



# Harold Washington College Humanities Assessment Survey

Spring 2007

Written by HWC Assessment Committee

*The following demographic questions will be used to determine whether the sample of students who take this assessment are a representative sample of the student body at large in order to check the reliability of the data obtained.*

Please fill in marks like this:



not like this:



1. Please indicate the total number of college level credit hours that you have completed:

At HWC:      ☐ 0                      ☐ 1-15                      ☐ 16-30                      ☐ 31+  
Other colleges   ☐ 0                      ☐ 1-15                      ☐ 16-30                      ☐ 31+

2. At HWC we define **the Humanities** as including any topic in Philosophy, Literature (poetry, fiction, drama, etc.), Art History, Fine Arts, Art, Music, Film, Theater, Media, Dance, Creative Writing, and Religious Studies. Given that definition, please indicate how many courses you have completed in **the Humanities**:

At HWC:      ☐ 0                      ☐ 1-2                      ☐ 3+  
Other colleges   ☐ 0                      ☐ 1-2                      ☐ 3+

3. Please indicate your sex:

☐ Female  
☐ Male

4. Please indicate your race and/or ethnicity:

☐ African American/Black                      ☐ Arab/Arab American                      ☐ Asian American/Pacific Islander  
☐ Hispanic/Latino/Chicano                      ☐ Multi-racial/Multi-Ethnic                      ☐ Native American/Alaska Native  
☐ White/Caucasian

5. Please indicate your age:

☐ 25 or under                      ☐ 26-40  
☐ 41-60                      ☐ 61+

6. Please indicate your current academic status:

☐ Full time  
☐ Part time

**The following questions will ask you about your interests, values, and opinions related to the Arts and Humanities. Use this time to think honestly about yourself. For each of the following statements, determine if it is true or false for you.**

7. I consider myself:

Strongly  
Agree

Agree

Disagree

Strongly  
Disagree

a. an artist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a musician.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. an actor or performer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. a philosopher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>8. I think studying the arts and humanities:</b>				
a. has given me new ways to think about my own life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. has given me important skills to use in other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. has <u>not</u> helped me reach my academic and/or personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. has helped me become a more expressive/creative/imaginative person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. has <u>not</u> helped broaden my taste in music, literature, and visual arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. is something I would have done even if there were not a humanities requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>9. Compared to the time before I came to Harold Washington College, I am now more likely to:</b>				
a. read different types of books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. listen to different types of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. enjoy different types of visual art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. think about the arts and race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. think about the arts and sex or gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. think about the arts and sexuality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. think about the arts and religion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. think about the arts and society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. think about the arts and politics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. discuss life's big questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**10. Compared to the time before I came to Harold Washington College, I am now more likely to:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. a search for meaning in the music I hear, the images I see, and/or books I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. attend an arts event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. visit a museum or take an arts-related tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. bring family, friends, or coworkers to an arts event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. feel confident about understanding what I read, see, and hear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. feel confident about interpreting creative works of art (e.g. literature, a sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. feel confident about what I write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. feel confident about what I say in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. find value in creative works of art even if I don't enjoy them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Since coming to HWC, have you attended or otherwise experienced (indicate all that apply):**

	<b>Yes and it was a new experience</b>	<b>Yes but it was not new to me</b>	<b>No but I have experienced this before</b>	<b>No and I have never experienced this</b>
a. the Art Institute, the MCA or other art museum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. an arts or architecture tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. a live music performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. a play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. a Poetry Reading, Poetry Slam, or Open Mic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. a fiction reading or a writer's talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. a film presentation on campus, at the Gene Siskel Film Center, or other independent movie theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. an arts related lecture or educational presentation (non-credit).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. a dance performance or performance art event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. a debate or philosophy discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Thank you very much. You are now ready to complete Part 2.**

To complete Part 2, you will have to:

1. Turn your attention to the computer screen and put on the headphones;
2. Follow the instructions there until you have chosen a Humanities work or “artifact” to think and write about;
3. Then turn your attention to the writing booklet, read the instructions and then answer the four (4) questions presented

*Please write your responses in your **writing booklet**. Each short essay should be at least 1-2 full paragraphs, thorough, clearly-written, in complete sentences.*

***Write to the best of your ability.***

**Please turn now to your screen and follow the instructions there.**

# HUMMMM...

## Arts & Humanities



### Part 2 – Writing!

Spring 2007, Harold Washington College

Written by HWC Assessment Committee

*Please click on the arrows using your mouse to move ahead through the exam.*





# This is PART 2 of the Arts & Humanities Assessment.

- Please make sure that your **headphones** work. (You should now be hearing music.) If you can't hear anything, raise your hand.
- You will now take a close look at (and/or listen to) a particular object (artifact) in the Arts & Humanities and answer four questions to the best of your ability.
- Be sure to take your time, think deeply about what you see and read today, and write to the best of your ability.





# CHOOSE YOUR DESTINY!

First, think about all of the courses you've taken, what you've enjoyed most in your life, and your success as a student. Take a look at the three topic areas below and consider the following – which one do you feel most confident about? Which topic (or artifact) would you feel most comfortable interpreting and writing about?

Click on the arrow below the ONE topic area you choose to work on.

You won't be able to change your mind once you start, so pick carefully!

## POETRY

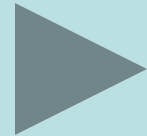
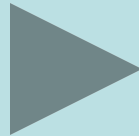
A 1970 poem  
by Sonia Sanchez

## VISUAL ART

A 1968 drawing  
by Murray dePillars

## MUSIC

A 1968 recording  
by Jimi Hendrix



# Welcome to POETRY!

**(If you have chosen this area by accident, please ask for help. If not, mark the box for “Poetry” on the front of your Answer Book.)**

## Some Instructions

- On the next slide, you'll see a poem for you to explore called “right on: white america” by Sonia Sanchez, written in 1970.
- Remember, we are interested in knowing how you read, think and feel about things that are written creatively; you can use the same skills you already use for reading a novel, a magazine, or a lab report.
- Read the poem carefully, then read all four of the questions (printed in your Answer Book) and finally, please respond to each question. You may read the poem as many times as you like as you complete the questions.





# right on: white america

by Sonia Sanchez

right on: white America  
this country might have  
been a pio  
neer land  
once.

but. there ain't  
no mo  
indians blowing  
custer's mind  
with a different  
image of america.

this country  
might have  
needed shoot/  
outs/daily/  
once.

but. there ain't  
no mo real/ white allamerican  
bad/guys.

just  
. u & me  
blk/ and un/ armed.  
this country might have  
been a pio  
neer land, once.

and it still is.  
check out  
the falling  
guns/ shells on our blk/tomorrows.



# Answer the Questions

- Open your Answer Book.
- Read all four questions before answering any.
- Write a short essay for each, 1 to 2 full paragraphs that are thorough, focused, and clear with mechanically sound writing. Use any technical vocabulary that you know; be as specific and precise as you can. In short, write to the best of your ability. Use the button at lower left to go back to the poem.
- When you have finished answering all four questions, click on the button at lower right.



# Welcome to VISUAL ART!

(If you have chosen this area by accident, please ask for help. If not, mark the box for “Visual Art” on the front of your Answer Book.)

## Some Instructions

- On the next slide, you'll see information about the work of visual art we've chosen for you and on the slide after that you'll find a drawing for you to explore by Murry dePillars called *Aunt Jemima*.
- Remember, we are interested in knowing how you see, think and feel about objects from the visual arts; you can use the same skills you already use for looking at a movie, a photograph, a lab report, or a magazine.
- Look at the image carefully, then read all four of the questions (printed in your Answer Book) and finally, please respond to each question. You may examine the image as many times as you like as you complete the questions.



# *Aunt Jemima*

Murry N. DePillars

Aunt Jemima, 1968

pen, ink and conte crayon on  
paper

37 1/2" x 32 1/2"





# Answer the Questions

- Open your Answer Book.
- Read all four questions before answering any.
- Write a short essay for each, 1 to 2 full paragraphs that are thorough, focused, and clear with mechanically sound writing. Use any technical vocabulary that you know; be as specific and precise as you can. In short, write to the best of your ability. Use the button at lower left to go back to the image.
- When you have finished answering all four questions, click on the button at lower right.



# Welcome to MUSIC!

**(If you have chosen this area by accident, please ask for help. If not, mark the box for “Music” on the front of your Answer Book.)**

## Some Instructions

- On the next slide, you'll find instructions for listening to and exploring a selection of music called “The Star Spangled Banner” performed by Jimi Hendrix in 1969.
- Remember, we are interested in knowing how you listen, think and feel about musical art; you can use the same skills you already use as a student and when you listen to any kind of music you enjoy.
- Listen to the music carefully, then read all four of the questions (printed in your Answer Book) and finally, please respond to each question. You may listen as many times as you like as you complete the questions.



# *“The Star Spangled Banner”*

By Francis Scott Key

Performed by Jimi Hendrix

*LISTEN to this audio clip by following the  
instructions given to you.*





# Answer the Questions

- Open your Answer Book.
- Read all four questions before answering any.
- Write a short essay for each, 1 to 2 full paragraphs that are thorough, focused, and clear with mechanically sound writing. Use any technical vocabulary that you know; be as specific and precise as you can. In short, write to the best of your ability. Use the button at lower left to go back to the link to the song.
- When you have finished answering all four questions, click on the button at lower right.



# Rock On!



- Now take a few minutes to review what you've written. Are you happy with it? Do you feel it shows off the best of your skills and insightfulness? Proofread and make any revisions now while enjoying the musical stylings of Mr. James Brown and Maceo Parker.
- Please make sure to *check the box* on the front of your answer book to let us know which artifact you chose.
- Then turn in your survey and Answer Booklet.

## Thank you for participating!

# HUMMMM...

## Arts & Humanities

### ANSWER BOOKLET

I chose to write about:

☐

POETRY

☐

VISUAL ART

☐

MUSIC

**Harold Washington College**  
General Education Humanities Assessment  
Spring 2007, Written by HWC Assessment Committee

## REMEMBER:

- Read all four (4) questions *before* answering any;
- Prepare to write short essays for each, 1 to 2 full paragraphs that are thorough, focused, clear with mechanically sound writing. Use technical vocabulary if you know any, be as specific and precise as you can.
- In short, think and write to the best of your ability.

**Please turn your attention back to the computer and go to the FINAL screen.**

#### Question #4

##### Evaluation

After spending the last few questions thinking about its message and style, you will now be asked to evaluate the quality of the work. How do you distinguish “good” art from other kinds, in general? Based on those criteria, do you see value in the piece (whether you like it or not)? If so, what sort?

*Using details from the work, explain your judgment.*

#### Question #1

##### Reaction

How does this work make you feel, personally and emotionally?

*Using details from the work, explain why you think you had this reaction.*

## Question #2

### Interpretation

What do you think is this work's meaning or theme? What do you think the artist is "trying to say?" Why?

*Using details from the work, explain how you came to this conclusion.*

## Question #3

### Analysis

A work of art often reflects or reacts to the historical period in which it was created and/or the artistic movements that came before it.

How do you think this work relates to the historical environment in which it was created and/or the artistic movements that came before it? In other words, how does the work reflect its historical or artistic context or both?

*Using details from the work, explain your analysis.*

# Rubric for Harold Washington College Spring 2007 Arts & Humanities Assessment

Reader # \_\_\_\_\_

Test # \_\_\_\_\_

Subject \_\_\_\_\_

(1=Poetry 2=Visual Art 3=Music)

3 = Demonstrates very strong, consistent, sophisticated evidence of the outcome

2 = Demonstrates basic evidence of the outcome but is lacking in consistency and/or sophistication

1 = Demonstrates little or no evidence of the outcome

## Q 1 – Personal Response

### A. *Focus and Organization*

A. \_\_\_\_\_

~ Response presents an explicit thesis that responds “through the self” and identifies emotion or state as result of encounter with work.

~ Response utilizes a discernable organizational plan to respond affectively to the work.

### B. *Support and Logic*

B. \_\_\_\_\_

~ Response makes accurate observations and reasonable inferences about the work.

~ Response supports claim(s) by connecting observations to emotional response.

~ Response is logical, avoiding inconsistency and incoherence.

### C. *Sentence-Level Clarity*

C. \_\_\_\_\_

~ Response utilizes appropriate diction to avoid vagueness and ambiguity.

~ Response displays consistently correct syntax.

~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 1:** \_\_\_\_\_

## Q2 – Interpretation

### A. *Focus and Organization*

A. \_\_\_\_\_

~ Response presents an explicit thesis that asserts the meaning of the work.

~ Response utilizes a discernable organizational plan to interpret the work.

### B. *Support and Logic*

B. \_\_\_\_\_

~ Response makes accurate observations and reasonable inferences about the work.

~ Response provides support for the claim(s) by connecting observations to meaning(s) and/or theme(s).

~ Response is logical, avoiding inconsistency and incoherence.

### C. *Sentence-Level Clarity*

C. \_\_\_\_\_

~ Response utilizes appropriate diction to avoid vagueness and ambiguity.

~ Response displays consistently correct syntax.

~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 2:** \_\_\_\_\_

## Q 3 – Context

### A. *Focus and Organization*

A. \_\_\_\_\_

~ Response presents an explicit thesis regarding the historical, political, social, cultural, and artistic context of the work.

~ Response utilizes a discernable organizational plan to contextualize the work.

### B. *Support and Logic*

B. \_\_\_\_\_

~ Response makes accurate observations and draws reasonable inferences about the work and its context, especially its culture, period, movement, etc.

~ Response provides support for the claim(s) by connecting observations of work to context of work.

~ Response is logical, avoiding inconsistency and incoherence.

### C. *Sentence-Level Clarity*

C. \_\_\_\_\_

~ Response utilizes appropriate diction to avoid vagueness and ambiguity.

~ Response displays consistently correct syntax.

~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 3:** \_\_\_\_\_

## Q 4 – Evaluation

### A. *Focus and Organization*

A. \_\_\_\_\_

~ Response presents explicit thesis establishing and applying normative criteria to the work.

~ Response utilizes a discernable organizational plan to evaluate the work.

### B. *Support and Logic*

B. \_\_\_\_\_

~ Response makes accurate observations and draws reasonable inferences about the work.

~ Response provides support for the claim(s) by connecting observations to qualitative evaluation of the work.

~ Response is logical, avoiding inconsistency and incoherence.

### C. *Sentence-Level Clarity*

C. \_\_\_\_\_

~ Response utilizes appropriate diction to avoid vagueness and ambiguity.

~ Response displays consistently correct syntax.

~ Response uses correct grammar, spelling and punctuation with few exceptions.

**Total 4:** \_\_\_\_\_

**Additional Comments:**

**GRAND TOTAL:** \_\_\_\_\_/36