FOOTHILL COLLEGE
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Japanese Program Ikuko Tomita
2. State the program's mission. If you don't have one, create one.	The mission of the Japanese Program is to offer a comprehensive and richly diverse program in transfer-level Japanese language and culture courses. The Japanese Program offers a AA degree and 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 will support students in their goals for higher education, career, personal growth and lifelong learning. Knowledge of foreign languages is critical in our diverse and global community.
3. Explain how the program/department mission is aligned with the college mission?	Our goal is to provide outstanding learning opportunities for a wide range of students in our community, whether they are aiming for career development, transfer, lifelong learning or personal growth. We strongly believe this mission is critical to our community, and is aligned with the college mission.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: (8:00 a.m. class) Closed for Lunch: No Our offices closed at: (Last class ends at 9:50 p.m.)			
2. What types of classes do you offer, at what locations, and at what times?	**Times offered:** X Morning (6AM-12PM) X Evening (4PM-10PM)	**Locations offered:** X FH Main Campus X Middlefield	**Types Offered:** X In Person	**Status Offered:** X Credit X Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Japanese Instructor	1	4	* Full-Time Instructor: Teaching, Curriculum development, Scheduling, Peer evaluations, Advising student clubs, Coordination events, Assisting the Division Dean, etc. * Part-Time Instructor: Teaching.
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Division Dean	1	0	
Division Assistant	1	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
In-class Japanese Tutors (2 tutors)	2.00	9	Assisting the instructors in class.

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	FTES is steady at 1.20 from 2006 to 2009. The enrollment was 603 in 2006-07, 652 in 2007-08, and 540 in 2008-09. However, productivity was highest in 2008-09 with 489. This was caused by the uneven enrollment between the day and

	evening courses. Our day-time courses are generally over-enrolled with waiting lists, whereas the evening courses are declining with diminishing enrollment. We need to focus on strengthening our evening program.
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	Our retention rates and success rates are steadily increasing. The retention rate was 89% in 2006-07, 90% in 2007-08 and 91% in 2008-09. The success rate was 85% in 2006-07, 86% in 2007-08 and 89% in 2008-09. These data showing increased retention rates indicate the quality of instruction has been steadily improving.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	The demographic trend of our students is steady. Asian students comprise more than half of our enrolled students with a very high rate of success. African-American and Latino students are underrepresented. Among these two groups, African-American students have much higher success rate than Latino students. We need to recruit these underrepresented groups more aggressively.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	Due to declining enrollment in the evening program (taught only by part-time instructors), we had to cut many part-time instructors' courses. In 2008-09, 55% of the courses were taught by the full-time instructor. Although this has contributed to the increase in productivity and retention rate, in the long run any further cuts will deteriorate the Japanese Program.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	N/A
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	N/A
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	Due to the recent economic downturn, we have lost many working students in our program. Silicon Valley engineers and business people are typically a large part of our student

	body, and we expect this trend to continue as the economy recovers.	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Strengthen the evening Program.	☐	☐	☐	X
Increase the enrolment of underrepresented populations, especially Latino and African-American students.	☐	☐	☐	X
Revise the day-time and evening class schedules for a better continuity.	☐	☐	☐	X

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Strengthen the evening Program.	Develop outreach efforts to recruit working professionals, who have been a major part of our evening student population.	
Increase the enrolment of underrepresented populations, especially Purchasing Latino and African-American students.	Advertise our program to these underrepresented student communities. Also, advertise through our student activities (Japanese Culture Club).	
Revise the day-time and evening class schedules for a better continuity.	Because of the recent class cancellations, the continuity of our course sequence is disrupted. We need to discuss the issue with the Division Dean and revise the course offerings, in order to maximize the continuity.	

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**

Purchase additional audiovisual materials (CD sets for our current textbooks).	Our evening students have fewer resources available compared to our day-time students. If we purchase these CD sets and upload to our web server, they will have better access to additional learning tools.	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support to our evening students. Placing additional resources online will greatly help our evening students.

III. Curriculum

Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	We provide a wide range of content and contexts in our curriculum. We also have several certificate programs, which are targeted for different student populations.
2. How does your curriculum respond to changing community, student, and employer needs?	By constantly adjusting the course contents based on students' interest and need. (We mainly have transferring students in daytime and working professionals in the evening.)
3. How does your curriculum support the needs of other certificates or majors?	We offer UC/CSU transfer-level courses, which are degree applicable.
4. Do your courses for the major align with transfer institutions?	Yes.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Yes. There has been no major problem.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	All our courses are updated and current to meet the Title V requirements. We have deactivated several courses during the last academic year.
7. Does your program offer distance education courses?	No.
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	N/A
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/A
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	
10. What college skills should a student have before entering your program?	N/A

11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	N/A
12. In what ways are you addressing the needs of the college skills students in your program?	N/A
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	N/A
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	JAPN 1 JAPN 2 JAPN 3 JAPN 4 & JAPN 13A JAPN 5 & JAPN 13B JAPN 6 & JAPN 14A JAPN 25A & JAPN 14B JAPN 25B * JAPN 33 (Culture & Calligraphy may be taken at anytime.)
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes, we use the same series of textbooks for JAPN 1-6 and also JAPN 13A-14B. For JAPN 25A-25B, we are using authentic materials, such as newspaper/magazine articles and online reading materials.
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	We have JAPN 192. In this course, community members serve as in-class tutors in one of our Japanese courses. Their progress is monitored closely by the instructor in charge, and they are required to submit progress reports throughout the quarter.
Course Scheduling & Consistency	

17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Our daytime course schedule has been stable. However, due to the recent decline in enrollment in our evening program, the continuity of the course sequence has been disrupted. Ideally, we need to offer courses in sequence without any break. In order to achieve this, we need to focus on increasing the enrollment in our evening program. Offering advanced reading/writing courses and a culture course online will be a good option.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	The daytime courses are scheduled in appropriate sequence. However, the evening course sequence has been disrupted as described in the section 17 above. Until we can increase the enrollment in our evening course, it would be difficult to offer enough number of courses to guarantee the continuity.
19. How does the department determine that classes are taught consistently with the course outline of record?	By departmental discussions and student feedbacks.

Summary of Planning Goals and Action Plans	

20. What are your goals with respect to curriculum and how will those goals be measured?	Keep our curriculum and course contents updated to meet our students' need. Increase the enrollment, especially in the evening program.

21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Purchase additional audiovisual materials (CD sets for our current textbooks).	Our evening students have fewer resources available compared to our day-time students. If we purchase these CD sets and upload to our web server, they will have better access to additional learning tools.	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support for our evening students. Placing additional resources online will greatly help our evening students.
Work with Marketing and Communications Division to recruit more students	Recruiting	

IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Purchase additional audiovisual materials (CD sets for our current textbooks).	Our evening students have fewer resources available compared to our day-time students. If we purchase these CD sets and upload to our web server, they will have better access to additional learning tools.	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support for our evening students. Placing additional resources online will greatly help our evening students.
Computer and projector in classrooms	In order to use the current online materials. Use slide shows to teach culture.	(I assume all the classrooms will have these equipments after the renovation.)

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	N/A	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	APIM event coordination, OBD club activities.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Communicating with 4-year universities through academic organizations such as NCJTA (Northern California Japanese Teachers Association) in order to keep current with recent trends in Japanese language education. Developed and strengthened the relationship with Temple University Japan Campus.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	N/A	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	Communicating with 4-year universities through academic organizations such as NCJTA (Northern California Japanese Teachers Association) in order to keep current with recent trends in Japanese language education.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Maintain close communication with the above institutions in order to keep current in the field and to guarantee articulation.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
N/A	N/A	N/A

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	- Publication of creative works (poems, translations) - Workshops - Attendance at academic conferences
2. What opportunities does your department take to share professional development experiences with colleagues?	Discussing recent development and findings with colleagues and implementing necessary changes in the curriculum.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Finding the most effective textbooks has always been an issue in Japanese language education. After receiving feedback from various instructors from other institutions, we have changed textbooks and course outlines since the last program review.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	(No classified staff in Japanese Program.)
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Attending annual Japanese Teachers Association meetings and other foreign language related conferences. Attending workshops in online teaching. Reimbursing fees, when applicable.

Summary of Planning Goals and Action Plans

6. What are your goals with respect to professional development and how will those goals be measured?	Stay current in the most recent development in foreign language education.

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Workshops, conferences	Stay current in the most recent development in foreign language education.	Reimbursing fees when applicable. It is important to use the current standard, method and resources to meet changing students' needs.

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes	
2. Are there sufficient college and departmental computer labs available to support this program?	Yes	Most of the students have their own computers with Japanese language capability.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	No	We need the CD sets and need to upload them onto the server to provide adequate audio-visual materials.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	N/A	Not enough experience to comment on this issue.
7. Are general tutorial services adequate?	No	We need more funding for the Tutorial Center.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	N/A	
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		I believe it is very important. It would be more effective if the schedules are published online or sent by mail much earlier. I noticed that De Anza publishes their schedule long before Foothill publishes schedules.

12. What impact does the college or departmental website have on marketing your program?	I believe it has a strong impact. I get many volunteer Japanese tutors through my website.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Providing informational brochures to local corporations, so that they will be aware of our foreign language programs.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	As I mentioned above, reaching out to local corporations should help boosting enrollment in the evening program.
Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Japanese Culture Club. We have weekly meetings involving language exchanges. We plan various on and off campus event on a regular basis. We are also involved in APIM event planning.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	At Foothill we have the Tana Scholarship. The $1,000 award is given every year to a student who has contributed to understanding of Japanese culture. Our students also have a high success rate in passing the "Japanese Proficiency Exam" administered by the Japanese government.
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	We hope to receive sufficient budget to purchase necessary CDs and technical help uploading all the files to our server, so that our students will have access to these additional resources.
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Purchase additional audiovisual materials (CD sets for our current textbooks). Then get some technical help to upload the materials onto our server.	Our evening students have fewer resources available compared to our day-time students. If we purchase these CD sets and upload to our web server, they will have better access to additional learning tools.	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support to our evening students. Uploading additional resources online will greatly help our evening students.

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	N/A
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	N/A
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	N/A
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	N/A
5. What is the projected average percentage of salary increase in 2 years? 4 years?	N/A
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	N/A
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	N/A
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	N/A

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	N/A
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	N/A
11. How does this program prepare students for competitive employment?	N/A
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	N/A
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	N/A
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	N/A
16. What is the program's accreditation status?	N/A
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	N/A
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A

19. What indicators does your program use to determine success of our students after completion?	N/A	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	N/A	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	N/A	
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	N/A	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
N/A	N/A	N/A

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. How does your PT/FT ratio impact the program?	We currently have only one full-time Japanese instructor. The PT/FT ratio is appropriate at the current enrollment level.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We will need more part-time instructors in the available pool when the full-time instructor takes sabbatical.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	N/A
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	No. We need more audio-visual materials, starting with the CD sets which accompany our current textbooks. We also need a computer and a projector in classrooms.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	N/A. Not enough experience to comment on this issue.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	N/A. Not enough experience to comment on this issue.
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

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Facilities	
7. Are your facilities accessible to students with disabilities?	N/A. Not enough experience to comment on this issue.
8. List needs for upgrades for existing spaces	N/A
9. List any new spaces that are needed	N/A
10. Identify any long-term maintenance needs.	N/A
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	No. We need a computer and a projector in classrooms.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes.
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. However, I believe this is the same for all the Divisions under the current budget situation.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Instructional materials and facilities.
15. Are there ways to use existing funds differently within your department to meet changing needs?	N/A. Not enough experience to comment on this issue.
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	As for tutorial help, since we don't foresee any increase in the tutorial budget, we need to recruit more volunteer tutors from the local community.
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Purchase additional audiovisual materials (CD sets for our current textbooks). Then get some technical help to upload the materials onto our server.	Our evening students have fewer resources available compared to our day-time students. If we purchase these CD sets and upload to our web server, they will have better access to additional learning tools.	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support to our evening students. Uploading additional resources online will greatly help our evening students.

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Our goal is to keep providing the highest quality instruction and educational opportunities to our diverse body of students. In order to accomplish this, we will do the following:

1. Attend workshops and academic conferences to stay current with the most recent developments in foreign language instruction.
2. Develop online advanced reading/writing courses to satisfy the needs of continuing students and lifelong learners. Also develop culture- or business-related courses for working professionals.
3. Reach out to local corporations to recruit working professionals, in order to strengthen our evening program.
4. Maintain close contact with the UC/CSU systems to guarantee articulation.
5. Strengthen the existing tie with Temple University Japan Campus to give our students an excellent opportunity to study abroad.
6. Reach out to the local Japanese community to recruit more volunteer tutors. Our tutor training program and trained tutors have been a great help in retaining our students.

	Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.
2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**	

Resource	Purpose	Rationale	Estimated Cost
Purchase additional audiovisual materials (CD sets for our current textbooks). Then receive technical help to upload	Our evening students have fewer resources available to them than our day-time students. If we purchase these	Our goal is to provide equal learning opportunities to all our students. We need to give the same level of support to our evening students. Uploading additional resources online will	Approximately $500 for both CD 1 & CD 2, depending on the current exchange rate. Genki CD Vol. 1 (1st year)

the materials onto our server.	CD sets and upload them to our web server, they will have better access to these additional learning tools.	greatly help our evening students.	ISBN4-7890-0986-6 6 CD , 18,900 yen Genki CD Vol. 2 (2nd year) ISBN4-7890-0987-4 6 CDs, 18,900 yen
Workshops, conferences	Stay current in the most recent development in foreign language education.	Reimbursing fees when applicable. It is important to use the current standard, method and resources to meet changing students' needs.	
Supervising Administrator Signature		*Completion Date*	