



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

ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019

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 2018? 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 2018? 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.
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 2018-2019.**

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

Learning Outcome #3 (Japanese Literature) was assessed through JAPN 355 Japanese Literature in Translation. Professor Steve Roddy taught this course and wrote the following three sections (II, III, IV) in this report. JAPN 355 is an elective course for the Japanese Studies major and minor. The following illustrates the Japanese Studies Major and minor curricula.

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.

Three Japanese Studies majors and four Japanese Studies minors were enrolled in JAPN 355-01 in Fall 2018. Their final grades broke down as follows: 2 received an A (both of them minors), and 5 an A- (all three majors and two minors).

Student performance was assessed based on their work on the following assignments:

- Exams: Two in-class exams consisted of essay questions about the texts that were covered prior to each exam
- Short Papers: Two papers (4-5 pages each). The prompts for these assignments were distributed approximately two weeks prior to each due date.
- Final Presentation: Groups of 6-8 students chose a topic relevant to the readings and created a presentation for class.

Final grades were determined based on their relative performance as follows:

- Attendance & participation: 15% of final grade
- Two in-class exams: 40% of final grade
- Two 4 or 5-page papers: 40% of final grade
- Group presentation: 5% of final grade

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:

- 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.

The major takeaways from this assessment exercise are as follows:

- a. All of the students met PLO 3 at the level of complete or nearly complete mastery
- b. No consistent trends emerged over the past few assessment cycles
- c. The following table shows the distribution of student assessment results:

Level	Percentage of Students
Complete Mastery of the outcome	14.2%
Mastered the outcome in most parts	85.8%
Mastered some parts of the outcome	0%
Did not master the outcome at the level intended	0%

For the writing assignments, the majors and minors achieved the following average grades: A (two minors), A- (one major), B+ (two majors, three minors).

In the examinations, the grade distribution was as follows: A (three minors, one major), A- (two majors, two minors).

The following are the comments and grades for three students' essays, written in response to the following prompt: In his essay "The Civilization of Modern Japan," Natsume Sōseki says that Japan suffers from a kind of nervous breakdown that has been caused by the superficiality of its rapid modernization, leading Japanese to keep "skimming the surface while fighting back our tears." Do you think that *Kokoro* in any way reflects this dilemma, for example in Sensei's attitude toward the changes in the world around him?

1. Japanese Studies minor

Comment: Excellent essay! Very perceptive and careful in your reading of the text. And, you've done a great job of analyzing the complexity of the characters and the combination of traits that make them more than simply the embodiment of one or another abstraction or tendency.

Grade: A

2. Japanese Studies major

Comment: Really nice job! From your opening metaphor of sailors struggling in the wind, to the closing of sensei as a "walking contradiction" and crossroads between past and present, you've made a very compelling case for seeing the three main characters as stages in the progression of the novel through their stories. You really have a gift for writing lyrically! I very much look forward to your next essay.

Grade: A-

3. Japanese Studies major

Comment: Good job. You have some very perceptive comments about the differences and similarities between the generations, such as perceptions of Tokyo, and the attitudes toward studies and a future career. The "I"'s greater ability to function relatively normally in society and to plan for his future does mark him as significantly different from Sensei, but he, too, is lonely, something Sensei remarks on. This is a bit short (only 1000 words or so). You could have talked about other examples such as the relations between the sexes, and how there is both continuity and change across the span of the Meiji period.

Grade: B+

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.**

Based on the assessment results of PLO 3 above, we are not contemplating any significant modifications, given the relatively high level of achievement of our students this year. Nonetheless, we are considering giving the option of allowing, and in fact encouraging, majors and minors to consult authentic materials—namely, the original texts in Japanese rather than translations—for at least portions of the readings. We will also experiment with having them produce some of the written assignments in Japanese, as well. Some of our students are able to reach high enough proficiency for them to do so, and such work will both enhance their linguistic skills, and also better integrate the literature courses into the Japanese curriculum as a whole. We will begin doing this in Spring 2020, for both major and minor students, depending on the readiness of individuals to do so.

- 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?**

The last assessment report was about Learning Outcome #4 (Japanese Linguistics) and JAPN 410 (Introduction to Japanese Linguistics). Therefore, the feedback was not for Learning Outcome #3 (Japanese Literature) and it was not integrated into this assessment.

ADDITIONAL MATERIALS

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