

**UNIVERSITY OF SAN FRANCISCO**  
**College of Arts and Sciences**

**Comparative Literature and Culture—Program Assessment Plan**

**Program Goals**

To engage in comparative analysis of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences

Defined: To demonstrate a basic critical ability to identify, evaluate, and compare the ideas and formal features of major artistic works and figures, the contexts in which they are produced, and the perspectives they represent.

**Program Learning Outcomes**

- a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.
- b. Identify and compare major artistic and cultural figures of different regions of the world, showing sensitivity to the plurality of meanings they offer
- c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations

**Curriculum Mapping**

Goals/Outcomes	Course Numbers				
	CMPL 200	ENG 390	CMPL 440*	MCL 202**	MCL 320**
<b>1. To engage in comparative analysis of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences</b>					
a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.	I	M	C		M
b. Identify and compare major artistic and cultural figures of different regions of the world, showing sensitivity to the plurality of meanings they offer	I	M	C		M
c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations	I	M	C		M
<b>2. To communicate in a foreign language both orally and in writing:</b>					
a. Speaking: Graduates will express information and opinion in a foreign language in a variety of contexts and situations.				I	M
b. Writing: Graduates will write coherently in a foreign language using the disciplinary conventions and methodology that constitute effective literary and cultural analysis.				I	M

c. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.				I	M
d. Reading: Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.				I	M
<b>3. To respect difference and diversity, both in the context of their own culture and globally.</b>					
<b>Graduates will be able to:</b>					
a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of a country or region of the world other than their own, and the US.	M	C	C	C	M
b. Recognize and respect difference by engaging in the perspective of others to better understand and critically reflect on a more complex worldview.	M	C	C	C	C
c. Discuss contemporary issues related to foreign countries or a region of the world in their historical contexts. .	M	C	C	M	M
<b>4. To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.</b>					
<b>Graduates will be able to:</b>					
a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.	I	M	M	I	M
b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.	C	M	M	C	M
c. Develop an appreciation for, and a life-long interest in foreign languages, literature and cultures.	M	M	M	M	M

**Key** I = Introduced  
M = Moderate Coverage  
C = Comprehensive Coverage

\* Special Topic Seminar  
MCL 202 = Fourth semester of a foreign language  
MCL 320 = Fifth semester of a foreign language

### Performance Rubrics:

	<b>Very Poor Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a.	Students still struggle when trying to analyze complex material; a dependence on book report versus argument and an inability to develop their own thesis when ask to write or discuss independent ideas.	Students can evaluate and compare texts through a range of critical approaches and can apply analytical strategies (learned through literary analysis) to non-literary texts of a designated region or part of the world, including news media, film, advertisements, visual arts,	Students can evaluate the function of different stylistic devices within a text and can uncover nuanced and multilayered meanings and complexities of a text (or artistic work) through various modes of inquiry. They can begin to assess competing claims of interpretation

		performance, etc. Students can develop and carry out independent reading and research beyond the knowledge and understanding provided in the classroom.	of a text or other work or art independently and with confidence.
b.	Students have only the most cursory understanding of essential works and figures relative to a region of the world, within a genre, or relative to a theme. Mistake in differentiating between cultures occur often.	Students demonstrates an understanding of major artistic works and figures as well as the essential characteristics that enables to compare trends, periods, movements or names within an intellectual tradition of a country or region of the world that influence them. .	Students demonstrate a depth of knowledge and breadth to compare major artistic works and figures of a country or region of the world.
c.	Students blur essential distinctions between cultures of different regions of the world. A lack of sophisticated thought is often linked to sloppiness, disinterest and repetitive errors in argument.	Students recognize key terms specific to a culture and region of the world. They can compare and contrast artistic works from different eras, including those that represent important trends and movements from the same period, while also demonstrating knowledge of the significant events that have impacted a culture or region of the world across the centuries. They are aware by now that conventions and canons may be questioned.	Students regularly show a command of recognizing particularities of individual intellectual traditions within a culture or region of the world.

**Possible measurement methods:**

- Course embedded assignments: weekly writing samples, term papers, midterm and final exams (short and essay questions) and in-class oral presentations (CMPL 200, ENG 390, and CMPL 440). Substantive research papers (ENG 390). A Senior Thesis for the Capstone seminar (CMPL 440).
- Terminology and critical approaches are introduced in CMPL 200 and reinforced subsequently in ENG 390 and the Capstone Seminar CMPL 440.
- Syllabi Analyses
- Petitions for electives to count toward the CMPL major.
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At this time no particular issues indicate that the existing three core courses required for the Major in Comparative Literature and Culture need to be revised or improved upon.

It is clear, however, that Introduction to Comparative Studies (CMPL 200), which enrolls 40+ students in each section, does not promote individual attention. A freshman seminar as a substitute to CMPL 200 would be an excellent recommendation for entering students who declare a CMPL major in their first semester.

The CMPL major draws on the existing strengths of the College of A&S faculty in a variety of international fields. It opens up the study of literary, artistic, and visual texts to broader, more inclusive approaches. Rather than confining the study of literary texts, films or Arts to one country or one language, the program promotes connections across disciplines, genres, languages, and regions of the world.

In addition to their three core courses, CMPL majors take a minimum of six elective courses, carefully chosen across the disciplines to which comparative methods of analysis can be applied. Courses have a cross-cultural focus on one or more regions of the world, within a time period, or a genre.

To ensure that all CMPL majors make the appropriate choices to build a strong curriculum in their area of concentration, mandatory advising sessions would be in place at the beginning and end of each semester every academic year until graduation. Choice of electives would need to be petitioned for approval before the student can enroll in any given course for his/her electives. Instructors of the course would be informed of the student's intent to enroll, and corroborate that course objectives are appropriate for his or her area of research. Instructors in their own expertise would contribute, when possible, in helping our majors establish connections between course assignments, and his or her designated area of research. Coordination between instructors and students enrolled in the CMPL major would greatly improve the student's learning experience, as well as contribute to further advancing his or her ability to conduct independent research. This will allow us to assess our goals more efficiently.

#### **Who will conduct the assessment?**

To this end, full-time faculty members of the Committee in CMPL should meet twice during the fall 2008: first to discuss a procedure to implement advising sessions and coordinate each student's individual research topics in their area of concentration, and a second time to approve the new procedure, and make the necessary amendments to this assessment plan.

#### **How will data be used to improve the program or revise curricula?**

A careful review of course-embedded assignments required of our majors and graduates will allow us to determine much more clearly what path we ought to take to improve the classroom learning environment. Some possible solutions include: emphasizing specialized training for our adjunct faculty as we strive for similar student learning outcomes among sections of Introduction to Comparative Studies. Careful review of the petition forms submitted by students for approval of their choice of electives. Review of students' declared emphases, their area of concentration in relation to the topic of their Senior Thesis. Review of Senior theses, content and form.

- To communicate in a foreign language both orally and in writing  
Defined: To achieve a common minimum of Intermediate Mid (for language production i.e. speaking (a) and writing (b), and a minimum of Intermediate High in language comprehension, i.e. listening (c), and reading (d) on the ACTFL Proficiency Guidelines.

#### **Measurable Outcomes:**

- a. Speaking: Graduates will express information and opinion in a foreign language in a variety of contexts and situations.
- b. Writing: Graduates will write coherently in a foreign language using the disciplinary conventions and methodology that constitute effective literary and cultural analysis.
- c. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.
- d. Reading: Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.

**Performance Rubrics:**

	<b>Very Poor Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
<b>a.</b> Speaking	Students can participate in simple conversations on topics beyond the most immediate needs. Pronunciation is strongly influenced by first language and fluency may still be strained but can generally be understood by sympathetic interlocutors.	Student can interact with native speakers but there is a strong interference from English, and misunderstandings are frequent. Students feel most comfortable talking about personal matters.	Student can initiate sustain and conclude conversations on personal cultural and academic matters with native speakers in their own communities (either abroad, through service learning, or in informal encounters on and off campus) Their speech may contain pauses, reformulations and self-corrections as they search for the adequate words.
<b>b.</b> Writing	Student is able to meet practical writing needs within the scope of limited language experience Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization.	Student's writing often shows lack of fluency due to frequent grammatical errors, misuse of words, and spelling mistakes. Syntax is poor consisting of recombinations of learned vocabulary and structures into simple sentences.	Students can frame and sustain an argument that includes both the exposition and explanation of information, even when there is only partial control of complex structures. They are attentive to questions of structure and style in their written work, but transitions and cohesive devices are still limited.
<b>c.</b> Listening	Student understands sentence-length utterances in face-to-face conversations. Repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.	Students' understanding is uneven which causes them to often miss main ideas when interaction is not face-to-face and on familiar topics.	Students can synthesise the main ideas of extended conversation on reasonably familiar topics, and follow audiovisual materials, and academic lectures.
<b>d.</b> Reading	Student can read consistently with increased understanding of simple, connected texts describing concrete situations and straightforward opinions.	Students need guidance to understand literary excerpts and longer texts from a variety of sources.	Students are able to read and understand texts from a variety of sources and understand literary texts from different genres.

**Possible measurement methods:**

- Course embedded assignments: weekly writing samples, oral presentations, compositions, tests (with and without oral component), journals and/or blogs, conversation groups, class discussions and homework.
- Discussions in the classroom are conducted exclusively in the target language. Readings, writing assignments and exams are also all in the target language.
- Extracurricular activities such as Conversation Tables, tutoring through the French Writing Center (FWC) or the Spanish Writing Center (SWC) help reinforce spoken interaction and writing techniques, respectively. Peer tutoring is available in Chinese, Japanese, German, Italian, Russian, and Tagalog.

The foreign language component of our CMPL program is essential to its strength, and needs to be assessed as such. Student's course work in fourth and fifth semester could be better integrated into their curricula to inform their research topic or area of concentration. Such improvements would be made through advising and establishing coordination between MCL language and CMPL instructors.

We believe that new online Placement Exams should be available for each of the foreign languages available for students enrolled in the CMPL Major. The exams will serve several purposes: as placement tests for incoming students, as entry tests for students enrolling in the fourth and fifth semester of their language requirement, and as measurements of the goals we have set for our graduates. Many of the current placement tests do not fully evaluate reading comprehension, listening, and writing. Current exams lack the necessary rigor for evaluating the overall communication skills of our students at the different levels described.

**Who will conduct the assessment?**

The Coordinators of each language program will coordinate this process for all of our incoming students. In addition, every student that declares a major in CMPL will meet with his or her advisor after taking the Placement Exam to discuss future coursework and/or needed improvements in pertinent areas (speaking, writing, listening and reading) before signing for the fourth and fifth semester of their language requirement. Finally, all graduates will be required to take the placement exam in the last semester of their Senior year, initially for the sake of assessing the language component of the CMPL program, though perhaps as an exit exam in the future. A faculty member (on a rotating basis) will then write a summary of the results and inform those in CMPL of the improvements that should be made.

**How will data be used to improve the program or revise curricula?**

After the new Placement Tests have been implemented, all incoming students and declared majors will have been tested at the beginning and end of each semester for a full academic year. A careful review of the scores and proficiency levels of our majors and graduates will allow us to determine more clearly what path we should take to improve the classroom learning environment. Some possible outcomes include: adding one semester of language instruction to the CMPL major; developing more language-intensive courses in immersion; recommending a 400-level seminar to students whose language proficiency allow them to conduct research on a special topic; emphasizing specialized training of our adjunct faculty as we strive for establishing similar learning outcomes for all sections of a given course. In addition, we may need to adjust the desired proficiency levels of our graduating seniors in CMPL.

- To respect difference and diversity, both in the context of their own culture and globally  
Defined: To demonstrate a basic understanding of, and respect toward one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).

**Measurable Outcomes:**

- a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of a country or region of the world other than one's own, and the US.
- b. Recognize and respect differences by engaging the perspective of Others to better understand and critically reflect on a more complex world view.
- c. Discuss contemporary issues related to one or more countries or region of the world in their historical contexts.

**Performance Rubrics:**

	<b>Very Poor Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a.	Students are unaware of the principal customs, patterns of thought, beliefs and values that reflect a culture other than their own; indifference is an ongoing problem and challenge.	Students show an awareness of relationships between ethnicity, race, religion, culture, history, politics, and economics in the production of artistic works.	Students demonstrate a detailed knowledge and clear understanding of one or more cultures different from their own.
b.	Students show a lack of tolerance for, much less interest in, examining controversial aspects of cultures other than their own.	Students can reflect upon how cultural values can be traced across time and how these values shape perceptions, practices and texts. They can consider issues of colonization, globalization, race and ethnicity in the context of another country or region of the world, and in relation to the US.	Students appreciate intellectually and esthetically some of the beliefs or values of a culture or cultures associated with another country or region of the world, and may have assimilated them; they can discuss moral issues pertaining to these various cultures and their complex, interwoven histories.
c.	Students show little interest or knowledge of contemporary issues associated with another country or region of the world.	Students recognize the points of contact between a country or region of the world in relation to their own and the US. They act with informed awareness of contemporary issues in their historical contexts.	Students can effectively compare the various levels and realms within one or several cultures and region of the world in relation to the US and their own.

**Possible measurement methods:**

- Course embedded assignment: multiple writing assignments; term papers, midterm and final exams, and in-class oral presentations. Substantive research papers for ENG 390. Senior thesis for Capstone Seminar CMPL 440.
- Curricular embedded distribution requirements cover multiple subject matters including the Arts, Culture and Society of one or more regions of the world and those regions in relation to the EU
- Study abroad is strongly recommended for majors.
- Number of majors enrolled in International Study programs, in Service learning courses, involved in service or research with Bay Area Minority Community Outreach.

The location of our university in such a culturally diverse setting makes this goal basic to the CMPL as a multicultural and interdisciplinary program. Languages other than English are constantly and increasingly heard, seen and spoken in the US, particularly in San Francisco and the Bay Area. Students can be exposed to, and participate in many of these enriching cultural and social activities associated with the variety of languages and cultures represented in the Bay Area. Such activities and gatherings contribute to a better understanding of the diverse and multicultural identity as proposed in Goal 3 of this assessment, which is to prepare our students to be global citizens.

### Who will conduct the assessment?

Faculty members of the Advisory Committee in Comparative Literature and Culture should meet during the upcoming academic year to review and make the necessary amendments to this assessment plan.

### How will data be used to improve the program or revise curricula?

All electives should emphasize the cross-cultural inquiry and multiple subject matters that the three core courses of the program already encompass.

- Develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning  
Defined: To focus systematically on the principles of how the discipline of comparative literature and culture, critical analysis, interpretative, and creative thinking may be applied to a variety of career paths, and the world at large.

### Measurable Assessment:

- a) Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.
- b) Adapt the knowledge and skills they have learned to new experiences and learning opportunities.
- c) Develop an appreciation for, and a life-long interest in foreign languages, literature and cultures.

	<b>Very Poor Achievement of Outcome</b>	<b>Average Achievement of Outcome</b>	<b>Very Good Achievement of Outcome</b>
a.	Graduates do not pursue careers or lifestyles that utilize or expand any of the analytical skills learned.	Graduates demonstrate how their acquired skills allow them to engage in intellectual discussions and work that is connected to the appreciation of cultures and literatures other than their own.	Graduates conduct research and participate in the cultural conversation of ideas within a wide variety of academic and professional fields.
b.	Graduates lose their interest and proficiency in the foreign language, literature, and culture they studied. Intellectual curiosity is not sustained with any enthusiasm or rigor.	Graduates are able to apply language proficiency and knowledge of comparative literature and culture to enhance competency in other disciplines, as well as advance professionally.	Graduates obtain advanced degrees as well as teaching positions or jobs that serve the disciplines of comparative studies, foreign languages, literatures and cultures.
c.	Graduates show a general disinterest in the literature, culture or region of the world they studied. They rely on cultural clichés as opposed to individual experience to inform themselves about the world.	Graduates embrace a multicultural global environment, and remain appreciative of, and sophisticated about cultures other than their own throughout their lives.	Graduates become actively involved in educational institutions, NGO's, community-based organizations or local groups to promote cross-cultural understanding among people in their communities and across nations.

### Possible measurement methods:

- Embedded assignments: research papers, reflection papers, journals.
- Number of students who obtain advanced degrees, teaching positions or jobs that serve a multilingual or multicultural population in the US or abroad. Number of students who remain involved in service or research in community-based organizations or local groups promoting cross-cultural understanding among people within the US or abroad. Number of recipients of International grants or internships after graduation.
- Online surveys or questionnaires\*

\* Online surveys or questionnaires would be designed with our exiting students and our alumni in mind, to determine the level of attainment of each goal within the major.

### Who will conduct the assessment?

Two faculty members from the Advisory committee in CMPL (on a rotating basis) will review the surveys or questionnaires annually and will then write a summary of the results for those in the program, as well as the revisions that should be made.

### How will data be used to improve the program or revise curricula?

Surveys or questionnaires are the preferred assessment tools when reviewing new curricula.

### Time Frame

June 30, 2008	All Department/Program representatives will have completed initial 4 hour workshop.
August 22, 2008	All Department/Program representatives will have edited/developed program goals and learning outcomes, completed a curriculum map, appropriate rubrics, and written a complete assessment plan.
September 15, 2008	All Department/Program representatives will have completed second workshop.
September 30, 2008	All faculty in each Department/Program will have discussed the assessment plan, determine assessment methods and implement the first year of the plan.
May 15, 2009	All Departments/Programs will have assessed 1/3 of their program outcomes, made a determination as to whether the learning outcomes have been attained, met as a department to discuss the assessment results, and will have developed a plan for improvement in order to meet benchmark standards if necessary.
May 15, 2010	All Departments/Programs will have assessed the second 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and developed a plan for improvement for meeting the desired levels.
May 15, 2011	All Departments/Programs will have assessed the final 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and develop a plan for improvement for meeting the desired level. Report on progress