

2004-2005 Annual Academic Assessment for Creative Arts

Schreiner University

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

The mission statement addresses student outcomes in the following way: Schreiner University” seeks to prepare students to live purposeful, humane, and productive lives in their faith groups, family relationships, and communities.” The Creative Arts program endeavors to build on these broad goals. The departmental ideal profile reads as follows: Creative Arts 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 theatre. 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 Creative Arts major is an excellent preparation for graduate studies in fine arts administration, performance, literature, and other fields, or for careers in education, writing, advertising and publishing. In order to fulfill this mission and in order to comply with accreditation requirements set forth by the Southern Association of Colleges and Schools, the Creative Arts program has developed the following Outcomes Assessment plan. The primary purpose of this assessment program is to describe the cognitive and personal developments of our students from when they entered the university to when they complete their degree in Creative Arts.

This plan is to communicate to:

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 Creative Arts which is made up of faculty from the primary areas of theatre, art, creative writing, and music. The secondary audience shall be the Southern Association of Colleges and Schools in order to establish

that the Department regularly assesses student ability and uses 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.

## **2. Educational goals, assessment for each goal, performance standards, and findings:**

Upon graduating with a major in Creative Arts a student will be able to:

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

There are currently no Creative Arts majors declared for the academic year 2004 or 2005. There were no Creative Arts majors in the academic year 2003-2004. One student graduated in the major in 2002. The student achievement of this goal was evidenced by the 3.5 GPA and 3.8 in the major. The student was also a member of the Honors program and the senior project evidenced the literature of Shakespeare in a performance setting. The student was accepted to graduate studies in theatre.

*Curriculum:* This entails an ability to gather and analyze the body of biographical, historical and analytical essays and books on a given topic. The students must also demonstrate the ability to summarize this background material into an effective essay, and do so within a professional. Students will attain this goal through selected coursework in literature, theatre, history, and other courses.

*Faculty Development:* Faculty encouraged to teach coursework with an integrated approach.

*Out-of-class Experience:* Students encouraged to attend out of class performances in a variety of media.

### **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 of passage (sounds, words, figurative devices, rhetorical techniques, style) construct meaning for the reader. Students will attain this goal through selected coursework.

2003-2004 no Creative Arts majors declared at this time. 2004-2005 no Creative arts majors at this time.

Curriculum: Continued emphasis on literary analysis in all upper level Creative Arts courses.

Faculty Development: Faculty encouraged to focus on the “New Critical” approach as often as possible in all upper-level Creative Arts courses.

Out-of-class: 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.**

The students 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.

Curriculum: BSAD 1301=broader cultural acumen, ENGL 3306 THRE 4333=structure, style, writing profession, creative writing, MUSC 1303= world music, THRE 1101= performance, method, ART 3341, 4397= art history, aesthetic theory, application of knowledge of real-world situations, MAJOR AREA 4398 or 4399- senior thesis.

Faculty Development: Faculty encouraged to work with students in upper level courses to tighten the focus on their concentration and/or minor under the Creative Arts option.

Out-of-Class: Students are encouraged to continue creative projects (performances, papers, creative writing, art review), and to become involved in a variety of arts- related workshops, conferences, performances, and/or museum reviews.

**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.

Curriculum: Senior thesis and/or performances or other related coursework.

Faculty Development: the faculty is encouraged in this area to serve as mentor and director of internship programs and or serve as reader for thesis projects and/or serve as directed study directors when applicable.

Out-of-Class: Students are encouraged to use their senior project and/or senior thesis as a capstone course.

It is suggested that the Curriculum Review Committee consider the Creative Arts major under review. Since a major in theatre, a major in music, a major in graphic design, and a major in English provide most students the opportunity to pursue their academic goals, the Creative Arts major may not be the most desired major for students with an interest in the arts. Coursework can be taken in a number of major with some flexibility, and it is suggested that the Creative Arts major be considered for deletion.

Some students may wish to combine areas of business and the arts into an arts management program; however at this time, because of the lack of interest in the major or the ability to attract students to the major it is suggested that the program be severely revised and/or deleted.