

**Minutes and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Japanese Studies Majors and Minors, 2015-2016**

**Date:** Thursday, May 5, 2016

**Time:** 1:30-2:30

**Place:** LT 4012

**Attended:** Provost Susan Elrod; AVC Greg Cook; Dean David Travis; Program Coordinator Marjorie Rhine; faculty and staff in the Japanese Studies major and minor Kasumi Kato, Margo Kleinfeld, Larry Neuman, Akiko Yoshida; Audit & Review Team Chair Linda Yu; Audit & Review team members Joan Cook, Corey Davis, Amy Verbos

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments

The audit and review committee highlighted three main observations from their review: 1. Japanese Studies is a new program with rigorous curriculum; 2. the program needs a long-term plan that addresses staffing risks and resource needs; and 3. the program needs to work on developing an assessment system. Recommended actions were also reiterated to the program.

Larry Neuman provided an overview of the program and its initial vision. The program started as a collaborative program with Oshkosh in 2012. There was not much progress from Oshkosh due to personnel changes. Moving forward, Japanese Studies will evolve as a standalone program on the Whitewater campus.

Marjorie Rhine discussed challenges to operate as the program coordinator with limited resources and time. The program has experienced several turnovers since it was introduced. Teaching fellowships and external funding have been the main sources of support for the program. There's great interest in the program from students, and more promotion of the program will lead to higher enrollment.

Dean Travis acknowledged the challenges facing this program, the same challenges many interdisciplinary programs face. The College of Letters and Sciences is working on the issues and providing additional support for interdisciplinary programs.

- 4) Discussion of Review Team's evaluation
  - a) Future of the program. *The program heavily depends on one key faculty. A strategic plan might be necessary to address program sustainability and its future growth.*  
Program faculty indicated a need for another tenure track faculty line. Although increasing enrollment might be a goal for other programs, the issue of optimal capacity for Japanese Studies was raised by Travis. The program currently doesn't have a home department. More discussion is needed to identify a logical home for the program.

- b) Credits to degree. *It seems that students have to take a full additional semester of coursework beyond 120 credits. Why?*  
The program requires three years of language courses, and most students are transfer students. The Japanese language courses are challenging for many students, and it takes a longer time to complete these language program requirements.
- c) Rubric status. *Did the winterim 2016 workshop take place and, if so, what are the preliminary results? What is the status of the rubric?*  
The winterim workshop didn't take place and the rubric hasn't been developed. The program started talking about this again last week. More work needs to be done.
- d) Resource and staffing needs. *The program does not have a budget currently. Are there sufficient resources to support the program?*  
There is one load reduction for the program coordinator funded through the Dean's office. Teaching fellows and external funds are available. Since Japanese Studies is basically an individualized major, it requires a significant amount of additional work related to advising. The program is working with the Center for Global Education and the Dean's office to address the workload issue.
- 5) **Recommended Actions:** The evaluation report lists 2 recommended actions (see page 13, point 4) related to strategic planning and assessment.
- 6) **Recommended Result:** *Continuation with minor concerns*
- **Please make use of the detailed comments in the evaluation report (below).**
  - **Submit a progress report by September 17, 2018 addressing program accomplishments in achieving the two recommended actions.**
  - **Next full self-study will be due in October 2020.**
- 7) Adjourn.

Submitted by Linda Yu.

University of Wisconsin-Whitewater

Committee Form: Review of Audit & Review Self-Studies

Undergraduate Programs, 2014-2015  
Majors/Minors and Standalone Minors

Date of Evaluation March 17, 2016 Short Self Study (SS\*)        

Program Japanese Studies Major X Minor X

Evaluations submitted by: Linda Yu, Amy Verbos, Corey Davis, Frank Goza, Joan Cook

Review meeting attended by: Linda Yu, Amy Verbos, Corey Davis, Frank Goza, Joan Cook

**I. Program Purpose & Overview: A. Centrality**

**1. The program contributes to the fulfillment of UW-Whitewater’s core values, Mission, and Strategic Plan.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**2. The program supports general education, proficiency, and/or other programs at UW-W.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

**Comments**

- I.A.2. The Japanese Studies program does support General Education but the specific Japanese language courses that do so are not listed.
- I.A.3. Students have the opportunity to partake of multiple high quality HIPs.

I.A.4. As indicated in the report, this is the first A&R self-study conducted by the program.

I.A.4. From the Introductory comments, "The minor, originating out of the Asian Studies minor, was previously assessed [sic] in conjunction with that minor." Then why are there no assessment data for the minor?

## I. Program Purpose & Overview: B. Program Mission, Goals, & Accomplishments

### 1. The program's mission statement reflects the nature and scope of the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

### 2. Goals and objectives were identified and undertaken to improve or advance the program.

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

### 3. The program has a process for setting and assessing goals, and making decisions about changes to the program goals.

Sufficient Evidence	0
Some/Partial Evidence	3
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

### 4. The program is considering potential revisions to mission, goals, or objectives; the program has a "vision" for where it wants to be in the future and how to get there.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

### 5. The program earned recognition or awards.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	3
Not Applicable (explain why in comments below)	2

### 6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

**Comments**

- I.B.2-3. In my opinion, it is crucial that the program set up efficient and effective processes NOW for clearly articulating, acting to accomplish, and monitoring progress on annual as well as longer-term program goals.
- I.B.2-3. Given the answer to #3, there must be some goals being assessed, suggesting that there should be a better answer to #2.
- I.B.3. Despite the newness of the program, it sounds like there is some plan for assessment and that some data are being collected.
- I.B.3. What is the membership of the Asian Studies Committee?
- I.B.4. Again, it appears you are working toward goals that are not articulated. This could help make the vision a bit more cogent.
- I.B.4. The points listed as 'vision' seem more like goals than an overarching vision of where the program is heading, where it wants to be in 5 years.
- I.B.5. Why is this answered as "NA"? Are there no recognition or awards available? Please give a brief explanation here.

**II. Assessment: A. Curriculum**

**1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

**3. Appropriate assessment data were used in making curricular revisions.**

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3
Not Applicable (explain why in comments below)	0

**4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the extent to which students are involved in these activities and opportunities.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable)**

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

**Comments**

- II.A.1. Very good and rigorous curriculum.
- II.A.1. How are all the items required (oral exit interview, the three performance assessments, senior thesis) evaluated, and by whom? What are the "performance" assessments? It would be helpful to provide a couple examples.
- II.A.1. Is the 2.25 gpa an average across all courses (as is typical for programs) or is it at least a 2.25 in every course (as the self-study seems to say)?
- II.A.1. No emphasis options, but not a problem, due to the newness and relatively small size of the major.
- II.A.3. Little data to base curricular changes on, but also few curricular changes made--program is still very new.
- II.A.3. Would be helpful to have some more detail about the student assessment data that were reportedly consulted.
- II.A.3. Much work needs to be done in this area, but that is recognized in the report.
- II.A.4. Multiple high quality opportunities exist for learning outside the classroom.
- II.A.5. Consider direct survey of Japanese Studies students taking these online courses. Also consider Quality Matters review.
- II.A.5. It appears that, aside from faculty observations, there are only discussions about evaluation.

**II. Assessment: B. Assessment of Student Learning**

**1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.**

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

**2. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**3. The program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.**

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3
Not Applicable (explain why in comments below)	0

**4. The program collected a variety of appropriate assessment data allowing judgments about the extent to**

**which students are achieving learning outcomes.**

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3
Not Applicable (explain why in comments below)	0

**5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5
Not Applicable (explain why in comments below)	0

**6. Results of assessment efforts have been shared with appropriate internal and external constituencies.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5
Not Applicable (explain why in comments below)	0

**Comments**

This new program has a long way to go in the area of assessment. However, that is recognized. On the positive side, work is underway to create a rubric to be used in some of these classes.

II.B.1. Some refinement of the SLOs would be helpful so the program can adequately assess the degree to which students have achieved each SLO. For example, "investigate the current social issues..." is broad (what specific skills are involved, and how will you know if/the degree to which students have achieved them?). More specific skills are listed in the 4th learning outcome (Apply effective research skills), which is good. 2nd example: "gain insight"--difficult to know what to measure, and when/to what degree students have achieved this. Other SLOs are much clearer (e.g., "develop an intermediate-high level of Japanese language proficiency....").

II.B.1. The SLOs seem to overlap in places (e.g., how is "apply effective research skills" similar to/different from "investigate current social issues...").

II.B.1. Only 4 SLOs?

II.B.1. Yes, this is more difficult for interdisciplinary majors, however, you should develop a more detailed map that demonstrates the reason for inclusion of courses in the major/minor.

II.B.2. Good!

II.B.3. Although you are making progress in developing an assessment plan, you have not provided evidence of it. Where is a copy of the scaffolding? Note that it is not necessary to assess absolutely every student's work (unless there is a small number). Sampling may be done for writing and presentations for example.

II.B.3. The basics of an assessment plan are described, but this needs to be fully articulated including which SLOs will be assessed where/when, who will participate (in both collection of info, if needed, and in scoring), who will be responsible for analyzing the data, who/when the data will be discussed, how changes will be tracked, etc. I know the program is still very new but setting up the process now will save time and problems in the future.

II.B.3-4. What's the status of the rubric? Did the winterim 2016 workshop take place and, if so, what are the (preliminary) results?

II.B.4. No language proficiency test data yet?

II.B.4. No data yet, but clear plan for collection and analysis. Perhaps a College mini grant to start analyzing that data?

II.B.5. You mention making changes based on data but you haven't provided the data you used to do

so.

**III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data**

**1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.**

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**3. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.**

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

**4-5. [MAJORS ONLY] Program has strategies to recruit and retain diverse students. Composition of students approximates or exceeds the diversity of students at the University.**

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3
Not Applicable (explain why in comments below)	0

**6. Students can enroll in appropriate courses and proceed without delaying graduation.**

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.**

Sufficient Evidence	1
Some/Partial Evidence	2
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

**Comments**

This new program has really not even been around for 5 full years so they really need additional time before being able to address some of these questions. However, trend data for majors appears very promising, especially for such a demanding major!

III.A.1-2. Program data suggest sustained, steady growth, but is this growth artificial? Are these really NEW minors, or did they just migrate from Asian Studies?

III.A.3. I don't understand why the credit total requires a full additional semester of coursework beyond 120.

III.A.6. Earlier you mentioned adding courses because students complained about insufficient offerings. This would be the place to go into specifics.

III.A.7. Upon what examples or data do you base this? How is enrollment in required courses?



III.A.7. Would like to see a number for the optimal level.

**III. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates**  
**1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.**

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

**2. Data suggests that employment opportunities for graduates of this program will remain strong.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**3. The program systematically tracks graduates of the program.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	4
Not Applicable (explain why in comments below)	1

**Comments**

II.B.1. What are these jobs?  
 II.B.1. What kind of "professional certification" is available/appropriate for these jobs (pg. 17 of pdf)?  
 II.B.2. How can the program build on/take advantage of the opportunities mentioned in the surveys (pgs 18-19 of pdf)?  
 III.B.3. Not enough grads to track yet, but the three grads have jobs.  
 III.B.3. With only 3 recent grads, it should be very easy to obtain a 100% tracking rate on their placements.

**III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)**  
**1. The program has unique features that distinguish it from competing programs--giving it a competitive edge**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

UW-W has many comparative advantages that should enable this program to continue to grow.  
 III.C.1. Does it differ from UWO, UWM, or UW's programs? There could be more of a comparison here.

**IV. Resource Availability & Development: A. Faculty Characteristics****1. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**2-3. The program has identified staffing changes and anticipated areas of potential future need.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

- IV.A.1. Why is the Prof. with travel study to China listed? Somewhat concerning that program is so dependent upon one academic staff member for required language and capstone courses.
- IV.A.2-3. Recommended action for staffing. Might be good to mention allocation of Dr. Rhine's time here? What are Sociology's plans for Dr. Neuman's position?
- IV.A.2-3. Although problems such as recent faculty departure were noted, a systematic plan for future expansion was not clearly elaborated.
- IV.A.2-3. Dependence on other programs is the ongoing and difficult problem that many interdisciplinary programs face.
- IV.A.2-3. Faculty have left the university for other jobs, creating staffing changes. Japanese Studies has done their best to anticipate these changes.

**IV. Resource Availability & Development: B. Teaching & Learning Enhancement****1. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

- The relatively small number of faculty connected to this program are generally very active.
- IV.B.1. Many activities listed relate to teaching and advising but not to ENHANCING teaching and advising.

**IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities**

**1. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

The relatively small number of faculty connected to this program are generally very active.  
IV.C.1. There are just a few Japanese-themed publications.

**IV. Resource Availability & Development: D. External Funding****1. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

For such a small unit, they have been fairly successful in obtaining external funding. Hopefully, this will continue as this field appears to be one where many such possibilities exist.  
IV.D.1. Have received a grant from NEH, as well as numerous other foundation grants, despite there being no expectation to do so.

**IV. Resource Availability & Development: E. Professional & Public Service****1. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

Please note that presenting papers at professional conferences is best considered research and not service.  
IV.E.1. Faculty engage the community and their disciplines in a variety of meaningful ways.

**IV. Resource Availability & Development: F. Resources for Students in the Program****1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

Sufficient Evidence	1
Some/Partial Evidence	2

No/Limited Evidence	1
Not Applicable (explain why in comments below)	1

**Comments**

IV.F.1. The program has no budget. Could certainly use some budget for student help.

IV.F.1. Recommend that College/University consider identifying resources to support the program, perhaps for help with marketing and recruitment. For example, identify high schools in the region that have Japanese language classes and contact those teachers.

**IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings****1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**Comments**

The self-study says this is fine, although no elaboration is provided.

**V. Conclusions and Recommendations from the Department or Program****1. Program strengths are discussed.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**2. Areas of improvement and continued progress are discussed.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**3. Recommendations and resources are discussed.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

**4. Other comments by the program (not rated).**

Yes	3
No	2

**Comments**

V.1. There is likely more that could be said here.

V.2. I agree that Dr. Neuman's impending retirement presents a major challenge to the sustainability of the program. Additionally, I would argue that the creation of the Japanese Studies major and, to a greater degree, the Japanese Studies minor have imperiled the sustainability of Asian Studies.

V.3-4. It is acknowledged that the interests of Japanese Studies and Asian Studies are interconnected, but I would like to see a more substantial acknowledgement of how the emergence of Japanese Studies has impacted the viability of broader Asian Studies.

V.4. Note that the early submission of this report was at the request of the program and dean, so the review of this program would be completed in the same year as the review of the Asian Studies minor.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

This is a specialized program that offers students choice of focus area.

Interdisciplinary approach is consistent with LEAP. Opportunities for the students to study abroad are wonderful.

Its uniqueness! It fills an important void in the State of Wisconsin. It possesses a number of comparative advantages. Dr. Neuman has left a great legacy here. Continue to nurture and grow it!

Meets societal and UW System needs. Offers excellent interdisciplinary experiences, both in and out of the classroom.

### 2. Areas for Work or Improvement

More collaboration among departments supporting the program will be beneficial. Greater coordination with Asian Studies and articulated personnel planning to ensure survival of Japanese Studies and Asian Studies.

Assessment plan needs to be developed and implemented. Resources should be allocated to support the program, including student worker, reallocation for coordinator and possible course release. Better coordination by supporting departments to ensure course offerings for the major. Over-reliance on one academic staff for required courses (language and capstone). The development of an area-specific rubric will be an important first step in this direction.

### 3. Other comments/questions

What are Sociology's plans for Dr. Neuman's position? Continuation of the program depends on the ability to recruit new faculty as dedicated as Professor Neuman and also a meaningful and fruitful plan for preserving the unique educational opportunities provided by the struggling Asian Studies minor.

Although the Major/Minor appear to be adequate at this moment in time, this program is clearly vulnerable if appropriate resource allocations are not made. It is not clear from the self-study whether the enrollment in required and elective courses demonstrate the sustainability of offering the courses.

This new program is off to a great start! Although still quite small and with much to do, its future looks extremely bright!

It was interesting that the Asian Studies minor was not mentioned to any great degree, when it seems (from the Asian Studies program review) that these programs are closely related and impact one another.

Keep up the good work. Look for funds to provide more student funding of various types. Try to recruit more faculty who are able and interested in helping the program grow.

#### 4. Recommended Actions

1. Work with the Dean and related constituencies to develop a strategic plan for the program, including plans for ensuring adequate resources (especially staffing), sustainability, plans for enrollment management, and relation to the Asian Studies minor.
2. Create and implement a full assessment plan.
  - a. Revise SLOs to ensure they are measurable and clearly stated;
  - b. Complete development of needed rubrics;
  - c. Develop a systematic process for data collection, analysis, review, and use;
  - d. Collect data and track its use for program improvement.
  - e. Create a plan to track graduates. Internationally placed graduates may be able to help to create internship opportunities abroad, for example.

#### 5. Recommended Result\*

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
Continuation without qualification	
Continuation with minor concerns	X
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	
Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	
Non-continuation of the program.	

**\*A progress report describing progress toward the recommended actions is to be submitted to the Dean of the College of Letters & Sciences by September 17, 2018, and to the Audit & Review Committee by October 15, 2018. The program's next full self-study will be due in October 2020.**

## **Audit and Review Discussion of the Progress Report for Japanese Studies**

February 14, 2020  
1:00-1:35pm  
Laurentide 4012.

**Attendees:** Interim Provost Greg Cook; Dean Frank Goza (L&S); Department Chair/Program Coordinator Akiko Yoshida; Program faculty/staff members Jonathan Burkham and Kasumi Kato; Audit & Review Team members Elizabeth Hachten, Nikki Hollett, Dale Splinter, and Tom Klubertanz (chair); assessment representative Catherine Chan.

1. Welcome and Introductions.
2. Background Information. Akiko Yoshida provided a brief description of the program. Currently, there are 15 majors and 11 minors in the program.
3. Assessment. The program has formed an advisory council that includes instructors and the coordinator.
4. Proficiency of Language. Ideas and strategies for how to assess students were presented and discussed. These included exit interviews with students, a senior thesis, portfolios, and using an internationally accepted assessment tool.
5. Curriculum. The program is continuing with curricular change, such as dropping the requirement of field experience in Japan. Hybrid course development also was discussed.
6. Retention. There was a brief discussion about retention of students from the first semester to the second semester of the Japanese language course. Retention most recently has been better than normal, with 50% of students continuing the course sequence.
7. The roles of the local program in both the CLP program and the collaborative degree with UW-Oshkosh were discussed. The differences between the two were clarified.
8. Dean Goza expressed support from the College to continue the program. The College has no concerns with the viability of the program.
9. Marketing and Website. The program continues to work on more visibility. A test website is being developed that includes information about the program and student testimonials.
10. Coordinator position. Jonathan Burkham will begin term as program coordinator in the next academic year, to be combined with his current duties as coordinator of the International Studies program.
11. Next Program Review. The schedule is for a full program review in 2020-2021. The mechanism for a postponement was discussed (a request from the Dean to the full Audit and Review Committee).
12. Dean Goza expressed gratitude to Dr. Yoshida for her fine service to the program as Coordinator.

**Next FULL Self-Study is due to the College Deans on October 1, 2020 and to the Office of Academic Assessment on November 1, 2020.**

**University of Wisconsin-Whitewater**  
**Committee Form: Review of Audit & Review Progress Report**  
**Undergraduate Programs, 2019-2020**  
**Majors/Minors and Standalone Minors**

Program Name: Japanese Studies

Date of Review Team Meeting: December 16, 2019

Date of Follow-Up Meeting: February 14, 2020      Time: 1:00-2:00PM      Location: Laurentide 4012

**Evaluations submitted by:** Dale Splinter, Tom Klubertanz, Nikki Hollett, Liz Hachten, Catherine Chan

**Review meeting attended by:** Dale Splinter, Tom Klubertanz (Chair), Liz Hachten, Catherine Chan

### Recommendation #1

Consult with the Dean and related constituencies, and report on whether to discontinue or support the program. If the program is to be continued: Report on the plan to support the program with adequate, sustainable resources, which should address staffing (including status of hiring and commitment of current faculty on campus to the program), program leadership, and a vision of what would be sufficient student enrollment to maintain the program.

### Recommendation #1 Overall Evaluation

Good Progress	3
Making Progress	2
Little/No Progress	0

### Comments related to recommendation #1

- Program leadership: an energetic new coordinator took over in Spring 2019 and receives a 1/8 annual course release to advise students and administer the program. She is addressing some long neglected needs such as curriculum revisions (which passed the College Curriculum Committee in early December and are now awaiting UCC approval) and creation of a new website (not yet active).
- Staffing: although the College is not able to hire a new part-time language instructor at this time, the dean recently committed to continuing to support an ALLEX fellow - a Japanese graduate student who functions as a teaching assistant for Ms. Kato, who teaches 3-4 unique classes per semester. The sufficiency of Japanese-focused elective courses continues to be a concern for the program. The coordinator should move as rapidly as possible to form a faculty steering group/advisory council in order to enhance program collaboration and coordination, and think about ways to increase student enrollment in the courses. (For example, the Japanese history course is being offered online for the first time in Spring 2020 and is fully enrolled.)
- Sustainable student enrollment: this question was not directly addressed and may be difficult to nail down definitively. A key factor is enrollment in the Japanese language courses, which continues to be relatively robust (given the overall student enrollment picture).
- Another key factor is the importance of UWW's involvement in the UW System's Collaborative Language Program in helping to sustain our Japanese language offerings (especially second and third year classes). While the actual number of Japanese Studies majors is relatively small, this group includes students who would not have been recruited and/or retained at UW-W if the



program were not available, so the direct costs of offering the major and minor (coordinator release, etc.) may be more than offset by those students' presence.

- The Japanese Studies program had one or more productive status and planning meetings with the CLS Dean and related department chairs. They have described sufficient support by the College and by participating departments. I agree that the six consecutive language courses for minors would be difficult for some majors. How many declared minors run into a scheduling conflict in perhaps their third year and fail to obtain the minor? The appointment of a new Coordinator for a 3-year term is important, as the previous review expressed concern over the leadership transition for the program. The reliance of all of the language courses, and now also some of the Senior Thesis students, on one instructor worries me as well as it did past review committees. Making Senior Thesis available outside of the summer does, though, reduce barriers for some students.
- Good progress was made examining the status of the program. It appears to have support of Dean Goza. I am uncertain of the circumstances leading to the associated recommendation, but it appears that the numbers of majors (17) and minors (13) provide evidence of viability. I appreciate the fact that curricular reform of the minor is in process.
- Thank you for submitting a very thorough progress report on the status of the program. I would appreciate further details on program staffing and a vision of ideal level of student enrollment in the next report as the program continues to engage the campus leadership in discussion.

#### Recommendations for next review. Additional progress reports required?

Yes, Please List Due Dates (e.g. in 1 year, 2 years)?	0
No	5

#### Next report should specifically address the following:

No specific requirements.

#### Additional comments:

- Next self-study due in 2020. Please provide further details on program staffing and a vision of ideal level of student enrollment in the next report as the program continues to engage the campus leadership in discussion.
- I'd like to see updates on your implementation of the updated 4-year plan and communication with freshman and learn of the impact that will make on offering courses that suit the students' schedules.
- The next report, I believe, will be the scheduled Program Review in 2020. Results from new assessment efforts will be welcomed, as is evidence that assessment results are used to strengthen the program. It will be interesting to see how the new steering group helps the new Coordinator sustain and grow the program. Finally, efforts to reduce the program's dependence on a few key individuals (e.g., hiring a second language instructor and grooming more L&S faculty to contribute to the program's curriculum) will give the program a more solid footing.

**\*\*Next FULL Self-Study is due to the College Deans on October 1, 2020 and to the Office of Academic Assessment on November 1, 2020.**

## Discussions from 16 December review team meeting:

The review team concluded that the Japanese Studies program adequately responded to, and is making progress on, items listed in Recommendation #1 from the previous review. The program demonstrated commitment and support from the Dean of L&S to not only continue the program, but to strengthen it.

Enrollment in the program has softened a bit, even though Japanese language classes remain strongly enrolled. Members of the review team were not overly concerned about enrollment trends. Similar declines have occurred in courses for other language majors, so it may be difficult to separate what is unique to Japanese Studies. Elective courses covering broader Asian topics have maintained stronger enrollments than those specific to Japan or Japanese culture.

The Collaborative Language Program (CLP) has increased its use of hybrid courses. In general, the Japanese Studies program has delivered one Japanese language course per semester from Whitewater to one or more UW campuses. The Whitewater campus has not received any such courses.

Curricular changes recently proposed by the Japanese Studies program were for reducing the number of language courses required for the minor and for adding some new approved electives about region. The review team supports these changes and believes they will strengthen the program.

The appointment Dr. Yoshida as the new program coordinator was discussed. This appointment ensures the stability of the program and allows for long-term, strategic planning and recruitment.

The review team also discussed the one full-time position (Instructional Academic Staff) in the program. Due to the high demand for Japanese language classes, Ms. Kato has been unable to offer elective courses and significantly contribute to curriculum development. The proposed, part-time academic staff position description would have improved the situation, but it was lost due to budgetary concerns. The review team encourages continued attempts to open that position. A clarification was provided regarding Alex Foundation fellows. These fellows cannot do independent teaching, as they lack the necessary academic credentials. They do provide important support, so continued participation in the fellowship program is encouraged.

Recruitment of students to the program was discussed. Many of the students in the major chose UW-Whitewater because of the specific major. They would not be on campus, otherwise, even for a broader Asian Studies major. This is due, in part, to the lack of Japanese Studies programs at nearly all of the UW comprehensives. The program, therefore, has significant value to the institution.

Finally, the upcoming Self-study was discussed. The review team concluded that four topic areas would be of greatest interest:

1. Progress on program assessment, especially strategic use of assessment data
2. Progress on the creation and implementation of a Steering Group to both guide the program as well as broaden participation
3. Progress on creation of a website for the program, since currently there is none
4. Progress on marketing, including identification of target populations such as high schools in the service area with Japanese language courses