



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2016-2017

Report Date: September, 2016

School/College: Arts and Sciences

Department/Program: Modern and Classical Languages, Japanese Studies Program

Person completing the Report: Noriko Nagata

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. which program learning outcomes were assessed.

In Spring 2016, the following outcomes were assessed:

● (4a), (4b), and (4c) with eight Japanese Studies majors in JAPN 410 (Introduction to Japanese Linguistics)

b. who in your department/program was involved in the assessment of the above learning outcomes

Noriko Nagata

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

- I assessed reading questions that were assigned for each class on Canvas (in the quiz format). These questions reflected the content of the assigned reading materials and helped the students to understand the main points behind the readings. The students were asked to submit their answers before the class so that they were prepared to participate in classroom discussion. There were a total of 26 sets of reading questions throughout the semester.
- I assessed four presentations.
 - Each student presented a summary of one of the assigned articles, including a handout to distribute to the class.



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- Each student made three presentations involving some research on 1) lyrics, 2) voice actors, and 3) final essay related to one of the unique aspects of the Japanese language dealt with in the course.
- I assessed a mid-term exam and a final exam. Questions in the exams were based on the materials covered in the course, class notes, and reading questions.

Learning Outcome (4a): To identify linguistics fields, including historical linguistics, phonetics, phonology, lexicon, morphology, syntax, computational linguistics, and sociolinguistics.

- All eight majors were able to identify linguistics fields correctly, after those fields were covered in detail through the readings and lecture in class.

Learning Outcome (4b): To understand and explain unique aspects of the Japanese language, including the historical development of the Japanese writing systems, loan words, onomatopoeia, sound systems, phonological rules, affixations, verb conjugations, compounds, phrase structure rules, dialects, social concepts (uchi/soto, amae), honorifics, music (enka, J-POP, kata--ritual patterns), manga, anime, voice acting, masculine/feminine speech, youth language, personal references (family terms, pronouns), emotional expressions, sentence particles, topic-comment structure, giving/receiving verbs, adversative passives, and communication strategies.

- The majors completed the 26 sets of reading questions with the following achievement. Overall, the students enjoyed the reading questions and they were prepared for the class well.
 - Four majors -- “very good achievement (above 90%)”
 - Two majors -- “good achievement (80% to 90%)”
 - *One major -- “average achievement (70% to 80%)”
 - *One major -- “poor achievement (60% to 70%)”*The two majors’ under 80% achievement missed submissions or submitted them late (a 20% score deduction for the late submission), although they were encouraged to submit the missed assignments until the end of the final exam week.
- All eight majors made 4 excellent presentations, and exhibited their understanding and analysis/research about the topics.
- The majors performed the mid-term and final exams (an average performance of both exams):
 - Three majors -- “very good achievement (above 90%)”
 - Two majors -- “good achievement (80% to 90%)”
 - Three major -- “average achievement (70% to 80%)”
- All majors exhibited commendable achievement with the following final grades:



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- Three majors -- A
- Two majors -- B+
- Two majors -- B
- One major -- C+ (due to 4 missed assignments and 6 class absences)

Learning Outcome (4c): To develop analytical thinking about the usage of the language.

- The reading questions, mid-term and final exams, and presentations involved comments and analysis of the target usage of the Japanese language. Based on performance on those works, students exhibited their analytical thinking.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- This course teaches how language works and why certain language phenomena occur, etc. One of the advantages of this linguistics course is that linguistics knowledge facilitates students' language learning: it makes easier for them to practice Japanese pronunciations, grammatical structures, compound words, expressions, etc., in the Intermediate and Advance language classes.
- The quiz format of the reading questions on canvas motivates the students to work on the assignments on time (an online submission is easier than a handwriting paper submission) and also facilitates instructor's feedback (the correctness of their answers is provided faster).
- There were three students with personal problems in the course (one was medicated for depression and missed many classes, one was extremely anxious, and one was caught cheating in another class and had serious behavior problems.) It was not easy for those students to do the assignments on time or to participate in the class regularly, resulting in weak performance.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- Some students needed more time to finish the mid-term exam, so I will reduce the number of the questions next time.
- Extra office hours for the problem students (motioned above) may help them with the coursework.
- I will add a few more articles to the topics the students showed more interest (e.g., dialects).



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3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**

a. Program Mission

As stated in the Departmental mission, the Japanese Studies Program aims to give students “the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others”. In that spirit, the Japanese Studies curriculum strives to impart Japanese language proficiency to the intermediate/advanced level, within a rich cultural context including Japanese linguistics and Japan's history, literature, art, religion, social relations, and distinctive regional characteristics.

b. Program Learning Goals

See the attachment of “2. Japanese Studies Learning Goals and Outcomes 2016 (Japanese Linguistics).”

c. Program Learning Rubrics aligned with outcomes

See the attachment of “3. Japanese Studies Learning Rubrics 2016 (Japanese Linguistics).”

d. Curriculum map that shows the courses that pertain to the outcomes

See the attachment of “4. Japanese Studies Curriculum Mapping 2016 (Japanese Linguistics).”