



THE UNIVERSITY OF WISCONSIN

Department of East Asian Languages and Literature

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May 23, 2002

Dean Phillip R. Certain
c/o Associate Academic Planner Elaine Klein
307-E South Hall
CAMPUS

Dear Phil:

Please see the attached 2002 Annual Survey and Report of Departmental Assessment Practices. As in the previous years, we have conducted the undergraduate program assessment through exit interviews and embedded testing. Three reports covering Japanese language and literature and Chinese language and literature are attached.

We have gathered worthwhile observations on our programs through these exit interviews. They will serve as useful information in our current self-study of our programs. Although our undergraduate majors seem to be quite happy with our programs, we hope to undertake some revisions in light of our findings. In the future, we would also like to undertake a questionnaire survey of our graduate programs.

If you have any questions or comments, please let me know. Thank you.

Sincerely,

Naomi McGloin
Professor and Chair

College of Letters and Science
2002 Annual Survey and Report of Departmental Assessment Practices

Please return to Dean Certain by May 24, 2002
 c/o Associate Academic Planner Elaine Klein
 307-E South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: East Asian Languages & Literature

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. (Y) N
 Q2. The department has an assessment plan for the graduate program. Y (N)
 Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors. (Y) N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams	X	
Capstone Courses		
Embedded Testing	X	
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys		
Exit Interviews	X	
Alumni Surveys		
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?
Local Exams

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?
Exit Interviews

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by ✓ an individual S
 a committee

If responsibility is delegated to an individual, this person is:

the chair tenured faculty untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning.

Y N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment. Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

1 Additional Information

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Naomi McGloin

3. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Department of East Asian Languages & Literature
Exit Interviews 2002: Japanese Majors
Interviewer: C. D'Etcheverry

Summary: In-depth personal interviews* with six graduating Japanese majors (four May, one August and one December) suggest that the department of East Asian Languages and Literature is successfully educating its students in the basics of Japanese literature and history. For their part, students appear generally happy with the program offerings, particularly at the lower and intermediate levels of language instruction. Student suggestions for improving the program and attracting additional majors include guaranteeing relevant course offerings in cognate departments like History and Political Science and expanding upper-level language training options within EALL, both within the traditional language curriculum and through conversation-based use of the “majors” sections of cognate courses.

Interviews—Section One: Student Evaluations of the Program

In order to ease student anxiety about the assessment, I devoted the first section of each interview to soliciting student opinions about the Japanese major. Students were generally quite positive about both language and literature offerings, both in terms of course content and instructional support. Most of the interviewees singled out the first two years of the language program for special praise, noting the skillful integration of theoretical (grammatical) knowledge and its practical (conversational) application. The textbook also seems quite popular. Several students voiced concern about the comparatively diffuse focus of the advanced language courses, suggesting that targeted fourth-year courses in particular areas of language acquisition (honorific speech, dialect, business conversation) might be more motivational and useful. Students also wondered whether the majors-only discussion sections of some of the non-language courses (literature-in-translation and the like) might be limited to advanced language students and conducted in Japanese as a way of reinforcing their language skills. The most common complaint was the unreliability of non-language-based course offerings (particularly in history) due to faculty leaves.

* I conducted four interview sessions between May 3rd and May 10th, each lasting between thirty and forty minutes and including either one or two students. Students were encouraged to speak freely about their experiences in the department and to forward any additional concerns after the interview to the department administrator for anonymous distribution. None took advantage of this option.

Department of East Asian Languages & Literature
Exit Interviews 2002: Japanese Majors
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Interviews—Section Two: Assessment of Students' Core Knowledge

After discussing students' experiences with the program, I moved on to the assessment portion of the interview. I asked each student (or group of students) several questions about Japanese literature and history, drawing on a range of periods and genres. Students appear to have a solid grasp of the broad outlines of these fields. They can identify famous pre-modern authors and, occasionally, one or two of the Japanese Nobel laureates in literature. They also had a good sense of the various literary genres and their differences from those of the familiar Western traditions. Students were also fairly conversant with the major names and dates of Japanese history, although several complained about ignorance of certain, more specialized details (for instance, the lives of the "great unifiers" of the late medieval period and such chronological subdivisions as the Muromachi and Azuchi-Momoyama eras). This complaint is obviously related to the faculty leave issue raised in Section One. All in all, especially given the broader focus of many of the students' particular programs (e.g., economics, secondary education, business), I thought they did well.

Conclusions

As noted in the summary at the head of this report, the Japanese majors I interviewed seem generally happy with their EALL experience. The faculty and classes available are generally popular, and students suggested that a "minor" or certificate program in Japanese would attract more people to the department. What complaints there are generally reflect the staffing constraints of the department (resulting in limited offerings at advanced levels of language instruction) and the adverse effects of faculty success (both within EALL and beyond it) in obtaining external grants. Providing consistent staffing in existing courses and, where possible, expanding these offerings to include more language and language-friendly courses should make a good program even better—and, according to our 2002 graduates, attract more majors in the future.

Subject: 4th-year students' proficiency level
Japanese program
Akira Miura

This past semester (Spring 2002), I taught EA404 "Eighth Semester Japanese," which met three times a week, 50 minutes each time. There were fourteen students taking the course, eight more than last year. I believe about half of the fourteen were Japanese majors. In this report, I will evaluate their proficiency level in four areas, i.e., listening, speaking, reading, and writing.

Listening -- I taught the class by using only Japanese. The students understood me very well. I used a full-length Japanese film about Japanese college students by showing a little bit of it once a week. I asked the students questions about whatever part they were shown. I was convinced they understood enough to appreciate the film.

Speaking -- I asked the students a good number of questions orally in class. Twice a semester, each student gave a five-minute speech on a newspaper article he/she had just read. After the speech, there was a question-and-answer period. Toward the end of the semester, each student wrote a report based on interviews he/she had with three native speakers of Japanese. That meant the students had to comprehend what the interviewees said in Japanese. As part of the final exam, I gave each student a 10-minute oral exam based on the content of the film shown during the semester. They all passed the oral test with an A, AB, or B.

Reading -- In this class, I emphasized both speed reading and intensive reading. The book for speed reading was Mayumi Oka's RAPID READING JAPANESE, while the one for intensive reading was PEOPLE WHO PLAYED IMPORTANT ROLES IN JAPAN'S MODERNIZATION by Miura and Watt. I spent about 10 minutes on speed reading every class period, and about half an hour twice a week on intensive reading. More than half of the materials used for both speed reading and intensive reading were authentic, i.e., newspaper/magazine articles, passages taken out of books, etc. I regularly asked the students questions about the readings, and they usually answered more than adequately. At mid-term, the students had to hand in a written report on a 20-page short story whose plot was fairly complicated. By reading their reports, however, I happily discovered that most of the students were able to understand the story quite well. For the final written exam, there were questions based on the readings done during the last four weeks of the course as well as questions about a two-page essay the students had to read right on the spot. They handled the questions competently.

Writing -- I gave the students a written assignment after every class

period. I also gave them a written exam every three weeks or so, and each exam contained one or two essay-type questions. Of the four skills, writing is obviously the most difficult one to acquire. Most of the students majoring in Japanese, however, definitely improved. Their average grade was an AB.

I would like to add some happy news. Last December, one of the EA404 students (Ryan Fiegel by name) took the annual Japanese Language Proficiency Test given world-wide by the Japanese government, and he passed the highest level. Although this proficiency test is limited to only two skills, i.e., listening and reading, it is indeed a difficult one, and only a limited number of college students pass the most advanced level. We are very proud of the fact that Ryan Fiegel, representing our program, passed it with flying colors.

Exit Interview
Chinese program
Department of East Asian Languages and Literature
UW-Madison

May 2002

Nicole Huang

I approached all of our six graduating seniors in the Chinese program in May 2002. Two of them were willing to share their ideas with me. The rest were either too busy or reluctant to share their ideas.

The first student, a <NAME DELETED>, was a unique case. He was from Korea and intended to go back to Korea after graduation. He was enrolled in a Korean university before he came to Madison. He was already a Chinese major there and had plenty of background before he started taking classes here. Even with his prior background, he still found the requirements here very demanding and had to struggle to meet with the demands. Since he intended to go into business in the future, he would prefer to acquire more practical knowledge from the program and he would appreciate more opportunities to speak Chinese. He felt that he was not getting sufficient training in practical skills. I asked him to describe his own level of Chinese, he cited his reading and listening skills being OK and his speaking and writing as being poor. He said he learned a great deal in my Seventh Semester Chinese class where I asked students to read the original texts in modern Chinese literature and pushed the limits of their reading and writing skills. He wished that there would be more demanding courses like that.

The second student, a <NAME DELETED> is more representative of most of our Chinese majors here. He came into the program out of a sheer interest in China and has a double major in International Relations. I asked what some of the most exciting experiences of being a Chinese major at UW-Madison were. He cited his first year with Professor Arthur Chen being very important for it gave him a solid basis in studying the language. He found my Eighth-semester Chinese being very eye-opening for it taught him to read Chinese literature in a critical way. But he said that his year-long study abroad experience in Beijing was by far the very best. He said that he would advise all future Chinese majors to spend a year in China. "It was the only way to learn the language well and has certainly given me much better perspective in studying the language and learning about its culture," he said.

Members of the department have already expressed the needs to establish our own study-abroad program with a reputable Chinese institution. So far our students have relied on programs established by other US institutions. case is a good example. We could have provided a student like much better guidance and detailed planning if we had put him through our own program. continued to marvel about his year in Beijing: "The benefits from studying abroad are limitless. I now pick up the language much more

quickly. I am much more eager to continue studying it. I have a better perspective of the world. And I have developed relations in China that will last for a long time."

I then asked [redacted] what some of the worst experiences of being a Chinese major at UW-Madison were. He replied that the requirements were by far the most frustrating part of the major. He admitted that at several points he pondered upon dropping the major. He said that he understood the needs to take a year of classical Chinese, but he questioned the necessity of taking literature in translation. My impression of [redacted] is that he really liked literature--he had a great time reading original texts of modern Chinese literature in my Eighth Semester class. His concerns were that the Chinese majors, particularly someone like him who had already spent a year in China and could use the language quite well, were wasting their time reading Chinese literature in English translation. They should spend much energy reading literature in the original language and taking upper-level courses.

[redacted] continued to ask for more flexibility in fulfilling major requirements. He said that it was frustrating that there were not that many upper-level elective courses for Chinese majors. He very much wanted an opportunity to be able to take some advanced-level courses and learn more about Chinese literature, culture, and politics. "Major requirements need to be redone. More elective courses should be included and more upper-level Chinese classes *in Chinese* should be offered," he emphasized.

[redacted] remarks reminded me of an earlier exit interview I conducted three years ago in May 1999. In that occasion I had a group meeting with all five graduating seniors. Several of them expressed the same concern that they were graduating from the program without taking enough elective courses and learning more about Chinese literature and culture. Fulfilling the basic requirements took up most if not all of their time in the program. The program also did not have enough upper-level courses for them to choose from, they said. I remember that at the time I was rather struck by their passion for learning.

They were all curious students who wanted to get the best out of their college education. We are learning more about their individual demands and searching for ways to further enhance our language and literature programs.