# Table of Contents

IES Abroad Tokyo 2012 Program Review Committee Members .................................................. 2

Executive Summary .................................................................................................................... 4

Review Process .......................................................................................................................... 6

Observations and Comments in Support of Recommendations ................................................... 7

I. Student Learning Environment ............................................................................................ 7
   Pre-departure Information ...................................................................................................... 7
   On-site Cultural and Academic Orientation ........................................................................ 7
   Curricular Design .................................................................................................................. 8
   Language Development Opportunities ................................................................................. 11
   Instructional Quality ............................................................................................................ 12
   Internships, Field Placements, and Community-Based Learning ........................................... 14
   Field Study and Trips ........................................................................................................... 15
   Engagement in IES Abroad-Sponsored Cultural and Social Activities ................................. 15
   Involvement in Other Academic, Political, Economic and Cultural Institutions .................. 15
   Re-entry into Home Culture and Home Institution ................................................................ 16

II. Student Learning: Assessment and Intercultural Development ....................................... 16
   Intellectual Development ...................................................................................................... 16
   Development of Language and Communication Skills ........................................................ 17
   Cognitive, Interpersonal and Intrapersonal Growth ............................................................... 17

III. Resources for Academic and Student Support ................................................................ 18
   Faculty Qualifications .......................................................................................................... 18
   Administrative Staff Qualifications and Size ....................................................................... 19
   Academic Advising ............................................................................................................... 19
   Center Facilities .................................................................................................................. 20
   Access to Local Educational and Cultural Institutions ........................................................ 21
   Research and Learning Resources ....................................................................................... 21
   Housing and Homestays ...................................................................................................... 22
   Student Qualifications ......................................................................................................... 23
   Health ............................................................................................................................... 24
   Safety and Risk Management .............................................................................................. 24

IES Abroad Tokyo Program Review Charges to the Committee ................................................ 26

IES Abroad Tokyo Program Review Summary of Recommendations ........................................ 33

IES Abroad Tokyo Program Review Schedule ......................................................................... 36
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Executive Summary

This Program Review of IES Abroad Tokyo was conducted on behalf of the IES Abroad Academic Council. Charges to the Program Review Committee were taken directly from the IES Abroad Model Assessment Practice (IES MAP) and submitted to, and approved by, the Academic Council during the Council’s April 2012 meeting. The charges addressed a variety of aspects of IES Abroad Tokyo including Center spaces, staff, Japanese language learning and immersion, Area Studies courses, partner universities, student affairs, housing, cultural integration, and extracurricular opportunities.

Established in 1987, IES Abroad Tokyo began as a direct-enrollment program with several universities around the city. The program continued as direct enrollment for ten years until 1997, when an independent center was established. The following year, an agreement was signed with Kanda University of International Studies (KUIS) in Makuhari in Chiba Prefecture, approximately 20 miles southeast of the center of Tokyo on the Tokyo Bay, and the program was moved there in the spring of 1999. Courses were offered in the Center office space and at KUIS. This program was reorganized into the Society & Culture program in Fall 2006, when IES Abroad created the Japanese Intensive Language program and entered into partnership with Meikai University in Urayasu, also in Chiba Prefecture and approximately 10 miles from the center of Tokyo. The last Tokyo Program Review was in 2003, prior to these significant changes.

In 1999, the Center relocated to space in Makuhari and is located on the 3rd floor of the Sumitomo Chemical Engineering Co. (SCEC) building, about a five-minute walk from the KUIS campus. The Center also maintains a satellite office on the Meikai campus, about twenty minutes from Makuhari by train. IES Abroad courses for the Language Intensive and Society & Culture programs and are taught at KUIS and Meikai, and students have full access to facilities and activities at their respective host universities. IES Abroad students in the Society & Culture program may elect courses taught in English at KUIS for Japanese students as well as elective language courses offered for international students.

The Field Placement program is a noteworthy component of both IES Abroad Tokyo programs. This experience, which was required of all students until Spring 2003 but is now optional, couples a seminar course titled “Social Organization of Japan” with a one-day-a-week placement in organizations selected from a variety of sectors. Students are participant-observers and use firsthand observations from their field placement as a basis for course discussion and research projects. The Coordinator of the Center’s Field Placement program works with Japanese institutions and students to offer placements that will be mutually beneficial.

One of the challenges facing the IES Abroad Tokyo programs is enrollment, currently experiencing a downward trend. Obviously, the earthquake and tsunami in March 2011 - and subsequent cancellation of IES Abroad’s Spring term programs in Tokyo and Nagoya - affected student participation rates, exacerbating enrollment declines attributable to the weak economy in the U.S. Parents and Study Abroad Coordinators continue to have concerns about the safety of the Tokyo area, which IES Abroad tries to address through targeted mailings from the Center Director with updates on the current situation.

Another challenge for the Language Intensive program is the difficulty of integration into Meikai University student life. Added originally because participant capacity was being capped at KUIS, the relationship with Meikai can be characterized as positive yet distant. IES Abroad students report difficulty meeting Meikai students and participating in regular campus activities during their semester-long program.
Overall, the IES Abroad Tokyo Program Review Committee was impressed with the many strengths of the programs, particularly the professional and committed staff as well as the immersion opportunities offered at KUIS and through the programs’ housing options, ePal program, and Field Placement program.

While we have been as specific as possible with the proposed recommendations, we have tried to avoid being overly prescriptive and believe that all recommendations should be considered in the current context of the IES Abroad Tokyo programs. The recommendations do not call for major changes but are proposed with the intent of enhancing the strengths of the programs and exploring several issues, some of which were noted in the Committee’s charges, among them: the probable (but distant) change of the Japanese school year; the forthcoming change of IES Abroad to having legal status in Japan; the future relationship of IES Abroad with Meikai; and a decrease in enrollments, apparently in response to the disasters of March 2011 and generally lower Japanese-language enrollments at universities in the U.S. These issues, separately and in combination, raise questions of the potential need for more flexible office space and for increased office and teaching staff when and if numbers rise and as current programs as well as summer and customized programs continue to expand.
Review Process

U.S. Program Review Committee members received the following materials prior to arrival:

- Program Review schedule
- Arrival Instructions and hotel information
- List of committee members
- Charges to the IES Abroad Tokyo Program Review (based on the IES Abroad MAP)
- 5-Year enrollment trends (2007-08 to 2011-12)
- Enrollments by term
- Top sending schools
- Top majors
- Top minors
- Prior academic experience (foreign language, average incoming GPA)
- Student profile (ethnic diversity, class standing, gender ratio)
- End-of-term program evaluation analysis (Fall 2009–Fall 2011)
- Current curriculum design 2011-12
- Faculty profiles
- Program syllabi with instructor bios
- Student enrollments and grades in IES Abroad courses (Fall 2009-Fall 2011)
- Overview of partner universities
- Outside enrollment data
- Student field placements (Fall 2009-Fall 2010)
- Academic field study trips (Fall 2009-Fall 2010)
- Field trips (Fall 2009-Fall 2011)
- Housing overview
- Special features of the Tokyo programs (ePal program, language preparation, cultural experiences)
- Center administration organizational chart
- Center staff job description summaries
- List of customized programs (Spring 2009-Spring 2012)
- Instructions for logging into the Tokyo Center Moodle page
- Copy of the 2003 Tokyo Program Review report
- IES Abroad Tokyo 2012-13 catalogue
- IES Abroad academic brochure
- IES Abroad Language MAP
- IES Abroad Tokyo Spring 2012 Get SET! Guide
- IES Abroad Academic Policy Guidelines
- CD of Tokyo Program Review materials and student course evaluations

Upon arrival in Tokyo, Committee members received the following additional information:

- Class observation assignments for Committee members
- Academic calendars for Fall 2011 and Spring 2012
- Weekly class schedule for Spring 2012
- Updated course syllabi for Spring 2012
- Updated faculty CVs for Spring 2012 instructors
- Orientation schedule for Spring 2012
- Spring 2012 enrollment in IES Abroad courses
- Spring 2012 housing placements; Homestay Workbook; two visited homestays
- Academic field study trips for Spring 2012
- Field trips for Spring 2012
- Student field placements for Spring 2012
- KUIS brochures
- Examples of customized program schedules
Observations and Comments in Support of Recommendations

I. Student Learning Environment

Pre-departure Information
The pre-departure information included on the IES Abroad website, the IES Abroad China, India, Japan catalogue, and the IES Abroad Tokyo GET SET! Guide is quite extensive, presents information in a logical and comprehensive fashion, and articulates overall program goals with regard to learning and development. Details in the GET SET! Guide serve as a step-by-step map to help students prepare for their experience abroad.

The Committee observed that the ePal program also plays a significant role in helping students become better prepared. Students talked about how this program made the settling in process much easier; some exchanged emails with their ePals daily for a month or so before arrival and found the information they received very helpful in the transition to Japanese culture. They were also pleased to be met by their ePals at the airport upon arrival and noted their participation in onsite orientation events and dinners as well as their assistance with taking the bus to campus. Enhancing these activities could lessen staff time per student during orientation. Some students mentioned that they did not sign up for an ePal (in some cases because they were concerned it would be awkward) but then regretted not having done so after arrival.

Recommendations
The Committee recommends considering the possibility of making the ePal program mandatory so that an ePal is confirmed as part of the pre-departure process, if this is feasible given local sensibilities and cultural concerns. We acknowledge the challenges in managing Japanese ePal expectations and the need to keep them engaged if their U.S. partner does not actively participate. If it is determined that the program should remain voluntary, we recommend increased promotion of this program, in particular by calling upon past participants to explain the advantages to outbound students through video or other media. We also recommend making arrangements so that students who do not sign up for an ePal prior to arrival are able to do so once on-site.

We recommend continuing to train ePals to discuss the cultural aspects that are a part of day-to-day life in Japan (i.e.: gift giving observed when we visited housing with the IES Abroad Tokyo Housing Coordinator), and incorporating ePals even more in the pre-departure orientation phase to debrief program goals as well student learning and development.

On-site Cultural and Academic Orientation
As outlined by staff, the IES Abroad Tokyo Center conducts an extensive orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the Student Code of Conduct. Staff and ePals meet all students at the airport upon arrival and take them to the orientation hotel via bus, where other staff members meet them. Staff outlined some local events (such as a first train ride to demonstrate local transportation) as well as presentations of local culture that take place during orientation, and mentioned that a member of the local law enforcement is invited in to talk about safety. Staff demonstrated knowledge about the locale around the campus and the invited guest we met seemed to be knowledgeable and energetic about IES Abroad.
We were informed that CORE takes place and that the Center staff members address diversity issues including gender, race, and religious practice in the host country, but did not have any demonstration of how this type of workshop is presented, materials used, etc. The two students of color in this cohort neither shared any instances of bias nor discomfort being in Japan or in the program. One student we met at lunch shared how the Center identified a location of worship for her, which she attends weekly.

Some students noted that they did not have a good understanding of how much items and activities would cost, despite the information included in the GET SET! Guide, and had difficulty finding ATMs that worked with their debit cards in the beginning.

**Recommendations**

As previously indicated, the Committee recommends incorporating ePals into orientation activities even more than they have been in the past, allowing the ePal system to help facilitate more tasks to free up staff time.

We also recommend having IES Abroad Tokyo alums - either in person, via video, or on Moodle - openly discuss issues of race, gender, sexual orientation, and religion (perhaps providing excerpts of the video Committee Member Regge Life produced for the IES Abroad website including three African American students he interviewed in Washington, D.C.).

Finally, we recommend encouraging ePals to communicate information about daily costs, walking through a typical day so that students can gain a better understanding of costs. It was also suggested that current students could begin compiling a list of the debit and credit cards they use, the ATM machines that have worked well, and local businesses that allow cash advances for particular cards.

**Curricular Design**

IES Abroad Tokyo offers two programs in partnership with two local universities: a "Language Intensive" program offered at Meikai University (Meikai) in Shin Urayasu and a "Society & Culture" program at KUIS in Makuhari, both located in the Tokyo Bay area of Chiba Prefecture. In addition to Japanese language courses, students at KUIS have an opportunity to take three Area Studies courses, while students at Meikai take two Area Studies courses offered by IES Abroad. One of the Area Studies courses can be replaced by the Field Placement seminar and placement. Six Area Studies courses are offered this Spring Semester 2012 for the students enrolled in the IES Abroad Tokyo programs; two are scheduled on the Meikai campus and four at the KUIS campus (though students in IES Abroad programs can take them in either the Meikai or KUIS campus locations). Students at KUIS also have the opportunity to enroll in KUIS courses taught in English for Japanese students (Japanese Cultural Studies, Contemporary Japanese History, Study of Japanese Culture, and Communication Studies) as well as elective languages courses offered for international students. Thus, these formal arrangements provide IES Abroad Tokyo with a curriculum well integrated in local academic practices, and very much in keeping with the character of local academic practices. Furthermore, this provides IES Abroad students both academic and cultural engagement with Japanese peers, although to a different degree in each university, thus enforcing IES Abroad’s mission of student academic and cultural integration.

Meikai seems to be an ideal place for a language intensive program. Created by the acclaimed Japanese language educator, Professor Nobuko Mizutani, the language classes we observed were rigorous, and well executed by dedicated and highly qualified instructors. The courses observed prompted students to exercise their analytical and logical thinking,
visual communication using diagrams (using *hiragana*, *katakana* and *kanji*) and critical thinking, in addition to introducing students to formal and informal usage of Japanese, and unique Japanese expressions.

Intensive language teachers at Meikai noted that it would be ideal to offer class four days in a row, rather than having Wednesdays reserved for the Field Placement program, because it is difficult to maintain momentum over the class with that mid-week break. Moving the Field Placement program to a Monday or Friday, however, could have a negative impact on the program since some students may choose to have long weekends instead.

The difficulty of student integration at Meikai, mentioned in the Executive Summary of the 2003 Program Review report, remains an issue. Having the two programs and the IES Abroad Center and satellite office in different locations poses great challenges. In addition, all IES Abroad classes for the Language Intensive program were moved to the Meikai "Bekka" building two years ago because of its better classroom facilities, thus further isolating IES Abroad students at Meikai from central campus activities. The Bekka building, specifically for international students learning Japanese, is separated from the main cluster of buildings on campus, on the side closest to the train station. IES Abroad students can walk to and from the train station to the Bekka building without going into the heart of campus. Thus, student engagement with Japanese peers seems much lower at Meikai than at KUIS. To further complicate the issue is the recent retirement of Professor Nobuko Mizutani (April 2012), which poses questions for the future direction of the department. The Committee feels that the program at Meikai, which started out as a solution to capped enrollment at KUIS at the peak of the IES Abroad Tokyo program enrollments in addition to the issues mentioned above, is unique and strong. The Committee would consider it a great loss for IES Abroad if this program is eliminated.

Roughly half of the IES Abroad Tokyo students have been Japanese language students, followed by International Studies/Relations/Affairs and Asian Studies majors. In terms of class standing, the majority of students are juniors. The Center Director is always in search of qualified instructors to expand the Area Studies course offerings, and such effort is evidenced in recent course offerings. However, the decreased number of enrollments in recent years presents a problem: providing enough options for students to meet the requirements for their majors. This, as pointed out in the previous Program Review report, is also applicable for students seeking advanced level courses in their majors. Although IES Abroad indicates that the list of courses on its website is a list of potential course offerings and states “Final course offerings will be available during the pre-registration or registration process, after admission to the IES Abroad program,” some students expressed concerns about committing to the program and then finding out that certain courses would no longer be offered. One student member of the committee mentioned having selected a class in consultation with a home school advisor and then learned that this class had been canceled when filling out the pre-departure course selection form. We understand that it is almost impossible to offer courses to match every interest and need of students from diverse academic disciplines, that course offerings are necessarily limited due to current low enrollment, and that it is difficult to finalize class schedules without having full-time faculty. We also understand the difficulty with balancing recruiting and retaining faculty – and allowing them to teach courses within their areas of expertise – with meeting student and home school adviser expectations. Even within such limitations the committee found a recently added class, Environmental History of Japan, to be very in tune with current interests and an exciting addition to the Area Studies offerings.

Many distinguished and well-qualified instructors, who would be candidates for teaching IES Abroad courses, teach full-time at institutions in Tokyo. In order to accommodate these
instructors so that they can teach Area Studies courses at KUIS and Meikai, courses are offered in one long class, from 2:00 to 4:40, instead of two short classes per week. We understand that without this schedule arrangement it would be very difficult to attract qualified instructors, but this arrangement makes Area Studies courses very long. It is hard for many students to focus on the topics delivered during classes, even with one break in the middle.

The sizes of IES Abroad classes that Committee members visited ranged from 4 to the largest 13. Partially due to this relatively small class size, students tend to be very active participants in the classes. Being actively involved in their own learning process eventually helps students to think more for themselves and to be more self-reliant. Furthermore, many classes we observed integrated, or at least encouraged, self-directed activities or assignments outside the classroom to help develop independent learning skills. They were often followed by student presentations, questions and discussions in the class, thus providing students with opportunities to learn from each other in an involved manner.

Based on the syllabi provided, several courses observed, and both formal and informal discussions with faculty members and selected students, the Committee felt the course content, especially for courses in Area Studies, offered at both KUIS and Meikai were designed to enhance student engagement in the intellectual, political, cultural and social organizations or communities in Japan. The Field Placement program is an excellent example of students being exposed to in-situ, first-hand, out-of-classroom experience in various contexts.

In order to facilitate educational goals consistent with curricular goals, IES Abroad designed a series of field trips and academic field study opportunities. IES Abroad Tokyo also offers students co-curricular activities that complement the curriculum throughout the semester, such as *taiko* (drumming festival in Narita), Japanese Music concerts, art exhibits, museum visits, *kabuki* theater, *bunraku* theater, and *Butoh* (avant-garde Japanese dance). The Committee considers these IES Abroad activities to be an integral part of the curriculum. The MULC (Multilingual Communication Center) in the KUIS library offers students the opportunity to meet with faculty members and students from various countries.

Japan is not necessarily known as a country of diversity. So rather than presenting aspects of political, social and cultural diversity in terms of diversity, our Committee found that various classes are designed to present information in terms of the changing nature of these aspects throughout the course of Japanese history. Classes that cover this on various levels include: Contemporary Urban Society in Japan, Environmental History of Japan, Architecture, Urban Planning and Development in Modern Tokyo and Japanese Popular Culture: Past and Present.

Many classes observed during the program review incorporated assignments to be conducted outside classrooms. Additionally, based on the class observations and reading of syllabi, research assignments for the academic field trips are well integrated into course assignments. Courses observed use discipline-specific methodology at the appropriate level.

A review of syllabi indicates that some courses and reading assignments are quite rigorous.

**Recommendations:**

To address the engagement issues, given that it has been two years since the Meikai Area Studies courses moved from the main campus to the Bekka building, we recommend evaluating this decision to see if it still makes sense, balancing the benefits of greater exposure to native Japanese students in the main building with
the benefits of classrooms that may be more conducive to IES Abroad courses in the Bekka building. We also recommend experimenting with an IES Abroad-sponsored Meikai faculty/IES Abroad student or Meikai student/IES Abroad student mixer. Some faculty members at Meikai were supportive of this idea and are willing to try so that IES Abroad students will have better opportunity to become integrated in the Meikai campus life.

The Committee also recommends that the Center Director continue to engage in the search for qualified instructors to expand the Society & Culture program course offerings. If, as we hope, enrollment grows, we recommend offering two Area Studies courses to choose from each day and consider adding courses that are unique/distinct to Japan, and that will attract today’s students to Japan. Such classes may include additional manga/anime classes, various design fields such as fashion, graphic, industrial and architectural design, arts and crafts, religion, and other courses in the humanities. These classes are relevant to many academic majors, and the Committee believes that these types of courses will become distinct offerings for IES Abroad Tokyo.

We recommend encouraging IES Abroad faculty to structure Area Studies courses so that the first half and last half are significantly different to keep students engaged and to consider providing more short breaks.

Based on instructors’ comments - as well as interest, on the part of some students, to take more language - we recommend considering options for adding a language class option on Wednesdays for those who do not participate in the Field Placement program.

We also recommend reviewing all promotional materials to verify that they clearly state which courses are likely to be offered for each term and when final course offerings will be made available.

Based on the syllabi review, the committee believes that the apparent rigor of some courses and reading assignments may warrant review and comparison with similar courses in the U.S. to determine if any course levels should be raised to ensure that students are being served as well as they might be. We also recommend reviewing syllabi to see how they reflect political diversity and engage students in political institutions, per the Charges to the Committee.

Although not addressed until the Committee’s final meeting, there was discussion about including Japanese students in IES Abroad courses to help increase student interaction. The Committee agrees that this is an interesting idea to explore.

Language Development Opportunities

Language instruction in classes we visited ranged from acceptable to excellent at KUIS, and uniformly excellent at Meikai. We were impressed by the philosophy of the language classes that employ language in context including exercises that get students out into the community and on their feet thinking in the language. It was observed that the language textbooks (Mizutani) used at Meikai appear especially well-suited to the goals of an intensive language program and gives a nice tenor to the classroom, albeit with a surprising amount of English translations that are manually blocked out by the teachers. However, the Meikai language program is at a crossroads since Professor Mizutani recently retired in April 2012 and there may be changes made to the textbooks and methods used. The Center Director sees this as an opportunity to meet with the Meikai language administration and
rely on the IES Abroad Language MAP to adapt the program, and has even thought about offering IES Abroad language classes as that part of the program. It is hard to know at this early stage how much influence IES Abroad will have on the process, but the Center Director sees it as an opportunity to try to make some changes.

Among students who had not chosen the intensive language program, some expressed a desire for additional language instruction.

While the KUIS campus provides excellent facilities intended to promote the goals of providing out-of-classroom opportunities to develop oral, listening, reading and writing skills, IES Abroad students at Meikai are somewhat more isolated from the mainstream of campus life, since classrooms used by IES Abroad are located in a separate building away from the heart of campus. Participation in student-club activities was noted as useful yet problematic because of the need for a high level of commitment from participants.

It can be difficult to implement and enforce a language pledge in areas where foreign students are grouped together in relative isolation, such as the Meikai Bekka building or dorms where groups of foreign students may congregate by language. In contrast, the KUIS-based IES Abroad student experience is richer, supported through context of Japanese language classes, special Japanese-only areas such as a student lounge and other spaces provided at KUIS. Language teachers at KUIS seemed less interested or able than those at Meikai in enforcing “Japanese-only” in classes, which may be related to the fact that there are other international students in the language classes at KUIS whereas Meikai language classes are for IES Abroad students only.

Tutoring and other forms of academic assistance are more conveniently arranged at KUIS than at Meikai. Students noted the pluses and minuses of the ePal program in regard to possibilities for friendship, activities, assistance with academic and other areas, etc, in the general community.

Recommendations
It was suggested that IES Abroad continue exploring ways to strengthen language development opportunities at Meikai. We also recommend considering the establishment of special options for the relatively isolated group of Meikai students. A student focus group – made up of Student Council members or Language Intensive students along with ePals and/or language partners – could be formed to discuss ways to increase the frequency at which Japanese is spoken, such as implementing a language pledge in the Bekka building where IES Abroad’s satellite office and classroom spaces are located or offering Japanese language semi-regular lunches or coffee hours.

Instructional Quality
U.S. Committee members interacted extensively with the two faculty members who were members of the full Committee and talked informally with other faculty members at an evening reception. In addition, they attended many courses arranged by IES Abroad and taught at both KUIS and Meikai. (Due to space constraints and for interests of creating possible connections between IES Abroad students and local Japanese students, courses are generally not taught at the IES Abroad Center.) U.S. Committee members also talked about instructional quality with the Center Director and with students on several occasions.

Our class observations confirmed that IES Abroad faculty members take a student-centered approach. This was especially true of the Meikai language professors. Japanese language instructors have office hours at their respective universities. Although the part-time IES
Abroad instructors do not have offices or office hours at the IES Abroad Center (in part due to space constraints as well as the distance from the Center to the campuses), students can meet with them before and/or after class. They are also available through Moodle and via email. As at any institution, the quality of teaching varied; some classes seemed fairly demanding, others less so. Similarly, students’ views on the rigor of their courses were mixed; some felt the courses were equally challenging to courses on their home campus, while others felt they were less demanding. Most students voiced the opinion that it was important for coursework not to demand too much of them since that would detract from their goal of “experiencing Japan.” We did note that while student evaluations gave generally high marks to most aspects of the IES Abroad programs, their ratings were comparatively low (less than 3 on a 4-point scale) in fall and spring of 2010 and fall of 2011 when asked about faculty engaging with and setting high expectations for students.

Contrary to the 2003 Program Review report, we heard no complaints from students about getting textbooks on time; instead, many expressed their appreciation for the ease with which Moodle has allowed them to access course readings. The faculty we observed were effectively using Moodle as well.

The Center Director works hard to find high-quality faculty from diverse disciplines to teach in the IES Abroad programs. U.S. Committee members felt that once a week, 3-hour classes were not ideal from a pedagogical standpoint, but because of commute times to the KUIS and Meikai campuses and their academic commitments, faculty are generally unwilling to teach two times per week. The distance to the campuses creates other scheduling difficulties as well.

According to the 2003 Program Review, at that time the Center Director met individually with each faculty member to go over course evaluations but this does not appear to happen now. The Center Director does, however, reach out to faculty members when course evaluations indicate a problem or when the situation allows for it.

We were impressed with the Field Placement program and with the course on the Social Organization of Japan that is paired with it. The philosophy of engaging students in ethnographic research while doing their internships seems very effective. The Center Director referred to the Field Placement program as the “crown jewel” of the program for its ability to meld theory and practice, and students participating in it spoke highly of the learning opportunities it afforded. We were surprised, however, to learn that over half of the students do not take advantage of the Field Placement program. One student told us that part of the reason is that students want to “keep their Wednesdays free.”

The KUIS classrooms are all adequately equipped with necessary AV equipment such as flat screen TV, DVD and Video players. Some classrooms were equipped with whiteboards while other with 2 blackboards.

Classrooms at Meikai, however, are too big for the cohort size. Partially because of that, two classrooms in which we observed classes had very bad acoustics. An LCD projector was brought into the classroom for lecture, but the instructor had to project his lecture on the wall since there was no screen in the classroom. The instructor provided himself a mobile Wi-Fi station so that he and his students could access the Internet if necessary.

Technology use in the classroom presents more challenges at the KUIS and Meikai campuses than in many American institutions, where in-class projection systems have been installed. Faculty members report having to go to the office to borrow equipment and set it
up themselves; there are no curtains on windows; outside noise and poor acoustics in the classrooms compound the challenges.

**Recommendations**
The Center Director should continue to seek high-quality faculty and impress on them high expectations for student achievement. The Center Director should also continue to find effective ways to provide formal and informal feedback to faculty teaching in the program about the quality of their teaching and IES Abroad academic intent and expectations. This might include asking faculty to write a written response to their teaching evaluations, meeting with faculty after the first offering of a course, hosting an informal reception in Tokyo for faculty teaching in the IES Abroad programs, etc.

We were impressed with the field study activities that are integrated into IES Abroad courses and recommend that IES Abroad continue to budget for the currently required minimum of two field study trips per class.

IES Abroad Tokyo should explore ways to alleviate the challenges posed by technology use by providing IES Abroad instructors with a hotspot access point, projector, screen, etc. that can be borrowed and returned to the main or satellite office. We acknowledge that there are limitations in terms of what IES Abroad can do but recommend continuing to work with the local institutions to enhance these resources, especially at Meikai, since we understand that KUIS is already moving in this direction.

**Internships, Field Placements, and Community-Based Learning**
We were impressed with the Field Placement program and believe it is an excellent tool for exposing IES Abroad students to new opportunities they would not be familiar with otherwise. Approximately half to two-thirds of the students currently participate in this program. The question of mandating field placements (optional since 2004, as mentioned in the 2003 Program Review report) was discussed, though to do so would raise problems of time, scheduling, commitment, follow-through, etc. The value of a field placement is inevitably somewhat hit-and-miss on both sides. The very enthusiastic presentation by the American president of JapAnimé, a publisher of manga in English, was interesting but may not be representative of more Japanese organizations; evaluation of these programs would be facilitated by the availability of more diverse information.

In terms of placement sites, giving IES Abroad students the opportunity to participate in and to critically observe a work environment in the host country can be a positive educational experience. While this could be said about any such placement, it should be noted that the expectation of young and inexperienced Japanese students placed in an organization would be that they perform relatively menial tasks and observe how things are done without asking questions.

The seminar “Social Organization in Japan” (AN 392) appears to be well-organized, supports the practicum experience, and follows IES Abroad guidelines.

**Recommendations**
Although we don’t recommend to reverting back to making field placements mandatory, we urge IES Abroad to develop more ways to highly recommend the Field Placement program and encourage students to participate in it (keeping the sensibilities of Japanese companies in mind), particularly by having past participants share their experiences (through videos or other media, for example). If the
percentage of students taking advantage of the Field Placement program remains well below one-half, IES Abroad staff should find ways to improve marketing of the program. However, if enrollment grows and participation in the Field Placement program increases, the seminar instructor may require assistance with developing a list of specialized vocabulary for the varied placements, or the Center Director may need to consider hiring a second instructor for this course.

The Committee also recommends continuing to increase recognition of IES Abroad in the Tokyo area to gain additional diverse placements, although we recognize that this branding will require money and resources. Incorporation as a new legal entity in Japan will provide more opportunities for IES Abroad to apply for grants and position the Center higher in the local community’s recognition, and we recommend continuing to press for this change in status.

Field Study and Trips
As demonstrated by staff during their presentations, the Center’s field studies and field trips reinforce goals for student learning and intercultural development, and meet safety and risk management standards. We were impressed with the number of field studies and trips, which seem to be a part of all the academic programs, although perhaps these could be increased.

With reference to the goals, the Okinawa trip is an excellent opportunity for both cultural learning as well as understanding of bi-lateral current events. However, there was no academic preparation planned prior to departure to give students some context for understanding the complexities of Okinawan history, politics, and culture, and most students seemed to view the trip primarily as a vacation.

Using the Okinawa trip as an example, staff members are qualified to lead the trip and we believe they have identified local partners in Okinawa to facilitate activities during the trip for both cultural and political enrichment.

We agree that guided trips could result in more learning than if students attempt to travel on their own, and believe that the learning needs to be more structured.

**Recommendation**
The Committee recommends offering more field trips that encourage language study and use through practical conversation opportunities. We also recommend providing more preparation for field trips so that they are not seen as vacation but, rather, a continuation of the academic programs and a way to enhance cultural, political and social knowledge. We understand that there is an orientation prior to the field trips to go over the itinerary and believe these issues could be addressed then.

Engagement in IES Abroad-Sponsored Cultural and Social Activities
It was clear that the IES Abroad Center was engaged in both of these activities.

No recommendations.

Involvement in Other Academic, Political, Economic and Cultural Institutions
IES Abroad provides information on its website and the IES Abroad Tokyo Moodle site about ways to get involved with various institutions in Tokyo and Chiba Prefecture. Faculty members wear different hats, as observed on their CVs, and seem to be involved in local
institutions. Assignments related to academic field studies require student participation in local institutions as part of their course work.

Nothing we observed or heard made us think that these charges are not being met. No recommendations.

**Re-entry into Home Culture and Home Institution**

According to the academic calendars we reviewed, the IES Abroad Tokyo Center offers a re-entry program each term to assist students with readjusting to their home campus. We understand that the Associate Director conducts a re-entry workshop but were not provided with a presentation on the contents to critique. Based on feedback from students on the Committee (both of whom are year-long students who participated in the re-entry workshop prior to the end of the Fall semester), students tend to brush off the information provided during this workshop and do not realize until they are home that readjustment will be difficult at times.

Although students’ abilities to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming – and information that may be provided about opportunities to return to the host country, post graduation - were not observed, one student noted that his field placement enabled him to make a positive decision about working in Japan in his field, which would not have been an easy decision without the Field Placement program. We also assume that students are provided with opportunities to reflect on their experiences during the workshop and optional career workshop that took place at Meikai at the end of Spring Semester 2012.

**Recommendations**

The Committee recommends better articulating the purpose and rationale for the re-entry workshop, possibly peer-to-peer through presentations by IES Abroad alums through media resources, to explain the importance of participating.

We also recommend greater collaboration on re-entry programming between IES Abroad and home schools, if possible.

**II. Student Learning: Assessment and Intercultural Development**

**Intellectual Development**

Due to the relatively short visit and limited access to relevant information, the Committee’s comments regarding intellectual development remain incomplete and subjective. However, based on the review of syllabi and first-hand experience observing classes, it appears that courses are well organized and conducted with competency that assures high standards.

As previously noted on the subject of independent learning, our first-hand experience observing several classes indicates that assignments outside classrooms give students the opportunity to reflect on their observations and to analyze/synthesize information they gathered for assignments. Students’ in-class presentations encourage them to be critical of/constructive about each other’s presentations.

Students at KUIS have the opportunity to take Bekka and regular undergraduate courses, which help them develop different learning strategies for integrating themselves into the academic culture at the local university.

No recommendations.
Development of Language and Communication Skills

The IES Abroad Language MAP has not yet been implemented in Tokyo so the first charge – “Language instruction follows the guidelines of the IES Abroad MAP for Language and Intercultural Communication” – does not currently apply. However, the Tokyo Center will be sending a language instructor to the IES Abroad Beijing Center in summer 2012 to participate in the Language MAP discussions there.

The Center Director and others noted that students often have little sense of their own progress in language. It was noted by one of the Tokyo-based Committee members that the KUIS language placement test may be reformatted into an electronic version. If so, this might be able to be used as a pre- and post-semester test to show students how much they have improved.

We observed that students work with language instructors to set goals for what they want to learn in some classes for kanji.

The most common Japanese-language exam worldwide is the Japanese Language Proficiency Test (JLPT, Nihongo nōryoku shiken) jointly administered by the Japan Foundation and Japan Educational Exchanges and Services (http://www.jlpt.jp/e/). It is unclear whether or to what degree IES Abroad Tokyo treats this as a standard for instruction.

Although IES Abroad does not sponsor the test, the Level 4 language class syllabus at Meikai indicates that students will be prepared for the Level 2 exam offered by Monbukagakusho (aka Monkasho), the Ministry of Education, Culture, Sports, Science & Technology in Japan.

Recommendations

Given the recent emphasis on assessment in the U.S. institutions of higher education, we recommend exploring concrete ways to measure language and cultural learning, as well as personal growth, with pre- and post-testing. KUIS may be moving from paper to an electronic placement test and, if this works and the institution is willing, we recommend that the test be given to IES Abroad students at the end of the semester as well as in the beginning to help facilitate students’ understanding of the improvement of their language skills over time. As the Center Director noted, it would be useful to show students videos of themselves speaking Japanese at the beginning as well as at the end of the program so that they become better aware of the degree to which their skills have improved.

Cognitive, Interpersonal and Intrapersonal Growth

The U.S. Committee members talked extensively with two student members of the full committee and met with other students in both the Language Intensive and Society & Culture programs on several different occasions. We saw much evidence that the curricular and co-curricular activities help students improve their communication skills and gain awareness of their values and beliefs in a cross-cultural context. The courses, field trips, homestays, and many other program activities provide a fertile ground for students to become aware of cultural differences and acquire cross-cultural competencies.

Students are offered opportunities to explore their leadership potential in the IES Abroad community through the Student Council (currently made up of five students representing both programs) and the Field Placement program.
At the same time, we were surprised at the relative lack of structured opportunities for students to reflect on and analyze their varied experiences; for example, students were leaving for Okinawa on a trip soon after our visit, and yet, as previous mentioned, there was no academic preparation planned prior to departure to give students some context for understanding the complexities of Okinawan history, politics, and culture.

The U.S. Committee also reviewed data from the end-of-term evaluations submitted by students over the past several years. Overall, students rate the IES Abroad programs highly. We noted that the response rate has hovered around 40%, however, meaning that IES Abroad Center staff members are not getting feedback from 6 of every 10 students who participate in the program.

IES Abroad currently administers indirect assessment measures, such as the satisfaction survey at the end of the program. We did not see any evidence of direct assessment measures of student learning in use on the program.

**Recommendations:**
We encourage IES Abroad to continue increasing opportunities for guided reflection on the many experiences that are created for students. With homestays, for example, rather than contacting students individually to see how things are going, it would be useful to bring them together over lunch to share feedback (anonymously) from the homestay families and to encourage students to reflect on and share with each other various aspects of their homestays.

Once IES Abroad begins administering the end of program evaluation in-house, we recommend exploring ways, such as incentives, to increase the response rate for the end of program evaluation so that more accurate assessment can be conducted.

### III. Resources for Academic and Student Support

**Faculty Qualifications**
Based on the CVs we reviewed and our discussions with many faculty members, we agreed that faculty seem qualified, are involved in developing new courses and creating syllabi, and are evaluated through required student course evaluations at the mid-term point as well as at the end of each semester (although mid-term evaluations may be discontinued since they take place so close to the end of the term). The Center Director takes students’ course evaluations into consideration when evaluating faculty members and shares comments and any concerns with them. Major concerns that are not corrected would lead to an instructor not being asked to teach again.

In addition to the course evaluations, the end-of-term program evaluation includes questions about instructors. It was, therefore, again recommended that IES Abroad make every effort to increase participation rates for program evaluations in order to enhance the evaluation of faculty qualifications. We acknowledge, however, that the electronic rates for the IES Abroad end-of-term survey (43% for Fall 2011) are relatively high and that the program evaluations – as opposed to the individual course evaluations – are more like satisfaction surveys rather than academic evaluations.
Administrative Staff Qualifications and Size
Staff members seem highly qualified for the positions they currently hold and we heard many students comment on their accessibility and caring nature. They have all had experience studying or working in the U.S. and do an excellent job understanding the expectations of IES Abroad students. Several have worked for IES Abroad Tokyo for many years, some returning after maternity or other leaves because they enjoy the work and are committed to IES Abroad’s mission. They work together very collaboratively and fill in for each other as needed, which enhances cross-training and helps the team mutually meet student needs in terms of academic advising and, especially, student services. The Center Director has years of experience at the University of Georgia and a great deal of experience with Japan. He works with his staff to maintain good relations with KUIS and Meikai administration and faculty. Staff confirmed that they participate in performance evaluations on an annual basis.

It was noted that all staff are busy at certain times - especially during the period during which we visited with overlapping schedules for customized and regular programs (the spring term and summer program also overlap) as well as the required preparation for the summer and fall terms. Staff risk becoming overworked at these times.

Recommendations
We recommend that the part-time Administrative Assistant position be promoted to a full-time position. This will allow the Administrative Assistant to participate in after-hours student events and provide greater assistance, thus increasing efficiencies and easing the workload of other staff members.

We also recommend continuing to monitor the impact of customized programs on staff time.

Academic Advising
The U.S. Committee talked with the Center Director and with students about advising. At present, an overview of course scheduling, university enrollment options, and other advising issues is provided during orientation, and two hours are reserved for optional, drop-in advising during that period. All of the academic advising is done by the Center Director and follows the IES Abroad Academic Policy Guidelines. Students uniformly commented that the Center Director has an open door policy and is knowledgeable and helpful. At the same time, we noted that roughly half of the students do not meet individually with the Center Director at all during the initial advising period; several commented that they would have appreciated a short one-on-one meeting at the outset even though they may still rely on their advisors at their home institutions during the orientation period.

Recommendations
As long as student numbers remain manageable, we recommend that all students be required to have a short advising session prior to the end of the add/drop period to discuss academic goals and course scheduling. As one possibility, the Center Director could meet with students who need to make a schedule change or have other pressing issues during orientation, and then meet with other students sometime before the add/drop period. This would have the added benefit of allowing the Center Director to get to know each student on an individual basis during the early weeks of the programs.
Center Facilities
The IES Abroad Center is located on the third floor of the Sumitomo Chemical Engineering Center Building in Makuhari New City area of Chiba Prefecture. The Makuhari Messe convention center and several universities are within close proximity of the Center. It is an approximately 10 minute walk from JR Keihin Makuhari Station on Keiyo Line and takes about a 30 minute commuter train ride (leaving every 5-15 minutes) to Tokyo Station where one can transfer to 13 different train/subway lines.

The Center Director has a private office. The Associate Director and part-time Administrative Assistant/Accountant share an office. The rest of the staff share a long narrow office, with low cubicle walls separating the desks. There is no other designated space available for consultation and advising students, and limited space is available for staff and faculty to meet individually with students at the Center. The Center Director’s private office or the IES Abroad classroom could be used for staff to meet privately with students, if not already in use.

The faculty members at KUIS do have their own offices for advising, while the faculty members at Meikai share an open office, but have access to one private room for advising purposes. The Center Director’s private office or the IES Abroad Center classroom could be made available in the unlikely case that a faculty member needs to meet with a student at the Center.

The IES Abroad Center classroom is equipped with appropriate AV equipment such as LCD projector and whiteboards. It is being used for the Field Placement seminar course in Spring Semester 2012, among other activities.

The common area at the IES Abroad Center is equipped with lockers, furniture and conference tables, and can be used by students for informal meeting purposes, if not already in use for official events. The common area could also be an appropriate place for homestay debriefing. Meikai students can meet at the IES Abroad satellite office or adjacent computer room/library in the Bekka building, group study rooms at the library, or other similar facilities in the main building. The Self-Access Learning Center (SALC) is a very popular place for the students at KUIS to meet with their friends. They also can use Kaede Lounge or a facility in KUIS’ very modern and attractive library for that purpose.

The Committee was given no specific information on the Center’s written plan for maintenance of facilities and equipment, but the facilities all appear to be well maintained and to meet safety standards. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities, as evidenced by a recent example of the Center hosting a student in a wheelchair for a semester program in Fall 2010.

The Committee was given no specific information on environmental practices, however, casual observation indicated participation in recycling programs, buildings were located within easy walking distance of public transportation, and bike racks were provided. Moving educational and student resource materials into Moodle has eliminated a lot of paper printing and copying.

Information regarding cultural activities is made available to students at the IES Abroad Center via bulletin boards and on Moodle. Although much smaller than the IES Abroad Center, the IES Abroad satellite office at Meikai is also equipped with bulletin boards, displaying information on club activities, etc. In addition to events available within universities and community, students have opportunities to participate cultural events.
arranged by IES Abroad, such as the Drum festival and field trips to Okinawa and Kamakura.

**Recommendations**
If the budget allows for it, the committee recommends exploring the possibility of securing a room for counseling use, and for staff members to have access to for private or sensitive conversations. Another possibility is that if few students continue to use the IES Abroad library/lounge area, the program could consider using part of the space for staff. This possibility needs to be negotiated with other usage of the space, such as for customized programs, and managed within the requirements of the building in which the Center leases space.

**Access to Local Educational and Cultural Institutions**
IES Abroad has written agreements with KUIS and Meikai. These institutions issue students visas and university student IDs (which, for example, enable KUIS students to have the opportunity to take courses at the Bekka program). The agreements cover a wide range of services such as registration, course enrollment, grading, credit equivalencies, required visa documentation, libraries, university-sponsored activities, student clubs, sports activities and cultural activities. Credits taken are eligible to be transferred to the students’ home institutions according to home institutions’ policies. The Tokyo staff provide information about this institutional access to students through Moodle.

Officially enrolled as students at either KUIS or Meikai, IES Abroad students have the same privileges as the respective university’s students in terms of academics as well as sports activities and student clubs. With university student IDs, the IES Abroad students can take advantage of various discounts such as train/subway tickets and commuter passes, movie tickets, museum admission fees. Meikai students can join the Meikai Club, a sports facility with a swimming and scuba diving pool, weight training room, fitness room, tennis court, sauna, etc.

No recommendations.

**Research and Learning Resources**
The IES Abroad Center’s library collection is impressive, and the surrounding space is available for students with tables and outlets for laptops, although maybe a little inconvenient for Language Intensive students due to its distance from the Meikai campus. Additionally, although it is not as extensive as the Center’s, there is a small library with computers immediately adjacent to the satellite office in the Bekka building at Meikai.

The Committee’s observation is that students do not seem to be frequently using the Center’s libraries. If that is, indeed, the case, there may not be a need to grow the Center’s collection.

IES Abroad students have access to the libraries at KUIS and Meikai with good collections of English language books, along with English language newspapers and periodicals. The institutions also have multi-media libraries with DVDs, VHSs, CDs and audiotapes. In addition, students have access to the Urayasu Public Library and its 10 branches (easy walking distances from Meikai) as well as the National Diet Library. They can also gain access to any other university’s library through KUIS or Meikai reference.

Moodle is available and students utilize this system not only for accessing PDF’s for necessary reading assignments, but also for communicating with instructors. Additionally,
students have access to on-line databases, on-line journals and other research resources through the KUIS and Meikai libraries’ websites.

In addition to the KUIS and Meikai libraries, computer access is possible at the Center and Meikai satellite office in the Bekka building. KUIS also offer Media Plaza, a computer lab/lounge with high-end Macintosh and Windows computers. SALT (Self-Access Learning Center) at KUIS is very popular and an attractive place for students to study and mingle with peers, although primarily in English. In addition to its own collection of books and magazines, it offers a reading lounge, computer stations, individual study areas, edutainment booths with satellite TV and DVD player, and multi-purpose rooms with AV equipment. Meikai library also offers computer stations, individual study carrels and group study rooms equipped with TV screens, DVD players, etc.

The IES Abroad Center’s orientation and handbook informs them of research resources such as Moodle and the libraries.

The hours of these resource centers seem adequate for Japanese standards (i.e. not open 24 hours per day). Security requirements of the building where the IES Abroad Center is located prohibit longer evening and weekend hours.

Moodle is utilized effectively, making learning resources available to students according to best practices in sustainability.

No recommendations.

**Housing and Homestays**

Committee members praised the IES Abroad Tokyo Housing Coordinator for her caring and proactive work. Student housing seems to meet IES Abroad’s health and safety standards, as demonstrated during visits of two dormitories and a private home by two separate groups of Committee members. One dorm was said to be a 10-minute walk to the train, and a 30-minute walk to campus. The other men’s dorm was a 20-minute walk to the train. The private home was said to be 5 minutes away from the train, but that it is probably faster to get to class by bicycle. The Center Director confirmed that the Housing Coordinator makes efforts to keep door-to-door commutes under one hour, although the pre-departure housing placement form asks students to indicate if they would mind a longer commute if necessary.

It was difficult to gauge whether or not housing arrangements are based on the opportunity for a high level of interaction with the host culture. There were no people at the dorm for females when we visited but, because they must prepare their own meals, there is probably good interaction at meal times. Because it has a cafeteria, the men’s dorm seemed to not to offer the same level of interactivity. The private home’s host mother seemed to be very proactive in her interactions with the students staying with her. It was said that one student currently in a home stay, who did a home stay when checking out the Tokyo program, picked the same location because of his positive relations with his host mother. In terms of whether or not host families and roommates meet IES Abroad criteria, we did not view any situations with roommates (all rooms are singles), and the host family visited clearly meets expectations.

All locations provided students with sleep and study space. Both dorms seem to be in areas packed with local culture. The private home we visited is in a bedroom community and seemed to lack immediate access to local culture due to the nature of the subdivision design, though a Committee member noted that the homestay experience itself is exposure to local culture.
Based on observations and conversations, contracts with housing providers adhere to laws of the host country. IES Abroad Chicago Student Affairs requires yearly inspection of all housing at all IES Abroad Centers. In Tokyo, the Housing Coordinator regularly keeps in touch with host families and the managers of other housing locations and has a cordial and personal relationship with them. She indicated that she takes a proactive approach to managing potential conflicts with housing placements.

Education on energy conservation and recycling methods in housing was not described but we assume that IES Abroad staff educate students and that this is echoed by host families and dorm managers.

**Recommendations**

The Committee recommends verifying that housing placement announcements clearly state the distance and walking time to public transportation, and including Google Maps with Street View in Japan in future Get SET! Guides. We also suggest making a greater attempt to maintain a high level of interaction and access to local culture, and to set student expectations for what the local culture entails for the area where they will be living since all areas are unique and some are more isolated than others.

As previously indicated, we also recommend bringing students in homestays together over the course of the semester to share feedback and reflect on their experiences.

**Student Qualifications**

The Language Intensive program requires three semesters of college-level Japanese language whereas the Society & Culture program does not require any prior Japanese language study but strongly recommends it. The IES Abroad website states “Beginning Japanese students should have a basic working knowledge of *hiragana* and *katakana* alphabets before the program begins.” According to the Tokyo enrollment report the Committee received prior to departure, the majority of students who participated in the IES Abroad Tokyo programs over the past five years have completed 3-4 semesters of college-level Japanese language, which means that they met admissions requirements for language. The average incoming GPA of accepted students has been above 3.2 for the past five years (and thus above the programs’ minimum 3.0 GPA requirement), except for Spring 2011, when the average GPA for the 29 participants was 2.97 (this semester, however, was cancelled prior to its start date due to earthquake/tsunami-related program concerns). If students do not meet IES Abroad’s minimum GPA requirement, an admissions committee, made up of staff from various departments at the IES Abroad Chicago office, reviews overall applications to determine admissions decisions. IES Abroad takes student conduct issues seriously, too, and generally does not admit students who will be on disciplinary probation at their home institutions during the term that they are scheduled to study abroad. Academic standing is not a specified requirement for the IES Abroad Tokyo programs. The admissions process for Tokyo follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

**Recommendations**

Based on faculty feedback about enjoying the opportunity to work with students who are motivated, we urge IES Abroad to continue to maintain upholding its high academic standards for admission.

Some students in the Society & Culture program mentioned that they regretted not following IES Abroad’s recommendation to learn some Japanese before arrival, so we
also recommend that IES Abroad explore ways to promote the importance of gaining knowledge about the Japanese alphabets – as well as about Japanese culture - prior to the start of the program, perhaps by asking past participants to speak to their peers through a pre-departure video or other media.

Health
IES Abroad is a leader in the field in terms of health, safety and security. Student Services staff at the IES Abroad Chicago office follows up on any concerns after reviewing health forms that students provide at the pre-departure phase and the Tokyo staff seem to follow all IES Abroad and in-country guidelines for assisting with student health issues.

For the Spring 2012 programs, IES Abroad enrolled students in HTH Worldwide health insurance, which is appropriate for Japan. IES Abroad Tokyo’s Moodle site includes a Medical Care and Services handout that is discussed during the onsite orientation. Local medical care facilities in Makuhari and Urayasu are listed on this document, as well as international clinics that cater to foreigners living in Tokyo. The document also lists counseling services, an AIDS hotline, a local AA chapter and other resources. IES Abroad’s health insurance provider can provide referrals, too, and the document encourages students to carry their insurance cards at all times.

The Tokyo staff confirmed that they participate in webinars offered by the IES Abroad Chicago office and feel sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse, and when and how to provide referrals.

No recommendations beyond maintaining current best practices.

Safety and Risk Management
The IES Abroad Center administrative staff members inform students about local safety concerns during onsite orientation and on Moodle. The IES Abroad Code of Student Responsibility is posted to Moodle and includes several sections, the titles of which have been translated into Japanese:

- Academic Integrity Code: as required by this code, plagiarism and mandatory attendance are addressed on IES Abroad Tokyo syllabi;
- Academic Integrity Code Violations: this document explains the review and appeals processes;
- Student Code of Conduct: this document addresses sexual harassment for students, faculty and staff, including the complaints process;
- Social Media Use Guidelines for Students;
- Judicial Procedures: this document describes the administrative as well as the judicial group review and appeals processes as well as possible sanctions. Judicial groups are made up of 3-5 members including staff, faculty and students.

IES Abroad Tokyo provides 24-hour response coverage to crises through the use of a rotating emergency phone and emergency procedures that are shared with students during the onsite orientation and tested during the term. These procedures are regularly reviewed and evaluated. Following the events of Spring 2011, the Center Director implemented new means for carrying out emergency notification via email, text, and Twitter and/or Facebook, which has potential to serve as a new model for IES Abroad. Staff provide training to the Tokyo students on setting up their accounts during Orientation, and ensure everyone knows how to use this system. The Center Director noted that decentralized student housing creates concerns. Although grouping more students into dorms together would make it
easier for staff to locate students during an emergency, this can create student “ghettos”.
Responsibility for safety issues related to housing, the Field Placement program, field trips
and field study and other aspects of the programs are assigned to the appropriate staff.

In addition to IES Abroad Tokyo’s procedures, administrative and teaching staff members
are informed of the safety and emergency procedures of KUIS and Meikai as well as for the
buildings in which the main Center and satellite office are located.

No recommendations.
IES Abroad Tokyo Program Review Charges to the Committee

Charges to the Review Committee

The following charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP) revised in Fall 2011. Charges highlighted in italics are areas that are of special consideration to the Tokyo programs.

Guidelines for IES Standard Programs

I. Student Learning Environment

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   2. *IES information begins to prepare students for the challenge of crossing cultures.*
   3. IES information articulates program goals for student learning and development in the local setting.

B. On-site Cultural and Academic Orientation
   1. *The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.*
   2. *The IES Abroad Center orientation introduces students to the local culture and local laws.*
   3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
   4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.
   5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
   6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality
   1. Faculty are committed to student-centered pedagogy
   2. *Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.*
   3. *Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.*
   4. *Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.*
   5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (MOODLE).
   6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

D. Curricular Design
   1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
   2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities
1. Course content, textbooks, materials, and goals for student learning correspond to the IES language development standards.
2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

F. Internships, Field Placements, and Community-Based Learning
1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
2. Placement sites share Center goals for student learning and development.
3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.
4. An academic component supports the practicum and follows IES Abroad guidelines.
5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

G. Field Study and Trips
1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES standards of safety and risk management.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES-Sponsored Cultural and Social Activities
1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.
I. Involvement in Other Academic, Political, Economic and Cultural Institutions
1. The IES Abroad Center offers guidance to students on local opportunities.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution
1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
1. Students demonstrate that they have met learning outcomes in IES courses.
2. Students develop their skills in critical thinking through reflection and research.
3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.
4. Students develop their ability to understand and critique a variety of perspectives.

B. Development of Language and Communication Skills
1. Language instruction follows the guidelines of the IES MAP for Language and Intercultural Communication.
2. Students are engaged in setting goals for their language learning.
3. IES sponsors appropriate tests of students’ language skills to document their achievement.
4. IES language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

C. Cognitive Growth
1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
2. Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.
3. Assessment of students’ cultural learning is used to enhance the curriculum and co-curriculum.

D. Interpersonal Growth
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.
E. Intrapersonal Growth
   1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
   2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
   3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

III. Resources For Academic and Student Support

A. Faculty Qualifications
   1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
   2. The scholarly achievements of academic faculty meet local university or equivalent standards.
   3. Academic faculty generally are currently engaged in scholarship.
   4. Faculty are selected to teach IES courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES goals and standards.
   5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
   6. Faculty are sensitive to gender and cultural differences among students.
   7. New faculty participate in an IES Orientation and existing faculty participate in IES training on teaching strategies, innovations, and program learning goals.
   8. Professionals who teach a practicum have relevant experience in their field of expertise.
   9. Faculty are evaluated by student surveys for each course they teach and Center director or Academic Director reviews evaluations.

B. Administrative Staff Qualifications
   1. The IES Abroad Center director and staff are collaborative and mutually reinforcing in meeting student needs.
   2. Center director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
   3. Center director and staff are committed to study abroad and the development of intercultural knowledge and skills.
   4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
   5. Center director and staff members participate in annual performance evaluations.
   6. Center director has appropriate administrative experience and appropriate academic experience.
   7. Center director represents the IES Abroad mission and student interests creditably at local universities.
   8. Center director is proficient in the English language and the language of the host country.
   9. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
   10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
   11. Center director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.
C. Academic Advising
   1. The IES Abroad Center advisors to students on registration requirements have the necessary training.
   2. Advisors to students are knowledgeable about IES courses and requirements.
   3. Advisors to students are knowledgeable about local university rules, requirements and the local academic culture.
   4. Advisors follow the IES Academic Policy Guidelines.
   5. Advisors are readily available to students.

D. IES Academic Center Staff Size
   1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

E. IES Abroad Center Facilities
   1. A private office is available to the IES Abroad Center director and staff for consultation and advising students.
   2. Faculty have access to a private room for advising students.
   3. Students have a place where they can gather and meet informally.
   4. Classrooms are adequate for IES courses.
   5. The IES Abroad Center is well located for student access to the local culture.
   6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
   7. Center facilities meet IES safety standards.
   8. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
   9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

F. Access to Local Educational and Cultural Institutions
   1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
   2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
   3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
   4. Center provides information regarding cultural opportunities.

G. Research and Learning Resources
   1. Resource Center contains up-to-date references.
   2. Students have access to one or more libraries at local universities and relevant research centers.
   3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
   4. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.
   5. Resource Center hours are convenient for students, within bounds of building security.
   6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
   7. Learning resources are made available to students according to best practices in sustainability.

H. Housing and Home Stays
1. Students have a place to live that meets the IES standards of health and safety.
2. Public transportation is readily available near the housing unit.
3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.
6. Housing provides students with sleep and study space.
7. Housing is evaluated and inspected regularly.
8. Host families and roommates meet IES criteria.
9. IES staff are trained to manage conflicts between a student and home stay host or student residence manager that may arise.
10. IES staff educate students on energy conservations methods in their housing unit.

I. Student Qualifications
   1. Students meet admission requirements for language.
   2. Students meet minimum GPA and student conduct requirements as specified by IES.
   3. Students meet requirements for academic standing as specified by certain IES programs.
   4. Admissions process follows the IES policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

J. Health
   1. Students have appropriate health insurance for the country in which they are studying.
   2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
   3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
   4. Students with individual health concerns are provided pre-departure guidance and assistance.
   5. IES Abroad Center staff follows IES and in-country guidelines on providing assistance to student health issues.

K. Safety and Risk Management
   1. IES Abroad Center staff enforces IES Code of Student Responsibility.
   2. An IES Harassment Policy exists for students, faculty and staff and all parties are educated on the policy.
   3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.
   4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
   5. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.
   6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.
   7. IES Abroad Center administrative staff members inform students about local safety concerns.
8. IES Abroad Center administrative and teaching staff members follow IES safety guidelines and emergency procedures.
9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.
IES Abroad Tokyo Program Review Summary of Recommendations

- Consider making the ePal program mandatory, if this is feasible given local sensibilities and cultural concerns. If it is determined that the program should remain voluntary, increase promotion (in particular by calling upon past participants to explain advantages to outbound students through video or other media) and make arrangements so that students who do not sign up for an ePal prior to arrival are able to do so once on-site.

- Continue to train ePals to discuss the cultural aspects that are a part of day-to-day life in Japan, and incorporate them even more in the pre-departure orientation phase.

- Ask IES Abroad Tokyo alums - either in person, via video, or on Moodle – to openly discuss issues of race, gender, sexual orientation, and religion (perhaps providing excerpts of the video Committee Member Regge Life produced for the IES Abroad website including three African American students he interviewed in Washington, D.C.).

- Encourage ePals to communicate information about daily costs, ATM machines that have worked well for past students, and local businesses that allow cash advances for particular credit cards.

- Reevaluate the decision to move Meikai Area Studies courses from the main campus to the Bekka building, balancing the benefits of greater exposure to native Japanese students in the main building with the benefits of classrooms that may be more conducive to IES Abroad courses in the Bekka building. Experiment with an IES Abroad-sponsored Meikai faculty/IES Abroad student or Meikai student/IES Abroad student mixer.

- Continue to engage in the search for qualified instructors to expand the Society & Culture program course offerings. If enrollment grows, offer two Area Studies courses to choose from each day and consider adding courses that are unique/distinct to Japan, and that will attract today’s students to Japan. Such classes may include additional manga/anime classes, various design fields such as fashion, graphic, industrial and architectural design, arts and crafts, religion, and other courses in the humanities. These classes are relevant to many academic majors, and the committee believes that these types of courses will become distinct offerings for IES Abroad Tokyo.

- Encourage IES Abroad faculty to structure Area Studies courses so that the first half and last half are significantly different to keep students engaged and to consider providing more short breaks.

- Consider options for adding a language class option on Wednesdays for students who do not participate in the Field Placement program.

- Review all promotional materials to verify that it is clear which courses are likely to be offered for each term and when final course offerings will be made available.

- Review syllabi to determine if any course levels should be raised and to see how they reflect political diversity and engage students in political institutions, per the Charges to the Committee.
• Consider including Japanese students in IES Abroad courses to help increase student interaction.

• Continue exploring ways to strengthen language development opportunities at Meikai and the establishment of special options for the relatively isolated group of Meikai students. A student focus group – made up of Student Council members or Language Intensive students along with ePals and/or language partners – could be formed to discuss ways to increase the frequency at which Japanese is spoken, such as implementing a language pledge in the Bekka building where IES Abroad’s satellite office and classroom spaces are located or offering Japanese language semi-regular lunches or coffee hours.

• Continue seeking high-quality faculty and impress on them IES Abroad’s high expectations for student achievement. Continue finding effective ways to provide formal and informal feedback to faculty teaching in the program about the quality of their teaching and IES Abroad academic intent and expectations.

• Continue to budget for the currently required minimum of two field study trips per class.

• Explore ways to alleviate the challenges posed by technology use by providing IES Abroad instructors with a hotspot access point, projector, screen, etc. that can be borrowed and returned to the main or satellite office. Continue working with the local institutions to enhance these resources, especially at Meikai, since it appears that KUIS is already moving in this direction.

• Develop more ways to highly recommend the Field Placement program and encourage students to participate in it (keeping the sensibilities of Japanese companies in mind), particularly by having past participants share their experiences (through videos or other media, for example).

• Continue to increase recognition of IES Abroad in the Tokyo area to gain additional diverse field placements. Incorporation as a new legal entity in Japan will provide more opportunities for IES Abroad to apply for grants and position the Center higher in the local community’s recognition; therefor, continue to press for this change in status.

• Offer more field trips that encourage language study and use through practical conversation opportunities and provide more preparation for field trips so that they are not seen as vacation but, rather, a continuation of the academic programs and a way to enhance cultural, political and social knowledge.

• Better articulate the purpose and rationale for the re-entry workshop, possibly peer-to-peer through presentations by IES Abroad alums through media resources.

• Enhance collaboration on re-entry programming between IES Abroad and home schools, if possible.

• Explore concrete ways to measure language and cultural learning, as well as personal growth, with pre-and post-testing. Show students videos of themselves speaking Japanese at the beginning as well as at the end of the program so that they become better aware of the degree to which their skills have improved.
• Continue increasing opportunities for guided reflection on the many experiences that are created for students. Bring students in homestays together to share feedback and reflect on their experiences.

• Once IES Abroad begins administering the end of program evaluation in-house, explore ways, such as incentives, to improve the response rate for the end of program evaluation so that more accurate assessment can be conducted.

• Increase the program evaluation participation rates in order to enhance the evaluation of faculty qualifications.

• Promote the part-time Administrative Assistant position to a full-time position to allow the Administrative Assistant to participate in after-hours student events and provide more assistance in general, thus easing the workload of other staff members.

• Continue to monitor the impact of customized programs on staff time.

• Require all students to have a short advising session with the Center Director prior to the end of the add/drop period to discuss academic goals and course scheduling.

• If the budget allows, explore the possibility of securing a room for counseling use and for staff members to have access to for private or sensitive conversations. If few students continue to use the IES Abroad library/lounge area, consider exploring the possibility of using part of this space for staff. This possibility needs to be negotiated with other usage of the space, such as for customized programs, and managed within the requirements of building where the Center leases space.

• Verify that housing placement announcements clearly state the distance and walking time to public transportation; include Google Maps with Street View in Japan in future Get SET! Guides. Make a greater attempt to maintain a high level of interaction and access to local culture, and to set student expectations for what the local culture entails for the area where they will be living since all areas are unique and some are more isolated than others.

• Based on faculty feedback about enjoying the opportunity to work with students who are motivated, continue to uphold IES Abroad’s high academic standards for admission. Some students in the Society & Culture program mentioned that they regretted not following IES Abroad’s recommendation to learn some Japanese before arrival; explore ways to promote the importance of gaining knowledge about the Japanese alphabets – as well as about Japanese culture – prior to the start of the program, perhaps by asking past participants to speak to their peers through a pre-departure video or other media.