



<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

**ASSESSMENT REPORT
ACADEMIC YEAR 2022– 2023**

I. LOGISTICS

- 1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Noriko Nagata
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- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program**

Japanese Studies Major and Minor

- 3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?**

"No"

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

"No"

As stated in the Departmental mission and related to the USF educational mission, the Japanese Studies Program aims to provide students with "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, society, and distinctive regional characteristics. This curriculum takes advantage of the many local civic, cultural, and educational resources to enrich and supplement our classroom delivery, and exemplifies the advancement of a diversity of perspectives, experiences, and traditions.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

"No"

1. Japanese Language: Students develop intermediate/advanced level Japanese language proficiency, according to the ACTFL proficiency guidelines and the National Standards' 5C's (communication, culture, connections, comparisons, and communities). The students will be able to describe, in a paragraph in Japanese, characteristics of Japanese culture observed in various regions in Japan, to narrate personal experiences related to cultural topics studied, to compare or connect the Japanese culture to their own, to apply coursework learning to traveling in Japan, and to discuss cultural content with Japanese people.
2. Japanese Culture: Students explain characteristics of and connections between traditional and contemporary Japanese culture, including Japanese society, arts, religion, and history, and conduct research on a cultural topic they choose, conveying the results in written and oral presentations in English. Students who take JAPN 310 develop classical Japanese calligraphy skills and acquire a deeper understanding of the calligraphic arts and of the role of Zen philosophy in Japanese culture.
3. Japanese Literature: Students outline the major features of Japanese literary developments, including identifying significant authors, texts, and trends, during the traditional and modern periods, analyze the themes and forms of literary works and their relationships to historical and literary contexts, appreciate the plurality of meanings within literary texts, including their ethical dimensions.
4. Japanese Linguistics: Students identify linguistics fields, including historical linguistics, phonetics, phonology, the lexicon, morphology, syntax, and sociolinguistics. Students understand and explain unique aspects of the Japanese language in respective linguistic fields. Students also develop analytical thinking about usage of the language, including comparison between the Japanese language with their native languages. Finally, students develop essential grammatical and sociolinguistic knowledge about the Japanese language.

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.

PLO(s) being assessed (Major/Graduate/Certificate):?

Learning Outcome #1 (Japanese Language) was assessed through JAPN 402 Advanced Japanese 2. Professor Noriko Nagata taught this course and wrote the following three sections (II, III, IV) in this report. JAPN 402 is a required course for the Japanese Studies major. The Japanese Studies major and minor curricula are as follows.

The Major (40 units)

Prerequisites

JAPN 101: First Semester Japanese
JAPN 102: Second Semester Japanese
JAPN 201: Third Semester Japanese

Required Courses (24 units)

JAPN 202: Fourth Semester Japanese
JAPN 301: Intermediate Japanese 1
JAPN 302: Intermediate Japanese 2
JAPN 401: Advanced Japanese 1
JAPN 402: Advanced Japanese 2
JAPN 410: Introduction to Japanese Linguistics

Elective Courses (16 units)

JAPN 195: Reading Osaka from San Francisco (C1)
JAPN 310: Zen and the Art of Japanese Calligraphy
JAPN 350: Japanese Culture (CD)
JAPN 351: Contemporary Japanese Culture (F, CD)
JAPN 355: Japanese Literature in Translation (C1, CD)
JAPN 357: Naturalism in Japanese Literature (C1, CD)
JAPN 360: Japanese Calligraphy and Ink Painting

Up to two courses among the following can also be counted:

HIST 383: Modern Japanese since Perry
HIST 387: History of U.S.- Japan Relations
HIST 390: Traditional Japan to 1868
THRS 368: Japanese Religion and Society (CD)
THRS 370: Zen Buddhism
THRS 379: Buddhist Paths (SL)

The Minor (24 units)

Prerequisites

JAPN 101: First Semester Japanese
JAPN 102: Second Semester Japanese

Required Courses (16 units)

JAPN 201: Third Semester Japanese
JAPN 202: Fourth Semester Japanese
JAPN 301: Intermediate Japanese 1
JAPN 302: Intermediate Japanese 2

Elective Courses (8 units)

JAPN 195: Reading Osaka from San Francisco (C1)
JAPN 310: Zen and the Art of Japanese Calligraphy
JAPN 350: Japanese Culture (CD)
JAPN 351: Contemporary Japanese Culture (F, CD)
JAPN 355: Japanese Literature in Translation (C1, CD)
JAPN 357: Naturalism in Japanese Literature (C1, CD)
JAPN 360: Japanese Calligraphy and Ink Painting
JAPN 401: Advanced Japanese 1
JAPN 402: Advanced Japanese 2
JAPN 410: Introduction to Japanese Linguistics

One course among the following can also be counted:

HIST 383: Modern Japanese since Perry
HIST 387: History of U.S.- Japan Relations
HIST 390: Traditional Japan to 1868
THRS 368: Japanese Religion and Society (CD)
THRS 370: Zen Buddhism
THRS 379: Buddhist Paths (SL)

II. METHODOLOGY

4. Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: Please attach, at the end of this report, a copy of the rubric used for assessment.

- Four Japanese Studies majors were enrolled in JAPN 402 in Spring 2023. The course syllabus is attached to this assessment report.
- The course textbook, *Michi* was developed by Noriko Nagata (Director of the Japanese Studies Program at USF). *Michi* explores the diverse regions of Japan along with their distinctive histories and cultures. It aims to deepen learners’ understanding of Japan as a whole. Cultural topics include Japanese geography, architecture, foods, drinks, arts and crafts, gardens and natural landscapes, customs, festivals, religions, historical/political figures, novels, sports, J-pop, musical instruments, current trends, transportation, robots, and social issues. There are four volumes, in which students study Volume 1 (Chapters 1-5 focusing on the Kanto region) in JAPN 301, Volume 2 (Chapters 6-10 focusing on the Kansai region) in JAPN 302, Volume 3 (Chapters 11-14 focusing on the Chugoku, Shikoku, Kyushu, and Okinawa regions) in JAPN 401, and Volume 4 (Chapters 15-18 focusing on the Chubu, Tohoku, and Hokkaido regions) in JAPN 402.
- Each chapter is anchored by a main reading text in authentic Japanese, preceded by a learning objective description and pre-reading page, and proceeded by the following components related to the reading text: reading comprehension questions, discussion questions, grammar expression exercises, and internet activities. In addition to the main reading text, each chapter provides a conversation text whose topics are related to the main text, including the same components as the ones in the main text section. At the end of each chapter, a writing and presentation project is provided. A detailed vocabulary list and a worksheet for vocabulary quizzes are also supplemented to each chapter. Chapter 16 is attached to this assessment report as a sample chapter.
- Before coming to class, the students are asked to do the following homework:
 - to read the assigned text
 - to take true-false reading comprehension questions related to the assigned text which are uploaded on Canvas as a quiz
 - to work on discussion questions related to the assigned text
 - to complete grammar expression exercises related to the assigned text
 - to prepare for a vocabulary/kanji quiz out of the assigned text

- Besides the above homework, the students have the following assignments:
 - to engage in Internet activities on related cultural topics introduced in the assigned chapter, in which the students collect necessary information on the designated Japanese websites and present in class what they find online
 - to work on a writing and presentation project, in which the student research on a cultural topic related to the chapter and compose four to six paragraphs and produce PowerPoint slides for presentation in class. JAPN 402 assigns two projects. The project instructions are attached to this assessment report
- There are oral mid-term and final exams, and written mid-term and final exams. The exam questions are created aiming at ACTFL Advanced-low and Advanced-mid level proficiency and the 5C goals of the National Standards in Foreign Language Education (Communication, Cultures, Connections, Comparisons, and Communities).
http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf
- The oral exam questions focus on the topics the students learnt in the conversation texts, what they wrote and present in their projects, and advanced-level role play (problem solving) that is provided in the discussion question section of the conversation text in each chapter. The written exam questions focus on the topics they learned in the main reading texts and on what they answered in the discussion questions, grammar expression exercises, and internet activities: e.g., describing at paragraph length the main points of each cultural/historical topic they learned in the main text, narrating their own experiences on the cultural topics, and comparing or connecting cultural topics to the ones in their home country. In short, the exams are designed to assess the following program learning outcome (PLO 1).

Japanese Language: Students develop intermediate/advanced level Japanese language proficiency, according to the ACTFL proficiency guidelines and the National Standards' 5C's (communication, culture, connections, comparisons, and communities). Students will be able to describe, in a paragraph in Japanese, characteristics of Japanese culture observed in various regions in Japan, to narrate personal experiences related to cultural topics studied, to compare or connect the Japanese culture to their own, to apply coursework learning to traveling in Japan, and to discuss cultural content with Japanese people.

- Overall, student performance was assessed on the following assignments throughout the course.

Assignments	Grading methods	Final grade out of 100%
Reading comprehension quizzes on Canvas	Graded by the correctness of the true-false questions	7%

Discussion question homework	Full credit for the completion of the homework	8%
Grammar expression exercise homework	Full credit for the completion of the homework	7%
Vocabulary/kanji quizzes	Graded by the correctness of word meanings and kanji reading/writing	14%
Internet activity presentation: 「街道の歴史」 “History of Highways”	Graded by the quality and accuracy of content	1%
Internet activity presentation: 「ゴールドラッシュ」 “Gold Rush”	Graded by the quality and accuracy of content	1%
Writing and presentation project: 「ロボット」 “Living with Robots”	Graded by the quality and accuracy of content and the usage of advanced level vocabulary and grammar expressions	8%
Writing and presentation project: 「先住民族」 “Indigenous Residents”	Graded by the quality and accuracy of content and the usage of advanced level vocabulary and grammar expressions	8%
Oral midterm exam	Graded by the quality and accuracy of content required, the correctness of words and grammar expressions required, listening ability, pronunciation, and fluency.	6%
Written midterm exam	Graded by the quality and accuracy of content required and the correctness of writing the words, kanji, and grammar expressions required	12%
Oral final exam	Graded by the quality and accuracy of content required, the correctness of words and grammar expressions required, listening ability, pronunciation, and fluency.	8%
Written final exam	Graded by the quality and accuracy of content required and the correctness of writing the words, kanji, and grammar expressions required	16%
Writing tutor attendance	Provided with a writing tutor to help their writing projects; Graded by the attendance of a total of 9 individual sessions (30 minutes per session).	4%
Class attendance	after more than 2 absences, students lose 1% point from their final scores for each absence.	

III. RESULTS & MAJOR FINDINGS

5. What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- how well students mastered the outcome at the level they were intended to,
- any trends noticed over the past few assessment cycles, and
- the levels at which students mastered the outcome based on the rubric used.

- The four major students received A final grades. The following table shows their performance in each component (out of 100%), the final score (out of 100% incorporating the above breakdown percentages for each component) and the final grade.

Assignments	Student 1	Student 2	Student 3	Student 4
Reading comprehension quizzes on Canvas	96.12%	95.82%	97.01%	95.37%
Discussion question homework	92.86%	97.83%	99.38%	101.24%
Grammar expression exercise homework	95.16%	98.39%	97.98%	100.81%
Vocabulary/kanji quizzes	94.81%	99.53%	99.29%	99.6%
Internet activity presentation: 「街道の歴史」 “History of Highways”	100%	100%	100%	100%
Internet activity presentation: 「ゴールドラッシュ」 “Gold Rush”	100%	100%	100%	100%
Writing and presentation project: 「ロボット」 “Living with Robots”	100%	100%	95%	100%
Writing and presentation project: 「先住民族」 “Indigenous Residents”	100%	100%	100%	100%
Oral midterm exam	98%	99%	92%	101%
Written midterm exam	91.4%	94.5%	97%	101.3%
Oral final exam	94%	98%	93%	102%
Written final exam	90%	90%	94%	103%
Writing tutor attendance	100%	100%	100%	100%
Class attendance	96%	96%	100%	100%
Total score (out of 100%)	94.36%	96.88%	96.74%	100.63%
Letter grade	A	A	A	A+

- The four majors exhibited excellent performance, in which three received A and one received even A+ due to her extra credit points on the content of the homework and exams. Their performances satisfied POL 1.
- Every year the student body varies, and this cohort unprecedently consisted of all superior students. Three started from JAPN 201 (Third Semester Japanese) because they had some background of learning Japanese at high school. One (A+ student)

started from JAPN 101 (First Semester Japanese) without Japanese background before. All of them received A in the previous Japanese courses as well.

- Two majors had no absence at class, and the two majors had only one absence throughout the course. They were very motivated to learn Japanese, did every homework on time, prepared for the quizzes well, and participate in the classroom activities enthusiastically and cooperatively. It was so enjoyable and rewarding to teach this cohort.

IV. CLOSING THE LOOP

6. **Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.**

The course requires a great amount of homework and uses high-standard materials to satisfy PLO 1. The course also requires constant preparation for vocabulary/kanji quizzes for almost every class. This cohort's students could digest everything without complaining. However, in the future, weak majors who received B or lower in the previous Japanese language courses may have difficulty to keep up with all assignments, quizzes, and exams. In that case, I will need to offer make-up assignments to bring up their poor performance scores and invite them to my office hours to review the materials.

7. **What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

This is the first report on JAPN 402, so any previous feedback on difference classes was not incorporated into this assessment.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)