

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Discipline: Japanese

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	177	232	288	370	<i>Self Explanatory</i>
Census Enrollment Load %	98.33%	110.48%	83.48%	98.67%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	565	780	893	1,205	Weekly Student Contact Hours
FTEF	18.85	26.01	29.77	40.16	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.20	1.20	1.80	2.13	Total Full-Time Equivalent Faculty
WSCH/FTEF	471	650	496	565	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	-	FTEF from Contract Faculty
Hourly FTEF	1.20	1.20	1.80	2.13	FTEF from Hourly Faculty
Overload FTEF	-	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	1.20	1.20	1.80	2.13	Hourly FTEF + Overload FTEF
Part-Time FTEF %	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	92.38%	90.71%	95.36%	91.62%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	65.71%	73.57%	71.52%	60.48%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Japanese is one of the fastest growing disciplines in the Foreign Languages Department. As can be noted from the figures above, enrollment has more than doubled since Fall 2004. Enrollment in every section is consistently high, with several sections being over-enrolled. Without a full-time faculty member we are unable to keep up with the growth of this discipline. The figures more than justify the need for hiring a full-time professor in Japanese.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>In the field of foreign languages, recent trends show increased student demand for certificates and AA Degrees in a foreign language. To meet this demand, our department has added this year an AA Degree and a Certificate Program in French. We are in the process of creating such a program in Spanish. We need to be able to create similar programs in other disciplines. Without full-time faculty in the other disciplines, such as Japanese, we are unable to do so and thus compete with community colleges in our area.</p> <p>Presently the Foreign Languages Department offers:</p> <ul style="list-style-type: none"> a. Japn 101 b. Japn 102 c. Japn 201 d. Japn 202 e. Japn 197 	<p>The Japanese program is in a position to begin developing an AA degree. There are 3 sections of 101, 2 sections of 102, 1 section of 201 and 1 section of 202 offered almost every Spring and Fall semesters. In addition, there are two topics classes which have been offered two to three semesters: Beginning Conversation and Japanese Business & Culture. These classes could be set up in Curricunet as class proposals. They would then serve as electives for the AA degree.</p> <p>The Japanese 101 course outline has been updated, SLO's added, and the course outline has been launched in Curricunet. Other levels will follow soon.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>New sections have been added for Fall and Spring semesters, as well as for Summer 2008.</p>	<p>The FL Department has offered Japanese classes on differing days and at differing times in order to aid in the growth of the program. Results of this action show a growth in enrollment in this discipline from 67 students in three sections in the Fall of 1999 to 273 students in 8 sections Spring of 2009. The Department presently employs 5 part time faculty who will be placed in 7 sections of Japanese for Fall of 2009. In order for this program to skyrocket the FL Department desperately needs the addition of a full time contract faculty.</p>

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>With growing enrollment, more laboratory space is desperately needed. With only 23 computers in our lab, we are under equipped to serve our students who must complete their 16-hour language lab requirement. This problem is even more serious in the summer because of the compressed schedule.</p> <p>Equipment needed include: Computers, DVD players, lab management software, updated versions of lab software (such as Rosetta Stone), additional foreign films, Sanako language learning software and hardware, and software subscription to “Scola” and “Before you know it”.</p>	<p>The desperate need for language laboratory space still exists, but the ESL Laboratory in Escondido has been made available to our language students. In addition we have hired a part-time hourly worker to staff that lab.</p> <p>The serious problem of the overcrowded lab in the summer may be somewhat alleviated because we have changed the scheduling of many of our summer classes from 4 week sessions to 6 week sessions.</p> <p>Additional software programs, movies, and instructional materials need to be purchased to better serve our Japanese students. The program “Eurotalk” was purchased for use in the lab by Japanese students.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Funds are needed to expand our language laboratory and to purchase additional equipment. (See above 4a)</p>	<p>Funds (\$5000.00) were transferred from the FL Department budget account #500010 to the Laboratory Student Hourly Account #230010 to supplement their budget and make it possible to pay student hourly workers.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>MORE dedicated classrooms. MORE lab space. Our department has expanded by offering additional sections. Our limitation is classroom space (dedicated classrooms) that we can rely on to offer classes over the next five years as we prepare to move into the Humanities building. The current language lab cannot accommodate the number of students in our program.</p>	<p>We resolved to some degree our need for more classrooms by scheduling some language classes in both the NS and MB buildings. For the most part, instructors have responded favorably to these facilities.</p> <p>The Department is still in great need of dedicated classrooms and more language lab accommodations.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>We have fewer full-time faculty members today than we did in 2001. We have gone from 10 full-time to 8 full-time faculty members. We have not replaced all retirements nor have we added new faculty as the department has grown.</p> <p>We have never had a full-time Japanese professor. The growth of this discipline has been very rapid, and the department is now in dire need</p>	<p>The Department needs to place a high priority on the addition of a full-time contract position to the Japanese program. A full-time contract member in this discipline will be instrumental in making the Japanese program at Palomar one of the successful among local Community Colleges.</p>

<p>of additional faculty.</p> <p>For academic year 2009/2010, we desperately need a full-time faculty member in <u>Japanese</u>.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Needed: 2 full-time Instructional Support Assistant I positions.</p> <p>a. We lost our full-time Instructional Support Assistant I position (100%, 12-month contract) in 2003 when the employee resigned. This position has never been replaced. An Instructional Support Assistant was transferred from ESL to work in our department but her contract is only part-time (45%, 10-month contract). Currently, we rely on student workers to staff the lab during peak times and summer months.</p> <p>b. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</p>	<p>Needed: We lost our full-time Instructional Support Assistant I position (100%, 12-month contract) in 2003 when the employee resigned. This position has never been replaced. An Instructional Support Assistant was transferred from ESL to work in our department but her contract is only part-time (45%, 10-month contract). Currently, we rely on student workers to staff the lab during peak times and summer months.</p> <p>We still need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</p> <p>Progress: The desperate need for language laboratory space still exists, but the ESL Laboratory in Escondido has been made available to our language students. We have hired a part-time hourly worker to staff that lab.</p>
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Strategic Plan 2009: "Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations: Develop and implement an institution wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion)."

Our goal in the Foreign Languages Department is to offer a wide range of transfer-level classes in a variety of formats and meeting times. We offer courses in Japanese at the San Marcos campus. Our strategies to improve retention and persistence include offering classes in the afternoon and evening. When additional classroom space becomes available, we intend to offer classes during the morning. We have also responded to community demand for additional classes by offering three sections of Japanese during Summer 2008.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome: Intermediate level speaking skills.

In our third semester language courses, (201 level) students learning outcomes are measured through oral presentations, in-class speaking activities, recordings made by students, oral interviews and in-class pair-work.

b. Discuss a learning outcome that is observable yet difficult to measure.

Learning Outcome: Cultural Insight, an awareness and appreciation for the culture of the speakers of the target language.

Students at all levels study the culture of the target language through the study of festivities and holidays, the customs and traditions of each society and their impact on our culture. Students are asked to make cultural presentations at all levels of language learning. Also emphasized is the importance of artists and historical figures that shape our world.

7. Describe a discipline accomplishment that you want to share with the college community.

In Japanese, additional sections have been added. This is one of our fastest growing disciplines. The discipline grew from six sections in 2005/2006 to eleven sections in 2007/2008. The first Study Abroad Program to Japan was offered in the summer of 2007. Two additional classes will be offered in the summer of 2008.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Our goal with this report is to express the needs and accomplishments of our department. We are committed to offering students a variety of learning and cultural experiences through the study of languages. We feel the need to hire faculty that will represent all languages taught in the department. We are committed to developing stronger programs for all the disciplines offered and we know that this can only be done by hiring full-time faculty.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Martha K. Evans	

Martha K. Evans	2/27/09
Department Chair/Designee Discipline Review and Signature	Date

Division Dean Review and Signature	Date
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