

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>**ASSESSMENT REPORT
ACADEMIC YEAR 2024 – 2025****I. LOGISTICS & PROGRAM LEARNING OUTCOMES**

- 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
Director of the Japanese Studies Program
nagatan@usfca.edu

- 2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? 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.**

“Yes, it was revised.”

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.

- 3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? 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.

“Yes, Learning Outcome #4 was modified.”

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.
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.

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

Learning Outcome #4 (Japanese Linguistics) was assessed through JAPN 410 Introduction to Japanese Linguistics. JAPN 410 is a required course for the Japanese Studies major and an elective for the Japanese Studies minor. The following illustrates the Japanese Studies Major and minor curricula.

| <u>The Major (40 units)</u> | <u>The Minor (24 units)</u> |
|--|---|
| <p>Prerequisites JAPN 101: First Semester Japanese JAPN 102: Second Semester Japanese JAPN 201: Third Semester Japanese</p> | <p>Prerequisites JAPN 101: First Semester Japanese JAPN 102: Second Semester Japanese</p> |
| <p>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</p> | <p>Required Courses (16 units) JAPN 201: Third Semester Japanese JAPN 202: Fourth Semester Japanese JAPN 301: Intermediate Japanese 1 JAPN 302: Intermediate Japanese 2</p> |
| <p>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</p> | <p>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</p> |
| <p>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)</p> | <p>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)</p> |

II. METHODOLOGY

5. 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.*

- The following is the grade breakdown in the course.
 - homework (reading questions) 40%
 - mid-term exam 22%
 - final essay and presentation 8%
 - final exam 25%
 - classroom participation 5%
- 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. There were a total of 24 sets of reading questions throughout the semester. Each set included about twenty to twenty five questions and the students earned one or two points for each correct answer: some questions were in the multiple-choice format to select appropriate statements, some were descriptive, and the last two questions involved students’ comments and research as follows:
 - Describe in a paragraph what was most memorable to you in the article. If your description is too short (only a few sentences), points will be deducted. Present it in class as well.
 - In relation to the assigned linguistic topics, find out some similarities and differences between the Japanese language and your native language. This will involve some online research by yourself. Cite at least one reference. Present what you wrote in class as well.
 1. Similarities in a paragraph
 2. Differences in a paragraph

The students were asked to submit their answers to the assigned reading questions before the class, so that they were prepared to participate in classroom discussion. Checking their assigned quiz performance before class also helped me to grasp how well they understand the assigned articles, and which topics they were interested in.

- Each student was assigned to write a three page essay on one of the unique aspects of the Japanese language dealt with in the course. The following guidelines were provided:
 1. Summarize the topic in depth.
Provide detailed examples of Japanese words, phrases, or sentences to highlight the unique features of Japanese that you are discussing. You are expected to create or find your own examples—do not simply copy those from the course readings.
 2. Compare Japanese with your native language.
Research how your native language expresses or handles the same linguistic feature. Discuss similarities and differences in detail.
 3. Include at least two academic references (books, articles, or online academic sources) in addition to the course readings. List all references on a fourth page.

Your essay will be evaluated based on accuracy, depth of content, and clarity of explanation. You will also be graded on your in-class PowerPoint presentation. For other students' presentations, you will be asked to write and present your comments, which will be credited as well.

- The students took a mid-term exam and a final exam on Canvas. Questions on the exams were based on the materials covered in the course, class notes, and reading questions. The question format and grading system were the same as in the reading questions on Canvas.

III. RESULTS & MAJOR FINDINGS

6. 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:

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

- Ten students took this course, in which six students were Japanese Studies majors and three students were Japanese Studies minors.
- The following rubric was used to measure the levels of achievement.

| Achievement Level | Percentage of Achievement |
|----------------------------------|---------------------------|
| Very Poor Achievement of Outcome | at most 60% |
| Poor Achievement of Outcome | from 60% to 70% |
| Average Achievement of Outcome | from 70% to 80% |
| Good Achievement of Outcome | from 80% to 90% |
| Very Good Achievement of Outcome | at least 90% |

- All major and minor students exhibited their ability to identify linguistics fields in classroom discussion, after those fields were covered in detail in the readings and lecture.
- The majors and minors completed 24 sets of reading questions. The following achievement was assessed by the average score of the 24 sets.
 - Two majors and two minors-- "very good achievement (above 90%)"
 - Three majors -- "good achievement (80% to 90%)"
 - One major and one minor -- "average achievement of outcome (70% to 80%)"

Overall, the students enjoyed the reading questions and demonstrated a good understanding of the unique aspects of the Japanese language. They were well prepared for class, and most actively engaged in classroom discussions. Students who submitted the reading questions late were generally able to catch up without significant delay, with the exception of one major and one minor who submitted approximately half of the assignments considerably late.

The following late submission policy was applied: 'The first two late submissions are accepted with no penalty. Thereafter, a 20% deduction is applied to each additional late submission.' The major student struggled with other courses and was unable to keep up academically during her final semester of college. The minor student was already very weak at Japanese from the previous Japanese courses (C performance). As a result, the major and minor students received average scores of 73.2% and 70.5%, respectively, on the reading-question assignments.

- The majors and minors performed in the mid-term exam as follows:
 - Two majors -- "very good achievement (above 90%)"
 - Two minors -- "good achievement (80% to 90%)"
 - Three majors and one minor-- "average achievement (70% to 80%)"
 - One major-- "poor achievement of outcome (60% to 70%)"

The students were informed that the midterm exam would be open book, similar to the reading-question quizzes, and that they could refer to the course reader, handouts provided in class, and lecture notes. Some lower-performing students may have assumed that the open-book format

required less preparation, despite my warning that they needed to understand the material thoroughly and be able to locate relevant information quickly in order to complete all questions on time. The midterm exam results reflected the levels of students' understanding and their ability to explain key concepts related to the Japanese language in the linguistic fields covered.

- The majors and minors performed in the final exam as follows:

- Three majors -- "very good achievement (above 90%)"
- One minor -- "good achievement (80% to 90%)"
- Two majors and one minor-- "average achievement (70% to 80%)"
- One major and one minor-- "poor achievement of outcome (60% to 70%)"

The results of the final exam demonstrated the levels of their understanding and their ability to explain key concepts related to the Japanese language in the linguistic fields covered.

- Regarding a three-page essay presentation, all majors (except one) and all minors made good presentations -- "very good achievement (above 90%)". Their essays exhibited the levels of their analytical thinking about the usage of the language, including comparison between the Japanese language with their native languages. One major could not complete and present the essay on time. I accepted the delayed submission, which was still incomplete and the student received a 52% score.

- All majors exhibited commendable achievement with the following final grades:

- Two majors -- A
- One major and one minor -- A-
- One minor -- B
- Two minors -- B-
- One major and one minor -- C-

The final grades reflect students' levels of development in essential grammatical and sociolinguistic knowledge of the Japanese language. Lower performance reflects patterns of late homework submissions and class absences.

- Except for a few unprepared students, the students' classroom participation was lively and engaged.

IV. CLOSING THE LOOP

7. **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.**
- 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 it easier for them to practice Japanese pronunciations, grammatical structures, compound words, expressions, etc., in language classes. The prerequisite for this course was changed from JAPN 202 (Fourth Semester Japanese) to JAPN 201 (Third Semester Japanese).
 - This course has been offered for many years. While the basic content has remained consistent, students' performance varies depending on their level of commitment. I will continue to encourage students who submit assignments late to catch up and remain engaged in the class.
 - 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 (corrections are provided faster). I will continue to develop reading questions on Canvas.
 - I used several videos related to some of the linguistic topics dealt in the course. The videos helped the students understand the topics and they were very enjoyable to the students as well. I will continue to look for relevant videos or images and to integrate more audio-visual materials into the class.
8. **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?**
- I provided more detailed guidelines for the final essay project, which led to better results.

ADDITIONAL MATERIALS

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