

San Francisco State University  
Inventory of Program Assessment Activities, 2006-2007

Program: BA - Humanities

College: Humanities

Date: 2006-2007

**Program Mission:** The several forms of thought and art by which humans define their experience are brought together in the interdisciplinary study of Culture. These forms—language, literature, philosophy, visual art, music, architecture, performance, history, city design and many others illuminate each other when studied in their whole contexts and in their interrelations. The program also strives to aid students in discovering and developing their own knowledge, sensitivity, perspectives and value patterns, as well as communicating about them orally and in writing forcefully and coherently. We are committed to the study of culture in its broadest sense— the imaginative production of the variety of diverse people who constitute the group. We are an interdisciplinary and multicultural program with a central concern for theoretical approaches as well as detailed interpretation. We emphasize the study of society, ideas and the arts (both popular and learned) with special concern for the questions of value—moral, social, intellectual, cultural and aesthetic—that are inherent in major human expressions. These concerns necessarily include an emphasis on cultural diversity and hybridity, locally, nationally and globally. They also necessitate a mastery of different interpretive skills for the different modes of human expression, skills for comparing cultures, as well as individual works and programmatic recognition that Asia and Africa have equal importance as Europe and The Americas ..

At this year's retreat we realized that we had been treating the learning objectives of our program too narrowly. Because our program is global and historical one of the major learning outcomes of it is the transmission of the works and values of other cultures to students who knew little about them. In other words We make students aware of and knowledgeable about the major works and ideas of a number of cultures. We decided to provide data for that transfer by giving content and concept based entrance and exit exams to the students in a number of courses. We will make that a Department wide practice in Spring 2008.

Measurable learning objectives	Place I curriculum where objective is addressed	Academic year objective was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Students will learn, and learn to use the skills necessary for the interpretation of texts in all forms of	Core Course 301	2006-2007	Written essays on the same works at an early and late stage in the course to see if student interpretive skills have improved	Confusion still exists for students about what constitutes a "good" paper	1. We are in the process of putting together a template which will make clear to students what objectives and skills are

<p>cultural expression— verbal, visual, and aural- with particular emphasis on the ways in which the medium is used and the ways in which the rthe relationship of the parts of a work to each other and to the whole work contribute to meaning</p>	<p>1.Students will learn the ways in which all forms of interpretive assertion are grounded in assumptions, implicit and/or explicit which render them coherent only in</p>	<p>Core Course HUM 302</p>	<p>2006-2007</p>	<p>Essay Assignments which demand interpretation of the same works from two different theoretical perspectives</p>	<p>Material too complex for an introductory course</p>	<p>2 We are beginning to put together our Junior Level WAC/WID discipline specific writing course. We are collecting input from Tenure- Tenure Track Faculty about minimal desired objectives for good writing. Will be used to govern the revision process. Hope to offer course first time in Spring 2009. Will replace 302 in core.</p> <p>Course will become an elective</p>
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<p>terms of the theoretical framework from which the assumptions draw their lucidity. They will learn that all cultural criticism, including their own involves both theory and its practical application. They will learn to identify and use a number of these currently respected theories</p>				
<p>2. Students will learn that all works come into being in a specific historical context and how to understand the these works by relating to the different contexts which they reflect or resist. Students will also learn that the act of interpretation, their own and that of other critics also exists in a</p>	<p>Core Course HUM 303</p>	<p>2007-2008</p>	<p>Student assignments which demand interpretation of the same work before and after research on its historical context is conducted</p>	

<p>specific historical context and how these contexts effect Critical judgment</p>	<p>3. Students will learn how to perform interdisciplinary interpretation and to be able to make clear the types of relationships that exist between verbal, visual and aural materials</p>	<p>Core Course Hum 425 Thought and Image</p>	<p>2007-2008 our two new hires (Japan and South Asia) will be aboard by then</p>	<p>Symposium was held in Nov 2005 for all teachers of this course to ascertain the nature of its coherence and focus. In addition the course was brought before the Liberal Studies Council in which it is an Area 4 core course Specific Learning Objectives for the course are being worked on at present.</p>	<p>Course is successful since majors do better in it than Gen. Ed students but we are not sure why.</p>	<p>4. Students learn to recognize cultural styles from all over the world at different times</p>	<p>The nine course geographical, historical and cross-cultural required sequence</p>	<p>2006-2007</p>	<p>All courses in this sequence are also in Segment III General Education Clusters. SLO matrices exist on file for all of them. Paper topics relate to objectives.</p>	<p>At Department retreat it was decided that because of the widely differing backgrounds of our majors the seminar, would in future remain part of our core. We weren't sure however that it was functioning well as a capstone course. We decided to open the course to second semester Juniors as well as seniors and to explore the possibilities of</p>	<p>Department held its first retreat ever in June 2006 during which a reconceptualization of the core was decided upon which would sharpen its focus.</p>
<p>5. Students learn to synthesize all of the above objectives in a long major seminar paper</p>	<p>Core course Hum 690 Senior Seminar</p>	<p>2006-2007</p>	<p>Two new Asian Hires now give us a wealth of material in that area. We must rework distribution of geographical range to take advantage of new strength</p>	<p>We are putting together a template for the skills to be manifested in the seminar paper. Should be ready next semester</p>	<p>Two new Asian Hires now give us a wealth of material in that area. We must rework distribution of geographical range to take advantage of new strength</p>						

<p>7. Students will learn to write forcefully, coherently, sensitively, persuasively and grammatically correctly about the strategies and insights they have acquired by mastering the above objectives</p>	<p>All classes</p>	<p>Every year All our upper division courses are de Facto writing intense with at least 15 pages of formal writing which may be revised</p>		<p>a different mode of terminal assessment- probably portfolios. We are working on this now.</p> <p>Anecdotal evidence that majors' writing gets better the closer they are to graduation</p>	<p>Four new Asia courses have been added to the curriculum to broaden representation in those areas.</p>
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