

Japanese Studies - Bachelor of Arts - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

The program has showed growth across time although a downturn from 2021 to 2022, which I hope is an artifact of Covid and will reverse in the next year or two. The program has felt a distinct impact from Covid 19, in the closing of Japan to US students. This is significant to the program because study abroad (for one semester, but students almost all go for a full academic year) is central to the program. Study abroad requirement was waived for students who needed to graduate on time, while some student chose to wait for study abroad and are now in Japan (as of Fall semester 2022). Faculty worked with students to maintain interest in the program and student progress toward graduation. It is also worth pointing out that of the 8 JS majors that graduated in Spring 2021, 5 of them did so with some form of academic honors (cum laude, etc.), attesting to a good graduation rate and high quality among the students.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

For this cycle, no changes are being made to the department's SLOA. The department will review the SLOA and determine if changes will be needed to student learning outcomes for the next review cycle.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

No major curricular changes are currently being executed.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

It is somewhat hard to break the Japanese Studies major out from FL major students overall, but we believe our numbers are somewhat similar in this respect. Because of the smaller total numbers involved, there can be distinct changes year to year that are not necessarily best read as trends. For example, we can have multiple [REDACTED] students who graduate the same year, pushing down numbers in this category but hopefully this is a short term trend and our diversity student backgrounds may still be strong when looked at across longer time frames.
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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The data presented by APRI has been helpful to visualize trends within the department and college. More data will be needed such as formal or exit surveys in order to get an "on the ground" picture that could supplement APRI data.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Undergraduate Research,Capstone Courses and Projects,Diversity/Global Learning

Other or None of these (explain)

Submission

Submitter & Collaborator Names

David Henry, Chisato Murakami, Dan Darrow

Submitter Email

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing collaboration in department,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program utilizes a capstone course (JAP 475) that is evaluated by faculty, but they do not say how it is done. Are rubrics used to evaluate students? They also require a study abroad experience but provide no form of evaluating the experience. Is there student financial support for study abroad experiences if they are required for the program? Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students' experiences and make curricular decisions based on the results of assessments.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The program does not identify any Student Success Data Trends. There has been a consistent number of majors throughout the reporting period, with a slight dip in 2022. The average number of graduates is between 4-6, with a peak of 11 in 2021. Data can be disaggregated at the program level, which would add more specificity to your report. The Accreditation and Assessment office will follow up to walk you through the process.

High-Impact Practices Feedback

The program identifies undergraduate research through URSA and capstone as a high impact practice. Not much discussion about how HIPs are utilized throughout courses. Diversity/Global learning is also identified, and the program states that study abroad is a mandatory part of the program. The program provided good discussion on the impacts of Covid and the closing of Japan, for majors in the program and how they were accommodated during this time.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Japanese Studies B.A. Degree
College of Liberal Arts

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Department of Foreign Languages & Literatures shall provide a quality undergraduate education to our students, supporting the university's mission of recognizing and fostering diversity. GOAL STATEMENT: To assure that graduates of the Japanese Studies program have developed an adequate level of competency in both Japanese Language and Literature, preparing them to enter a related field or a graduate program of study.	1) Students will demonstrate an adequate command of grammar, mechanics and style in the target language, as appropriate to an undergraduate degree.	Japanese 475, which is the designated capstone course, includes a final written project. In order to complete this project, the student must draw upon his/her knowledge of grammar and the mechanics of composition.	Final written projects for the course will be submitted and Japanese Studies faculty will evaluate the students' level of grammar and composition skills.
	2) Students will demonstrate an adequate level of oral/aural competency in the target language, as appropriate to an undergraduate degree.	Japanese 475, which is the designated capstone course, includes a final oral presentation, as well as lectures and discussions in the target language. In order to complete this component of the course, the student must possess adequate oral/aural competency in the target language.	Japanese Studies faculty will evaluate final oral presentations for the course.

	3) Students will demonstrate a comprehensive understanding of the literature, history, and culture of the target language, as appropriate to an undergraduate degree.	JPN 475 draws on knowledge of Japanese literature, culture and history, and requires that students apply this knowledge for completion of a final project. Furthermore, students will complete study abroad in Japan or an analogous experience.	Final written projects and oral presentations for the course will be submitted and Japanese Studies faculty will evaluate the students' understanding of the literary, historical and cultural context.
	4) Students will receive a well-rounded education that enables them to pursue a career related to their major field or to enter a graduate program of study, as appropriate to an undergraduate degree.	Exit survey/interview of graduates will assess student satisfaction with the program and the skills obtained.	An online survey will be completed during the semester prior to graduation. Results will be compiled and evaluated by departmental faculty.

<last revised May 2018 by the Department of Foreign Languages >