

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

<b>Discipline Name:</b>	Chinese
<b>Department Name:</b>	World Languages
<b>Division Name:</b>	Languages & Literature

Please list all participants in this Program Review:

Name	Position
Kathleen Sheahan	Department Chair

<b>Number of Full Time faculty</b>	0	<b>Number of Part Time Faculty</b>	2-4
------------------------------------	---	------------------------------------	-----

Please list the Classified positions (and their FTE) that support this discipline:

One (1) FT "ADA" supports this discipline and the other 7 disciplines in the department.  
 One (1) FT "Instructional Support Asst III" supports this discipline and the other 7 disciplines in the WLRC. Currently, there is a vacant classified position "Instructional Support Asst II".

What additional hourly staff support this discipline and/or department:

Hourly staff provides coverage for the World Language Resource Center and serve as tutors as well

**Discipline mission statement** ([click here for information on how to create a mission statement](#)):

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross- cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

There are no degree or certificate programs in Chinese offered at this time.

**Discipline Level Data:** <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

**PART 2: PROGRAM REFLECTION****1. Program Analysis:****Reflect upon and provide an analysis of your summary data.**

Enrollments in Chinese have gone from:

- a high in Fall 2011 of 185 students (88% fill rate, 567 WSCH:FTEF),
- to a low in Fall 2016 of 92 students enrolled (65% fill rate, 455 WSCH:FTEF).

There is a strong interest in Chinese from students who are seeking a degree in International Business and heritage students that come from Chinese speaking families. We believe this interest will increase. The local high schools have recently began to offer Chinese at the high-school level and we anticipate an increase in students who will want to continue with their studies into college. We have already begun to see these students who have recently graduated from high schools, such as San Marcos High School, and who are now enrolling in our Chinese classes in the 2017-18 academic year.

The fill rate used to analyze this data on the PRP is MISLEADING, it takes the average of only 2 classes and one happens to be our lowest enrollment for the entire program (Chin 201). It should be noted that the enrollment in the Chinese 101 class remains high, regularly 30+ students. The fill rate for this PRP analysis is provided in terms of Fall semesters, when the 101 and 201 are the only classes offered. The 201 class sees the lowest enrollment and is always offered only as a Fall class, therefore the average appears low. When only 101 is considered, it is clear that Chinese is a class that our students want to take.

The fill rate is misleading, it takes the average of only 2 classes, and one happens to be our lowest enrollment for the entire program. This gives the impression that the program is dwindling. However, in previous semesters when the fill rate was higher, it was because we offered 3 sections: 2 sections of 101 and 1 section of 201. The 101 class always sees higher enrollment than a 201 class, so of course, the change seems dramatic when compared to the fill

rates in a semester when only 2 sections are offered and the average is taken based on one section of 101 and one section of 201.

## 2. Standards:

**ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.**

### **Discipline Level Course Success Rate:**

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

**Standard for Discipline Course Success Rate:**

**70%**

### **Why?**

**Our success rates for Chinese tend to be consistently at the 70% mark; our rates for online classes**

## 3. Program Update:

### **Describe your proudest moments or achievements related to student success and outcomes.**

As a department, we are extremely proud to offer a program in Chinese to our students and the community. By offering an Chinese language program, we demonstrate our values as an institution and emphasize the importance of offering students a global education. The department is committed to offering students a study of languages and cultures that extends beyond those of Europe and the western world. Although Chinese is smaller than our other programs, it is successful in that it meets the needs of a population of students that come to Palomar College precisely to learn Chinese.

One of our proudest moments was the camaraderie and collaboration exhibited by this semester's class of Chinese 201. The students, with the help of their instructor, organized, prepared and created all of their own language games and Chinese desserts to share with other students at the department's Café International event. This group of students was inspiring to watch. They are a diverse group of students from many different backgrounds who are dedicated to learning Chinese and they have developed a wonderful sense of community and in their classroom. Their enthusiasm was on display at the event as they invited others to play Chinese hacky sack games, learn Chinese calligraphy and learn to say basic expressions. The group stayed all night and were among that last to leave, they wanted to take a class photo with their instructor and be sure to include the Chinese flag that was used to decorate the Student Union.

## 4. Program Improvement:

### **What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

We need help to advertise the Chinese program. There are many students living in our geographic service area that would be interested, but who do not know that the college offers Chinese. This semester we were very fortunate and an advertisement for Chinese appeared in the Fall 2017 class schedule. Things like this will help to grow enrollment.

The first-semester classes do very well (Chinese 101), but fewer students go on to take 102, and then 201 the highest-level course in the sequence. The department is working towards offering the higher levels as hybrid (102) and online (201) to encourage students from outside of our area to enroll. We've scheduled in such a way that we offer 101 and 201 in the fall and 101 and 102 in the spring, in the hopes of having students follow the sequence.

## 5. Unanticipated Factors:

**Have there been any unanticipated factors that have affected the progress of your previous plan?**

Reducing the number of sections of Chinese 101 has had a huge impact on our program. When multiple sections of 101 are offered, the program can see a stronger core of students and more students will reach the higher level courses. Any language program can be described as a pyramid, the base and largest group is the 101 students, followed by the students taking 102, and finally the 201 students are the smallest group at the top. This is not because students cannot be successful, it is because not every student needs or intends to take three semesters. Some will come to Palomar just to take one semester for personal interest, others have always wanted to learn the language, and there are other students who will take one course in several languages.

If one additional section of Chinese 101 is offered (i.e., two sections of Chin 101 in a semester), this can grow the program and more students will feed into the 102 and then the 201 classes. Not all students will take the higher courses, but many are interested in taking just one semester. The success of any program cannot be determined by only examining the ability to reach 35 students in the 201 class. And if that is our ultimate goal, we should offer two sections of 101. The enrollment is strong in 101 and we have offered multiple sections in the past.

## 6. SLOACs:

**Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

Our department has created an assessment plan and schedule for all of our classes. Every Chinese class conducts an assessment of the SLO once per year. The assessment method in Chinese is to test students' abilities in the area of speaking and pronunciation. As a result of these assessments, it was clear that we needed to offer more resources to help students outside of class, such as tutoring and software. The issue of funding for tutoring continues to be a problem, but we have seen that there is a demand for tutoring in Chinese and our students are making use of the tutoring service we can provide. We are currently in the process of creating a new second SLO and assessment method to measure students' ability areas beyond speaking. One of our part-time faculty members will be creating the second SLO and assessment method for Chinese 101, 102 and 201.

## PART 3: PROGRAM GOALS

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
------	-----------	---------	------------------

## ANNUAL PROGRAM REVIEW AND PLANNING

Strengthening the World Language Resource Center tutoring program		X	
Hiring faculty of diverse background and linguistic preparation.		x	
Offer authentic language experiences for students, to support the college's values of creating learning and cultural experiences for students of diverse origins, experiences, needs, abilities, and goals.		x	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

Goal #1	
<b>Program or discipline goal</b>	Creation of AA degree and certificate program in Chinese
<b>Strategies for implementation</b>	The department is seeking support from the Administration to pay a PT faculty to help develop the curriculum needed. This degree will help to attract students who speak some Chinese and want to improve their skills (i.e., take the 201 and 202).
<b>Timeline for implementation</b>	2019-2020
<b>Outcome(s) expected (qualitative/quantitative)</b>	This degree will help to attract additional students and increase the numbers of students in the program. This will also attract a new group of students and community members that do not currently attend Palomar.
Goal #2	
<b>Program or discipline goal</b>	Develop a hybrid 102 course
<b>Strategies for implementation</b>	Meet curriculum requirements and make needed additions. Support part-time faculty who will need to create the class and offer it for the first time.
<b>Timeline for implementation</b>	2019-20
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increase interest in taking the second semester course
Goal #3	
<b>Program or discipline goal</b>	Develop an online 201 course
<b>Strategies for implementation</b>	Meet curriculum requirements and make needed additions. Support part-time faculty who will need to create the class and offer it for the first time.
<b>Timeline for implementation</b>	2019-20
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increase interest in taking the second semester course. Attracting students from outside areas who cannot take a class on campus, but would take it online.

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for confirming completion and providing feedback.

**Confirmation of Completion by Department Chair**

<b>Department Chair</b>	Kathleen Sheahan
<b>Date</b>	Dec 15, 2017

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Dean**

<b>Reviewer(s)</b>	Shayla Sivert
<b>Date</b>	12/15/17

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

The devotion of the FT faculty to continue offering this program; willingness to reach out to a broader community by adding distance education components to the sequence (102 and 201).

**2. Areas of Concern, if any:**

Inconsistent enrollments

**3. Recommendations for improvement:**

Developing 102 and 201 with hybrid and distance; continuing to reach out to identify children of native speakers of Chinese

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Vice President**

<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D.
<b>Date</b>	1/25/18

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

1. Same question on specific languages (though again WL mission is great)
2. International Business is unfortunately a struggling program at Palomar- has been for years- hoping to revamp that since it's obviously an important discipline etc.
3. Great to hear about High School offerings- should impact us in a couple years or so.
4. Hybrid and online might reach more students outside the region- interesting ideas.
5. Looking FWD on working on proactive strategies to assist (in addition to what's been done) - pare down, strategize, gain demand and enrollment, grow. That's what we need.

**2. Areas of Concern, if any:**

- a. My major concern is the number of languages we offer here. You all do a wonderful job and have a wonderful program with dedicated and creative and fantastic faculty but we currently don't have the students to support as many offerings as we have without harming your program (and its indicative of the college concern as a whole). I know you are working with the dean and I'm committed to proactive strategies that can help- but we have to pare down to what's realistic then grow back

- with support.
- b. The analysis of the data in part 5 doesn't really support the historical data trends over time. I appreciate the perspective but disagree with the assumptions and analysis.
  - c. With SLO take this one step further—give some data on the results of the SLO.
  - d. Goals for a degree really are problematic.

3. Recommendations for improvement: