a. Summary of Assessment Data Collected:

Successfully met intended outcome. Three graduates in Humanities academic year 07-08. All three portfolios indicate graduates relate performance or texts.

a. Use of Results to Improve Instructional Program

No changes to program or degree plan necessary at this time.

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Recognize the contributions of major artistic figures in the humanities and the importance of genres and periods of artistic, literary, or dramatic history, depending upon student's area of expertise.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Student portfolios

a. Summary of Assessment Data Collected:

Successfully met intended outcome. Three graduates in Humanities academic year 07-08. All three portfolios indicate graduates recognize contributions.

a. Use of Results to Improve Instructional Program

No changes to program or degree plan necessary at this time.