

## Ongoing Improvement Progress Report

### Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.


The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
  - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G for approval. Approvals, or any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.
  - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the [reports page](#) of the OAQE website.

## Ongoing Improvement Progress Report

### Japanese Studies, BA / Huron University College

<b>Program</b>	Japanese Studies, BA	<b>Faculty / Affiliated University College</b>	Huron University College
<b>Approval Dates of the Review</b>	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate: September 20, 2019	<b>Year of the Next Review</b>	2027-2028
<b>Link to the Programs Final Assessment Report (FAR)</b>	<a href="https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/hurongrad/2019%20FAR%20Japanese%20Studies.pdf">https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/hurongrad/2019%20FAR%20Japanese%20Studies.pdf</a>		
<b>If applicable, submission of follow-up report(s)</b>	<i>Not applicable</i>		

	Name	Signature	Date
<b>Program Chair/Director</b>	Michiya Kawai Acting Director: Sawako Akai		June 14, 2023
<b>Dean (or delegate)</b>			

### Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Add more breadth of topic in culture-related courses and offer a variety of culture-related courses in both English and Japanese.	Department to explore ways to further enhance these course offerings	Assessment	2024-2025
<p><b>Recommendation Implemented</b></p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input checked="" type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>With respect to courses taught in English, we have created four culture-related courses: Japanese 3651 Japan through Anime; Japanese 3680 (Japan through Food); Japanese 3690 (Experiential Approach to Foreign Language Pedagogy: A case with Japanese); and Japanese 3750 and 3751 (Senior Research Seminar). Culture-related courses such as Japanese 3690 are offered in Japanese as independent study courses upon request from students.</p>			

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

We will keep monitoring and analyzing students' interests and their proficiency of Japanese in order to offer courses taught in Japanese. We are also investigating a possibility of offering the 4000-level research seminar courses (0.5X2) in English. Courses taught in Japanese will be in our future plans.

**Additional Comments *If applicable***

The original implementation plan in the FAR document does not specify responsibility and timelines. We added them according to what we consider is reasonable.

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Make the linguistic courses mandatory	Department to consider student feedback and assess effectiveness of new linguistics course (in relation to the overall goal of the program) before making the new course, or other linguistic courses, mandatory.	Assessment	2024-2025

**Recommendation Implemented**

Yes  No  Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

This recommendation is a two-part recommendation: (i) create one or more courses on Japanese linguistics, and (ii) make the linguistic course(s) mandatory. (i) has been implemented in the 2019–2020 academic year, when Japanese 2750A/B, an introductory course on Japanese linguistics, was created and taught. The course was positively received by the students who took it. Naturally, we need more data before making the final decision.

**Next Steps (if applicable)**

Japanese 2750A/B will be offered in the 2024–2025 academic year, and we will conduct a full assessment of the relevance and effectiveness of this course, as well as the students’ needs related to linguistic courses

**Additional Comments**

Regarding the recommendation (ii), it should be handled within the overall plan for restructuring the module structure, as recommended by the external reviewers of the 2021–2022 cyclical review of East Asia Studies, as summarized in the recommendation #2 in the FAR document (Senate Agenda: June 10, 2022).

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
Rotate courses amongst instructors	Department to consider workload and timetabling		

**Recommendation Implemented**

Yes    No    Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

*What specific actions have been taken?*

In the 2021-2022 academic year, a sessional instructor R. Shirakawa began to teach Japanese 2250 (Japanese 2) after teaching Japanese 1050 (Japanese 1) for a long time. In the 2023-2024 academic year, S. Zainuddin will begin to teach Japanese 3350 (Japanese 3) after teaching Japanese 1050 for a little while.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

We will monitor and analyze students' feedback and rotate courses again when the time comes.

**Additional Comments**

*If applicable*

Recommendation #4	Proposed Action and Follow-up	Responsibility	Timeline
Increase active collaboration with Huron Library	Librarians to become more involved in course design and assistance in research-based courses		

**Recommendation Implemented**

Yes  No Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

*What specific actions have been taken?*

The Teaching and Learning Librarians work with professors who teach research-based courses for course design. They also come to the classes for research assistance.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

We will monitor and analyze outcomes.

**Additional Comments**

*If applicable*

Recommendation #5	Proposed Action and Follow-up	Responsibility	Timeline
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Involve more part-time visiting scholars in course delivery	Department to investigate exchange partner universities in Japan, as well as regional visiting scholars.	<b>Investigate</b>	<b>2024</b>
<p><b>Recommendation Implemented</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>In 2021, a professor at Hokkaido University was planning to come to the college as a visiting scholar; however, she could not do so due to the travel restriction caused by the Covid 19. In 2023, Kwansei Gakuin University reopened their Canadian Studies program to Canadian scholars, and, the professors at Huron are invited to apply. Currently Huron’s administrative office is dialoguing with the Canadian Embassy in Japan for these opportunities.</p>			
<p><b>Next Steps (if applicable)</b></p> <p><i>What actions remain? Is there further follow-up?</i></p> <p>We will continue to investigate any opportunities available in Japan as well as in Canada.</p>			
<p><b>Additional Comments</b></p> <p><i>If applicable</i></p>			



**Note:** The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

### **Continuous Program Enhancement**

*What additional initiatives or changes has the program been working on in relation to continuous program improvement?*

The program has worked on the internal strengths in the 2022-2023 academic year because (1) the Japanese program coordinator is on sabbatical; and (2) one sessional instructor took a leave of absence. Due to the above facts, we were short-staffed and two sessional instructors taught overload after hiring one part-time instructor. Therefore, we will resume our process as of the 2023-2024 academic year.