

2004-2005 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: This 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. 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: 1) the ability to survey the critical literature regarding a given humanities topic; 2) the ability to analyze a performance or passage without recourse to information exterior to the event or text; 3) the ability to relate a performance or text to extra-performance or textual issues, ideas, and analytical schema; and 4) the ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic, literary, or dramatic history, depending upon the student's area of expertise.

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

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

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

No data collected for Humanities in 2004-2005. One graduating senior.

Curriculum: Continued emphasis in all courses on research techniques. This entails an ability to gather and analyze the body of biographical, historical, and analytical essays and books on a given humanities topic. The student must also demonstrate the ability to summarize and synthesize this background material into an effective essay, and do so within the professional format established by the Modern Language Association, the American Psychological Association or the *Chicago Manual of Style*. Students will attain this goal through selected coursework.

Faculty Development: All Humanities faculty will continue to teach said abilities. The above goal presupposes faculty development in the area mentioned. It is assumed, therefore, that faculty will participate in professional activities that promote development of the goal.

Out-of-class Experience: Students will of course further hone research skills in libraries. In addition, the above goals also presuppose an active engagement of students in the academic community, including undergraduate writing and conference attendance, as well attending live theater and musical performances.

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

No data collected for Humanities in 2004-2005. One graduating senior.

Curriculum: Continued emphasis in all Humanities courses on textual criticism. 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 passage (words, sounds, actions, music, figurative devices, rhetorical techniques, style) construct meaning for the reader or listener. To do so, the student must show mastery of the quote/analysis method that has been a major part of the literary critic's methodology. Students will attain this goal through selected coursework.

Faculty Development: All Humanities faculty will continue to teach said abilities. The above goal presupposes faculty development in the area mentioned. It is assumed, therefore, that faculty will participate in professional activities that promote development of the goal.

Out-of-class Experience: The above goals also presuppose an active engagement of students in the academic community, including undergraduate writing and conference attendance, as well as attending live theater and musical performances.

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

No data collected for Humanities in 2004-2005. One graduating senior.

Curriculum: Continued emphasis in all Humanities courses on external factors as related to the study of the Humanities. The student must demonstrate an ability to reflect not only on the internal meaning of a given work or performance, but also its relationship to extra textual issues, ideas, analytical schema. Such readings include, but are not limited to, social, cultural, and political critiques, and the use of interdisciplinary methods and perspectives, borrowing from sociology, psychoanalysis, anthropology, and cultural theory. Students will attain this goal through coursework.

Faculty Development: All Humanities faculty will continue to teach said abilities. The above goal presupposes faculty development in the area mentioned. It is assumed, therefore, that faculty will participate in professional activities that promote development of the goal.

Out-of-class Experience: The above goals also presuppose an active engagement of students in the academic community, including undergraduate writing and conference attendance, as well as attending live theater and musical events.

Goal 4: Ability to recognize the contributions of major artistic figures and the importance of genres and periods of artistic, literary, or dramatic history, depending upon the student's area of expertise.

No data collected for Humanities in 2004-2005. One graduating senior.

Curriculum: Continued emphasis in all Humanities courses on contributions and importance such as those listed. The student must possess a mastery of the contribution of major artistic, literary, or dramatic figures, genres, traditions, periods -- in short, the broad outlines of the history of artistic, literary or dramatic form and the major figures in this genealogy. Students will attain this goal through coursework.

Faculty Development: All Humanities faculty will continue to teach said abilities. The above goal presupposes faculty development in the area mentioned. It is assumed, therefore, that faculty will participate in professional activities that promote development of the goal.

Out-of-class Experience: The above goals also presuppose an active engagement of students in the academic community, including undergraduate writing and conference attendance, as well as attending live theater and musical events.

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

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| 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 |