

# College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:  
[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

## NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

Identifying Information 

Name of Program \*

Comparative Literature and Culture

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Type of Program \*

Major



College of Arts and Sciences Division \*

Humanities



Name/Title/E-mail Address of Submitter \*

mairesse@usfca.edu

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Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

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Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

## Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at [https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf))

Please upload your program's curriculum maps here (all file types allowed) \*

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### Mission Statement

Please type and/or copy-and-paste directly into the space below:

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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 endeavours but also in the service to others in an increasingly multilingual and multicultural world.

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### Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

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Students will be able to:

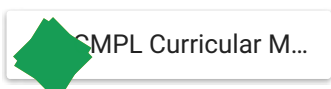
1. identify and compare ideas and formal features of an integrated body of literary or non-literary texts using the disciplinary convention and methodologies of literary and cultural analyses.
  2. articulate in writing and discussions responses to literary texts in the context of their historical, cultural and/or aesthetic traditions.
  3. analyse 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.
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## Curriculum Maps



Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

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## Assessment Methods



Which of your Program Learning Outcomes did you assess during 2016-2017? \*

#2

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What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. \*

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other: Capstone Senior Thesis Presentations

### Brief description of student work products used to assess PLOs: \*

Student conducted a semester long research on the topic of, and wrote a 28 page senior thesis entitled: "Three Symbolic Modalities of the Full Moon in the writings of ibn ' Arabi (Spring 17)

Student conducted a semester long research on the topic of, and wrote a 20 page senior thesis entitled: "You are the Door": Heterotopic Narratives of Seond and Third Generation Mexican-Americans (Fall 16)

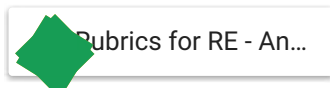
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### What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? \*

Rubrics, final grade

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Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



### Who evaluated the student work product? Check all that apply. \*

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: .....

**Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):**

Disciplinary conventions and methodologies of literary and cultural analyses were assessed with regard to Form: (introduction, identification and articulation of a thesis and ideas relevant to the thesis. Sustained examples / quotes, conclusion and bibliographical references). Content was assessed based on the actual research as conducted, a substantial choice of readings relevant to the subject matter and demonstration of the actual knowledge the student acquired on the chosen topic.

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## What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: Thesis presentations

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

one on one meetings

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## Results

What were the direct data results? \*

final grade of the senior thesis. Students received an A for their senior thesis

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What were the indirect data results? (If applicable)

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How do you interpret these results? What do they mean? \*

Students achieved level M (Mastered/advanced) concurrent to the level Mapped for the Capstone seminar in CMPL Curriculum Mapping.

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## Closing the Loop

Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. \*

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: .....

Please elaborate on your potential course(s) of action, related to any/all items you checked above. \*

Students now have strict deadlines for (1) identifying their topic; (2) submitting the outline of their senior thesis and their bibliography, (3) submit their first, second and third draft and share progress about individual progress, (4) present the final version of their semester long research and experience in the capstone seminar.

Advising from faculty members serving as primary and secondary readers to the student's area of concentration and topic was better implemented.

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Google Forms

<b>Criteria</b>	<b>Description</b>	<b>Points</b>
Introduction	demonstrates a clear understanding of the prompt; provides succinct, but pertinent background information relevant to the comparative analysis introduced, be it two texts and /or a film.	5
Analysis	demonstrates in-depth knowledge and understanding of the text(s) and/or film compared; themes and arguments are clearly identified, articulated, and substantiated by examples or quotes from text(s) and/or film; addresses the prompt without deviation of ideas; brings forth interesting points, is well structured, and treats both text(s) and/or film equally	10
Quotes	choice of quotes supports arguments clearly and significantly; quotes are well integrated and present throughout the analysis; quotes are not written as “stand alone sentences” to be explained or commented on; correct parenthetical information and page number provided are accurate, and consistent with MLA formatting.	5
Vocabulary, Spelling, Grammar, Syntax	language is appropriate for academic writing; vocabulary is precise and applies significantly to arguments with no repetitions, vagueness or approximations; there are no significant errors in spelling, grammar or syntax.	5
Conclusion	summarizes main arguments of comparative analysis succinctly and convincingly.	5
Total Points:		30

Program Learning Outcomes X Courses	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 analysis.	Articulate in writing and discussions responses to literary texts in the context of their historical, cultural, and/or esthetic traditions.	Analyze the main ideas of various cultural phenomena, such a literature, art, music, film and popular media.	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.
COURSE NUMBER AND TITLE				
<b>Intro to Comp. Studies – C1, CD, (4 units required)</b>				
FYS CMPL 195 Beauty of the Beast (4)	I	I	I	I
FYS CMPL 195 Literature of the Child (4)	I	I	I	I
CMPL 200 Cultures in Conflict (4)	I	I	I	I
TYS CMPL 295 The Psychic Wound (4)	I	I	I	I
<b>Intermediate Level (4 units required)</b>				
ENG/CMPL 399 Critical Analysis (4)	D	D	D	D
<b>Foreign Language (8 units required)</b>				
Fourth Semester (202 level) (4)				
Fifth Semester 2XX or 3XX (4)				
<b>Six 300-Level Elective Courses (24 units))</b>				
<b>Capstone Seminar (4 units required)</b>				
CMPL 400: Cultures in Conflict (4 )	M	M	M	M
<b>Total Units: 44</b>				