

Evaluation of the CIEE Tokyo Study Center

CIEE Academic Consortium Board

October 19-23, 2015

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INTRODUCTION

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the CIEE Study Center Program at Sophia University, Tokyo, Japan. The report of the site visit team was received by members of the ACB. After review, the ACB accepted the report, and presents it to the Academic Consortium. The “Plan for Program Evaluation” is available at <http://www.ciee.org>.

We wish to make clear at the outset that we greatly value the cooperation of Sophia University. This report is a review of CIEE's program and not a review or evaluation of Sophia University as an institution. The review focuses on the programs offered by the CIEE Study Center and on the courses offered by CIEE as part of the program at Sophia University. In addition, the site visit team has examined CIEE's relations with the host institution and its analysis has been presented to CIEE staff.

EXECUTIVE SUMMARY

Evaluation Executive Summary

Tokyo Study Center, Sophia University, Tokyo, Japan

October 19-23, 2015

CIEE study center reviews are conducted every ten years by a three-person team led by a member of the CIEE Academic Consortium Board. The following is an executive summary of the evaluation report.

I. Evaluation Team members:

Ellen Sayles, Associate Dean of Studies, Director of Programs for International Study at Oberlin College, evaluation team leader

Dr. Masako Inamoto, Asian Studies Program Director and Assistant Professor of Japanese, Skidmore College

Dr. Mary McMahon, Regional Director of UC Education Abroad Program, University of California

II. Colleagues with whom the Evaluation Team met:

CIEE Center Staff

Kristen Jensen, Center Director

Hiroko Watanabe, Senior Coordinator, Operations and Student Services

Darren Biggs, Program Coordinator

Atsuko Yamada, Coordinator, Finance and Administration

Emiko Matsunaga, Coordinator, Activities and Events

Tomoki Miyajima, Program Assistant

Peihan Tsao, part-time Program Assistant

Sophia University Faculty and Staff

Dean Michio Hayashi, Faculty of Liberal Arts

Professor David Slater, CIEE Faculty Liaison

Professor Koyanagi, Head of Japanese Language Section

Ms. Kiyoko Sasaki, Counselor

Staff in the Office of Short Programs

III. Last evaluation Conducted on: 2005 and 2010 (summer program only)

IV. Program Background/History: *General background on the program, statistics, history, background on host institution, and summary of academic and co-curricular program dimensions.*

Established as the summer Cooperative Japanese Business and Society Program with 5 students in 1982, the CIEE Tokyo Study Center has been located in various sites in and around Tokyo, including the International Education Center (Yoshio), Inter-University Seminar House (Hachioji), Obirin University (Machida), and from 1992-1998, a private educational organization affiliated with Waseda University, Waseda Hoshien.

A semester program was added in 1986, and in the spring of 1998, the program moved to Sophia University in central Tokyo. Students were enrolled in courses through the Faculty of Comparative Culture, which included the Department of Comparative Culture and the Department of Japanese Language and Literature. Sophia University was chosen as a partner due to its Japanese language courses at many different levels, as well as other courses taught in English in a wide range of disciplines. As office space was not available initially, the CIEE Resident Director and Program Assistant were based in the CIEE Exchanges office (CIEEJ) in the Aoyama section of Tokyo.

In the fall of 2000, the program office moved from the CIEE Exchanges office into an office on Sophia University's Ichigaya campus. In the spring of 2006, the CIEE Study Center, along with the Faculty of Liberal Arts, formerly known as the Faculty of Comparative Culture, moved to the larger (main) Yotsuya Campus. Although the CIEE Study Center has changed location within Sophia a few times since 2006, it continues to be based on the main Yotsuya Campus. Current offerings are semester, year-long, and summer programs, as well as a Gap Year program and customized programs.

V. Focus of Evaluation: *This section would include a summary of the "Terms of Reference" provided by CIEE to the Program Evaluation Team, as well as any areas of interest/concern from the student evaluations, stakeholder feedback or monitoring reports.*

The CIEE Study Center in Tokyo is a vital part of CIEE's global portfolio of programs. Housed as the only U.S.-based study abroad center at Sophia University, the program enjoys strong ties and close collaboration with the university faculties and staff, particularly in the Faculty of Liberal Arts. Sophia University has been recently designated as a Super Global University by the Japanese government.

The CIEE Tokyo program has a committed staff and an important role to play at Sophia. The terms of reference document and other materials that were reviewed indicated that the evaluation team would find an excellent program that needed to exam its role in expanding both within the university and with additional CIEE programs. These include issues of staffing, program management, registration, course availability, and language instruction.

VI. Key Discussions/Findings: *This section would not only include a brief summary of the items explored from the terms of reference, but it would also include noteworthy conversations and clarifications of program dimensions that might be particularly useful to member schools and home school advisors.*

The Tokyo evaluation team found an excellent program structure and location. Enrollment trends have been of concern for several semester for the semester or year-long students, but the team found the fall students to be enthusiastic and enriched by their experience. The recommendations of the team regarding change to the requirements for the intensive language component, language assessment and continued work on clarification regarding course selection and timing are meant to improve an already strong academic component.

In expanding programs at the study center, CIEE will need to be aware, give strong guidelines, and carefully assess the impact of running multiple programs at the current site with the staffing structure in place. The experienced staff is committed and enthusiastic and have developed strong relationships with the host university.

VII. Priority Recommendations: *This section would include the 3-5 priority recommendations selected by CIEE and the Evaluation Team as the top actionable items*

Recommendation: CIEE staff should continue to work with the Sophia University administration to get the most accurate course listings as soon as possible and share this with applicants to and participants in the program.

Recommendation: The issue of student registration and scheduling is a very delicate and important issue. We recommend that the regional director for Asia may be needed to help in the negotiations regarding the student registration system and scheduling.

Recommendation: CIEE Tokyo staff have begun to discuss an advising resource for internal use only. We urge them to make this a priority and to be allowed the time to research and develop such a tool. Assistance could be provided from CIEE concerning other study center models that are shown to be successful in addressing this issue.

Recommendation: We recommend that CIEE work with Sophia University language staff to determine the need for a language course appropriate to students who are not strong language learners and to offer such a course if a need is determined.

Recommendation: It is our understanding that CIEE Portland staff and the ACB have already undertaken the development and review of clearer guidelines for planning and implementation of multiple programs at a study center. The CIEE Tokyo Center staff will presumably be brought up to speed on these guidelines so that they can better manage the impact on their time and space. It is our understanding that the center staff has been expanded in recent years to help accommodate these increases in programming. With the additional of staff, space considerations must be taken into account. CIEE Tokyo staff should be encouraged to share their concerns with the RDO and appropriate Portland staff so that clear expectations and understandings are in place.

VIII. Action Plan/Program Update: *Added once developed*

METHODOLOGY

The evaluation site visit team was composed of

Ellen Sayles, Associate Dean of Studies, Director of Programs for International Study at Oberlin College, evaluation team leader

Dr. Masako Inamoto, Asian Studies Program Director and Assistant Professor of Japanese, Skidmore College and

Dr. Mary McMahon, Regional Director of UC Education Abroad Program, University of California.

The three members of the site visit team each reviewed the history and evaluation of the program produced by CIEE. They studied the course catalog, website, end-of-session reports, statistical information on the participants (numbers, gender, majors, sending institutions, etc.). They reviewed staff and instructor curriculum vitae. They reviewed the pre-departure orientation handbook, and the on-site orientation schedule. They reviewed the student evaluation summaries and all the evaluations covering the Arts and Sciences semester program and the summer Japan Studies program. They contacted the top 5 sending institutions. Finally, they reviewed the CIEE strategic analysis of the program.

During the five day site visit, team members met with Dr. Kirsten Jensen, Center Director, as well as the 6 other CIEE staff members. In addition, the team met multiple time with students on the program, attended classes, visited residential locations (homestay and dormitory), met with members of the Sophia University staff and faculty, and attended a program excursion. The complete schedule of events is attached in the Appendix.

The site visit team jointly drafted and agreed on recommendations which are made part of this report.

ENROLLMENT STATISTICS

(Since 2013)

Current enrollment: 23

Average enrollment: Fall average = 25, Spring average = 70

Highest Recent Enrollment: 71

Lowest Recent Enrollment: 21

EVALUATION

In accordance with the Program Evaluation Plan for ACB Program Review, the evaluation report is divided into ten sections below, corresponding with the terms of reference specified in the plan.

I. Academic Framework

1. academic credit
2. academic coursework
3. existence, communication and availability of academic policies
4. structured experiential learning experiences
5. on-site advising
6. academic integration

Semester students are expected to register for 15-16 credits in courses taught by the Faculty of Liberal Arts (FLA). They may take courses outside of the FLA, such as Green Science and Engineering, if they meet the stated eligibility requirements. Semester students must take at least one Japanese language course (offered beginning through advanced) by the Center for Language Education and Research (CLER). Students may also take an intensive Japanese language track by registering for the equivalent of two of their four courses in Japanese language. All students must take one Japan-focused course in addition to the language courses. Students register for four total courses, the intensive allows them to take two additional courses. Summer students enroll in the Asian Studies program for a total of 5 credits.

CIEE staff closely advise students about course selection and registration. FLA faculty may also be approached by CIEE students. Of concern from all parties is the calendar for late release of course listings at Sophia University. The course catalog is not published until February (for an April start to the semester). In addition, some advanced courses are not taught annually. Currently, the CIEE website does not accurately link to the listing of courses currently offered at Sophia. This makes it difficult for students to get approval for courses prior to departure from their home campus.

Sophia University's student record system, called Loyola, is not available to the CIEE staff. This is of concern since it appears that the most up-to-date information regarding registration and course offerings is available through Loyola. Currently, the staff requests that each student

provide a screen shot of his/her registration so that it can be checked and confirmed as accurate.

Recommendation: CIEE staff should continue to work with the Sophia University administration to get the most accurate course listings as soon as possible and share this with applicants to and participants in the program.

Recommendation: The issue of student registration and scheduling is a very delicate and important issue. We recommend that the regional director for Asia may be needed to help in the negotiations regarding the student registration system and scheduling.

The evaluation team observed 9 classes from both the language area and content area courses. The content courses were offered mainly in lecture format. CIEE students enroll in classes alongside other international students (through exchange programs) and Sophia University students. While quality of teaching was variable, overall the content courses met appropriate academic standards. Student engagement was varied as well. Students should be advised that 200-level courses are considered entry-level courses at Sophia University.

Student evaluations and the Terms of Reference document both indicate that developing a CIEE-specific student advising tool for recommended classes and instructors would be very helpful, especially in light of the quick registration and adding/dropping deadlines at Sophia. We acknowledge that this is a sensitive issue. If there are models for this type of tool at other CIEE study centers, staff should be made aware of and investigate other successful models.

Recommendation: CIEE Tokyo staff have begun to discuss an advising resource for internal use only. We urge them to make this a priority and to be allowed the time to research and develop such a tool. Assistance could be provided from CIEE concerning other study center models that are shown to be successful in addressing this issue.

Language Program

All Japanese language levels are offered every semester by the Center for Language Education and Research (CLER) at Sophia University. CLER also has multiple CALL labs as well as computer labs that are available for any language students. Language lab use is not required. Also the Language Learning Center (LLC) offers the following four services to Japanese language learners: (1) Japanese Tutoring Program, (2) Writing Tutorial System, (3) Basic Level Kanji Marathon, and (4) Language related books and DVD borrowing service.

Team member Professor Inamoto attended four Japanese language courses taught by teaching staff at CLER. The courses observed were JPN 212 Japanese 4, JPN 180A Intensive Japanese 1, JPN 111B Japanese 1, and JPN 280 Intensive Japanese 3. In addition, there was a brief meeting with Dr. Kaoru Koyanagi, the Head of the Japanese Language Program.

The instruction in all four classes were appropriate to course level. One instructor noted for the evaluation that Japanese language classroom instruction used to be conducted exclusively in Japanese, but now English is used to teach in the beginning Japanese courses. In Japanese 1, the instructor used English as a medium of instruction, Intensive Japanese 1 was taught in the mixture of English and Japanese, and Japanese 3 and 4 were taught only in Japanese. Some classes were more interactive than others, using props to aid interactions between the instructor and students, and among students. In other classes, little direct interaction between the instructor and students was observed. However, because the team member was able to observe only half of one class period each time due to scheduling, one should refrain from generalizing the instructors' teaching styles or methods from the observations.

The physical space for the language teaching was not conducive to interaction between the instructor and students. Dr. Koyanagi is aware of the issue but feels that the university is not willing to make any changes.

Recommendation: Study center staff should pursue conversation about appropriate language teaching space with appropriate staff at Sophia University.

The current CIEE students were generally satisfied with the Japanese language courses and programs. Some students raised concerns that fall into two categories: placement and intensity. Regarding placement, for example, one student complained that, although her course was supposed to be for students with no previous knowledge of the language, there were “many fake beginners” in her class. The perception was that these “fake beginner” students were taking the course because it would be easier for them and, therefore, took the course less seriously than real beginners. Secondly, some of the students, especially those who were enrolled in an intensive Japanese language course, said that the course was very demanding to

the extent that, especially with a long commuting time to/from the campus, they had no time to participate in other activities such as joining student clubs.

For language placement, all students, other than those who had no prior study of Japanese, are required to take a standardized placement test. In the first week of the semester, if a student feels that he/she was placed into the wrong level, the student may request switching courses. Going down to a lower level course is granted very easily, but going up to a higher level course is not easily permitted. Dr. Koyanagi explained it is often the case that a student who goes up to higher level course than the one s/he is originally placed into usually ends up not doing well in the course.

Discussing the intensive Japanese language courses with Dr. Koyanagi revealed some interesting facts. Due to the regulation set by the Japanese Ministry of Education, Culture, Sports, and Science and Technology (MEXT), in order to earn one credit, language courses have twice as many contact hours. This means that students in the regular track are in class 7.5 hours per week and receive only 4 credit hours, and those in the intensive track are in class 15 hours per week and receive only 8 credits. Due to the heavy workload, Dr. Koyanagi recommends that CIEE consider allowing intensive track students to take only one additional content course and be considered full time.

Another concern raised by Sophia University teaching staff was the level of commitment some students had for studying the Japanese language. In recent years, some U.S. institutions have begun to see increasing number of students studying abroad in Japan without taking any Japanese language courses before arriving in Japan. This trend is evidenced by the fact that the enrollment in JPN 111, the Japanese language course at Sophia designed for students who have no prior knowledge of Japanese, has more than doubled in the last 3 years. Various factors may contribute to the trend, but one thing instructors both in the U.S. and in Japan have noticed is that there are more and more students who would like to go to Japan simply to experience the culture but have no interest in learning the language. Because CIEE requires students to take one Japanese language course per semester, there are some students who are unwilling to enroll in a language course. Several instructors at Sophia University mentioned that those students did minimum level of study enough to pass the course, and that their attitudes negatively affect the classroom atmosphere. Increasing number of the beginning

Japanese language sections as well as negative attitude of students in the course have put burdens to the host institution. Dr. Koyanagi said that she would like a student to have at least one semester of language learning before arriving in Japan.

A few years ago, CLER once offered a less rigorous Japanese language course targeted for those who were not very interested in studying the language, or who were not very strong in learning the language. The course was offered three days (4.5 hours) per week. However, only seven students enrolled in the course, so they decided to discontinue offering the course. The CIEE center director and Dr. Koyanagi have been talking about offering this course again. Dr. Koyanagi indicated to the evaluation team that the teaching staff are currently reluctant to offer the course again due to scheduling courses and difficulties of negotiation with Academic Affairs at the university. However, Japanese language teaching staff are planning to conduct a survey to see if there is a real need for a less rigorous course, and if so, they are open to offering the course again.

Recommendation: We recommend that CIEE work with Sophia University language staff to determine the need for a language course appropriate to students who are not strong language learners and to offer such a course if a need is determined.

The Sophia University Japanese Language Program gives students a placement test at the beginning of the semester and a final exam at the end of the semester, but no pre- and post-semester proficiency test is given to assess the students' learning. The CIEE student center staff has discussed initiating an assessment of language learning at the end of the semester.

Recommendation: We recommend that an end-of-semester assessment tool be developed to monitor pre- and post-semester language learning.

Academic policies are outlined clearly in the student handbook; the evaluation team did not have any difficulties understanding or finding academic policy. Students did not raise this as a concern.

There are not currently structured experiential learning opportunities offered to semester or summer students.

Recommendation: CIEE Tokyo center staff should consider adding a structured experiential learning opportunity during the semester if it considered to be a priority and as staff time permits.

II. Teaching and Learning

1. academic growth
2. language and communication
3. intercultural learning and development
4. program learning goals
5. assessment: initial, ongoing and final

CIEE students come from a broad range of academic majors and backgrounds, but all seem to share a common interest in learning about Japan and Japanese culture. Although cultural activities are optional, from our perspective the students are engaged in the cultural activities planned by the study center staff. The activities are appropriate to development of cultural and language knowledge and immersion. It is clear that intercultural learning and development is taking place through both classroom, residential and out of class experiences.

Currently, CIEE is the only U.S. provider bringing students to Sophia. CIEE students are engaged and immersed in the academic environment of Sophia University. There are approximately 1300 international students currently enrolled in an academic year, through direct exchanges as well as the CIEE program. Sophia University has received the [Super Global](#) funding award from the Japanese Ministry of Education, Culture, Sports, Science & Technology (MEXT) and has plans to dramatically internationalize the campus. This will involve an increase to 2400 international students in the next few years, according to Dean Hayashi.

Program learning goals: CIEE Tokyo program lists seven learning goals: (1) Language Development, (2) Global Awareness, (3) Japan Specific Knowledge, (4) Current Trends, (5) Diversity, (6) Intercultural Skills, and (7) Transnational Competencies. We feel these are being met.

Due to the timing of our site visit, we were not able to carefully review the academic content of the summer program. We did meet with the Sophia University staff in the Office of Short Term Programs and understand from the CIEE Tokyo staff that the two offices work well together.

They are physically located right next to one another. Student evaluations are positive about the summer experience. Of note is the increase in numbers of summer students and the impact this has on the CIEE staff. CIEE students make up a large portion of the total summer students at Sophia University. Of note, is that the start of the summer program overlaps with the ending of the semester program. Managing this overlap and its impact on staff if either program grows significantly should be done carefully.

III. Quality and Appropriateness of Students

1. eligibility guidelines and student selection criteria
2. student behavior

Current eligibility requirements for CIEE state that a 2.75 GPA is the only entrance requirement. Sophia University still asks to consider each CIEE applicant individually, however, the process has been streamlined such that only students with a GPA below 3.0 are sent on to Sophia University admissions office for final selection.

While students generally seem to behave in culturally appropriate fashion, the evaluation team is concerned about how the workload of the study center staff impacts their ability to get to know and engage with the students. Students were very open with the evaluation team and mentioned (without prompting) the impact of the other CIEE programs (gap year and faculty led programs) on the staff time and center space.

Recommendation: CIEE Portland should have a discussion with the Tokyo Center staff about managing workload and impacts of other programs on staff time and consider additional staffing if necessary.

IV. Student Preparation for the Learning Environment

1. pre and post-departure advising and orientation
2. ongoing facilitation of student learning and development
3. existence, communication and availability of non-academic policies
4. returning student support

CIEE Tokyo students in both the semester and summer programs participate in an online pre-departure program prior to arrival in Tokyo. Semester students reported that this program was

helpful. Once in Tokyo, the students participate in a week-long orientation covering both cultural adjustment, housing, health and safety issues, and academic information. Students and staff feel that the orientation may be too long with too much important information being provided at once, such that it is not retained by the students. Additionally, both semester and summer students are provided a detailed printed handbook that includes a schedule of activities and other very good information. CIEE staff also work with students to support them as they transition back to the U.S.

Recommendation: We recommend that the CIEE staff implement a post-orientation survey to assess its effectiveness and to adjust its schedule as appropriate.

V. Quality and Appropriateness of Services

1. pre-departure services
2. logistical orientation
3. housing
4. staff support
5. diverse student needs

The site evaluation team viewed both a homestay and one of the two dormitories used by the CIEE program. Both are appropriate, safe, clean and well-managed. The same homestay agency provides housing for gap and semester students. Students shared with the evaluation team that homestays were not guaranteed and that housing assignments were made shortly before arrival in Tokyo. One student raised the possibility of being allowed to establish independent housing as an option.

Of concern, however, is the discrepancy in cost between the services offered for the homestay students versus the students who stay in the dorm. While homestay students receive two meals per day as part of the housing fee, dorm students are responsible for buying and preparing their own food at an additional cost per semester of \$3,000. This seems an unfair burden for those students who live in the dorm option.

Recommendation: CIEE Portland staff should consider supporting the food costs in some way for students living in the dorms. This might take the form of food allowances or differential costs depending on the housing option selected.

The CIEE Tokyo study center staff consists of 6 full-time staff members and one part-time employee. The staff receive high praise by both CIEE students and university alike, for the support and services they provide. Of particular note is the bi-national and bi-lingual capabilities of the staff. We also found the staff to be highly capable and committed to the study center and the CIEE students. They have developed a very strong team approach to managing the study center operations.

Recent dramatic increases in programs and enrollment, including the increased number of gap year students, custom programs, and summer students have put a severe strain on the current staff. In addition, the overlapping calendars and the unpredictability of the custom program management have made it difficult for the study center staff to balance their focus on the core semester and summer programs. Staff work long hours year round both on the Sophia campus and away from campus supporting excursions, gap year activities and faculty-led custom programs. This increase number of programs has led to a reduction in the staff's ability to focus on the core CIEE academic semester and summer programs.

While the evaluation team's assignment is specifically a review of the Arts and Sciences (AS) and summer CIEE programs, the fact that the staff also manages the gap year and customized programs came up frequently in conversation. The impact of these two programs on the semester and summer programs must be taken into consideration.

Recommendation: It is our understanding that CIEE Portland staff and the ACB have already undertaken the development and review of clearer guidelines for planning and implementation of multiple programs at a study center. The CIEE Tokyo Center staff will presumably be brought up to speed on these guidelines so that they can better manage the impact on their time and space. It is our understanding that the center staff has been expanded in recent years to help accommodate these increases in programming. With the additional of staff, space considerations must be taken into account. CIEE Tokyo staff should be encouraged to share their concerns with the RDO and appropriate Portland staff so that clear expectations and understandings are in place.

VI. Health, Safety and Security

1. emotional and physical health

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2. emergency communications and response plans
 3. crisis management

We were pleased with the level of interaction we had with the current CIEE students. We met them in an open meeting and over lunch, and were able to interact with some of the students during an excursion activity. Students were generally very pleased with the level of student services provided. Of particular note, however, was concern about lack of information and support for LGBTQ students and their allies. Japanese cultural norms may make these issues more complicated to address. In addition, the fact that the staff are removed from the current trends on the U.S. campus environment, mean that some students feel that this area is overlooked. Staff are very open to discussing better ways to support LGBTQ students through additional information in orientation to work with campus clubs and circles and offering other resources available in the greater Tokyo community.

Recommendation: Staff should continue to develop programming and support for LGBTQ students. CIEE Portland should consider staff training for all study centers to increase awareness and support.

One evaluation team member met with an English-speaking member of the Sophia University counseling center staff. Services offered through the counseling center to all Sophia students, including the CIEE students, are impressive and appropriate.

Japanese preparedness in the area of emergencies is high compared with other countries. Students and staff are well aware of emergency protocols and communications are in place. Success in handling the post-March 2011 crisis and evacuation are indicative of strengths in this area. One area of concern is that we understand that CIEE staff are not part of the Loyola system that provides emergency messages to students.

VII. Quality of Facilities

1. office and class space
2. library facilities
3. access for students with disabilities
4. equipment and technology

The CIEE Tokyo Study Center is housed in a recently renovated space in the bottom level of a main Sophia University academic building. Their office is conveniently located next to the Office

of Short Term Programs (the office that helps coordinate the CIEE summer program) and in the same building as the Academic Affairs unit. The office is centrally located to classroom buildings and other important Sophia University facilities.

The CIEE staff all share a common office space. There is no private office for the director or other staff members. In addition to the staff office, the center has a small but well-done meeting area that includes a small library, as well as a small conference room. Semester and summer students take courses directly at Sophia University so that the study center does not need separate classroom space.

The CIEE programs in Tokyo have outgrown the CIEE study center space. With the addition of gap year students and a large increase in customized programs, the central meeting space of the program is in very high demand and does not meet the needs of all the center programs. There is no private space with which the director or other staff can meet with individual students, the common area may not be available to semester or summer students when needed, and staff have no meeting room large enough to hold all the students in most semesters.

The evaluation team observed an example of the restrictions of the current space when the gap year students were having weekly class while semester students were in need of an available space. For many of the semester students, given their long commute times, the center functions as a necessary lounge/study area.

Recommendation: Current space restrictions do not allow adequate space to run all programs that the CIEE Tokyo center is being asked to coordinate. CIEE should plan for additional or new space to be made available to the program and continue discussions with Sophia University about alternate facilities that are either available now or may be in the future.

VIII. Perceptions of stakeholders

1. consortium member institutions (marketing and communications)
2. students (pre-program, program and post-program)

As noted in earlier sections, current CIEE participants were very positive about the program at Sophia and appreciate the support of the Tokyo Study Center. Mention was made of the challenges of space and staff time given other CIEE groups and activities supported by the

Study Center, however, there was no indication of concern or lack of assistance if requested. Activities and excursions were mentioned favorably. Earlier provision of information about housing assignment and course information were suggested as improvements, should that information become available earlier before student departure from the U.S.

3. program staff

Tokyo Study Center staff all love working with and for CIEE. Individual relationships with staff based in Portland and the relationship with the Asia RDO were all mentioned in a favorable way. With the recent return of gap year programs to the Study Center and challenges of prospective and actual custom programs, concern about workload within current staffing and space were mentioned by all. To avoid staff burnout and sustain the positive energy of the current team in support of the summer and semester study abroad, the review team calls CIEE attention to this situation as mentioned in the recommendation earlier in this document.

4. teaching faculty

5. host institution

Both the host institution and individual faculty members who met with the evaluation team in class visits and review team meetings praised CIEE for its active provision of support for its students, problem solving initiatives, and the contribution of CIEE students to the international nature and academic climate of the campus. Clearly CIEE can be a key element in the success of the institution's Super Global initiatives. Staying in close communication with the leadership of the campus, and being aware of how CIEE adjustments and needs may affect the rapidly changing Sophia campus, should be borne in mind.

IX. Relationship to previous evaluation

Much has changed since the previous evaluation which was conducted in 2005 for the semester program and for the 2010 for the summer program. Yet some concerns as noted in the earlier 2005 review persist. The inability to alter or adjust the evolution (or lack thereof) of Sophia as an institution with a traditional approach to Japanese language instruction, changing reporting relationships, a new Center for Global Discovery taking the lead on much of the campus internationalization, bureaucratic course registration processes, academic calendar, etc. makes the opportunity for CIEE contributions in support of American students limited. But positive

steps undertaken by the CIEE Tokyo Study Center are apparent, as in the on-line registration initiative underway between CIEE and the Summer Program Office. This may provide an example for use and application for the semester program in the future. There has been positive movement in encouraging students to engage in student-run circles and clubs on campus, and in allowing CIEE supported activities to engage with Sophia ESL students for language exchange.

X. Future prospects and plans for improving teaching and services

CIEE Tokyo center is currently a very strong center for Japanese studies and language immersion. However, as CIEE is expanding and attempting to provide access for students from many different disciplines it will be important to begin discussion about adding partners to the portfolio of programs in Tokyo or elsewhere in Japan.

Recommendation: CIEE should begin exploring additional partners in Japan, while continuing to work with Sophia on cooperation and collaboration with its global initiatives.

ACKNOWLEDGEMENTS

The members of the evaluation team benefited greatly from the care and concern for this process by the staff of CIEE and of the host institution and in particular Dr. Kirsten Jensen and her staff. Administrators at Sophia University were very welcoming and supportive as well.

SUMMARY OF RECOMMENDATIONS

Include primary and secondary recommendations.

Primary Recommendations

Recommendation: CIEE staff should continue to work with the Sophia University administration to get the most accurate course listings as soon as possible and share this with applicants to and participants in the program.

Recommendation: The issue of student registration and scheduling is a very delicate and important issue. We recommend that the regional director for Asia may be needed to help in the negotiations regarding the student registration system and scheduling.

Recommendation: CIEE Tokyo staff have begun to discuss an advising resource for internal use only. We urge them to make this a priority and to be allowed the time to research and develop such a tool. Assistance could be provided from CIEE concerning other study center models that are shown to be successful in addressing this issue.

Recommendation: Study center staff should pursue conversation about appropriate language teaching space with appropriate staff at Sophia University.

Recommendation: We recommend that CIEE work with Sophia University language staff to determine the need for a language course appropriate to students who are not strong language learners and to offer such a course if a need is determined.

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Secondary Recommendations

Recommendation: We recommend that an end-of-semester assessment tool be developed to monitor pre- and post-semester language learning.

Recommendation: CIEE Tokyo center staff should consider adding a structured experiential learning opportunity during the semester if it considered to be a priority and as staff time permits.

Recommendation: We recommend that the CIEE staff implement a post-orientation survey to assess its effectiveness and to adjust its schedule as appropriate.

Recommendation: CIEE Portland staff should consider supporting the food costs in some way for students living in the dorms. This might take the form of food allowances or differential costs depending on the housing option selected.

Recommendation: Staff should continue to develop programming and support for LGBTQ students. CIEE Portland should consider staff training for all study centers to increase awareness and support.

Recommendation: Current space restrictions do not allow adequate space to run all programs that the CIEE Tokyo center is being asked to coordinate. CIEE should plan for additional or new space to be made available to the program and continue discussions with Sophia University about alternate facilities that are either available now or may be in the future.

Recommendation: CIEE should begin exploring additional partners in Japan, while continuing to work with Sophia on cooperation and collaboration with its global initiatives.