

## VIII. Evidence of Program Quality

### PART A: Goals for Student Learning in the Major

The last Program Review for Japanese Studies (2006) focused only on the Japanese B.A. This focus left the subsidiary certificate programs to develop their own SLOs in silos—with the exception of LANG 200 (which offers broad coverage of the development of symbolic characters as the basis for languages in Asia), there was little interaction between the disparate focuses. And although there were specific programmatic and student learning outcomes for each degree/certificate, no comprehensive assessment was undertaken to ascertain student learning across these areas.

Rather than reproducing these SLOs in detail here, the Department has put forth the Core Competency Assessments that were required for the University. These assessments were part of annual data collection to satisfy WSCUC accreditation standards set for all four-year higher education institutions in the California-Hawai'i-Guam region.

Participation was mainly undertaken in Japanese; Spanish was also included in the 2019-2020 assessment of Diversity and Inclusion.

### PART B: Core Competency Assessment

The Japanese Studies Program has been engaged with measuring students' performance since the inception of the annual assessment of WASC Core Competencies in 2012-2013.

1. COURSE: JPN 451 (WRITTEN COMMUNICATION, AY 2013-2014)

ASSIGNMENT: Students will analyze the history and culture of Japan in relation to its language in a 7-10 page research paper in standard MLA format.

DATA (MEASUREMENT OF THE COMPETENCY): Readers undertook a blind reading of fourteen (n = 14) papers; each paper was read by two readers. In the instance that two papers received scores more than 1 point apart, they were given to a third reader for better inter-rater reliability. The results showed that more than 50% of students fell below “Competency—3” and that many exhibited difficulty with the content (average = 2.42). The readers made the following observations: (1) Some papers seem more descriptive as opposed to analytical; (2) One paper was almost fully plagiarized which was why the scores were removed (#007); (3) Some papers fell short of the original length or actual purpose of the assignment; and (4) Some papers exhibited problems maintaining a logical train of thought and/or comprehensive thesis (argument), resulting in going off-topic or drifting away from the original thesis.

		Line of Reasoning	Org/Structure	Content	Language/ Grammar	Average
Paper 1	Reader 1	3	3	2	3	
	Reader 2	3	3	2	3	
		3	3	2	3	3.5
Paper 2	Reader 1	3	3	4	4	
	Reader 2	3	3	3	3	
		3	3	3.5	3.5	3.25
Paper 3	Reader 1	2	2	2	3	
	Reader 2	2	2	2	2	
		2	2	2	2.5	2.125
Paper 4	Reader 1	2	2	2	2	
	Reader 2	2	2	3	2	
		2	2	2.5	2	2.125
Paper 5	Reader 1	3	3	2	3	
	Reader 2	3	3	2	3	
		3	3	2	3	2.75
Paper 6	Reader 1	3	3	3	3	
	Reader 2	3	3	3	3	
		3	3	3	3	3
Paper 7	Reader 1	*	*	*	*	
	Reader 2	*	*	*	*	
		*	*	*	*	*

Paper 8	Reader 1	3	3	3	3	
	Reader 2	3	3	3	3	
		3	3	3	3	3
Paper 9	Reader 1	3	2	2	3	
	Reader 2	3	2	2	2	
		3	2	2	2.5	2.125
Paper 10	Reader 1	3	3	3	3	
	Reader 2	3	3	3	3	
		3	3	3	3	3
Paper 11	Reader 1	2	2	2	2	
	Reader 2	2	2	2	2	
		2	2	2	2	2
Paper 12	Reader 1	3	2	2	3	
	Reader 2	3	3	3	3	
		3	2.5	2.5	3	2.75
Paper 13	Reader 1	3	2	2	3	
	Reader 2	2	2	2	2	
		2.5	2	2	2.5	2.25
Paper 14	Reader 1	2	2	2	3	
	Reader 2	2	2	2	3	
		2	2	2	3	2.25
AVERAGE		2.63	2.5	2.42	2.76	

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): The instructor of the course will begin requiring multiple drafts of papers prior to final submission. Students who exhibit difficulties will be asked to report to Kilohana for tutoring services. The department will also consider requiring more writing assignments in lower-division courses.

2. COURSE: JPN 451 (WRITTEN COMMUNICATION, AY 2017-2018)

ASSIGNMENT: 7-10 page research paper in standard MLA format

DATA (MEASUREMENT OF THE COMPETENCY): Two readers not affiliated with the Department undertook a blind reading of fourteen papers submitted to the Assessment Support Committee. Readers noted that unlike earlier years, this group of students did poorly in Line of Reasoning, with a handful of students ranking far below “Competent.”

Paper	Reader	Line of Reasoning	Org / Structure	Content	Language / Grammar	Average
1	1	2	2	2	3	
	2	3	2	3	3	
	Average	2.5	2	2.5	3	2.5
2	1	2	2	2	2	
	2	1	2	1	3	
	Average	1.5	2	1.5	2.5	1.875
3	1	2	2	2	2	
	2	3	2	3	3	
	Average	2.5	2	2.5	2.5	2.375
4	1	3	2	3	3	
	2	3	2	2	3	
	Average	3	2	2.5	3	2.625
5	1	3	3	3	4	
	2	3	4	3	3	
	Average	3	3.5	3	3.5	3.25
6	1	2	2	2	3	
	2	3	3	3	3	
	Average	2.5	2.5	2.5	3	2.625
7	1	2	3	2	2	
	2	3	3	3	3	
	Average	2.5	3	2.5	2.5	2.625
8	1	2	2	2	3	
	2	3	3	3	3	
	Average	2.5	2.5	2.5	3	2.625
9	1	2	1	2	2	
	2	2	2	2	2	
	Average	2	1.5	2	2	1.875
10	1	2	3	3	2	
	2	2	3	2	2	
	Average	2	3	2.5	2	2.375
11	1	2	2	1	1	
	2	2	2	2	2	
	Average	2	2	1.5	1.5	1.75
12	1	1	2	1	2	
	2	1	2	2	2	
	Average	1	2	1.5	2	1.625
13	1	1	1	1	2	
	2	1	2	2	2	
	Average	1	1.5	1.5	2	1.5
14	1	2	1	2	2	
	2	2	2	2	1	
	Average	2	1.5	2	1.5	1.75
AVG		2.142857143	2.214285714	2.178571	2.428571429	

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): The instructor of the course will begin requiring multiple drafts of papers to be revised with a spot comment and conference before final submission. The department will meet to discuss the results of the assessment to improve writing assignments in other WI courses.

3. COURSE: JPN 451 (INFORMATION LITERACY, AY 2015-2016)

ASSIGNMENT: Students will analyze and interpret research activities and applied theories in a well-composed essay with fluid sentence structure, proper grammar, punctuation and spelling; 6-10-page research paper that includes an introduction, a literature review, results and discussion, and a conclusion (which is a summary of findings).

DATA (MEASUREMENT OF THE COMPETENCY): The assessment committee found that none of the papers (n=16) exhibited competency in information literacy. Ten (1) were rated as approaching competency whereas six (6) were clearly struggling and thus ranked as “beginning.”

Paper	Reader	Document Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources	Average
1	1	0	3	2	2	1.75
	2	0	3	2	2	
	Average	0	3	2	2	
2	1	2	1	1	1	1.125
	2	1	1	1	1	
	Average	1.5	1	1	1	
3	1	2	2	2	2	2.25
	2	2	3	2	2	
	Average	2	2.5	2.5	2	
4	1	3	3	3	3	2.875
	2	3	3	2	3	
	Average	3	3	2.5	3	
5	1	1	1	1	1	1
	2	1	1	1	1	
	Average	1	1	1	1	
6	1	1	2	1	1	1.25
	2	1	1	2	1	
	Average	1	1.5	1.5	1	
7	1	2	3	2	2	2.375
	2	2	3	2	3	
	Average	2	3	2	2.5	
8	1	2	3	2	2	2
	2	2	3	1	1	
	Average	2	3	1.5	1.5	
9	1	2	3	2	2	2
	2	2	2	2	2	

10	Average	2	2.5	2	2	2.125
	1	3	2	2	3	
	2	3	2	2	3	
11	Average	3	2	2	3	2.5
	1	2	3	2	2	
	2	2	2	2	2	
12	Average	2	2.5	2	2	2.125
	1	1	1	1	1	
	2	1	1	1	1	
13	Average	1	1	1	1	1
	1	1	1	1	2	
	2	2	3	1	2	
14	Average	1.5	1.5	1	2	1.5
	1	3	4	2	2	
	2	3	3	2	2	
15	Average	3	3.5	2	2	2.625
	1	2	2	2	2	
	2	2	2	3	3	
16	Average	2	2	2.5	2.5	2.25
	1	2	3	2	2	
	2	2	3	2	2	
Total	Average	2	3	2	2	2.25
	Average	1.83	2.3	2	2	2.25

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): The languages faculty will meet to discuss results and current instruction on information literacy in their courses.

4. COURSE: JPN 370 (ORAL COMMUNICATION, AY 2016-2017)

ASSIGNMENT: Students will present their projects with their visual aids such as photos and objects in an oral presentation that analyzes the history and culture of Japan in relation to its language.

DATA (MEASUREMENT OF THE COMPETENCY): Two faculty took part in evaluating ten (n=9) oral presentations. Students were strongest in Language (3.5), but needed more practice for Delivery (3.27). But overall, students showed a very high level of competency across the board for the four descriptors per this Core Competency.

Presentation	Evaluator	Organization & structure	Content	Language	Delivery
1	1	3	3	4	4
	2	3	3	3	4
	AVG	3	3	3.5	4
2	1	4	4	4	4
	2	4	4	4	4
	AVG	4	4	4	4
3	1	3	3	4	2
	2	3	3	4	3
	AVG	3	3	4	2.5
4	1	4	4	4	4
	2	3	3	3	4
	AVG	3.5	3.5	3.5	4
5	1	3	3	4	3
	2	3	3	2	3
	AVG	3	3	3*	3
6	1	4	2	3	2
	2	3	3	3	3
	AVG	3.5	2.5	3	2.5
7	1	4	2	4	4
	2	3	3	3	3
	AVG	3.5	2.5	3.5	3.5
8	1	4	4	4	3
	2	4	3	3	3
	AVG	4	3.5	3.5	3
9	1	3	3	3	4
	2	3	3	3	3
	AVG	3	3	3	3.5
OVERALL AVG		3.38	3.11	3.44	3.33

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): In Spring 2018 the Japanese Studies program will discuss the results of the Oral Communication assessment to create activities in the program to improve students' oral communication skills.

5. COURSE: LANG 200 (DIVERSITY & MULTICULTURALISM, AY2019-2020)

ASSIGNMENT: Survey

DATA (MEASUREMENT OF COMPETENCY): Six (6) short answer surveys were completed March 11, 2020 in SPAN 369. And another seventeen (17) one week later in LANG 200—a gateway course for both the Japanese BA and an elective for the Chinese Studies Certificate. In SPAN 369, none of the respondents are seeking Japanese Studies BA; only three (3) noted they were taking the Spanish Certificate (one also taking the Filipino Studies Certificate). In LANG 200, eight (8) respondents identified as Japanese Studies majors, five (5) as Japanese Studies minors, and one each seeking the Chinese Studies Certificate (1) and the Filipino Studies Certificate (1). And of the

seventeen in LANG 200, ten indicated they were taking the course to fulfill the HPP/GCC requirements.

Per the following statements, students in both Department of Languages classes appear to see their courses as having a direct impact on their understanding of both themselves and the larger world:

#### LANG 200

- My Japanese history class helps me to place my cultures, my ancestors' culture, Hawaiian culture & other culture into perspective through the lens of history & how to AVOID the failures of the past while celebrating & supporting the successes going forward. In my LANG 200 course, we travelled to various cultural sites. I found that there was previously as many as 10 Shinto Shrines on the Big Island where there is only 1.
- My minor, Japanese Studies, is helping me to understand the relevance of Japan in our local society. Filipino Studies is helping me understand the complex history of Filipinos in Hawaii and how it is the new generation's job to pass down that knowledge ..... By engaging in more cultural activities for my Japanese minor and Fil[ipino] Studies certificate, I gain more insight on how I can help spread and participate in more activities and how it relates to me and my own background.
- JPNS 101-102 in Sense of Place in [has] helped me to better identify with my Japanese roots, enabled me to feel closer to my home culture. .... JPNS 201-202 –Sense of Place— allowed me to better communicate with my grandmother and gave me a sense of belonging with my Japanese side of the family. LANG 00—Sense of Humanity—learned more of other Asian countries and how it influenced my own Japanese culture.
- I think the class that has helped me understand Hawai'i the most would probably be . . . Japanese 340 for cultural aspects ..... In the Japanese program and especially the Japanese Club has taught me a lot about Hawai'i and its connections with other countries. The Club again helped me with kakou [Sense of Humanity] because it's a bunch of people from people from all over the world & country together with the singular goal of learning more about Japan and wanting to make connections..... Studying Japanese, I feel has helped me gain a sense of self to realize what I am truly interested in and my strengths and weaknesses.
- LANG 200 receives 4s in A [Sense of Place], B [Sense of Humanity], and C [Sense of Others] categories as it examines Hawaiian and immigrant cultures, supports interaction, respect for different cultures, and understanding even if you don't agree.

However, while students in SPAN 369 also noted positive experiences in learning about Diversity and Multiculturalism, they did not cite the actual class itself as making any kind of impact despite the fact that the class focuses on the history and the experience of people in Latin America. Part



of this discrepancy may be due to the administrator of the survey not being able to meet with the students to explain the purpose and methodology:

SPAN 369

- Absolutely my major and certificate [Spanish Language] have taught me that nothing in this world happens in a vacuum and that all of our problems are connected. AS a result, when one group's safety is under threat, all of our safety is under threat. I believe in general, my curricular programs have taught me this..... Certainly learning the history and complexities of human society over the years has made me reflect on who and where I came from. When we only know our people and our homeland I think we lose sight of the bigger picture and we fail to understand what makes us unique and why and how we fit into our surroundings. I think discovering that would benefit us all.
- I am more education on Latin America.
- In my Filipino classes (354 & 330) they told us about Filipinos in Hawaii (how they arrived here, where in Hawaii & their life in Hawaii) .....All of my classes shaped me by diverse experience because we talked / had a lesson about international relationships with other countries & it gave us an insight to be more aware of other cultures as how they act & how different their customs are.

These assessments are all posted on the University's accreditation website:

<https://hilo.hawaii.edu/blog/accreditation/b-a-japanese-studies-ieee/>

#### PART C: Programmatic Assessment

The Director of Chinese Studies undertook an analysis of service-learning as part of the department's mission to include outreach as a major component of certificates and the degree. Working with the ALO, the Director developed and tested an assessment paradigm that could possibly be adapted by other languages.

Based on a draft curriculum matrix (which will be further discussed in the next section), a rubric specific for service learning was developed:

Scoring	Group Work	Engagement with Public	Communicating the Importance of the Activity
Excellent 3	All members work well together. Each enhances the other. Needs little oversight from the teacher.	Students exhibit a high level of engagement with the audience; invite participation from audience.	Introduction to the performance is very articulate and conveys important detail and insights into the significance of the dance/play.
Minimal competence 2	Group members work well together but may need regular guidance by the teacher.	Performance is engaging and entertaining.	Introduction is basic and gives the audience an adequate explanation of what is being performed.
Needs improvement 1	Group cannot work together—members make no effort to help each other.	Performance is poorly executed and little attention given to audience.	Introduction is highly problematic. Audience members may still have trouble understanding the importance of the act.

Chinese Studies proceeded to utilize this rubric for different public events. The first event was the Spring Chinese New Year—Lantern Festival in Spring of 2019. The event was held on campus, but included invitations to the broader public to join. All Chinese 101 and Chinese 320 students were required to attend and participate. Their task was to demonstrate key elements of Chinese culture which included introductions and explanations in English. Students were ranged into mixed groups which allowed first year students to work with more advanced ones. In the second event, which was held during spring break of the same semester, students from Chinese 320 participated in “Keiki Camp,” a camp dedicated to the local children learning about various cultural traditions, which was offered through the [Center for Community Engagement](#). Chinese 320 students hosted its first day event: “China Culture Day.” In this event, activities and explanatory materials (including introductions) had to be geared to a very specific audience.

All groups were evaluated using the rubric by both the instructor of the course and a local Chinese community member with no affiliation with the university. Scores are as follows:

Chinese Service Learning Project—2019 New Years	Group Work	Engagement with the Public	Communicating Importance of the Activity
Group 1 Chinese Fan Dance			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 2 Martial Arts Demo			
Evaluator 1	3	3	3
Evaluator 2	3	3	3

Group 3 Creative Posters and Display for Presentation Area			
Evaluator 1	3	2	3
Evaluator 2	3	3	3
Group 4 Chinese Lantern Making Station			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 5 Chinese Paper Crafts			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 6 Twelve Cycle Zodiac Display			
Evaluator 1	2	2	2
Evaluator 2	2	3	3
Group 7 Chinese Calligraphy Station			
Evaluator 1	3	3	3
Evaluator 2	2	3	1
<i>n</i> = 7 57% agreement Correlation = .09, <i>p</i> = .843 <i>k</i> = .05, <i>p</i> = .873	AVGERAGES Evaluator 1: 2.85 Evaluator 2: 2.71	AVGERAGES Evaluator 1: 2.71 Evaluator 2: 3.00	AVGERAGES Evaluator 1: 2.85 Evaluator 2: 2.71

Chinese Service Learning Project—Keiki Camp	Group Work	Engagement with the Public	Communicating Importance of the Activity
Group 1 Chinese Fan Dance Performance			
Evaluator 1	3	3	2
Evaluator 2	3	3	3
Group 2 Chinese Shuttlecock Interactive Demonstration			
Evaluator 1	3	3	2
Evaluator 2	1	3	1
Group 3 Chinese Fan Dance “Class”			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 4 Chinese Martial Arts “Class”			
Evaluator 1	3	3	2
Evaluator 2	3	3	2
Group 5 Chinese Character Puzzles			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
Group 6 Paper Dragons			
Evaluator 1	3	3	3
Evaluator 2	2	3	2

Group 7 Auspicious Signs (Crayon Art Table)			
Evaluator 1	3	3	2
Evaluator 2	3	3	3
Group 8 Peking Opera Masks			
Evaluator 1	3	3	2
Evaluator 2	2	3	3
Group 9 Chinese Zodiac Games			
Evaluator 1	3	3	3
Evaluator 2	2	3	3
Group 10 Chinese Paper Crafts			
Evaluator 1	3	3	3
Evaluator 2	2	3	3
Group 11 Lantern Making and Lantern Riddles Station			
Evaluator 1	3	3	3
Evaluator 2	3	3	3
<i>n</i> = 11 45% agreement Correlation = .23, <i>p</i> = .500 <i>k</i> = .07, <i>p</i> = .760	AVGERAGES Evaluator 1: 3.00 Evaluator 2: 2.45	AVGERAGES Evaluator 1: 3.00 Evaluator 2: 3.00	AVGERAGES Evaluator 1: 2.54 Evaluator 2: 2.63

Upon reflection on the scores, the instructor felt that the gaps in scoring were due to different times when either the instructor or the second evaluator witnessed the activities—because observations were done at different times, they may reflect what was seen at that moment. For the future, better calibration may be needed to ensure consistency in scoring. The instructor also believes scheduling events for later in the semester and giving out clearer guidelines (including the rubric) may help students better understand what is to be expected of them.

Overall, the instructor was pleased with the results and felt the scoring indicated students were on task with learning both language and culture. More importantly, as presentations were in English, students were also practicing and demonstrating skills in Oral Communication, which is an area that would be prime for continual core competency assessment. More importantly, when the instructor asked for student feedback on this work, students came away with “a sense of achievement and contribution to the community.”<sup>4</sup> Regarding the Spring Break Keiki Camp in particular, “every student reported to the class what they did and every student indicated they really had a valuable time interacting with the community, and felt happy by sharing what they learned in class with the public. They all said the service-learning event made them like what they are learning even more, namely, Chinese cultural traditions.”

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<sup>4</sup> Email, Jiren Feng to Seri I. Luangphinit, September 3, 2020.

PART D: Future Assessment Plans

As stated earlier, up through 2019, the Department hosted separate learning outcomes for each individual certificate; however, to better link to the larger Institutional Mission, the faculty developed the following, broader learning goals. The following are the general student learning outcomes for all of our certificate programs and the BA in Japanese. Upon graduation with a credential from this Department, students will be able to:

- Use the appropriate vocabulary and grammar (sentence patterns) for various contexts (i.e. informal conversation, business environments, academia, professional settings)
- Identify and respond appropriately to cultural and/or social contexts of language use
- Articulate the importance of another culture (Cultural Competency)—this may include the history and/or historical development of a foreign language; how that language may have changed over time; what important events have impacted the language, literature, and culture of a place; and, how the language is continuing to evolve vis-à-vis pop culture and current events.

The Department is currently scrutinizing student assignments for appropriateness in assessing the above stated SLOs. The Department is currently scrutinizing student assignments for appropriateness in assessing the above stated SLOs. Sustainable annual assessment is currently being developed.

Course	Program Learning Outcome 1: Use the appropriate vocabulary and grammar (sentence patterns) for various contexts (i.e. informal conversation, business environments, academia, professional settings)			
	Students can correctly identify the proper words for English equivalents (vocabulary)	Students can identify the proper verbs and their forms (past, present, future tense) to complete sentences correctly (grammar)	Students demonstrate proper usage of informal or formal language per appropriate context	Student demonstrate understanding of writing systems (social context of language)
CHNS 101	I	I	I	I
CHNS 102	I	I	I	I
CHNS 201	I	D	I	I
CHNS 202	I	D	I	I
FIL 101	I	I	I, D	NA
FIL 102	I, D	I, D	D	NA
FIL 200	I, D	I, D	M	NA
JPN 101	I	I	I	I
JPN 102	I, D	I, D	I	I, D
JPN 201	I, D	I, D	I, D	I, D
JPN 202	I, D	I, D	I, D	I, D
JPN 301	D	M	D, M	I, D

JPN 302	D	M	D, M	I, D
SPAN 101	I	I	I	I
SPAN 102	I, D	I	I, D	I, D
SPAN 201	I, D	I, D	ID	D
SPAN 202	I, D	I, D	D	D

Course	Program Learning Outcome 2: Identify and respond appropriately to cultural and/or social contexts of language use			
	Can identify and use proper terms for kinship and other social networks (i.e. family, elders, etc.)	Able to recognize and use honorifics and other cultural etiquette as needed (i.e greetings, address, etc.)	Able to differentiate different regional differences in the language (i.e. urban/rural slang, dialects, etc.)	Recognizes and can explain the cultural significance of sets of vocabulary (i.e. traditional clothing, food, religious events, etc.)
CHNS 101	I	I	I	I
CHNS 102	I	I	I	I
CHNS 201	I	I	I	I
CHNS 202	I	I	I	I
FIL 101	I	I	I	I
FIL 102	I, D	I, D	I, D	I, D
FIL 200	I, D	I, D	I, D	I, D
JPNS 101	I	I	NA	I
JPNS 102	I	I	NA	I
JNPS 201	I	I	NA	I
JPNS 202	I, D	I, D	NA	I, D
JPNS 301	I, D	I, D	NA	I, D
JPNS 302	D	D	NA	D
SPAN 101	I	I	I	I
SPAN 102	I, D	I, D	I, D	I, D
SPAN 201	D	D	I, D	D
SPAN 202	D, M	D, M	D	D

Course	Program Learning Outcome 3: Articulate the importance of another culture (Cultural Competency)—this may include the history and/or historical development of a foreign language; how that language may have changed over time; what important events have impacted the language, literature, and culture of a place; and, how the language is continuing to evolve vis-à-vis pop culture and current events.				
	Identify and insightfully analyze the social and cultural context of “texts” (films, stories, poems, etc.)	Correctly identify and/or use proper terms and concepts associated with traditional culture	Conduct independent and original research using substantiated sources on the social, economic, and political context of culture	Can articulate the importance of cultural texts or practices	Can identify and avoid, or identify and critique misconception of the culture, history, and/or other social contexts of Japan, China, the Philippines, or Latin America
CHNS 101	I	I	I	I	I
CHNS 102	I	I	I	I	I
CHNS 201	I	I	D	D	I
CHNS 202	I	I	D	D	I
CHNS 320	D	D	D	D	I
CHNS 350	D	D	I, D	D	I
CHNS 360	I, D	D	I, D	D	D
CHNS 381	I, D	I, D	I, D	D, M	D
FIL 101	I	I	I	I	I
FIL 102	I, D	I, D	D	I	I
FIL 200	D, M	D, M	D, M	I, D	I, D
FIL 330	D, M	D, M	D, M	I, D	D
FIL 331	D, M	D, M	D, M	D	D
FIL 333	D, M	D, M	D, M	D	D
FIL 354	D, M	D, M	D, M	D	D
FIL 430	D, M	D, M	D, M	M	M
FIL 431	D, M	D, M	D, M	M	M
FIL 432	D, M	D, M	D, M	M	M
JPNS 101	I	I	I	I	I
JPNS 102	I	I	I	I	I
JPNS 201	I, D	I, D	I, D	I, D	I, D
JPNS 202	I, D	I, D	I, D	I, D	I, D
JPNS 280	I, D	I, D	I, D	I, D	I, D
JPNS 301	D, M	D, M	D, M	D, M	D, M
JPNS 302	D, M	D, M	D, M	D, M	D, M
JPNS 345	D, M	D, M	D, M	M	M
JPNS 361	D, M	D, M	D	D, M	D, M
JPNS 370	D, M	D, M	D, M	M	M
JPNS 373	D, M	D, M	D, M	D, M	D, M
JPNS 380	D, M	D, M	D, M	M	M
JPNS 382	D, M	D, M	D, M	M	M
JPNS 383	D, M	D, M	D, M	M	D

JPNS 384	D, M	D, M	D	D, M	D, M
JPNS 385	D, M	D, M	D	D, M	D, M
JPNS 422	M	M	M	M	M
JPNS 425	D	N/A	N/A	D	N/A
JPNS 451	D, M	D, M	D, M	M	D
JPNS 452	D, M	D, M	D, M	M	M
JPNS 481	M	D, M	M	M	M
JPNS 495	D, M	D, M	D, M	M	M
LANG 200	I	I	I	I	I
SPAN 359	I, D	I, D	I, D	I	I, D

PART E: Quality and Rigor of Faculty Research

Another key hallmark for a department’s success also lies in the ability of faculty to undertake research as required by the Collective Bargaining Agreement, which serves as a framework for tenure and promotion. All tenure-track and tenured faculty receive a full 3-credit reduction in workload to meet this requirement, which is evidenced in the compilation of publications, conferences, and external grants received.