<table>
<thead>
<tr>
<th>Department: World Languages and Literatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program: Japanese program</td>
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<tr>
<td>College: Humanities and Arts</td>
</tr>
<tr>
<td>Program Website: <a href="http://www.sjsu.edu/wll/Programs/Japanese_BA/index.html">http://www.sjsu.edu/wll/Programs/Japanese_BA/index.html</a></td>
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<tr>
<td>Link to Program Learning Outcomes (PLOs) on program website: <a href="http://www.sjsu.edu/wll/Programs/Japanese_BA/index.html">http://www.sjsu.edu/wll/Programs/Japanese_BA/index.html</a></td>
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<tr>
<td>Program Accreditation (if any):</td>
</tr>
<tr>
<td>Contact Person and Email: Keach Inaba, (<a href="mailto:Seichiro.Inaba@sjsu.edu">Seichiro.Inaba@sjsu.edu</a>) for JPN101A/B</td>
</tr>
<tr>
<td>Yasue Yanai (<a href="mailto:Yasue.Yanai@sjsu.edu">Yasue.Yanai@sjsu.edu</a>) for JPN140</td>
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<td>Date of Report: February 12, 2017</td>
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**Part A**

1. **List of Program Learning Outcomes (PLOs)**

   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

   PLO1. Language & Communication: Demonstrate Intermediate-high (ACTFL) level of Japanese linguistic knowledge and skills in writing, reading, speaking and listening in three modes of communication (interpersonal, interpretive and presentation).

   PLO2. Cultural Analysis and Comparison: Analyze and compare a wide variety of texts, human relationships, social values, products, practices and perspectives of Japanese society with those of their own culture, drawing upon their cultural knowledge of Japan.

   PLO3. Intercultural competence: Demonstrate ability to evaluate situations appropriately and choose appropriate expressions and communication strategies to meet their intention in intercultural settings including Japan, such as business, study abroad, homestay etc.

   PLO4. Linguistic analytical competence: Demonstrate analytical competence of phonological, morphological, syntactic, semantic and pragmatic components of contemporary Japanese language.

   PLO5. Literary text, audiovisual and art appreciation and analytical competence: Demonstrate ability to appreciate and interpret Japanese literary texts, audiovisuals and arts and to recognize stylistic elements, social values and backgrounds in the literature, TV drama, films and arts.
PLO6. Translation skills: Demonstrate advanced translation skills of modern contemporary literature.

PLO7. Research: Demonstrate ability to develop and carry out research projects in Japanese language.

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>ULG 1 – Specialized Knowledge</th>
<th>PLO 1, PLO2,</th>
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</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>PLO2, PLO3</td>
</tr>
<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>PLO4, PLO5</td>
</tr>
<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>PLO4, PLO5, PLO6, PLO7</td>
</tr>
<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
<td>PLO2, PLO3</td>
</tr>
</tbody>
</table>

3. **Alignment – Matrix of PLOs to Courses**
   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples here)

<table>
<thead>
<tr>
<th>PLO1 (JPN101A/B/C)</th>
<th>PLO 2 (JPN102)</th>
<th>PLO 3 (JPN107)</th>
<th>PLO 4 (JPN110)</th>
<th>PLO 5 (JPN140)</th>
<th>PLO 6 (JPN120)</th>
<th>PLO 7 (JPN150)</th>
</tr>
</thead>
</table>

4. **Planning – Assessment Schedule**
   (Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1 2015-2016</th>
<th>Year 2 2016-2017</th>
<th>Year 3 2017-2018</th>
<th>Year 4 2018-2019</th>
<th>Year 5 2019-2020</th>
</tr>
</thead>
</table>
5. **Student Experience**
   
a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

   **Through syllabi and on Canvas and in class orientation.**

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

   **Students had opportunities to provide feedback regarding PLOs through course assignments and teacher evaluations.**

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**Part B**

**PLO 1**

6. **Assessment Data and Results**

(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

*Spring 2015*

PLO 1 was assessed by a series of compositions, kanji quizzes, one oral exam, one oral presentation, and two written exams (midterm and final exams) in JPN101B (Advanced Composition) taught by Keach Inaba in Spring 2015.

The following topics were covered in the class lessons and the students wrote a series of compositions on the topics in the class and revised them as homework.

- To make an appointment
- To seek an advice
- To leave a message
- To invite someone
- To write a thank-you letter
- To apologize for a mistake
- To comfort someone in trouble
- To inquire about a job opening
- To request for a letter of recommendation

In addition, the students wrote about their hobbies, future-plans, and future-lifestyle. Based on the writings on the topics, they made an oral presentation. The presentations were assessed based on “fluency, accuracy, vocabulary variety, structural variety, content, organization, and sense of voice”.

23 students out of 28 enrolled in the class satisfactorily met the SLO, showing appropriate four linguistic skills desired for one of the upper division courses. Note that 7 of them only demonstrated Intermediate-mid (i.e. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.) level of Japanese linguistic knowledge and skills in writing, reading, speaking and listening in three modes of communication. 16 students barely demonstrated Intermediate-low (i.e. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures.) level of the linguistic skills. 4 students passed the course but did not reach to Intermediate-low level of the linguistic skills. One student made an authorized withdrawal due to her serious sickness.

[Spring 2016]
SLO 1 was assessed by a series of compositions, kanji quizzes, an oral exam, an oral presentation, and two written exams (midterm and final exams) in JPN101B taught by Keach Inaba in Spring 2016. The same topics were covered as in Spring 2015.

17 students out of 24 enrolled in the class satisfactorily met the SLO, showing appropriate four linguistic skills desired for one of the upper division courses. However, only 9 of them did establish Intermediate-mid level of Japanese linguistic knowledge and skills in writing, reading, speaking and listening in three modes of communication. 8 students barely indicated Intermediate-low level of the linguistic skills. 6 students passed the course but did not even reach to Intermediate-low level of the linguistic skills. One student did not complete the course with an authorized withdrawal.

7. Analysis
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

[Spring 2015]
It was a high-enrollment course as an advanced composition class. The instructor had an extra burden of correcting 2-page compositions assigned every week. Despite the high-enrollment, however, the SOTE rating of “Overall Teaching Effectiveness” of the course was good as 4.7. Most of the students’ comments on the instructor’s teaching were very positive as “Professor Inaba is a concise, patient, and consistent teacher who professionally conceptualizes and projects what it means to be a good foreign language teacher, and “Professor Inaba’s lecture is very interesting and organized. His teaching style is very vivid and useful for us who are interested in learning languages. He is a motivated and enthusiastic professor”.

One student stated the areas in need of improvement of this instructor's teaching: “I am not a very aural learner, and seeing things written out helps a lot. I'm sometimes a little slow to copy stuff down from the slides, so it would be nice to have access to his slides from class.”

[Spring 2016]
For this semester, responding the previous student’s comment in the SOTE of Spring 2015, all the teaching materials used in this course were digitized and the students viewed them on PowerPoint for all the lessons. In addition, most of them were uploaded on Canvas.

The SOTE rating of “Overall Teaching Effectiveness” of the course was 4.6. Most of the students’ comments on the instructor’s teaching were positive. One students stated the strengths of the instructor’s teaching as “Clearly outlines the requirements for tests/assignments. Engaging method of presenting the information. Provides good feedback”. Yet, another student stated in the areas in need of improvement of the instructor’s teaching as “Could sometimes have clearer instructions for assignments.

Judging from the results of the assessments above, it is not very clear that digitized materials were all effective in teaching the lessons. Nevertheless, it took long hours for the instructor to digitized all the materials.

8. Proposed changes and goals (if any)
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?

For the JPN101B class in this Spring 2017, the instructor has been revising the digitized materials for a better learning result. Furthermore, the class is currently conducted based on the process-approach. That is, the students first write compositions individually and choose the best one in a group. And then, they have a chance to revise it by writing on a small white board given to each group. The instructor and peers make comments on it. The students will turn in their compositions as homework for the next class. Positive results of student learning after these changes will hopefully be captured in next assessment.

PLO5
6. Assessment Data and Results

PLO5 was assessed by a series of 12 homework assignments, 12 quizzes, a paper (in Pair), a presentation (in Pair), and two exams in JPN140 Japanese Modern Drama and Lyric taught by Yasue Kodama Yanai in Fall 2016. Among them, Lyrics assignments are taken up to show how the students achieved their goals relating with PLO5. The CLOs related with PLO 5 are as follows.

CLO 3: Students will be able to analyze the gender images and socio-cultural values of Japanese people and society and its shifts reflected in the lyrics from Showa era to the present.
CLO 4: Students will be able to analyze the stylistic features of Japanese lyrics.

This class analyzed 15 popular Japanese love song lyrics from various genre such as Enka, Folk, New music, Rock, R&B, and Hiphop from Showa era to the present together in terms of the stylistic features such as 5/7 syllable patterns, rhyme, repetition, metaphor and noun-stop and interpreted the meaning of lyrics, paying the attention to the address forms used for characters, and socio-cultural backgrounds of the song. Then, they picked their favorite Japanese song lyrics themselves and analyzed in pair. They first wrote the papers in Japanese, following the guideline including the evaluation Rubrics. After that, the instructor commented on the papers and they fixed the papers to present them in Japanese to the class. The papers were rated based on the revised final versions submitted at the time of their presentations.

17 students out of 20 enrolled in the class satisfactorily met the PLO5 and CLOs3&4, showing their sufficient analytical skills of Japanese song lyrics. 3 students withdrew from the course, not showing up in class except the first couple of times. We practiced analyzing 15 song lyrics together before the project and therefore they were able satisfactorily analyzed the songs they picked, taking points ranged 88.5-99/100 points of Rubric for the paper, and 44-49.5/50 points of Rubric for the presentation.

7. Analysis

The students evaluation to JPN 140 shows that it was not an easy course for them, however, it was a good challenge. The overall evaluation to the instructor was 4.6, while the intellectually challenging teaching method was rated as 4.8. Most of them commented positively, such as “The strengths are incredible. The professor done well in power points, explaining the lyrics and showing how to interpret songs.” “Very very knowledgeable and respectable professor. Her teaching method is absolutely praiseworthy. I’ve taken many classes with her and learned the most from her classes. Puts a lot of time and effort in providing feedback.” “Creative, original and innovative project for teaching” and “Lyric portion was also beneficial as it showed the change in language over recent decades and further solidified the grammatical concepts.” On the other hand, two students complained on the amount of homework and the instructor’s strict grading, saying that “The weekly homework took 4-5 hours long to complete.” and “Narrow minded as far as expectations of performance of output of students. Tough grader as well.”

8. Proposed changes and goals (if any)

At the level of JPN140, it is the time for the students to tackle with first-hand materials, not with standard Japanese textbooks anymore. The students who are familiar with real & natural Japanese by watching Japanese TV etc. daily, the homework does not take that long, but for the students who do not touch with real Japanese daily, it takes long. However, I believe that 4-5 hours long study per week is expected amount of time for such students because it is what they need to go through at this level in order to become successful advanced Japanese language learners. Also,
the interpretations of songs are, of course, free on personal level, but when you do it adopting a certain method or approach as an academic analysis, such free interpretations as in their private lives cannot be allowed. The student’s comment shows that he did not fully understand the method of sociolinguistic analysis (although we analyzed 15 songs together and showed the evaluation rubric), so I will explain the purpose and the analytical approach taken in this course not only at the beginning, but also during the course in English multiple times next time.

Part C
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website change on new PLOs</td>
<td>done</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>