As you now know an interim report on the assessment of student learning is due to WASC in fall of 2010. We have been asked to demonstrate that we are using assessment data to improve student learning (i.e., “closing the assessment loop”) and that the assessment process is sustainable. To that end, we are asking programs to report on their most complete student learning outcome (SLO) during this reporting cycle. Please identify your selected SLO in the box below and provide the requested information.

Program Information

<table>
<thead>
<tr>
<th>Degree Program(s):</th>
<th>Japanese BA</th>
<th>Department:</th>
<th>World Lang. and Lit.</th>
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<tbody>
<tr>
<td>Department Chair:</td>
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<td>4-4608</td>
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<tr>
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<td>Keach Inaba &amp; Yasue Kodama</td>
<td>Phone:</td>
<td>4-4593 &amp; 4-4063</td>
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</tbody>
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ARCHIVAL INFORMATION

| Location: | Clark Hall 410L |
| Person to Contact: | Prof. Yasue Kodama |
| Keach Inaba on leave in Fall 2011 |

Student Learning Outcome (SLO1)

To develop the students' four Japanese language skills (listening, speaking, reading, and writing) in three modes of communication (interpersonal, interpretive, and presentational).

Initial Evidence of Student Learning:
[Data from JPN101B (Advance Composition) in Spring/2011 taught by Keach Inaba]

In Spring 2011, SLO 1 was assessed by a series of kanji quizzes, 9 writing assignments, mid-term exams (written and oral), a series of compositions (Topics: “Hobbies”, “Why you study JPN”, “Your future plans”, and “If you win 1 million dollars,”), oral presentations (based on the reading of another students’ compositions on the topics), and the final written exam (by organizing all the topics into one) of JPN101B taught by Keach Inaba. There were 13 majors out of 40 enrolled students in the class. Among the major students, 4 achieved the SLO to commendable level, and 8 to an adequate level, but one did not achieve the desired level (unauthorized withdrawal).

Change(s) to Curriculum or Pedagogy:
JPN101B is always a high-enrollment class. As was the past JPN101B, it was expected that the instructor would be extremely burdened with correcting the students’ compositions in this high-enrollment class with 40 students in order to maintain the quality of feedback for
their writing assignments. In this semester, due to the state’s budgetary crisis, the program could not afford to hire a tutor to help the instructor correct the compositions. With a fewer revisions of required writings, it was projected that the final versions of their compositions would not be as satisfactory to the desire level. To compensate the shortcoming, more kanji quizzes were required in this semester.

Evidence of Student Learning after Change.
It was fortunate that two volunteers (native speakers of the language) were found and assisted the instructor correct the students’ compositions. They were truly reliable assistants. Contrary to the initial prospect, the SLO was achieved more successfully in their writings with better quality than the previous year. Without the student assistants, the success in supporting the students to revise their compositions could be hardly achieved. Also, the required kanji quizzes were considered to sustain the success.

I conclude that the tutoring system needs to be maintained as an integral part of quality student learning especially in the high-enrollment class. Otherwise, two sections of JPN101B should be offered in spring semesters.

Student Learning Outcome (SLO4)

To develop the students’ understanding of not only traditional arts but also contemporary Japanese culture and society.

Initial Evidence of Student Learning:
[Data from JPN102 in Spring/2011 taught by Yasue Yanai (Kodama)]

This SLO was assessed by 21 quizzes, 1 midterm, 1 final exam, 2 cultural comparison papers and one power point presentation about Japanese culture and society, including the topics of Japanese geography and nature, history, religions, ceremonies, housing and daily life, arts, transportation, sports, business, politics, education and pop-culture. Out of 22 students enrolled, 22 have completed all of the course requirements: 8 commendable, 13 adequate and 1 unsatisfactory.

Change(s) to Curriculum or Pedagogy:
Based on the comments from students 2010, I added reading materials related with Japanese Zen Buddhism to deepen their understanding on Japanese religions. I also added a topic politics according to their request. Further, I requested students to do a power point presentation based on their cultural comparison report.

Evidence of Student Learning after Change.
Most of students’ presentation using power point and cultural comparison papers were excellent and synergically motivated their cultural comparison between Japan and the U.S.
Also, their deeper understanding of Zen and Shintoism helped their discovery of consistent Japanese people’s characteristics throughout the topics from traditional to contemporary Japanese culture and society (retention 100% and only one student at the unsatisfactory level).