**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Japanese** |  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 428 | 425 | 385 | 396 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 105.94% | 103.66% | 94.83% | 102.86% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 1,419 | 1,420 | 1,292 | 1,316 | Weekly Student Contact Hours | |
| **FTES** | | 47.31 | 47.35 | 43.07 | 43.86 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 2.33 | 2.33 | 2.33 | 2.00 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 608 | 609 | 554 | 658 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | - | - | - | 1.00 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 2.33 | 2.33 | 2.33 | 1.00 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | - | - | - | - | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 2.33 | 2.33 | 2.33 | 1.00 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 100.00% | 100.00% | 100.00% | 50.00% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 91.96% | 87.22% | 93.81% | 93.78% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 63.39% | 62.56% | 72.86% | 68.42% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | - | - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **-The department is committed to supporting and developing all of the seven language programs offered: Spanish, French, Japanese, German, Italian, Chinese and Arabic.**  **-Japanese is among the larger of the department’s disciplines, with a total Enrollment at Census of 396 in Fall 2011.**  **-As a result of college–wide cuts to the number of course offerings, fewer sections of Japanese have been offered each year. Yet demand for courses is very high.**  **- Enrollment load in Japanese is the highest in the department (103%). Classes are full. The WSCH generated per FTEF has increased steadily over the past four years and now is 658. These figures reflect the fact that the department is serving more students in fewer sections, and with fewer resources. As a result of prolonged cuts and the hiring freeze, today the services needed to serve students and operate the department are inadequate (i.e., language lab and number of classified staff).**  **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze, there are only 6 full-time faculty in the department: one in Japanese, one in French and four in Spanish. There are no full-time faculty in German, Italian, Chinese, and Arabic.**  **-In Fall 2011, 50% of FTEF in Japanese was made up of part-time faculty.**  **- The rates of retention (94%) and success (68%) are in line with those of the other disciplines within the department.**  **-One important point to consider is that PRPs only reflect data from Fall semesters. However, these figures do not accurately reflect the size of the discipline. In several years, more Japanese courses were offered in the Spring than in the Fall semester.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-SLOs have been developed for all courses.**  **-Faculty consistently include course SLO’s on their syllabi, and speak with students about the relevance of these outcomes.**  **-Assessment data for course SLOs has been gathered and submitted to the POD.**  **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **LAPN 101. For the SLO assessment test, students introduce themselves in sentences orally, giving name, major, age, year in school, nationality, and briefly describe what they typically do on weekdays and weekends.**  **SLO tests were given from 11/21/2011 to 11/23/2011 using rubrics created by the instructor, which covered pronunciation, tone, usage of vocabulary, grammar, sentences and fluency. A total of 77 students took the test. 71 students passed with a score of 70 % or higher, 6 of whom did not.**  **JAPN 102. For the SLO test, students present a verbal narrative of their day's events, in which they describe two or more activities in a single sentence. The instructor ask the students about the events they spoke of and the students respond using at least two adjectives in a single sentence.**  **SLO tests were given on 4/25/2012 using rubrics created by the instructor, which covered pronunciation, tone, usage of vocabulary, grammar, sentences and fluency. A total of 28 students took the test. 24 students passed with a score of 70 % or higher, 4 of whom did not.**  **JAPN 201. For the SLO test, students take contemporaneous notes on a two-minute dialogue. From the guided notes, students correctly report the events, their frequency and reasons for their occurrence.**  **SLO tests were offered on 11/21/2011 using rubrics created by the instructor, which covered pronunciation, tone, usage of vocabulary, grammar, sentences and fluency. A total of 37 students took the test. 34 students passed with a score of 70 % or higher, 3 of whom did not.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **JAPN 101. Based on the test results, a passing rate of 92.5% shows that the students’ oral performance is satisfactory. However, written and reading competency is a significant component of the Japanese language SLO; therefore, the next SLO test will include writing and reading questions.**  **JAPN 102. Based on the test results of JAPN 102, a passing rate of 85.7% shows that the students’ oral performance is satisfactory. However, competency of writing and reading is a significant component of the Japanese 102 course. The next SLO test may focus on reading comprehension in answering questions.**  **JAPN 201. Based on the test results of JAPN 201, a passing rate of 92% shows that the students’ oral performance is satisfactory. However, competency of written and reading is a significant component of the Japanese language SLO; therefore, the next SLO test will require students to write a short paragraph as well as answer reading comprehension questions.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **-Plans in this area include the creation of a degree and certificate program in Japanese.**  **-In order to offer students a degree program for transfer, the department plans to develop an AA degree program following the Transfer Model Curriculum established at the state level, once it is available in Japanese.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **-Japanese continues to see strong enrollment. Enrollment load is 103%. Classes are full and many students are turned away each semester. The fourth semester Japanese 202 course was not offered in 2012/13 due to budget cuts and class reductions.**  **-The World Languages lab is at maximum capacity. The department desperately needs more classified staff. Our curriculum requires that students spend 1 hour per week in the language lab. There are 3,000 students who attend the lab weekly. There are only 40 workstations in the F-1 lab. There is only 1 full-time classified staff member in the lab that is open 60 hours per week.**  **-In order to offer courses in the new, South Center campus, the department will need a dedicated language lab space to meet the needs of students.**  **-The department is currently updating all of its programs to include a language lab component in the curriculum of the 201 courses. This change will align Japanese and the other disciplines with Spanish (i.e., lab required in 101, 102 and 201). This request will be submitted via Curricunet in the Fall 2012 and will be effective in Spring 2014 when the Humanities building is occupied and the expanded lab space is available.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze:**  **• Today, there are only 6 full-time faculty in the department.**  **• In 2005, there were 8 full-time faculty in the department.**  **• In 2001, there were 10 full-time faculty in the department.**  **It is essential to prioritize the hiring of full-time faculty member for each of the smaller disciplines (i.e., German, Italian, Chinese, and Arabic) so that a discipline expect can manage and plan for the specialized needs of each program. This would align the department with Strategic Plan Goal 4 which states "Recruit, hire, and support diverse faculty and staff to meet the needs of students."** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
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| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
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| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **It may be helpful to receive an analysis of similar data for the Spring semesters since the Fall tends to be smaller than Spring.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **-The development of an enhanced, interactive learning environment for languages is underway. In the Spring of 2014 the World Languages Lab in the Humanities building will offer a Language Center for students to make use of authentic language resources as they complete the three semester sequence of Japanese 101, 102 and 201 courses, and beyond.**  **-A new student club has formed on campus “The Japan Club”. The initial club meeting saw more than 30 attendees.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Masako Ikenushi *Name*** | **Kathleen Sheahan *Name*** | **Chantal Maher *Name*** |

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| --- | --- | --- |
| **Gladys Gomez *Name*** | **Abby Corona *Name*** | **Judith Marquez *Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**