

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Japanese Studies Majors and Minors, 2021-2022**

**Date:** 3/1/2022

**Time:** 2:30-3:30

**Place:** LT 4021

**Attended:** Provost John Chenoweth; Dean Frank Goza (L&S); Department Chair/Program Coordinator Jonathan Burkham; faculty and staff in the Japanese Studies program Akiko Yoshida; Audit & Review Team Chair Karl Brown; Audit & Review team members Fe Evangelista, Assessment Representative Katy Casey

- 1) Call to order 2:40
- 2) Introductions
- 3) Overview of review team evaluation, program comments:
  - a) The review team noted the value of the program to the College and the potential it has to partner with other departments across campus. We recognize the difficulty in coordinating an interdisciplinary program without sufficient support and with frequent staff turn-over. There were a number of concerns related to program management, assessment, and students' ability to successfully complete the major. Additionally, recommendations similar to those made in this report were made at the 2015-16 self-study, and the program has made little progress in those areas (particularly assessment). The review team strongly encourages program and College leadership to take significant actions, some of which are included in this report, in order for the program to gain momentum and meet its potential.
  - b) Program comments:
    - i) Dr. Akiko Yoshida asked a question related to progress of the program. Since the last review spring 2020 advisory committee met and discussed how to assess program. She feels progress was made toward program goals. However, there has been leadership change in the program, and some assessment and planning goals were put on hold during the pandemic. In fall 2021, assessment plan was created.
    - ii) Coordinator Dr. Jonathan Burkham noted some challenges with the current thesis requirement, which requires a set of skills that is more advanced than what is expected of students in the program. The program plans to replace this thesis with a different project to assess written language skills.
- 4) Discussion of Review Team's evaluation:
  - a) What specific challenges are you facing in writing and implementing the assessment plan? What additional resources, besides staffing, are needed to complete this work?
    - i) There are two program SLOs measured through student portfolios to assess broad understanding of Japanese history and culture, as well as written communication skills. In addition, students participate in an exit interview to assess oral communication skills. Oral communication skills are typically measured by exit interviews with the Japanese Language instructor- however, the records kept to date were lost when the previous Japanese language instructor left. The current instructor will conduct exit interviews summer 2022. There are three artifacts in the portfolio assessed by instructors in the program.
  - b) Has the program considered tracking students through the program and identifying any obstacles toward completion (e.g., course offerings, language requirement)?
    - i) Hiring a Japanese history instructor will help this issue. It is important for students to keep on the language sequence and meet proficiency expectations. Students have to start Japanese language sequence in the fall. There was one semester where no Japanese elective courses could be offered, and the program's goal is to avoid that happening in the future.
    - ii) UW-Oshkosh collaborative for Japanese content only courses (not language)- will give students more opportunities to take Japanese courses.

- c) The program noted three areas that need to be fulfilled in order to grow enrollment: full-time Japanese instructor, regularly offer two Japanese History and Culture courses per semester, majority of students studying abroad. We would like to know the program's plan to accomplish these goals including personnel responsible, and timeline. What is the plan if these goals cannot be accomplished?
- i) Japanese history instructor was hired in spring 2022.
  - ii) Current language instructor is performing well- there is a search underway for a full-time instructor.
- d) Program wondered if there would be a possibility to hire a Japanese instructor who could teach modern culture topics, that may be of interest to students who want to learn Japanese culture but not language. Dean Goza suggested reaching out the Media Arts and Game Design coordinator to discuss mutual interests in Japanese instruction. Provost added the value of reaching out to program across campus to see if there is interest and/or instructors with necessary knowledge/skills to offer courses in program.
- e) Dr. Akiko Yoshida noted that while they are being encouraged to look out to find partners across campus, there does not seem to be appropriate marketing university-wide for the Japanese program. There are likely other programs that would benefit from Japanese instruction- they are feeling threatened and not supported across campus.
- f) Clarification was provided on recommended action 4. The program shared at least two opportunities for students in place of study abroad, and the review team encouraged those be documented along with how the program communicates these opportunities to students.
- 5) **Recommended Actions:** The evaluation report lists 4 recommended action (see page 13, point 4) related to assessment, long-term planning, student completion of the major, and student engagement.
- 6) **Recommended Result:** *Continuation with major concerns in one or more of the four areas*
- Please make use of the detailed comments in the evaluation report (below).
  - Please select all applicable boxes and fill in the appropriate year:
    - Next FULL self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024 (the program received a 1-year delay, but maintains original cycle).
    - A progress report will be due to the Dean February 1, of 2023 and to OAA February 15, 2023.
- \*Please see the one recommended action (item 1, assessment) the program is requested to respond to in the progress report.***
- 7) Adjourned at 3:42

*Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).*

**University of Wisconsin-Whitewater  
Committee Form: Review of Audit & Review Self-Studies  
Undergraduate Programs, 2020-2021  
Majors/Minors and Standalone Minors**

Date of Evaluation 2/3/2022 Short Self Study (SS\*) \_\_\_\_\_

Program: Japanese Studies Major  Minor

**Evaluations submitted by:** Janine Tobeck, Karl Brown, James Collins, Fe Evangelista, Katy Casey

**Review meeting attended by:** Janine Tobeck, Karl Brown, James Collins, Fe Evangelista, Katy Casey

**I. General Program Information**

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program is aware and reflective of changes affecting improvement since the last review.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
First self-study for the program	0

**3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

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

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	1
First self-study for the program	0

**5. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	5

## General Comments related to Section I

Overall, the program seems to be doing its best considering staffing instability. This seems to have resulted in a pause to assessment of student learning outcomes.

1. This is a well-crafted and comprehensive mission statement.
2. To some degree, yes. It's easy to see where personnel losses and pandemic issues have complicated this program's success, but I'd like to see the rationale for the curricular changes and a clearer explanation of JSAC's role and oversight functions.
3. It does seem to stand out, especially regarding our language instruction on a par with UWM and UWMKE; however, I don't see that this has translated into actually attracting students to the major and to UWW.
- 4.1. assessment: Good to see SLO2 will be addressed this fall... what are the plans for assessing SLO1? what other assessment could be undertaken? 4.2: The formation of the JSAC is a promising start on meeting this recommendation. I'd like to see more on what it actually does. 4.3: this recommendation seems to have been met. 4.4: progress needed here.
4. Not all areas were addressed; faculty turnover had an impact

## II. Alignment within the University

### 1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

### 2. The program supports general education and/or proficiency programs at the University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### 3. The program is collaborative and supports other academic programs across the College and/or University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

## General Comments related to Section II

1. Yes on Mission. Strategic Plan: Goal 1: OK, it's good to see a significant %age of URM's in the program, but I'd also like to see info on retention and graduation equity. Goal 3: excellent.
2. Language courses fulfill General Education elective requirement - GG
2. These 3 GELOs are addressed adequately.

3. Includes an interdisciplinary emphasis with multiple collaborative opportunities.
3. Program is interdisciplinary, using courses from other L&S departments
3. Yes, collaboration across academic programs seems to be one of its strengths.

### III. Program Goals & Accomplishments

#### 1. Goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

#### 2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1

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

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3

#### General Comments related to Section III

1. This seems very much a work in progress. Significant reforms (the creation of JSAC and curricular changes) have been made, but as the self-study notes, it is too early gauge their effectiveness.
1. Curricular changes were made that removed areas for majors and minors (e.g., study abroad requirement removed for majors and some language requirements for minors removed); expanded elective options instead. Program webpage updated. Other areas were not addressed due to faculty resignations and sabbatical.
2. Goals are reasonable, but appear to be early in the stages of development and could use a clear roadmap of action steps / implementation timeline.
2. An assessment plan is necessary.
3. The advisory council was created in spring 2020, but the council has not yet convened.
- 3: There have been concrete efforts to organize goals, and these have understandably been interrupted by staffing changes and COVID-19. When the advisory council reboots with its new faculty, the next steps of renewing the UW-Oshkosh arrangement and reviving extracurriculars seem reasonable for base-building (or rebuilding) and moving forward.
3. An assessment plan is necessary.
3. The Advisory Council created in Spring 2020 will be set and assess goals. It is not clear if the council has met. They also have lost 2 key members of the Council.
3. No process was provided; it will be determined by an advisory council at some point in the future.

### IV. Curriculum

#### 1. The program has a clearly articulated, efficient, and purposeful curriculum.

	Sufficient Evidence	4
	Some/Partial Evidence	1
	No/Limited Evidence	0

**2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.**

1	Sufficient Evidence	0
2	Some/Partial Evidence	5
3	No/Limited Evidence	0

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

	Sufficient Evidence	0
	Some/Partial Evidence	2
	No/Limited Evidence	3

**4. Students participate in the high impact practices.**

	Sufficient Evidence	4
	Some/Partial Evidence	1
	No/Limited Evidence	0

**General Comments related to Section IV**

1. Again, it remains to be seen how these curricular changes will shake out.
2. The combination of the language instruction, the capstone, and the portfolio fulfills this requirement.
3. The author was not aware of whether assessment data was used to decide on curricular revisions.
- 3: Recent curricular changes have been driven more by pragmatic concerns and a desire to remove obstacles to on-time graduation, etc.
3. The curricular changes seems rational but I'm not clear on how assessment data were used to decide on them.
3. Information was not made available to the new program coordinator.
4. Does students taking language classes together really count as a CIE? Also, is a writing component the same as a writing intensive course? Diversity/Global Learning: definitely yes. Again, this is one of this program's strongest points. ePortfolios: doesn't the program have this? Why not check this box "required"? Capstone: yes.

**Q28 - V. Assessment of Student Learning**

**1. The program has clearly articulated learning outcomes for students.**

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1

**2. Student learning outcomes are "mapped" to the curriculum.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5

**3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5

**4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.**

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3

**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	3
No/Limited Evidence	2

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.**

Sufficient Evidence	0
Some/Partial Evidence	1
No/Limited Evidence	4

**General Comments related to Section V**

There is not currently an assessment plan for the program. ELOs were aligned with some program objectives- these could be program SLOs (?).

I think the basic step of aligning the program's SLOs to the relevant GELOs is exactly right -- now the trick is to come up with an assessment plan that fulfills these other requirements.

3. Assessing an interdisciplinary program is a challenge, but the portfolio seems like a positive starting point.

4. Student portfolio data since 2019 has been collected and the Advisory Council will meet in Fall to review the data -- can this be done earlier? L&S provides funding for assessment projects.

5. There was mention of some assessment data used when making the curricular changes but the data was not provided.

2-4, 7. No assessment plan exists and I was unable to locate information related to curricular mapping or assessment data used to inform decisions.

6. SLOs appear to be nicely aligned with ELOs.

**VI. Student Recruitment, Enrollment, Retention, and Graduation:**

**A. Trend Data**

**1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	1

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

Sufficient Evidence	0
Some/Partial Evidence	5
No/Limited Evidence	0

**3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.**

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0



#### 4. Composition of students approximates or exceeds the diversity of students at the University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

#### 5. Students can enroll in appropriate courses and proceed without delaying graduation.

Sufficient Evidence	0
Some/Partial Evidence	5
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

#### Q42 - General Comments related to Section VI.A

1. I find the enrollment trends concerning. It is not clear what the demand is for this program. I would disagree in the authors description of 11 minors being "substantial." Interdisciplinary programs, while maybe being able to address the program's instructional needs, take a lot of effort for program coordinators in terms of setting and monitoring program goals, and evaluating student learning. This seems to be an issue for this program as is evidence by a loss of consistent program leadership and lack of assessment plan.

1. Yes. As the study notes, if we look at sustainability through the lens of what it costs us to run this program, we're getting a lot of "bang for the buck" here, as it's largely built on existing courses scattered among a number of different departments.

1. Program is small but numbers are consistent, except for the recent drop in minors.

2. It's not clear to me if most students are able to complete the program in a timely manner given the potential obstacles noted in the report (e.g., not enrolling or failing a language course, courses not being offered). Has this been an issue for students and has it impacted program completion? 3. Strategies are in place, and the website has been developed. It will be important to hear an update on these efforts for the next review as program enrollment seems precarious.

2. Reasonably efficiently, yes.

3. The program could use some support with marketing once it navigates current issues.

3. The addition of a clear and functional website is a big plus.

3. This also is an element of this program that suggests seeing where it is in a few years, after the recent changes have taken place.

4. yes, as noted

5. yes, although one can see where the rigorous 3-year language requirement could stymie transfer students, major changes, or other cases in which some flexibility would be welcome.

5. I would like more information about course offerings (or lack thereof) and students' ability to graduate. Was the course in Spring 21 not offered due to a lack of an instructor or cancelled due to low enrollment?

5. Limited Japanese language offerings each semester can lead to extended delays if a student neglects to register or if they fail a course.

6. See my comment in #5. What is the enrollment in the ASIANST courses?

**VI. 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	0
Some/Partial Evidence	4
No/Limited Evidence	1

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

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	1

**General Comments for VI.B**

Over the years, there have been very few graduates- this suggests issues with retention. The program should investigate the obstacles faced by students who intend to complete the program.

1. Are the majors working/in grad school doing so in Japanese studies/history/etc, or something unrelated? Good to see some placement in TESL programs abroad.

1. Two of three graduates responded to the survey; more data related to outcomes would be useful.

2. I agree with this assessment of the program's merits in this regard but I'd like to see some evidence to back it up.

2. Data were mixed, but demand exists for interpreters and skills acquired during coursework (including minor coursework).

**VII. Resource Availability & Development:**

**A. Faculty and Staff Resources**

**1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**2. Information is provided about changes in the faculty since the last Audit and Review.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to section VII.A**

The program does not believe they are adequately staffed to meet the teaching demands of the program. However, it does not seem that enrollment supports funding an additional instructional line for the program. The program noted issues with recruiting and retaining faculty due to "a lack of institution immigration support." There are obviously a lot of factors at play in which the department cannot control. Is there a sense this issue will be resolved? Does the program anticipate frequent turnover in highly qualified applicants due to this, and other issues mentioned in the report (e.g., high teaching load)?

1. The new hire in History will go towards redressing this shortfall -- are more instructors needed in other fields?

1,2,3. Resignations have hurt the program. The program needs a permanent Japanese language instructor. A search for an East Asian History faculty position is ongoing.

**VII. Resource Availability & Development:**

**B. Student Resources**

**1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0

**2. The program has adequate facilities equipment, technological, and library resources to effectively serve its students.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### General Comments for VII.B

The program stated sufficient resources, but interpreting the "personnel" to include instructors, I do not think the resources are sufficient to support students through timely completion of this program. It seems it would not take much for a student to be delayed through no fault of their own.

1. Hopefully yes, although as noted above I wonder if the new hire in History will be adequate.

1. Staffing challenges exist, particularly due to other instructional priorities among faculty in their home departments. Additional institutional immigration support was noted as a need to recruit and retain faculty. No budget exists for student help or supplies.

### VIII. Conclusions and Recommendations from the Department or Program

#### 1. Areas of strength are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

#### 3. Recommendations and resources are discussed.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

### General Comments for VIII

Quite a bit of work needs to be accomplished as is listed under areas of improvement. Does the program have a timeline and necessary support to accomplish these goals? The program noted three areas that need to be fulfilled in order to grow enrollment: full-time Japanese instructor, regularly offer two Japanese History and Culture courses per semester, majority of students studying abroad. I would like to know the programs plan to accomplish these goals including personnel responsible, and timeline. What is the plan if these goals cannot be accomplished?

It's obvious that personnel losses and the pandemic have wrought havoc on this program--more so than most programs at UWW, I think--but the study clearly identifies its areas of continued strength and acknowledges the necessary changes in the coming years. I think the 5-year vision is appropriate and attainable, especially if increased collaboration with UW - Oshkosh can happen.

1. Strengths include a full time (and versatile) Japanese language instructor, study abroad opportunities for students, and partnerships with the Guy Healy summer program.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

The program is unique to the system. Recently, the program received an endowment to support continuation. There seems to be a promising collaborative opportunity with UW-Oshkosh.

The language study and the (hopefully ongoing) study abroad experience are great contributions, as is the variety of courses available for the cultural studies part of the major/minor.

Robust language instruction, interdisciplinarity, and its strong impetus for study abroad.

- Interdisciplinary program offering 3 full years of Japanese language study - Opportunity to study abroad and student clubs

This is a small, but valuable program that is relatively unique within the region. It attracts diverse students and course content is complimentary to other programs on campus. It also enhances students' understanding of global culture.

### 2. Areas for Work or Improvement

The program does not seem to have sufficient enrollment. Further, there are very few graduates, which suggests an issue with retention. It is unclear if there is broad student interest, and enough College support, to meet the goals the program outlined: securing an additional instructor, collaborating with Oshkosh, and study abroad. The program has not made progress toward the recommended actions since the previous self-study, which highlighted many of the issues the program continues to face.

Regrouping to plan sustainable collaboration for assessment and managing curricular offerings. Such collaboration is a challenge when faculty primarily serve other programs, but it's clear that the vitality of the program is tied to that interdisciplinarity.

Assessment, and lots of it. For starters, I want to see how these SLOs are introduced, developed, and gauged for proficiency. I think the program is already doing some--actually a lot--of this work, with the capstone, portfolio, and exit language exam; the trick is to fit it into a longitudinal and thorough system of assessment. I strongly encourage all or most of JSAC to attend the Assessment Institute.

- Program has been hurt by resignations, so the staffing has to be stabilized. - Develop an assessment plan. Utilize the recently-formed Advisory Group.

Development of an assessment plan, more stability with staff, additional course offerings each semester, additional marketing efforts, improved collection of outcome data, and progress with current collaborations (e.g., UW-Oshkosh) to improve Japanese History and Culture offerings.

### 3. Other comments/questions

None

### 4. Recommended Actions (please specify):

1. Write an assessment plan using the University template (provided by OAA). Be sure to include: SLOs, how the SLOs are mapped in the curriculum, data collected, analyzed and used for program improvement. **\*\*Please complete this recommended action for the progress report due spring 2023.**

2. Regroup as the advisory council to set new collaborative goals to guide further planning. The program goals should be aligned to the following stated in the self-study: secure necessary instructors and courses to allow students to complete the degree without delay, and increase enrollment and retention.

3. Investigate students' ability to complete the degree. Including availability of courses, their ability to successfully complete the courses, and where in the pipeline students leave.

4. Create new engagement opportunities for students who may not be able to study abroad.

## 5. Recommended Result

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	0
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	4
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	1
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.	0
Non-continuation of the program.	0
Report not submitted; refer to Provost for action.	0