
Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2019. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please include this form with your report in the same file and identify your department/program in the file name.

College: Humanities

Department: Modern and Classical Languages and Literatures

Program: General Education Arts and Humanities

Assessment liaison: Junliang Huang

1. Please check off whichever is applicable:
   A. ________ Measured student work within program major/options.
   B. ________ Analyzed results of measurement within program major/options.
   C. ________ Applied results of analysis to program review/curriculum/review/revision major/options.
   D. _____X____ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year’s assessment activities, including:
   - an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
   - if your department implemented assessment option A, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
• if your department implemented assessment option B, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
• if your department implemented option C, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
• if your program implemented option D, exclusively or simultaneously with options A, B, and/or C, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
• in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
• any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments


Overview of Annual Assessment Project(s)

Why did your department choose GE assessment this year?

The University’s GE assessment this year focuses on the Arts and Humanities section, and MCLL offers 3 courses in that section that were taught this year. They provide a sufficient number of diverse samples of student work in different fields that we decided was appropriate for this assessment. Those 3 courses are:

• CLAS 315. Greek and Roman Mythology (Fall 2018)
• FLIT 331. Literary Masterpieces of Italian Humanism and Renaissance Literature (Fall 2018)
• FLIT 250. Traditional Culture of Japan (Spring 2019)
Identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores.

The Student Learning Outcomes for the General Education Arts and Humanities section are listed as follows:

1. Students will be able to explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;

2. Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;

3. Students will be able to produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms;

4. Students will be able to demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;

5. Students will be able to use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;

6. Students will be able to describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

We chose to assess SLO #2, because it is one of the most fundamental goals that all of the three courses aim to meet at the end of the course. CLAS315, FLIT331, and FLIT250 are all courses that take up materials in a time and space distant from our own. CLAS315 provides a historical narrative and analysis of Greek myth, from creation to the Trojan War. FLIT331 is a survey of major Italian literary masterpieces and aesthetic theories developed during the period of Humanism and Renaissance (1380-1550). FLIT250 introduces four major aesthetic periods in pre-modern Japan that cover from the Heian era to the Edo period. For courses like these, it is crucial to make sure
that students will learn how to understand, interpret, and analyze the text, and reflect critically upon what they have learned about the ancient times in human history by relating it to their own world. Here, to “analyze” means to use evidence from lecture, the textbook, and discussion readings to explain the meaning of a specific concept, sentence, or passage. To “interpret” means to raise a further point and make an original argument based on the information that it has analyzed. And to “reflect” means to relate the value, meaning, discourse and expression introduced in the course materials to the reality of one’s own.

We assessed 106 students in CLAS315, 23 students in FLIT331, and 26 students in FLIT250, for one written exam or assignment in each course. See below as well as the attachments for a breakdown of details.

**CLAS315**

The midterm essay assignment was assessed. The purpose of this assignment was to analyze how the Greeks of the Archaic period (c. 800 – 480 BC) used myth to strengthen and validate a variety of sometimes overlapping group identities, including male and female, elite and non-elite, and Greek and “barbarian.” In completing this assignment, students will practice the following skills that are essential to their success in this course, in school more broadly, and in their professional life beyond school: understanding complex narratives; evaluating and selecting pertinent information from appropriate primary and secondary sources; and analyzing this information and synthesizing it to develop informed views. This assignment will also help familiarize students with the most significant myths and mythological figures of Archaic Greece, and the historical and cultural context within which the myths of the Archaic Greeks emerged.

Students were asked to compose an analytical essay of no less than 1,250 words in length (approximately four to five pages, double-spaced, 12-point font, and 1” margins) that addresses the following question: In what ways did the myths contribute to shaping group identity in the Archaic Greek world? The instructor specifically asked the students to address one or two of the following identities: gender, class, or ethnicity.

**A total of 106 students submitted their work. None of them is majoring in Classics. See Attachment #1 for the rubric that we used for this assessment. Based on that rubric, 23 students (21.7%) received a 4, 39 students (36.8%) received a 3, 38 students (35.8%) received a 2, and 6 students (5.7%) received a 1.**
As demonstrated in students’ midterm essays, the group in “4 Excellent” all use evidence from lecture and required readings skillfully and effectively, to support their arguments on a specific topic regarding gender, class, or ethnicity. Students are also able to perform a careful analysis of the passages that they chose from the primary sources. The “3 Great” and “2 Average” groups show student’s abilities to interpret passages from course materials and analyze them. Some of them need to think more about how to reflect upon those meanings and values from a more thoughtful perspective. Others are able to stick to the topic and perform a close reading of the course materials, but need to work on how to effectively unfold an idea and make an in-depth argument, rather than just recapping the story/myth. Finally, even some of the essays in group “1 Poor” demonstrates the student’s knowledge of passages in Homer’s *Odyssey* and *Classic Mythology* (the required textbook), for example. Students work for this assignment clearly shows that the instructor’s expectations are met, albeit at different levels, by the students.

An in-class written exam that took place in Week 11 was chosen for the assessment. This exam was divided into two parts: Part 1 was taken in class. Students were asked to select, identify, and analyze 2 quotes extracted from the course readings. In particular, they were asked to explain the context of the selected passage(s) and point out which work and where exactly in the work the passage(s) appear. They were also asked to explain the main themes introduced in the text(s). Part 2 was taken home, in which students answered two essay questions, one asking them to explain the implications of two texts on the reality and the ideal of family life in Renaissance Italy, the other asking them to interpret a work and value it as a truly “Machiavellian” comedy. Part 2 was assessed for GE SLO #2.

A total of 23 students submitted their work. Among them, 3 were Italian majors. See Attachment #2 for the rubric that we used for this assessment. Based on that rubric, 11 students (47.8%) received a 4, 5 students (21.7%) received a 3, 7 students (30.4%) received a 2, and 0 students received a 1. No evidences showed that the majors performed better than the non-majors in this assignment.

All students demonstrated at least a basic understanding of the texts. Some of them needed to work on the organization of their answers and present their points in a more logical way. But it shows that all the students were
learning to appreciate the artistic beauty present in Humanism and Renaissance, and understand the impact of certain important Italian literary works.

An in-class written exam that took place in Week 6 was chosen for the assessment. This exam had two parts. Part 1 included short identification of key terms taken from the reading and lectures. Part 2 included two essay questions: 1. Discuss the role of Buddhism—political, spiritual, technological, and/or social—in the creation, growth, and maintenance of the Yamato monarchy, especially in the Nara period. 2. In what ways did literary and other arts flourish among the aristocracy during the Heian period? What factors explain this flourishing? Part 2 was assessed for GE SLO #2.

A total of 26 students submitted their work. Among them, 4 were Languages and Cultures majors. See Attachment #3 for the rubric that we used for this assessment. Based on that rubric, 6 students (23.1%) received a 4, 15 students (57.7%) received a 3, 3 students (11.5%) received a 2, and 2 students (7.7%) received a 1. No evidences showed that the majors performed better than the non-majors in this assignment.

The majority of students demonstrated at least a basic understanding of the texts. Some of them needed to work on the organization of their answers and present their points in a more logical way. But it shows that the majority of the students have learned how to appreciate Buddhism within the historical context of the Yamato monarchy, and the literature and arts during the Heian period.

List the way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups.

GE SLO #2 supports directly the University's commitment to diversity by strengthening students' awareness and understanding of ideas, value, meaning, and expressions created in different spaces and historical time as they learn how to appreciate them and connect to them from a variety of perspectives from the arts and/or humanities.
The University’s 2019-20 General Education assessment will be focusing on the Social Sciences section, but MCLL does not offer any GE Social Science courses. Therefore, we will be doing regular program assessment for 2019-20, which was not done this year as we were focusing exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes.

The Languages and Cultures program in MCLL has the following five SLOs:

1. Demonstrate fluency in listening, speaking, reading and writing in the target language (last accessed AY2011-2012)

2. Demonstrate ability to reason and present sound arguments in both oral and written discourse (last accessed AY2012-2013)

3. Demonstrate critical thinking in the analysis of traditions, cultures and civilizations (last accessed AY2013-2014)

4. Understand the nature of language, its function, structure and interactional (social) purposes (last accessed AY2017-2018)

5. Analyze and clearly articulate interpretations of literary texts (last accessed AY2010-11, AY2015-2016)

We plan to access SLO #1 because it was last accessed 8 years ago. The courses appropriate for this assessment will be lower and upper division language courses, excluding courses that have been assessed recently, such as JAPN101 and 102 (assessed AY2017-2018) or 400-level Spanish (assessed AY2016-2017).

Suggested courses: FREN101, JAPN201, JAPN300
**Attachment #1 Rubric for CLAS315**

SLO #2: Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Great)</th>
<th>2 (Average)</th>
<th>1 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze</strong></td>
<td>How effectively does the essay use evidence from lecture, the textbook, and discussion readings to explain the meaning of a specific concept, sentence, or passage?</td>
<td>How effectively does the essay use evidence from lecture, the textbook, and discussion readings to explain the meaning of a specific concept, sentence, or passage?</td>
<td>How effectively does the essay use evidence from lecture, the textbook, and discussion readings to explain the meaning of a specific concept, sentence, or passage?</td>
<td>How effectively does the essay use evidence from lecture, the textbook, and discussion readings to explain the meaning of a specific concept, sentence, or passage?</td>
</tr>
<tr>
<td></td>
<td>Draws on at least two primary sources, analyzes them accurately within their literary and historical contexts, and uses them to advance the thesis.</td>
<td>Draws on at least two primary sources, but occasionally misunderstands them and/or doesn't always use them to advance the thesis.</td>
<td>Draws on at least two primary sources, but frequently misunderstands them and/or often doesn't use them to advance the thesis; or draws on only one primary source.</td>
<td>Misuses the sources and demonstrates no understanding of their context, and/or does not use them to advance the thesis.</td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>How effectively does the essay make an original argument based on the information that it has analyzed?</td>
<td>How effectively does the essay make an original argument based on the information that it has analyzed?</td>
<td>How effectively does the essay make an original argument based on the information that it has analyzed?</td>
<td>How effectively does the essay make an original argument based on the information that it has analyzed?</td>
</tr>
<tr>
<td></td>
<td>Thesis is a clear and specific argument that addresses the question. Clear organization with a natural flow. Includes an introduction and conclusion, and coherently organized body paragraphs with clear topic sentences. Few or no grammar or spelling errors. Ideas</td>
<td>Thesis is a clear and specific argument, but not always fluid and/or paragraphs are not always coherently structured. Several grammar and/or spelling errors. Ideas</td>
<td>Thesis is a clear and specific argument, but not always fluid and/or paragraphs are not always coherently structured. Several grammar and/or spelling errors. Ideas</td>
<td>There is no evident thesis. Little discernable organization. Significant grammar and/or spelling errors. Ideas and evidence are often not cited, or not cited at all.</td>
</tr>
</tbody>
</table>
and evidence are correctly cited. and evidence are only sometimes cited, or cited incorrectly. and evidence are only sometimes cited, or cited incorrectly.

**Reflection**

How effectively does the essay relate the value, meaning, discourse and expression introduced in the course materials to the reality?

<table>
<thead>
<tr>
<th>4 (Excellent)</th>
<th>3 (Great)</th>
<th>2 (Average)</th>
<th>1 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a deep understanding of, and engagement with, the text(s).</td>
<td>Demonstrates a good understanding of, and engagement with, the text(s).</td>
<td>Demonstrates a basic understanding of, and engagement with, the text(s).</td>
<td>Demonstrates little understanding of, and engagement with, the text(s).</td>
</tr>
</tbody>
</table>

**Attachment #2 Rubric for FLIT331**

SLO #2: Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.
<table>
<thead>
<tr>
<th><strong>Interpret</strong> How effectively does the essay make an original argument based on the information that it has analyzed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. No major grammatical or spelling errors. No more than five minor errors.</td>
</tr>
<tr>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. Some major grammatical or spelling errors that do not impair communication.</td>
</tr>
<tr>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. Some major grammatical or spelling errors that sometimes impair communication.</td>
</tr>
<tr>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. Major grammatical or spelling errors that significantly impair communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflection</strong> How effectively does the essay relate the value, meaning, discourse and expression introduced in the course materials to the reality?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on the literary and historical contexts of the text(s) and skillfully weaves them into the answers to the questions.</td>
</tr>
<tr>
<td>Reflects on the literary and historical contexts of the text(s) but does not always effectively use them to answer the questions.</td>
</tr>
<tr>
<td>Somewhat mentions the literary and historical contexts of the text(s).</td>
</tr>
<tr>
<td>No mentions of the literary and historical contexts of the text(s) at all.</td>
</tr>
</tbody>
</table>

**Attachment #3 Rubric for FLIT250**

SLO #2: Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.

<table>
<thead>
<tr>
<th><strong>Analyze</strong> How effectively does the essay demonstrate understanding of, and</th>
<th>4 (Excellent)</th>
<th>3 (Great)</th>
<th>2 (Average)</th>
<th>1 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a deep understanding of, and</td>
<td>Demonstrates a good understanding of, and</td>
<td>Demonstrates a basic understanding of, and</td>
<td>Demonstrates little understanding of, and</td>
<td></td>
</tr>
<tr>
<td>Interpret</td>
<td>How effectively does the essay make an original argument based on the information that it has analyzed?</td>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. No major grammatical or spelling errors. No more than five minor errors.</td>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. Some major grammatical or spelling errors that do not impair communication.</td>
<td>Presents original points that follow a logical progression. Clear organization that is easy to read. Some major grammatical or spelling errors that sometimes impair communication.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reflection</td>
<td>How effectively does the essay relate the value, meaning, discourse and expression introduced in the course materials to the reality?</td>
<td>Reflects on the literary and historical contexts of the text(s) and skillfully weaves them into the answers to the questions.</td>
<td>Reflects on the literary and historical contexts of the text(s) but does not always effectively use them to answer the questions.</td>
<td>Somewhat mentions the literary and historical contexts of the text(s).</td>
</tr>
</tbody>
</table>