2017-2018 Annual Program Assessment Report

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 28, 2018. 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 identify your department/program in the file name for your report.

College: Humanities

Department: Modern and Classical Languages and Literatures

Program: Languages and Cultures

Assessment liaison: Drake Langford (interim)

1. Please check off whichever is applicable:
   A. ___X____ 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. ________ Focused exclusively on the direct assessment measurement of General Education Natural Sciences 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

Why Option A?
We measured student work (Option A) within the MCLL Department’s Languages & Cultures Program because there were no results from prior years to be analyzed or applied, and because SLO 4 of the Languages & Cultures Program SLOs (see below) had not been assessed recently.

Which SLO(s) and students?
The Languages and Cultures program has the following five SLOs (year in parentheses indicates when the SLO was last assessed):

1. Demonstrate fluency in listening, speaking, reading and writing in the target language (AY2011-2012)
2. Demonstrate ability to reason and present sound arguments in both oral and written discourse (AY2012-2013)
3. Demonstrate critical thinking in the analysis of traditions, cultures and civilizations (AY2013-2014)
4. Understand the nature of language, its function, structure and interactional (social) purposes (unknown)
5. Analyze and clearly articulate interpretations of literary texts (AY2010-11, AY2015-2016)

We chose to assess MCLL Languages and Cultures program SLO 4: Understand the nature of language, its function, structure and interactional (social) purposes because SLO 4 had not been assessed recently. Our assessment samples 31 students in first-semester Japanese (JAPN 101) and 29 students in second-semester Japanese (JAPN 102). For the purposes of the assessment, the “function, structure, and interactional (social) purposes” of the SLO are interpreted as three facets of the “nature of language” about which students are expected to demonstrate understanding. “Function” refers to the theoretical and/or practical knowledge of what language can be used to do (i.e. the purpose of an utterance, such as expressing ourselves, controlling situations, playing with words, relating to others, and so on); “structure,” to the forms that language can properly take (i.e. the shape of an utterance, including sounds, words, sentences, etc.); and “interactional (social) purposes,” to the specifically interpersonal functions and forms available to users of a given language (e.g. ways in which utterances are initiated, sustained, and terminated through the use of greetings, acknowledgments, interruptions, references, apologies, transitions, partings, and so on).
What instruments and outcomes?

In small groups of four or five, students scripted and filmed two short video skits, the first by Week 10 and the second by Week 15 of the course (see attached “A: SLO 4 Assessment, Video Skit Project, Fall 2018” for assignment details). Although not designed specifically to assess SLO 4, the skits were analyzed and scored using an SLO-specific rubric (see attached “B: SLO 4 Assessment, Rubric, Fall 2018”) that looked for three kinds of evidence:

- Evidence that language was effectively used to express oneself, control situations, play with words, and relate to others
- Evidence that language was effectively governed by proper pronunciation, grammar, and genre
- Evidence that language was effectively used to properly initiate, sustain, and terminate utterances

As demonstrated by students’ use of language in their skits, the assessment confirmed that students generally had an emerging to developing understanding of function (what the Japanese language can be used to), structure (what forms the Japanese language should properly take), and interactional purpose (what functions and forms of a specifically interpersonal nature are available to Japanese speakers), as appropriate to their level of study (first semester Japanese and second semester Japanese, respectively). As the scores show, the Week 15 skits were generally not as proficient as the Week 10 ones, perhaps because students had less time to work on the second video; the language tutor, who had assisted groups on their scripts during the first round of skits, was unavailable during the second round; and students were attempting more challenging tasks for which they were still at an emerging stage (see attached “C: SLO 4 Assessment, Results, Fall 2018”).

When assessing SLO 4 again in the future, we would ideally

- Include a larger sample of students and analyze results for historically underrepresented and high DUF groups.
- Develop exam questions or scenarios to assess explicit theoretical knowledge of the “function, structure, and interactional (social) purposes” of language
- Develop more explicit instruments for assessing individual student performance
- Include more explicit SLO-specific information and expectations for students in assignment guidelines
- Develop instruments for assessing student performance across language sections
Commitment to Diversity
SLO 4 supports indirectly the University’s commitment to diversity by strengthening students’ awareness and understanding of linguistic difference and similarity as they learn the function, structure, and interactional (social) purpose of language in general and of the languages we support in particular.

Alignment with ILOs
Some of the ways in which SLO 4 aligns with CSUN’s four Fundamental Learning Competencies:

[Knowledge of Human Cultures and the Physical and Natural World] – Students learn how different cultures use (function) and organize (structure) language, and (re)produce relationships through language use (interact)

[Intellectual and Practical Skills] – Students develop an understanding (intellectual skill) of the function and structure of language and apply it through the use (practical skill) of a particular language

[Communication Skills] – Students learn how particular cultures use language differently to communicate, practice those skills in the given language, and reflect on the nature of communication more generally

[Personal and Social Responsibility] – Students learn how language is used to form, maintain, and even end relationships, and develop a stronger sense of how language use impacts them and others around them

Preview of Planned Assessment Activities for 2018-2019
Next year, our department will participate in the University’s assessment of Arts and Humanities GE courses. The following are the two (2) MCLL Arts and Humanities GE courses that will be taught in the 2018-2019 academic year.

- CLAS 315. Greek and Roman Mythology (Fall 2018 and Spring 2019)
- FLIT 250, Traditional Culture of Japan (Spring 2019)
- FLIT 331, Literary Masterpieces of Italian Humanism and Renaissance Literature (Fall 2018)
Video Skit Project

As a group, you will script and film a short (4-5 minute) video skit intended for elementary, middle school or high school students learning Japanese. Your skit will focus on material from Lessons 2, 3, and 4 of the textbook. Although you will have some class time to work on the project, your group is expected to do most of the work outside of class. This sheet provides you with information about the project and what is required to successfully complete it.

Deliverables and due dates
Google Doc URL (for script), due online by the end of class on April 16
Script (Japanese and English versions), due online before class on April 30
Video (in Japanese, with revised script and glossary), due no later than May 8

Purpose
To demonstrate how Japanese is used in action by applying vocabulary, language patterns and cultural contexts from class in a creative and purposeful way in a short video skit.

Skills
This project develops your use of the following:
  • Written Japanese at the novice level
  • Spoken Japanese at the novice level
  • Video production tools and techniques

Knowledge
This project develops your understanding of the following:
  • Vocabulary usage in Japanese
  • Situational Japanese
  • Video production

Tasks
1. Find your group
   Deliverables: Group Google doc
   Due date: Upload URL to Canvas by the end class on April 16

   Procedure:
   1. Locate your group on Canvas and find your group members in class
   2. Create a group Google Doc for your working script; share the document with me at drake.langford.csun@gmail.com and submit the URL on Canvas
   3. Note your group member contact information
   4. Review textbook material and discuss some ideas for the skit
   5. Schedule a time and place to meet for more project work
2. Create your script

Deliverables: Japanese-version script, English-version script
Due date: Upload to Canvas before class on April 30

Procedure:
1. List vocabulary and language patterns to use
2. Brainstorm skit ideas around vocabulary and language patterns
3. Draft your skit on the group Google Doc
4. Schedule appointment with language tutor
5. Make revisions to skit script after meeting with tutor
6. Submit deliverables on Canvas share the document with me at drake.langford.csun@gmail.com)

Your video is meant for elementary, middle school or high school students who are learning Japanese, so your skit should not only use vocabulary and language patterns from class but also do so in a way that demonstrates their use in action. Your script should focus on material from Lessons 2, 3, and 4 of the textbook.

Before submitting your script, at least one member of your group is required to meet with the Japanese tutor at the Barbara Ann Ward Language Center (BAWLC) to have your script reviewed for linguistic and cultural infelicities.

3. Produce your video

Deliverables: Video file, Japanese-English glossary, final-version script in Japanese & English
Due date: Upload to Canvas no later than May 8

Procedure:
1. Prepare for shoot (props, costumes, locations, etc.)
2. Shoot and edit the video
3. Create Japanese-English glossary
4. Review final version of script
5. Submit deliverables on Canvas

The CSUN Creative Media Studio in the Oviatt Library has resources you may want to explore, including video editing software, a mini sound studio, and equipment (e.g. cameras) that can be borrowed.

Your audio should be clear (no disruptive background noise, etc.), the dialog should be performed live (in general, no dubbing), and your work should be original (no copyright infringement; but fair use is fair game).
## SLO 4: Understand the nature of language, its function, structure and interactional (social) purposes

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<td>How effectively does the skit demonstrate that language is useful?</td>
<td>Strong awareness, clear understanding, and consistently effective use of language for specific purposes, including to express oneself, control situations, play with words, and relate to others</td>
<td>Strong awareness, clear understanding, and effective but inconsistent use of language for specific purposes, including to express oneself, control situations, play with words, and relate to others</td>
<td>Clear awareness but limited understanding and use of language for specific purposes, including to express oneself, control situations, play with words, and relate to others</td>
<td>Minimal or no awareness and use of language for specific purposes, including to express oneself, control situations, play with words, or relate to others</td>
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<td>Clear awareness but limited understanding and use of proper linguistic forms, including pronunciation, grammar, and genre</td>
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<td>How effectively does the skit demonstrate that language is interactional?</td>
<td>Strong awareness, clear understanding, and consistently effective use of language to properly initiate, sustain, and terminate utterances between people, including the use of greetings, acknowledgments, interruptions, apologies, transitions, and partings</td>
<td>Strong awareness, clear understanding, and effective but inconsistent use of language to properly initiate, sustain, and terminate utterances between people, including the use of greetings, acknowledgments, interruptions, apologies, transitions, and/or partings</td>
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## Attachment C: SLO 4 Assessment, Results, Fall 2018

### SKIT 1

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