



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

ASSESSMENT REPORT  
ACADEMIC YEAR 2020 – 2021

I. LOGISTICS

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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](mailto:nagatan@usfca.edu)

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

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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](mailto: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 #2 (Japanese Culture) was assessed through JAPN 315 Contemporary Japanese Culture. Professor Steve Roddy taught this course and wrote the following three sections (II, III, IV) in this report. JAPN 315 is an elective course for the Japanese Studies major and minor. 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.**

- Ten Japanese Studies majors and four Japanese Studies minors were enrolled in JAPN 351 in Fall 2020. The course met twice per week, with preparation for class divided between readings from three assigned textbooks and viewings of approximately 25 full-length feature films (which were made available on Echo 360 for students to view individually on their own time).
- Student performance was assessed based on their work on the following assignments:
  - *Film Journals*: Five film journals were due at three-week intervals throughout the semester. Each journal consisted of a discussion (600-800-word-length) of the films viewed during the previous three weeks, focusing on a few of the themes and topics brought up in the readings and which we discussed in class. Prompts for each journal were posted approximately one week before the due date.
  - *Final project*: This consisted of an in-depth research project on a topic relevant to contemporary Japanese culture. Students were required to submit a one-paragraph description of the topic and bibliography one month before the due date, and a preliminary draft in the last week of the semester. The final version was in the range of 12-15 pages in length.
  - *Attendance*: Consistent attendance and participation in both online and in-class discussions were required, and evaluated holistically at the end of the semester. Students’ difficulties with internet access or other mitigating circumstances that prevented full attendance were considered on a case-by-case basis.
- Final grades were determined based on their relative performance as follows:
  - Class attendance/participation, and online discussion participation (25% of final grade)
  - Film Journals (35% of final grade)
  - Final project (40% 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 final grades of the majors and the minors are as follows.
  - Four majors and two minors received A.
  - One minor received A-.
  - Three majors and one minor received B+.
  - One major received B.
  - One major received C+.
  - One major received I.

Nearly all of the students produced strong work for both film journals and final projects, some exceptionally so. The two students who earned less than a B suffered from a combination of missed classes or failure to submit writing assignments. Although most students seemed to function reasonably well in the online learning environment, the significant rise in Covid-19 cases and deaths, as well as the political chaos following the November 3 election, had a discernible impact on the emotional well-being of many students during the last month or so of the semester, in particular.

- Based on the above performance, all of the students met PLO 2 at the level of complete or nearly complete mastery. The following table shows the distribution of student assessment results:

Level	Percentage of Students
Complete Mastery of the outcome (A)	43%
Mastered the outcome in most parts (A-, B+, B)	43%
Mastered some parts of the outcome (C+, I)	14%
Did not master the outcome at the level intended	0%

- No consistent trends emerged over the past few assessment cycles.

#### 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 difficulties experienced by a few students in JAPN 351 were mostly the result of the unusual sociopolitical circumstances we faced in Fall 2020 due to the pandemic and related issues. We do not expect to encounter anything quite as dramatic in the immediate future, but in the event of unforeseen cataclysmic events, we will adjust expectations as needed, and attempt to provide psychological and pedagogical assistance.

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 JAPN 310 Zen and the Art of Japanese Calligraphy. Therefore, the feedback was for a different class and it was not integrated into this assessment.

#### ADDITIONAL MATERIALS

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