

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

ASSESSMENT REPORT
ACADEMIC YEAR 2017 – 2018

I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

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2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

No

CMPL Mission Statement of the Major and Minor in CMPL:

The Comparative Literature and Culture program promotes linguistic proficiency and cultural literacy, with emphasis on critical thinking, practice of close reading, extensive writing and text analysis so students can be successful in their academic and professional endeavors but also in the service to others in an increasingly multilingual and multicultural world.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No.

PLOs

1. identify and compare ideas and formal features of an integrated body of literary or non-literary texts using the disciplinary convention and methodologies of literary and cultural analyses.
2. articulate in writing and discussions responses to literary texts in the context of their historical, cultural and/or aesthetic traditions.
3. analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
4. appreciate and explain the plurality of meanings and diversity of perspectives presented in literary and non-literary texts of one or more ethnic, racial, religious and culturally diverse groups, or their communities.

PLOs for the CMPL Minor apply except for PLO # 3.

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018? PLO #4: appreciate and explain the plurality of meanings and diversity of perspectives presented in literary and non-literary texts of one or more ethnic, racial, religious and culturally diverse groups, or their communities.

II. METHODOLOGY

5. Describe the methodology that you used to assess the PLO(s).

Applied Methodology for PLO #4:

An Assessment Rubric with 6 evaluation criteria (including establishing and maintaining a clear thesis and integration/analysis of sources) at different levels of achievement (A, B, C, D, F paper) was applied to the evaluation of the senior theses of 6 CMPL majors graduating during AY 2017-18.

Students fulfilled the criteria for maintaining a thesis and integrating sources by achieving grades of “A” or “B” indicating that students could “explain a plurality of meanings and diversity of perspectives in literary texts” as discussed in their respective projects.

III. RESULTS & MAJOR FINDINGS

6. What are the major takeaways from your assessment exercise?

Assessment exercise reveals that of the 6 graduating seniors during AY 2017-18:

3 students wrote an Outstanding / Excellent thesis = A (100-94 points).

2 students wrote an Excellent / Very good thesis = A- (93-90 points).

1 student wrote a Very Good / Good thesis = B+ (89-87 points).

- a. 100% of the students assessed handled the outcome at the highest level possible or at a very high level that is well above average.

Level	Percentage of Students
Complete Mastery of the outcome	100%
Mastered the outcome in most parts	
Mastered some parts of the outcome	
Did not master the outcome at the level intended	

IV. CLOSING THE LOOP

7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Overall the results of assessing PLO #4 are positive. It reflects the overall high quality of the work and achievements of students majoring in Comparative Literature and Culture. The relatively small number of students graduating with the CMPL major makes statistically significant findings difficult, but it also allows CMPL including MCL faculty members in the languages to follow students and support their individual projects. The petition process of their Electives which students complete prior to enrolling in the Capstone seminar also allows them to anticipate the demands of an outline of their topic and initiating their bibliographical research to support their research.

8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Dr Merritt's suggestion from last year to apply an assessment rubric to evaluate Senior's theses was very important. As implemented in this year's assessment exercise, it demonstrates more accurate and direct measurement of students' results.

ADDITIONAL MATERIALS

Grading Scale and Paper Rubric

A	=	100-94 Outstanding/Excellent
A-	=	93-90 Excellent/Very Good
B+	=	89-87 Very Good/Good
B	=	86-84 Good
B-	=	83 – 80 Good/Meets Expectations
C+	=	79 – 77 Meets Expectations/Average
C	=	76 – 74 Average
C-	=	73 – 70 Average/Meets Expectations (barely)
D+	=	69-67 Passing
D	=	66-64 Pass
D-	=	63-60 Barely Pass
F	=	59 and below Fail

	“A” Paper	“B” Paper	“C” Paper	“D” Paper	“F” Paper
Thesis	The author establishes and maintains a clear thesis throughout the paper.	The author establishes a thesis in the introduction and makes some connections back to the thesis	The author establishes a thesis but fails to maintain it throughout the paper	The thesis is not clear and is not maintained throughout the paper.	The paper lacks a thesis.
Organization	Organized from beginning to end with a logical progression of ideas. Fluent and coherent. Strong topic sentences and supportive textual examples and analysis.	Organized to move writing forward. Few lapses in unity and coherence exist.	Lapses in unity and/or coherence exist within organizational Structure. Weak topic sentences and supportive details.	Lapses in Organization Hurt the unity and coherence.	Serious errors in Organization. Paper is difficult to follow.
Integration Analysis Of Sources	Details of paper are pertinent, vivid, explicit and provide ideas in depth.	Details are relevant and develop ideas with some degrees of Depth.	Details do not adequately develop the writer's ideas.	Details lack Elaboration, are merely listed, or are repetitious.	Details are minimal, inappropriate and/or random.

Proper Citation Of Sources	In-text sources are properly cited throughout the paper.	Minor errors in citation. Student does not violate citation ethics.	Numerous citation errors. Fails to distinguish writer's ideas from the ideas of the source.	Significant errors in handling sources. Does not properly attribute source material.	No distinction between writer's voice and source material.
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	"A" paper	"B" paper	"C" paper	"D" paper	"F" paper
Style/Language	Paper employs a distinctive academic tone using appropriate language and transitional phrasing.	Author establishes an academic tone.	Author sometimes achieves an academic tone.	Paper lacks a professional and academic tone.	Paper lacks a professional and academic tone.
Sentence Level Errors	Paper contains few or no spelling, grammar, usage, mechanics, format errors.	Some spelling, grammar, usage, mechanics errors or patterns of errors exist.	Numerous spelling, grammar, usage, mechanics, format errors.	Errors in spelling, grammar, usage, mechanics, format errors interfere with the flow of the paper.	Errors in spelling, grammar, usage, mechanics, format errors interfere with the reader's understanding of the paper.

Final Comments:

This is an aggregate assessment of the CMPL Minor and Major with no date concerning the Minor because there were no students graduating with a CMPL minor in AY 17-18.

