

# Department of Humanities & Religious Studies

## Humanities MA Assessment Plan (REV 5/30/18)

### Institutional Graduate Learning Goals

1. **Disciplinary knowledge:** Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. **Communication:** Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. **Critical thinking/analysis:** Demonstrate the ability to be creative, analytical, and critical thinkers.
4. **Information literacy:** Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. **Professionalism:** Demonstrate an understanding of professional integrity.
6. **Intercultural/Global Perspectives:** Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

### Program Learning Goals and Outcomes

1. Students who complete the MA in Humanities should be able to demonstrate knowledge of human cultures, their values, and forms of expression in ways that prepare them to understand, adapt, and succeed at levels appropriate to a graduate-level degree.
  - 1.1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and global cultures.
  - 1.2. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well-reasoned explanations for such.
  - 1.3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.
2. Intellectual and Communication Skills: Students who complete the MA in Humanities should be able to demonstrate analytical reading skills, critical thinking skills, information competence, and effective written and oral communication skills in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits appropriate to a graduate-level degree.
  - 2.1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.
  - 2.2. (Critical Thinking) Demonstrate the ability to be creative, analytical, and critical thinkers.
  - 2.3. (Written Communication) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.
  - 2.4. (Oral Communication) Demonstrate ability to present information orally in a persuasive, logical, and organized manner that draws effectively on relevant evidence.
  - 2.5. (Information Literacy) Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.

3. Lifelong Learning: Students who complete the MA in Humanities should be able to acquire advanced skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.
  - 3.1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.
  - 3.2. Make explicit references to previous learning and apply in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
  - 3.3. Express, listen, and adapt ideas and messages based on others' perspectives.
  
4. Integrative Learning: Students who complete the MA in Humanities should be able to demonstrate ability to undertake and synthesize cross-disciplinary study and learning in order to understand holistically the place and relevance of Humanities disciplines and their subject matter.
  - 4.1. Apply relevant disciplinary perspectives such as history, English, philosophy, and art history to the study of subjects germane to the Humanities.
  - 4.2. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
  - 4.3. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
  
5. Disciplinary Knowledge: Students who complete the MA in Humanities should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various forms of expression in a variety of cultures.
  - 5.1. Demonstrate the ability to use and apply a basic vocabulary of terms and principles that refer to the visual arts, literature and philosophy.
  - 5.2. Analyze the impact that key historical events have on changing styles and concepts in art, literature, and music (or on the changing cultural landscapes of their time).
  - 5.3. Identify and analyze the stylistic expression of specific ideas in art, architecture, music, literature, and philosophy and show how they vary across cultural boundaries and historical contexts.
  - 5.4. Conduct cross-disciplinary research and analysis.

**Summary Plan for Next Program Review Cycle**

<i>Institutional Graduate-Goal</i>	<i>PLOs</i>	<i>Direct Lines of Evidence</i>	<i>Indirect Lines of Evidence</i>	<i>Evaluation Parameters</i>

<b>I. Disciplinary knowledge</b>	<b>3.2</b> <b>5.4</b>	<ol style="list-style-type: none"> <li>1. HRS 200A qualifying exam</li> <li>2. Seminar term papers</li> <li>3. Seminar discussion</li> <li>4. Oral presentation of research</li> <li>5. Presentations at conferences or colloquia</li> <li>6. Culminating experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Program exit survey</li> <li>2. Alumni survey</li> </ol>	<p>Preliminary Exam Part A (at conclusion of HRS 200A) and Part B (at conclusion of HRS 200B) are designed to measure breadth of knowledge with respect to the animating ideas, ideals, and values of cultures, and how these are expressed in the arts and in the style, technique, and technical achievements in the arts. The minimum passing grade on the Preliminary Exam is 80%; this is required to pass 200A and 200B.</p>
<b>II. Communication</b>	<b>2.3</b> <b>2.4</b>	<ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Culminating experience</li> </ol>		<p>3.0 or better on VALUE Rubric scores for Written Communication (applied to term papers, theses, and, when appropriate, projects) and Oral Communication (applied to oral presentation of research and seminar discussion)</p>
<b>III. Critical thinking/analysis</b>	<b>2.2</b>	<ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Culminating experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Program exit survey</li> <li>2. Alumni survey</li> </ol>	<p>3.0 or better on VALUE Rubric scores for Critical Thinking (applied to term papers, theses, and, when appropriate, projects)</p>
<b>IV. Information literacy</b>	<b>2.5</b> <b>5.4</b>	<ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Culminating experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Program exit survey</li> </ol>	<p>3.0 or better on VALUE Rubric scores for Information Literacy (applied to term papers, theses, and, when appropriate, projects)</p>
<b>V. Professionalism</b>	<b>3.3</b> <b>4.3</b>	<ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar</li> </ol>	<ol style="list-style-type: none"> <li>1. Program exit survey</li> </ol>	

		<ul style="list-style-type: none"> <li>discussion</li> <li>3. Oral presentation of research</li> <li>4. Presentations at conferences or colloquia</li> </ul>	<ul style="list-style-type: none"> <li>2. Alumni survey</li> </ul>	
<b>VI. Intercultural/Global perspectives</b>	<b>1.3</b> <b>5.3</b>	<ul style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Presentations at conferences or colloquia</li> <li>5. Culminating experience</li> </ul>	<ul style="list-style-type: none"> <li>1. HRS 200A qualifying exam</li> <li>2. Program exit survey</li> <li>3. Alumni survey</li> </ul>	3.0 or better on rubrics for each PLO, both modifications of the VALUE Rubrics for Intercultural Knowledge and Competence and Global Learning (applied to term papers, theses, and, when appropriate, projects)

## Curricular Map

PLOs Courses	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
	<b>Required Courses</b>																	
HRS 200A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 200B	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 202	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 500				X	X	X	X	X	X	X	X	X	X	X	X		X	X
<b>Elective Courses</b>																		X
HRS 213	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 214	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 234	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 235	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 236	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HRS 290D		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

### Action Plan Based on Assessment Data

As detailed in the 2015-2016 Annual Assessment Report, last year the Department assessed Intercultural Knowledge and Competency (closely correlative to our PLOs 1.1 and 1.3) and Global Learning (closely correlative to our PLO 3.3); during the 2016-2017 academic year, we are assessing Reading (PLO 2.1): <http://www.csus.edu/programassessment/annual-assessment/2015-16reports/report%20pdfs%20and%20feedback/report%20pdfs%20by%20college/arts%20and%20letters/hum%20relig%20studies/15-16%20ma%20humanities.pdf>