

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q1.4. Is your program externally accredited (other than through WASC)?

- | | |
|-------------------------------------|----------------------------|
| <input type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Go to Q1.5) |
| <input checked="" type="checkbox"/> | 3. Don't know (Go to Q1.5) |

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No, but I know what the DQP is |
| <input type="checkbox"/> | 3. No, I don't know what the DQP is. |
| <input type="checkbox"/> | 4. Don't know |

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

YES

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Japanese Minor Program has a set of learning goals aligned to Department of Foreign Languages (Please see Appendix I: Program Learning Outcomes by Department of Foreign Languages). The Japanese Minor Program is in the process of developing Program Learning Outcomes (PLOs) based on the AACU Value Rubric (See Appendix II: Curriculum Map of Japanese Minor). This year we have assessed program learning outcome (PLO 2: **Intercultural Knowledge and Competency** adopted from the VALUE rubric in APPENDIX II):

By the end of the Japanese Minor Program, students will:

2.1. Knowledge - Cultural self-awareness: Articulate insights into their own cultural rules and biases; demonstrate awareness how their experiences have shaped these rules and how to recognize and respond to cultural biases, resulting in a shift in self- description.

2.2. Knowledge - Knowledge of cultural worldview frameworks: Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs or practices.

Q1.2.1. Do you have rubrics for your PLOs?

- | | |
|-------------------------------------|------------------------------|
| <input type="checkbox"/> | 1. Yes, for all PLOs |
| <input checked="" type="checkbox"/> | 2. Yes, but for some PLOs |
| <input type="checkbox"/> | 3. No rubrics for PLOs |
| <input type="checkbox"/> | N/A, other (please specify): |

2.3. **Skills Empathy:** Interpret intercultural experience from their own perspectives and more than one worldview while demonstrating an ability to act in a supportive manner which recognizes the feelings of another cultural group.

2.4. **Skills Verbal and nonverbal communication:** Articulate a complex understanding of cultural differences in verbal and nonverbal communication and be able to skillfully negotiate a shared understanding based on those differences.

2.5. **Attitudes Curiosity:** Ask complex questions about other cultures; seek out and articulate answers to these questions, which reflect multiple cultural perspectives.

2.6. **Attitudes Openness:** Initiate and develop interactions with different cultures and suspends judgment in valuing her/his interactions with culturally different others.

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Intercultural Knowledge and Competency

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- | | |
|-------------------------------------|---------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |
| <input type="checkbox"/> | 4. N/A |

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

I used **INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC** developed by Association of American College and University (AACU). Please see the rubric in Appendix II.

Standards of performance and expectations: 90% of our undergraduate students (Japanese Minor Students) should score 3 or above by the time of their graduation.

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X	X	X
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities			
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents	X	X	X
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)	Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)
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Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO? 5	Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300] <p>The VALUE Intercultural Knowledge and Competency rubric has been used to collect data in order to directly assess 30 student work in Elementary Japanese language course (JAPN1B), which is G.E. course, offered in Spring 2015. Assessment tools include:</p> <ol style="list-style-type: none"> (1) The cultural research postings on Dos and Don'ts in Japan (verbal and non-verbal behaviors) (2) Discussion on the topic (online discussions on case studies) (3) Reflective essay (what you have learned in Japanese culture at the end of the course) (4) Test: Fact-based multiple-choice test is used to check their learned cultural knowledge. (5) A questionnaire. Due to the lack of an appropriate survey, the instructor developed a questionnaire (36 questions) based on Intercultural Development Continuum model (Denial; Polarization; Minimization; Acceptance; and Adaptation). The first 8 questions were on Japanese cultural verbal and non-verbal behaviors, which are considered a little bit peculiar for non-Japanese. The questionnaire asked to interpret 8 pictures. The next 8 questions were on typical American verbal and non-verbal behaviors, which are considered a little bit peculiar for Japanese people. The questionnaire asked why those behaviors were peculiar to Japanese. After students learned about the interpretation on those non-verbal/verbal behaviors, they were asked to choose one of the followings for Japanese behaviors (a. This is a very strange behavior; b. It's a little peculiar, but it does not bother me; and c. I have no problem with this behavior). Then, they were asked to choose one of the following for their own behaviors when visiting in Japan (a, I will probably adjust my behaviors when I visit Japan; b. This could be peculiar, but I think I probably behave this way in Japan; c. Well, this is our way of doing – I still don't see any problems. <p>Assessment tools (1) – (5) were used to assess "Knowledge Cultural self-awareness" and "Knowledge of cultural worldview frameworks; Skills Verbal and nonverbal communication; Attitudes Curiosity and Openness" based on the Rubric. Since this is the first time to assess student's learning. The primary instructor consulted with two other Japanese language instructors (one on campus; the other is off campus). These assessment tools need to be further refined next academic year.</p>
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Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- ☒ 1. Yes
☐ 2. No (Go to **Q3.7**)
☐ 3. Don't know (Go to **Q3.7**)

Q3.3.2. Please attach the direct measure you used to collect data.

Stated in **Q3.2A**.

Additional Data: The Japan Day was held on April 12, 2015. This has created opportunities for students to interact Japanese people directly. A number of students in the Elementary Japanese language class joined in the event and wrote a brief essay for extra points. The instructor used those essays and her observation on students' engagement to triangulate the collected data (1-5) to measure students' attitudes (curiosity and openness).

Q3.3.1. Which of the following direct measures were used?
[Check all that apply]

- ☐ 1. Capstone projects (including theses, senior theses), courses, or experiences
☒ 2. Key assignments from required classes in the program
☐ 3. Key assignments from elective classes
☒ 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
☐ 5. External performance assessments such as internships or other community based projects
☐ 6. E-Portfolios
☐ 7. Other portfolios
☐ 8. Other measure. Specify:

Q3.4. How was the data evaluated? **[Select only one]**

- ☐ 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
☐ 2. Used rubric developed/modified by the faculty who teaches the class
☐ 3. Used rubric developed/modified by a group of faculty
☐ 4. Used rubric pilot-tested and refined by a group of faculty
☒ 5. The VALUE rubric(s)
☐ 6. Modified VALUE rubric(s)
☐ 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?

The area head of the Japanese Minor program participated in Faculty Learning Community for Assessment. The members of the FLC as well as the facilitators provided assistance in the process.

Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes – Having discussion using the Value Rubrics. It is important to identify exemplary work for each category: Capstone (4); Milestone (3) & (2); and Benchmark (1)
☐ 2. No
☐ 3. Don't know

Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?		Q3.6.1. How did you decide how many samples of student work to review?	
(1) The cultural research postings on Dos and Don'ts in Japan (verbal and non-verbal behaviors) => SacCT Discussion Board (2) Discussion on the topic => SacCT Discussion Board (3) Reflective essay (what you have learned in Japanese culture at the end of the course) => SacCT Discussion Board (4) Test: Fact-based multiple-choice test is used to check their learned cultural knowledge. => Paper and Pencil Test (5) A questionnaire => SacCT Survey tool		All samples from 30 students from one section out of three elementary Japanese language courses since this was the first assessment.	
Q3.6.2. How many students were in the class or program? 30	Q3.6.3. How many samples of student work did you evaluate? 30	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)			
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
Q3.7.2 If surveys were used, how was the sample size decided?		Q3.7.3. If surveys were used, briefly specify how you selected your sample.	
		Q3.7.4. If surveys were used, what was the response rate?	
Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)			
Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know		Q3.8.1. Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:	
Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)		Q3.8.3. If other measures were used, please specify:	
Q3D: Alignment and Quality			
Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know		Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

	Capstone 4	Milestone		Benchmark 1	Memo
		3	2		
2.1: Cultural self- awareness		13%	80%	7%	N=30
2.2: Knowledge of cultural worldview frameworks		13%	74%	13%	N=30
2.3: Empathy (did not measure)					
2.4: Verbal and nonverbal communication		30%	70%		N=30
2.5: Curiosity		43%	57%		N=30
2.6: Openness		33%	67%		N=30

The following is a summary of the Intercultural Knowledge and Competency 2.1 to 2.6 (except 2.3) based on the standards and criteria from the Intercultural Knowledge and Competency rubric in Appendix II.

(2.1) The majority of the students were able to identify own cultural rules and biases when typical cultural practices of Japan and US were compared (e.g., table manner, greeting practices). The survey reveals that many students retained what they learned from their own research as well as some of their classmates, especially the ones that focus on their daily customs. At the same time, there is a tendency that students still prefer for those rules shared with own cultural group and seeks the same in others.

(2.2) A majority of students were able to demonstrate partial understanding of the complexity of elements important to members of another culture (i.e. Japanese culture) in relation to its beliefs and practices. This may be due to the fact that student-centered research activities actively involved learners as they explored, discovered, analyzed, and evaluated meaningful information through Internet, where primary and authentic texts, audio, video, and media are available. In the student-centered learning environment, knowledge is enthusiastically shared, new values and opinions are considered, and students take ownership of their own learning. Hence, a majority of students retained what they researched and learned from their peers.

(2.4) A majority of students identified some cultural differences in verbal and nonverbal communication. Many students were aware that misunderstandings could occur based on those differences. Some students (30%) recognized and participated in cultural differences in verbal and nonverbal communication and began to negotiate a shared understanding based on those differences. Since this is the language learning class, students are genuinely interested in learning about Japanese verbal and non-verbal communication. Approximately 11 students (37%) spoke two languages at home. Thus, it may be easier for those students to identify cultural differences beyond their own cultures.

(2.5) A majority of students engaged actively in question-making tasks three times per semester. These questions-making tasks were a part of major tests. Thus, they are willing to ask questions responsibly. Some (30%) asked deeper questions about other cultures and seeks out answers to these questions while others (70%) asked simple or surface questions about other cultures.

(2.6) A majority of students expressed openness to most, if not all, interactions with culturally different others. The survey reveal that approximately 70% students tend to accept peculiar Japanese verbal and non-verbal behaviors by choosing "It's a little peculiar, but it does not bother me" and "I have no problem with this behavior." When the survey asked if they would adjust their verbal and non-verbal behaviors that Japanese tend to perceive "peculiar" behaviors from Japanese perspective, some are willing to change some behaviors (e.g., greeting and table manners). However, most students chose "This could be peculiar, but I think I probably behave this way in Japan" "Well, this is our way of doing – I still don't see any problems" for a typical cultural behaviors (e.g., eating on street, drinking from the bottle).

In today's global community, competence in more than one language is an essential part of communication. At this time of global terrorism and violence, foreign language and culture skills serve as powerful communication tools to promote personal and social responsibility by providing opportunities for students to gain knowledge of languages and cultures beyond familiar political, economic, cultural, and linguistic boundaries, and nurture the understanding of intercultural knowledge and competence.

The Japanese language curriculum intentionally includes culture-learning components implicitly (integrated into language learning) and explicitly (student-centered culture research components). JAPN1B is the second semester of the elementary Japanese. Many students take JAPN1B as a part of foreign language graduation requirement; thus, this could be the last course for some students while this could be a trigger course for the Japanese Minor program. Thus, the teaching of intercultural knowledge and competence

are critical to this course. Overall, students appreciate the opportunities to learn about the culture, and they gained some ethical reasoning and action as well as patience and flexibility in thinking and acting. The Japanese language Minor program continues to promote both implicit and explicit intercultural competence and knowledge by refining the curriculum map.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes. This is the elementary Japanese language course. We are right on the track.

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
☒ 2. **Met** expectation/standard
☐ 3. **Partially** met expectation/standard
☐ 4. **Did not meet** expectation/standard
☐ 5. No expectation or standard has been specified
☐ 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
☐ 2. No (Go to **Q6**)
☐ 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.
[Word limit: 300 words]

Improve the survey for Intercultural Knowledge and Competence, and assess Intercultural Competence and Knowledge in upper-division courses.

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

We submitted 2014 Written Assessment (JAPN1B) Report to the department, but we did not receive the feedback from the University.

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					

15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Continue to improve the goals of Japanese Minor Program as well as learning activities (assessments, activities, assignments) of all courses will be reviewed using the Value Rubric to align each course goal to the overall Minor goals.

If possible, the learning outcomes of the Japanese Minor will be aligned with those of the Asian Studies Major (Japanese Concentration).

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

For this report, we chose "Intercultural Competence and Knowledge" for the first year Japanese - JAPN1B (G.E. course).

The following assessment activities are regarding to the Japanese Minor. The Japanese Minor uses multiple measures in assessing students' progress in order to provide ongoing opportunities for students to show what they know and can do with the language. Assessment tools include discussions, interviews, debates, role-playing, presentations, essays, paper-pencil and online tests. As capstone projects, the Japanese Minor has been using three assessment tools to assess learning outcomes holistically throughout the program: (1) Individual or group projects; (2) e-Portfolio to showcases students' work and (3) Online proficiency test based on the Japanese-Language Proficiency Test (JLPT). We are revising the developed rubrics to align to the Value Rubrics.

Assessment efforts have helped to guide the Japanese Minor in the right direction by aligning program goals with the Standards framework and a roadmap for further improvement. Overall, Japanese Minor students did excellent work. In the spring of 2015, over ten (10) Japanese Minor students got a job in teaching in Japan after their graduation (8 of these jobs are the JET program, run by the Japanese government).

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| <input type="checkbox"/> | a. |
| <input type="checkbox"/> | b. |
| <input type="checkbox"/> | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

APPENDIX I: Program Learning Outcomes by Department of Foreign Languages

A. Goals and Objectives of the Language Areas in the Foreign Language Department (Developed 2011)

B. Course Program Outcomes Alignment Matrix: Japanese (2011)

APPENDIX II. The Curriculum Map of Japanese Minor (Currently Work in Progress)

A. Japanese Language Program Learning Outcomes, PLO, Aligned to the University's PLG

B. PLO 2: Intercultural Knowledge and Competency from the VALUE rubric (Work in Progress)

APPENDIX III. The Curriculum Map of Intercultural Knowledge and Competence for the Japanese Minor Program: Linking Minor Program Learning Outcomes to Specific Assignments, Activities, and Exit Survey Questions for Each Course in the Curriculum

Program Information

P1. Program/Concentration Name(s): Japanese Minor

P2. Program Director: Kazue Masuyama, Ph.D.

P1.1. Report Authors: Kazue Masuyama, Ph.D.

P2.1. Department Chair: Dr. Bernie Bass de Martinez

P3. Academic unit: Department, Program, or College:

P4. College:

Foreign Languages

Arts and Letters

P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment: 30)

P6. Program Type: [Select only one]

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Undergraduate baccalaureate major |
| <input type="checkbox"/> | 2. Credential |
| <input type="checkbox"/> | 3. Master's degree |
| <input type="checkbox"/> | 4. Doctorate (Ph.D./Ed.d) |
| <input checked="" type="checkbox"/> | 5. Other. Please specify: G.E. |

Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 1 P7.1. List all the name(s): Japanese Minor (Undergraduate) P7.2. How many concentrations appear on the diploma for this undergraduate program? N/A				Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 0 P8.1. List all the name(s): N/A P8.2. How many concentrations appear on the diploma for this master program? N/A							
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names: N/A				Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s): N/A							
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan	
P11. Developed		X Content				X Written			X Interculture		
P12. Last updated						X Content		X Written			
								1. Yes	2. No	3. Don't Know	
P13. Have you developed a curriculum map for this program?								X			
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								X			
P15. Does the program have any capstone class?								X			
P16. Does the program have ANY capstone project?								X			

APPENDIX I. Program Learning Outcomes by Department of Foreign Languages

A. Goals and Objectives of the Language Areas in the Foreign Language Department (Developed 2011)

Program Goals	Learning Objectives/Outcomes
1. Communicate in languages other than English	1.1 Students can effectively engage in oral communications as evidenced by their ability to present an oral report on a given topic under testing conditions.
	1.2 Students effectively engage in conversations in the target language (for a set period of time) in a variety of topics under testing conditions.
	1.3 Students can communicate effectively in written language as evidenced by their ability to write a report on a given topic
2. Gain knowledge and understanding of other cultures	2.1 Students demonstrate knowledge of traditions and institutions of the target culture, such as marriage, work, social stratification
	2.2 Students discuss artistic expressions of the target culture, such as paintings, music, literature, architecture
	2.3 Students demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging
3. Connect with other disciplines	3.1 Students demonstrate basic knowledge of the history and current social and political developments in the target culture
	3.2 Students discuss literary and intellectual developments in the target culture
4. Develop insight into the nature of language and culture	4.1 Students discuss linguistic similarities and differences between the target language and their own
	4.2 Students identify cultural similarities and differences between the target culture and their own
5. Participate in multilingual communities and acquire information	5.1 Students will gain exposure to use the target language beyond the school setting by participating in out of school activities/study-abroad programs using the target language
	5.2 Students effectively find information regarding the target culture using sources in the target language

B. Course Program Outcomes Alignment Matrix: Japanese (2011)

In preparation for the Program Review in AY2009-2011, the Learning Outcomes of the Japanese Minor were reviewed and aligned with those of other languages, and are stated in *Department Self Study*, pp. 52-57 [*Department Self-Study* at <http://www.csus.edu/fl/forl-ipp-evidence.htm>].

Course	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2
JAPN 1A	I	I	I	I	I	I	I	I	I	I	I	I
JAPN 1B	I	I	I	I	I	I	I	I	I	I	I	I
JAPN 2A	D	D	D	D	D	D	D	D	D	D	D	D
JAPN 2B	D	D	D	D	D	D	D	D	D	D	D	D
JAPN 116A	M	D	D	D	D	D	D	D	D	D	D	D
JAPN 116B	M	D	D	D	D	D	D	D	D	D	D	D
JAPN 110	M	D	D	D	D	D	D	D	D	D	D	D
JAPN 120*	D	(n/a)	D	D	D	D	D	D	I	D	(n/a)	I
JAPN 150	M	D	D	D	D	D	D	D	D	D	D	D
JAPN 194**	M	M	M	M	D	M	M	D	M	M	M	M
JAPN 195***	M	M	M	M	D	M	M	D	M	M	M	M
*120 is Japanese Civilization Course taught in English **194 is a summer internship in Japan or equivalent ***195 is a Japanese tutoring												

I= Outcomes are introduced at the basic level

D= Students are given opportunities to practice, learn more about the outcome, and received feedback to develop sophistication

M= Students demonstrates mastery at the level appropriate for graduation

APPENDIX II. The Curriculum Map of Japanese Minor (Currently Work in Progress)

A. Japanese Language Program Learning Outcomes, PLO, Aligned to the University's PLG

Outcomes Classes	PLO 1.1: Oral Communication: Presentation	PLO 1.2: Oral Communication: Interpersonal	PLO 1.3: Written Communication	PLO 2: Interpersonal Knowledge & Competence	PLO 3: Integrative and Applied Learning	PLO 4.1: Information Literacy	PLO 4.2: Critical Thinking	PLO 5: Global Learning
Pre-requisite Classes								
JAPN001A	I	I	I	I	I	I	I	I
JAPN001B	I, D	I, D	I, D	I, D	I, D	I, D	I, D	I, D
JAPN002A	I, D	I, D	I, D	I, D	I, D	I, D	I, D	I, D
JAPN002B	I, D	I, D	I, D	I, D	I, D	I, D	I, D	I, D
Required Classes								
JAPN116A (Culture/Languages)	D	D	D	D	D	D	D	D
JAPN110 Literature	D	D	D	D	D	D	D	D
JAPN150 Advanced (Grammar/Conversation)	D	D	D	D	D	D	D	D
Elective Classes								
JAPN116B (Culture/Languages)	D	D	D	D	D	D	D	D
JAPN195 (Tutoring)	D	D	D	D	D	D	D	D
JAPN199 (Independent Studies)	D	D	D	D	D	D	D	D

NOTES: "I" stands for "Introduced", "D" for "Developed", and "M" for "Mastered".

B. PLO 2: Intercultural Knowledge and Competency from the VALUE rubric (Work in Progress)

Japanese Minor students will demonstrate "a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts"(PLO 2: Intercultural Knowledge and Competency from the VALUE rubric). By the end of the Japanese Minor Program, students will:

2.1 (**Knowledge - Cultural self-awareness**): Articulate insights into their own cultural rules and biases; demonstrate awareness how their experiences have shaped these rules and how to recognize and respond to cultural biases, resulting in a shift in self- description.

2:2 (**Knowledge - Knowledge of cultural worldview frameworks**): Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs or practices.

2.3 (**Skills Empathy**): Interpret intercultural experience from their own perspectives and more than one worldview while demonstrating an ability to act in a supportive manner which recognizes the feelings of another cultural group.

2.4 (**Skills Verbal and nonverbal communication**): Articulate a complex understanding of cultural differences in verbal and nonverbal communication and be able to skillfully negotiate a shared understanding based on those differences.

2:5 (**Attitudes Curiosity**): Ask complex questions about other cultures; seek out and articulate answers to these questions, which reflect multiple cultural perspectives.

2.6 (**Attitudes Openness**): Initiate and develop interactions with different cultures and suspends judgment in valuing her/his interactions with culturally different others.

Value Rubric for Intercultural Knowledge and Competence

	Capstone 4	Milestone		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

APPENDIX III. The Curriculum Map of Intercultural Knowledge and Competence for the Japanese Minor Program: Linking Minor Program Learning Outcomes to Specific Assignments, Activities, and Exit Survey Questions for Each Course in the Curriculum

Outcomes Classes	Outcome1 Knowledge Cultural self- awareness	Outcome2 Knowledge Knowledge of cultural worldview frameworks	Outcome 3 Skills Empathy	Outcome 4 Skills Verbal and non-verbal communication	Outcome 5 Attitudes Curiosity	Outcome 6 Attitudes Openness
JAPN001A	I • Cultural Research • Discussion	I • Cultural Research • Discussion	I	I • Role play	I • Cultural Research • Discussion	I • Cultural Research • Discussion
JAPN001B	I, D • Cultural Research • Discussion • Questionnaires (How much can they reflect own cultural behaviors?)	I, D • Cultural Research • Discussion • Quiz • Short reflective essay on Japanese cultural learning	I • Viewing cultural videos	I, D • Role play • Questionnaires	I, D • Cultural Research (e.g., Dos and Don'ts) • Discussion (How curious to Japanese cultural behaviors) • Japan Day event	I, D • Cultural Research • Discussion (How open to Japanese cultural behaviors) • Japan Day event
JAPN002A	I, D • Cultural Research • Discussion • Speech	I, D • Cultural Research • Discussion	I, D • Role plays • Questionnaires	I, D • Role plays • Questionnaires	I, D • Cultural Research • Discussion • Japan Day event	I, D • Cultural Research • Discussion
JAPN002B	I, D • Cultural Research • Discussion • Speech	I, D • Cultural Research • Short reflective essay	I, D • Role plays • Questionnaires	I, D • Role plays • Questionnaires	I, D • Cultural Research • Discussion • Japan Day event	I, D • Cultural Research • Discussion • Japan Day event
JAPN116A (Culture/L anguages) *Minor	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Speech • Journal	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Short essays • Oral presentations	D • Role plays • Questionnaires • Joint project(s) with Japanese people	D • Role plays • Questionnaires • Joint project(s) with Japanese people	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Role plays • Short essays • Oral interview and presentations	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Joint project(s) with Japanese people
JAPN116B (Culture/L anguages) *Minor	D • Cultural Research • Viewing, listening, and Reading (J) • Essays • Oral presentations • Joint project(s) with Japanese people	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Essays • Oral presentations • Joint project(s) with Japanese people	D • Role plays • Questionnaires • Joint project(s) with Japanese people	D • Role plays • Essays • Oral presentations • Joint project(s) with Japanese people	D • Cultural Research • Role plays • Oral presentations • Interview • Journal	D • Cultural Research • Viewing, listening, and Reading (J) • Discussion (J/E) • Joint project(s) with Japanese people
JAPN110 Japanese Literature (in J/E) *Minor	D • Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Video Conference with Japanese people	D • Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Video Conference with Japanese people	D • Role plays • Questionnaires • Video Conference with Japanese people	D • Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Video Conference with Japanese people	D • Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Video Conference with Japanese people	D • Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Video Conference with Japanese people
JAPN150 Advanced (Grammar Conversati on)*Minor	• Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Joint project(s) with Japanese people	• Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Joint project(s) with Japanese people	• Role plays • Questionnaires • Joint project(s) with Japanese people	• Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Joint project(s) with Japanese people	• Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Joint project(s) with Japanese people	• Viewing, listening, and Reading (J) • Essays (J/E), • Creative Writings (J) • Joint project(s) with Japanese people
JAPN195 (Tutoring)	D/M Tutoring Role play Report/Essays (J/E)	D/M Tutoring Role play Report/Essays (J/E)	D/M Tutoring Role play Report/Essays (J/E)	D/M Tutoring Role play Report/Essays (J/E)	D/M Tutoring Role play Report/Essays (J/E)	D/M Tutoring Role play Report/Essays (J/E)
JAPN199	D/M Research Paper	D/M Research Paper	D/M Research Paper	D/M Research Paper	D/M Research Paper	D/M Research Paper