Program Review & Planning (PRP)

PALOMAR COLLEGE®
Learning for Success

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:

Discipline Name:	Japanese
Department Name:	World Languages
Division Name:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Masako Ikenushi	Full-Time Faculty Member
Kathleen Sheahan	Department Chair

Number of Full Time faculty	1	**Number of Part Time Faculty**	4

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

100% Academic Department Assistant - Monique Meza
100% Instructional support Assistant - Judith Marquez

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

30-50% Student Assistants and Tutors

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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA-T - Japanese Degree (expected to offer in Fall 2018)

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	x

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

During the past six years, our annual enrollments were highest in 2015-2016 (450). From 2011-12 to 2015-16, enrollments represented an increase of 14%. Our annual enrollments were lowest in 2016-2017 (302) due to the cancellation of one of four JAPN 101's and the limited offering of JAPN 130 from every semester to every other semester. This decrease is also due in part to the overall decline in student enrollments at Palomar College and the use of a new textbook from Fall 2016.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

In general, the overall fill-rates have varied between 86% to 103% over the past six years with the exception of 2014-15 (67%) and 2016-17 (72%). Over the last three years, enrollment has decreased for one of two JAPN 102's, affecting the overall fill rate. In response, the division has elected to cancel the second JAPN 102 course offering. We are confident that the overall fill rate will increase next year. Measures have been taken to help with the fill rate including the introduction of Japanese culture and history in the classes, department cultural events, and sharing/encouraging students to participate in local cultural events like the Asian film fest.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	x
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	x

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Over the past five years, the WSCH/FTEF ratio remained strong, ranging from 658 (2011-12) to 550 (2015-16). For the 2016-17 year, the ratio was 498. We believe offering an AA-T degree in Japanese will have a positive impact on our enrollment and WSCH/FTEF ratio. In addition, the implementation of the strategies discussed in the "Course-Level Enrollment and Fill Rates" section (see above) should also have a positive impact on our ratios.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Over the past six years, our PT/FTEF ratio has generally remained at 50%. In 2014-15, our PT/FTEF ratio increased to 67% and 61% in 2015-16. Over that six-year period, the number of full-time faculty in our department has remained the same -- at one. As a result, we have had to rely on part-time faculty to teach more of our classes each term. This has become increasingly difficult, due to the limited number of qualified instructors. To address this issue, we intend to request one additional full-time faculty and to create a stronger pool of part-time instructors.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. **On-Campus Course Success Rates**
- B. **Online Course Success Rates**
- C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
- D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Our overall success rates of the past six years ranged from 78% to 88%. Giving tests after each chapter and spending more time to review before each test and exam has helped increase the overall success rate. We are very pleased with our success rates which far exceeds the expected rate minimum of 70%. It may be because tests were given for each chapter and more time was spent for review before tests and exams.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website **https://www2.palomar.edu/pages/ssec/**

Gender	Our gender success rates over the past six years ranged from 80-100% and 76-89% for females and males. It appears there is not much of a gender gap in regards to our success rates.
Age	Over the past six years, our success rates for the following age categories were as follows: • ≤ 19 = 81-91% • 20-24 = 77-89% • 25-49 = 54-88% * The rate in 2014-15 and 2016-17 was 54%, which appears to be an outlier. Our success rates are strongest in the under 25 age category. This may be due in part to the fact that this age group has continued their education without any or limited gaps.
Ethnicity	Over the past five years, our success rates across are relatively consistent across ethnic backgrounds. Asian = 75-100% Filipino = 80% Hispanic = 72-89% Multi-Ethnicity = 77-100% White = 76-91%
Special Population (examples- veteran, foster youth, etc)	The only data available for veteran success rate is in 2015-16 (64%). No data is available for disability and foster youth.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Our success rates for Full-Time/Part-Time students ranged from 84-93% and 71-85% respectively. It appears the success rates are better for our Full-Time students, most likely due to a stronger commitment to their studies.

Our success rates for Continuing students ranged from 79-89%, 64*-89% for First-Time students, and 58-100% for returning students. It appears our returning students are not as successful as their counterparts which may be due to the fact that they have been away from school for a period of time. It is also possible that, while students find the introductory level of Japanese manageable, students enrolling in 2nd and 3rd semester Japanese are more challenged by the complexity of a language that is

so different from English.

*The rate in 2014-15 for first-time students was 64%, which appears to be an outlier.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE 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 rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	70%
Why?	

We have aligned our course success rates with that of the College's institutional standard for course success rates, as we believe this is a good baseline for measuring student success in our courses and a standard for many years.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
   B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

No data available for the Japanese program.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

No data available for the Japanese program.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx .

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

NA

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

NA

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

NA

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

NA

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

The current capacity for all World Languages courses is 35. We strongly urge the Division to reduce the capacity to 30. Frequent and meaningful teacher-student and student-student learning interaction, monitored practice, and individual feedback during instructional time warrants a class size that remains as small as possible.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

JAPN 101: High =22; SLO met=64; Low=13; Total=99 (12/15)
Students in Japanese 101 continue to demonstrate progress in the area of oral proficiency in Japanese. As can be seen from the data, 64.6% of students demonstrated the ability to meet the minimum criterion for this learning outcome. Additionally, 22.3% of students, those identified as "High" demonstrated and exceeded a mastery of basic vocabulary and structure. Finally, 13.1 % of students identified as "low" and as such, did not meet the minimum criterion established for this learning outcome.

JAPN 102: High=13; SLO met=16; Low=7; Total=36 (5/16)
The SLO assessment tests were given to two 102 classes in May 2017. A total of 36 students took the test, and this was the first time that the written test was administered. While the students in section 1 scored with a passing rate of 84%, section 2 scored with a passing rate of 73% which is the lowest in the past 6 years. Although the combined passing rate of the two classes shows 80.6%, each class in expected to perform higher than 73%. It is highly recommended that all Japanese instructors review in preparation for the SLO tests prior to administering them. The written test format will continue with the next SLO test.

JAPN 201: High=5; SLO met=16; Low=1 (2016-17)
Students in Japanese 201 continue to demonstrate progress in the area of listening. As can be seen from the data, 73% of students demonstrated the ability to meet the minimum criterion for this learning outcome. Additionally, 23% of students, those identified as "high", demonstrated and exceeded a mastery of basic vocabulary and structures. Finally, 4% of students identified as "Low" and as such, did not meet the minimum criterion established for this learning outcome.

JAPN 202: High=3; SLO met=11; Low=3 (5/17)
Students in Japanese 202 continue to demonstrate progress in the area of written proficiency in Japanese. As can be seen from the data, 65% of students demonstrated the ability to meet the minimum criterion for this learning outcome. Additionally, 17% of those identified as "High" demonstrated and exceeded a mastery of basic vocabulary and structure. Finally, 17% of students identified as "low" and as such, did not meet the minimum criterion established for this learning outcome.

JAPN 130: High=4; SLO met=7; Low=0 (5/2017)
The SLO assessment test for 130 was given on 4/26/17 and a total of 11 students took the test. Of the students that took the SLO test, 4 students (36%) scored high, 7 students (64%) met the minimum criterion for this learning outcome, and 0% scored low. The average score shows a high passing rate of 100%. A written test is most appropriate for 130 and will remain as the format for the next SLO assessment.

All five Japanese courses, 101, 102, 201, 202, and 130 during Fall 2016 and Spring 2017 demonstrated progress in each area of speaking (101, 201) and writing (102,202) proficiency in Japanese. The Japanese program still needs support from the school by providing enough tutors to be available to students on a daily basis. For a long time, we had only one Japanese tutor for one day a week, and recently hired two Japanese tutors who will be starting soon, sharing 5 hours between the two. I hope that each of these tutors can work 5 hours per week. The requirement for Japanese tutors and lab assistants include possessing excellent knowledge and skills in the language to assist students in writing, speaking and reading, as well as English communicative skills as a lab assistant.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

For 6 years, up to Fall 2016, we have used oral exams. The instructor sat with each student and asked several questions, and the student answered orally. All test results showed over 85% passing grade. The students who do well on the SLOs also do well on the course performance. From Spring 2017, we began to offer written SLOs.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Currently, no degree or certificate is offered. However, an AA-T degree in Japanese will be offered from Fall 2018.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Currently, no degree or certificate is offered. However, an AA-T degree in Japanese will be offered from Fall 2018.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Course scheduling takes into account the enrollment trend for each course, the class type, and the needs of the students. As such, we have added and canceled courses based on these trends/needs. Furthermore, to meet the growing trends for distance learning education, the Japanese program currently offers a hybrid course for JAPN 101 and will expand to include 102 and 201. Additionally, a 100% online course will be offered in the coming years.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

NA

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement

within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	* Strong success/retention rates * Diverse offering including 4 levels of language, as well as culture and literature * Dedicated and hard-working faculty with discipline expertise and experience * Cultural event offerings (i.e. calligraphy, tea ceremony, origami, etc.) * New Japanese degree offering, AA-T, in Fall 2018
Weaknesses:	* Shortage of full-time faculty members * Difficulty in maintaining a consistent qualified part-time faculty pool
Opportunities:	* CSUSM no longer offers Japanese, bringing in a new pool of students to our program * Enrollment expansions - Hybrid offered since Summer 2017; New online course to be offered in 2018-2019; New conversation course, JAPN 225, to be offered in 2019; AA-T degree to be offered in Fall 2018 * Additional faculty, both full-time and part-time
Threats:	* Competition from other educational institutions (local community colleges/online) * Uncertain economy * Class cancellations/reduced class offerings

SECTION 2: Establish Goals and Strategies for the Next Three Years

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
Begin new hybrid course	X		
Expand hybrid program to include both 101 and 102		X	
Establish AA degree in Japanese		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

Program or discipline goal	Strengthen online course offerings and technological tools
Strategies for implementation	Expand hybrid program to include both JAPN 101 and 102 and offer a 100% online course for JAPN 101.
Timeline for implementation	3 years
Outcome(s) expected (qualitative/quantitative)	Increased accessibility and flexibility for students. Opportunity for students to improve upon technological skills and to experience varied learning experiences and interactions.

Goal #2	
Program or discipline goal	Implement AA-T degree in Japanese
Strategies for implementation	Application submitted
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase enrollments in program

Goal #3	
Program or discipline goal	Increase tutoring availability in the WLRC
Strategies for implementation	Hire and train tutors
Timeline for implementation	3 years
Outcome(s) expected (qualitative/quantitative)	Improved student performance

Goal #4	
Program or discipline goal	Create more opportunities to use the target language and culture in an authentic and engaging setting outside of the classroom.
Strategies for implementation	Continue to participate in and maintain presence in the International Cafe events
Timeline for implementation	3 years
Outcome(s) expected (qualitative/quantitative)	Increase student interest leading to increased enrollments

Goal #5	
Program or discipline goal	Focus on the recruitment of qualified part-time faculty for the Japanese program
Strategies for implementation	Interview and hire
Timeline for implementation	3 years
Outcome(s) expected (qualitative/quantitative)	Increased qualified PT faculty provides the department with the needed stability for planning and curriculum functions and provides levels of availability to students outside of the classroom.

3. How do your goals align with your discipline's mission statement?
We believe our new and ongoing goals align with our discipline's mission as accomplishing these goals will increase student enrollment, establish a stronger program, and will help our students reach their educational goal.

4. How do your goals align with the College's Strategic Plan Goals?
We believe our goals align with the College's Strategic Plan Goals. We are committed to student success and committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Kathleen Sheahan
Date	11/28/2017

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

Reviewed by Dean	
Reviewer(s)	Shayla Sivert
Date	11/26/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Japanese overall has strong (though occasionally inconsistent) enrollment. The creation of the AA-T for Japanese should help to solidify the program. Having had a full-time instructor has provided the direction needed to do this.	
2. Areas of Concern, if any:	
It doesn't appear that there is strong outreach/inreach for the classes.	
3. Recommendations for improvement:	
Work with the chair, colleagues, and dean to identify possible strategies for building the enrollment in the program. It is possible that we will be able to tap in more easily to a population interested in Japanese at the South and even possibly the North Centers.	

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

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Margie Fritch, Suzanne Sebring, Glyn Bongolan, Seth San Juan
Date	December 1, 2017

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

The addition of the AAT should help with enrollment issues. Also, the discontinuation of the Japanese course offerings at CSUSM should allow for increased enrollment at Palomar as long as there is outreach and recruitment efforts made to let students know we have the courses/program. Having a full-time faculty champion is also a strength.

2. Areas of Concern, if any:

Having only 1 FT faculty makes it difficult to have continuous improvement dialogue around the SLO assessment data. ACCJC is most concerned about this continuous conversation between faculty.

3. Recommendations for improvement:

Encourage faculty to discuss in depth the results of their SLO assessment. Develop a targeted recruitment plan for outreach to CSUSM students that may be interested in taking these courses at Palomar College. Consider offering Japanese at the South Center if the demand is there.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President

Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/13/2018

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

1.   Same question about great global mission.
2.   Discipline enrollment described very well.
3.   Great work on the fill rates and description of the trend!
4.   Demographic differences are also well described and data used well- any ideas about addressing differences (say in age for example)?
5.   Again success rates are relatively string- very much something to be proud of!
6.   If the SLO is "oral proficiency" then THIS is the model for the department! Please see comments on other PRPS—this is what I mean by taking it one step further- bravo! If the SLO is one step more specific than "oral proficiency" then mentioning that would be great. But this is very well done. I want to share this seriously!!
7.   SWOT analysis is well done.
8.   Really strong PRP. Analysis is spot on, organized, well-written, information flows well. Great job.

2. Areas of Concern, if any:

a.   See deans comments about strategies for improvement

3. Recommendations for improvement:

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**

	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.