A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Certificate of Continuing Education in Japanese Tutoring).

The Foothill College Japanese program comprises fourteen degree-applicable courses that are transferable and articulated with UC and CSU systems (JAPN 1-6, 13A, 13B, 14A, 14B, 25A, 25B, 33, 36 series), as well as JAPN 192 (Service Learning). The program has validated course prerequisites, strong proficiency-based instruction, and a strong emphasis on oral communication as well as written competency. Special emphasis is placed on the development of cultural skills, in dealing with general and specific situations--the ability to use the language, in real-world settings, in culturally appropriate ways. Foothill Japanese students have a high success rate (over 90%) on the Japanese Language Proficiency Test administered by the Japanese government through Japan Foundation--an excellent incentive to study, which also helps with retention. One hundred percent of our Japanese majors transfer to 4-year institutions. In 1975, Foothill became the first community college in the U.S. to offer an AA degree in Japanese. Japanese has now entered the mainstream of foreign language instruction. Since academic year 1999-2000, the enrollment, WSCH, the retention and success rates have been steadily increasing. As a result, for the first time, we were able to offer our second-year program (JAPN 4-5-6), as single-level courses instead of combining them, which is pedagogically unsound.


Among the things that make our Japanese program unique are an effective tutor training program and a strong team of trained volunteer tutors; the Japanese Cultural Center with an authentic tearoom and tea garden which has provided a real-world Japanese physical environment, in which the students are able to experience a Japanese atmosphere for role plays with correct Japanese manners; various cultural events offered at the Japanese Cultural Center; an Azumaya or small pavilion for meditation and/or rest, in the midst of the Bamboo Garden. (The Azumaya was originally constructed by the students at the Toyama International College of Crafts and Arts, using the traditional Japanese architecture and craft techniques that employ no nails or metal pieces.)

Challenges:
The Japanese Cultural Center and the Bamboo Garden, which are under the umbrella of the Language Arts Division, have presented many cultural events. The planning, organization, execution, publicity, and other clerical work for those events have been solely on the shoulders of the full-time instructor with help of dedicated community volunteer helpers. Since no other full-time instructor is required to perform such tasks, there must be some financial assistance by the college when the current budget situation improves (such as reassigned time, overload pay, or budget to hire an student assistant).

The evening intermediate conversation course (JAPN 13AB, 14AB) still remains multi-level. It also consists of students with different objectives and motivations; besides, volunteer tutors are not easily available in the evening to assist conversation practice. Unlike daytime courses, it is difficult to secure volunteer tutors. Therefore, we need more financial assistance to hire paid tutors. We no longer have funding for in-class tutors at Middlefield Campus, and it is difficult to find and secure qualified part-time instructors.

After the massive job cuts in Silicon Valley, we are getting more students who already have bachelors degrees (or sometimes masters or PhD degrees), but decided to come back to school to reeducate
themselves. They are constantly in search of work, and tend to drop out when they manage to get new jobs.

The student population has changed considerably in the past couple of years. In 1999-2000, the vast majority of students were Asian, with Koreans, Chinese, and Vietnamese being predominant. However, in 2000-02, the largest group of students became young Caucasian males. The lack of qualified instructors still remains a problem.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other __)

Success rates have climbed steadily over the past three years from 83% to 84% to 85%, comparable to the college average. The success rate for Asians at 91% is the highest of all groups. The rate for Whites is 80% and for “unrecorded” 86%. Blacks, Filipinos, Hispanics do not represent large groups, but their success rates are much lower than other groups. Asians can be expected to perform better than others since this group may include some who already have a background in Japanese, or in Korean, which has a similar grammatical structure and related vocabulary, or Chinese, which has related vocabulary and characters. For others, Japanese is a very different language from their own or others they may have studied.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other ________________)

The largest groups taking Japanese last year were as follows: Asian 41%, Unrecorded 31%, and While 20%. Blacks and Filipinos each represented about 1%, and Hispanics accounted for about 3%.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   - Recruit more new students, especially, non-Asian and non-white students.
   - Promote the Japanese program with area industries, high schools, and the local community in general.
   - Offer Japanese culture and art programs over the Web, as well as advanced reading and composition courses. At this moment, ETUDES does not support Japanese, Chinese, and Korean languages, which use multi-byte fonts. ETUDES needs to be improved to handle Asian languages.
   - Advertise and promote Japanese certificate programs. (This gives an incentive for job advancement and helps with retention.)

2. Other Program Improvement Plans:
   - Form partnerships between Japanese language students and native-speaking international students for language and culture interaction.
   - Continue presenting Japanese cultural events at the Japanese Cultural Center.
   - Recruit and train more Japanese tutors. With increasing enrollment and class size, in-class tutors are indispensable.

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ________________)

Japanese enrollments have grown dramatically over the last three years, from 3,077 in 99-01 to 3,624 in 00-01 to 4,899 in 01-02, more than a 59% increase in the last three years!! Our second year Japanese
program is stronger than all the other foreign language programs, including Spanish. The average productivity over the last two academic years is 590, the strongest of all the foreign language programs. Our hope is to at least keep these current levels of enrollment and productivity, given the prospect of fee increases.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:

   Although there are no requests for full-time faculty, we need to increase the pool of qualified part-time instructors.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   We have no requests for new facilities. However, existing facilities are in need of repair. The floor of the Japanese Cultural Center needs to be redone. The vinyl flooring is worn out and ripped in some places. Desirably, it needs new hard wood flooring. It might cost more initially, but it will last much longer. The Center also needs better lighting and new chairs. Students are complaining about back pain because of the odd shape of the chairs.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

   Secure the budget for evening in-class tutors.

Evaluation of academic year 2002-03. Date of evaluation: March 24, 2003

List names of participants assisting in this program review.

- Primary program contact person: Ikuko Tomita Phone or email address: x7043
- Full-time faculty: Ikuko Tomita
- Part-time faculty: Yumiko Tsumura, Keiko Sato, Shigeko Gotoh
- Administrators: Karen Yoshihara
- Classified staff:
- Students:
PROGRAM NAME: JAPANESE
DEGREE/CERTIFICATE OPTIONS:
- AA Degree in Japanese
- Certificate of Japanese Language Proficiency
- Certificate of Japanese Language Achievement
- Certificate of Achievement in Japanese Tutoring
- Certificate of Continuing Education in Japanese Tutoring

PROGRAM MISSION: The Japanese Program offers a comprehensive and richly diverse program in transfer level Japanese language and culture courses. We also offer certificate programs in Japanese language and tutor training. Our programs develop oral/aural skills, critical reading and writing skills, and understanding of Japanese culture and customs. These skills support students in their goals for higher education, career and personal growth.

EXPECTED STUDENT OUTCOMES: A student completing the Japanese Program should be able to do the following:

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES: Evidence or Sample demonstrating Deep Learning: How do we know what a student has achieved?</th>
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<tr>
<td>Oral communication</td>
<td>Narrate consistently in the past and non-past forms; linking phrases smoothly; make requests; use idioms and expressions appropriately; discuss current and personal events; state one's opinions; pronounce accurately and be understood by a native speaker; employ communicative devices such as pause fillers and paraphrasing; distinguish four levels of speech styles (plain, polite, humble and respectful forms).</td>
<td>JAPN 1, 2, 3, 4, 5, 6, with special emphasis in JAPN 13A, 13B, 14A and 14B</td>
<td>1. Present role-plays and skits in class. 2. Sustain face-to-face conversation with the instructor and in-class tutors. 3. Do questionnaires and report back orally in class. 4. Interview native speakers, record and transcribe the interview in Japanese (combined skills).</td>
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<td>Written communication</td>
<td>Learn all the three writing systems (hiragana, katakana and kanji); write simple essays using connective devices; write simple letters, summaries and reports; describe daily events and surroundings with a general vocabulary; demonstrate grammatical accuracy, control of vocabulary and sentence structures; understand the differences between spoken and written styles.</td>
<td>JAPN 1, 2, 3, 4, 5, 6, with special emphasis in JAPN 25A and 25B</td>
<td>1. Write simple letters, essays, summaries and reports. 2. Interview native speakers, record and transcribe the interview in Japanese. Then, submit the written report. 3. (For JAPN 25AB) Translate authentic materials such as newspaper articles, magazines, lyrics, and short novels between English and Japanese; write extensive reviews and essays in Japanese.</td>
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<td>Listening comprehension</td>
<td>Understand main ideas and most details of daily, familiar situations and topics; employ guessing strategies for comprehension; distinguish four levels of speech styles (plain, polite, humble and respectful forms).</td>
<td>JAPN 1, 2, 3, 4, 5, 6, with special emphasis in JAPN 13A, 13B, 14A and 14B</td>
<td>1. Listen to audiotapes or watch videos to do the workbook assignments. 2. Sustain face-to-face conversation with the instructor and in-class tutors. 3. Do questionnaires to check oral/aural comprehension. 4. Interview native speakers, record and transcribe the interview in Japanese (combined skills).</td>
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<tr>
<td>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</td>
<td>BEHAVIORS: What should a student be able to do upon graduation?</td>
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| Reading comprehension                     | Skim and scan uncomplicated materials of factual nature; understand the gist of simple authentic texts, such as advertisements, letters, instructions and short stories; guess unknown vocabulary from the context; (for JAPN 25AB) skim, scan, read both intensively and extensively a wide variety of authentic materials such as newspaper articles, magazines, lyrics, and short novels; read between the lines and understand the cultural nuances. | JAPN 1, 2, 3, 4, 5, 6, with special emphasis in JAPN 25A and 25B | 1. Read simple texts, paragraphs, instructions, advertisements, memos, letters, written dialogues and concrete reports, and give the gist or summaries.  
2. (For JAPN 25AB) Read a wide variety of authentic materials such as newspaper articles, magazines, lyrics and short novels, and write a report (which can include gist, summaries, translations, analyses and criticisms). |
| Cultural awareness                        | Understand and appreciate the cultural differences and subtle nuances of Japanese language and customs; distinguish four levels of language styles (plain, polite, humble and respectful forms); understand the different body languages and behaviors (such as bowing); distinguish male and female speech styles; understand the importance of senior/junior and in-group (uchi)/out-group (soto) distinctions; learn both traditional and contemporary Japanese cultures, such as shodo (calligraphy), chado (way of tea), zen philosophy, traditional short poetry (haikai), Japanese pop-culture and corporate culture. | JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B, with special emphasis in JAPN 33 | 1. Create and present skits on Japanese daily life, such as “visiting someone’s home,” “calling your supervisor,” “respond humbly to praises,” “how to decline politely,” etc.  
2. Write formal/ casual letters.  
3. Interview native speakers paying attention to different level of formalities (i.e., using plain forms to interview friends, and using honorifics to interview teachers and elder people).  
4. Practice calligraphy, and do presentations on Japanese culture and philosophy (JAPN 33).  
5. Participate in cultural events offered at the Japanese Cultural Center. |
| Grammar                                  | Produce the correct grammatical structures according to context, both in speaking and in writing. | JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B | Respond to oral questions using the appropriate grammatical structures; write compositions using correct syntax, grammars, idiomatic expressions, and styles. |