## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah M. Levin</td>
<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
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<tr>
<td>Deborah Levin</td>
<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
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## II. Program Review Committee

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<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Eva Long</td>
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Program Overview—Introduction
Japanese-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Japanese discipline today is comprised of the four basic grammar classes which transfer to the CSU and UCs systems. Those courses are Japanese 101 (5 units), Japanese 102 (5 units), Japanese 203 (5 units), and Japanese 204 (4 units). In addition, there are two conversation courses in Japanese, 110 (4 units) and 112 (4 units). Japanese occasionally offers a 108 Film/Culture class and has recently developed Japanese 105A, Kanji, (1 unit). In recent semesters, Japanese offers 17 units.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

Japanese is one of the Asian modern language options at COM. One of its grammar classes (usually Japanese 101) fulfills the IGETC requirement for "language other than English" at the CSU and UC systems. In addition, Japanese 102, 203 and 204 fulfill the humanities requirement, in Area 3B of the IGETC Program. If a student takes all four levels of Japanese grammar at COM, he/she is prepared to do upper division work in Japanese at a four year school. If a student takes two years of Japanese at COM while in high school, he/she will have completed the foreign language high school requirement. Japanese is no longer offered in Marin high schools, either public or private. COM therefore is filling a gap in credit language education by offering Japanese in this county. As students prepare for eventual baccalaureate degrees in International Relations or Asian Studies at four year schools, the importance of Japanese is large for the future.

III. Students Served
Briefly outline what students are served in your program.

Japanese serves a predominately large proportion of younger students (18-24.) The trend of serving more students in this category has increased 16% from S03 to S07, so that the total percentage of students (18-24) is 61.4%. Japanese also serves more males than females, at a proportion of 6:4. While more white students than non-whites study Japanese, the margin between them is negligible. Japanese had more non-white students (42%) who studied it than Chinese (27%) in S 2007.

IV. Program History
Briefly outline the recent history of your program.

Japanese was the first Asian language to be developed at College of Marin, in 1993. It began modestly, with the offering of Japanese 101 only for a number of years. The conversation courses Japanese 110 and 112 were developed, along with the culture film course Japanese 108, and were offered on Saturdays. In Fall 2000, Japanese 102 was developed and offered, plus a second section of Japanese 101 was added. Enrollments really began to grow and the load in Japanese spiked in Fall 2003 in relationship to that of the College. In 2004 and 2005 when Japanese 203 and 204 were added to the discipline, enrollments continued to grow in Japanese, but the load returned to the norm of the College, around 370. As the decision was made to complete and offer the entire lower division grammar sequence of Japanese, it was understood that the advanced courses 203 (offered in the Fall) and 204 (offered in the Spring) would not have the same high enrollments as the beginning levels. A point of interest is that Santa Rosa Junior College is now gearing up to add courses to its Japanese program, or strengthen its upper levels, to include the 203 and 204 course levels, which it did not previously have.

Attachments:
List and briefly describe any attachments
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Japanese-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Japanese language and culture.
5. To provide students with a basic knowledge of Japanese language and culture by completing appropriate courses that fulfill requirements for transfer.
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Japanese grammar. Students are introduced to a range of Japanese cultural topics. Japanese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Japanese language discipline offers JPNS101, JPNS102, JPNS203, and JPNS204 which transfer to UC/CSU. High school students take transferable courses for college as well as high school credit. Students meet there goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?

1. n/a
2. n/a
3. n/a
4. 40% of students in Japanese courses are under 17 years old and 36 % are between 18-24 years old. Japanese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Japanese discipline offers Japanese 101, 102, 203, and 204 which transfer to UC/CSU. Japanese 110 and 112 transfer to the CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

On the whole 73% to 100% of students are passing all Japanese courses. The lowest passing group in Japanese classes for students in the 18-24 age groups. 45% of students in the 18-24 age group pass Japanese 102. This suggests that the 18-24 age group student may need additional academic support such as tutoring in order to pass the course.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

It is possible the 18-24 year old students who take Japanese are not familiar with learning skills to help them succeed in a non-European modern language.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Students who continue in the second year courses in Japanese do well. 100% of the students in Japanese 204 are passing. The greatest challenge is to maintain a group of students who wish to continue to the second year sequence.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
Students should be polled on a semester basis to help inform course scheduling.

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire
Japanese-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The classrooms used for Japanese classes should be modernized to provide a better learning environment.
1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

Courses that need to be updated include the following:

JPNS 101, JPNS 102, JPNS 108, JPNS 110, JPNS 112

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

no

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

no

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

no

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

no

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

no
Student Learning Outcomes
Japanese-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

n/a

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students will be able to use Japanese in speaking, reading, and writing, and will have an understanding of cultural aspects of the Japanese-speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written Japanese by successfully completing paragraph writing assignments for the level of Japanese in which they are enrolled.

Students demonstrate their ability in oral Japanese by successfully giving oral presentations in Japanese.

ii. Scientific and Quantitative Reasoning

no

iii. Critical Thinking

Students consider learn about Japanese cultural topics that provide a basis for comparison and discussion with regard to American culture.
iv. Problem Solving

Learning the Japanese language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the Japanese speaking world for oral presentations.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      All courses in the Japanese discipline address this outcome.
   ii. Scientific and Quantitative Reasoning
      n/a
   iii. Critical Thinking
      All courses in the Japanese discipline address this outcome.
   iv. Problem Solving
      All courses in the Japanese discipline address this outcome.
   v. Information Literacy
      All courses in the Japanese discipline address this outcome.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Course outlines for this discipline are under revision to include Student Learning Outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
3. Assessment:
i. How often do you assess these SLOs?
   100% informally through tests and assignments.

3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning
Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes
in your course outlines over the last year? If so, please summarize the results.
   No

3. Assessment:
iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?
## I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince</td>
<td>Kuniko</td>
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**Status:**
Adjunct, ETCUM  No

**Shared W/other program(s):**
None

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tr>
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**Years of Service:** 8

**Specialty:** List all areas of specialty and/or equivalency

**Leadership:** List involvement in committees or other service

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## II. Faculty Needs

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Shiota</td>
<td>Kazuko</td>
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**Status:**
Adjunct, ETCUM  No

**Shared W/other program(s):**
None

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<td>20.00</td>
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**Years of Service:** 14

**Specialty:** List all areas of specialty and/or equivalency

**Leadership:** List involvement in committees or other service

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## III. FT Faculty Needs

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.

2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years? How many units are now taught by RETCUM faculty each year?

4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Japanese-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Japanese discipline offers the following courses: Japanese 101, 102, 105, 108, 110, 112, 203, and 204 that are taught by two part-time instructors. The instructors work with students to provide a strong base in this language.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.