



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
World Languages

Discipline Name
Japanese (JAPN)

Department Chair Name
Carlos Pedroza & Beatrice Manneh

Division Name
Languages and Literature

Website address for your discipline
<https://www2.palomar.edu/pages/worldlanguages/>

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

AA degree in Japanese

Certificate in Japanese

Please list the names and positions of everyone who helped to complete this document.

Masako Ikenushi, Associate Professor

Carlos Pedroza, Department co-Chair and Associate Professor

Full-time faculty (FTEF)

1.00

Part-time faculty (FTEF)

0.67

Classified & other staff positions that support this discipline

One (1) Language Lab Instructional Support Assistant supports this discipline and 7 other disciplines in the department, 100%

One (1) Department ADA supports this discipline and 7 other disciplines in the World Languages Resource Center, 100%

Additional hourly staff that support this discipline and/or department

Two (2) Japanese-speaking student tutors (PT), approximately 5 hours total per week

Students and short-term hourly staff offer general assistance in the WLRC

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The Japanese Program recently established the A.A. Degree and Certificate in Spring 2019. As such, there is no data to assess at this time.

Describe your program's plan for assessing program learning outcomes.

No data available.

Summarize the major findings of your program outcomes assessments.

No data available.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

No data available.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

What factors have influenced your completion trends?

No data available

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

The Department follows the institutional standard for course success rate of 70%

What is your Stretch goal for COURSE success rates?

70.0%

How did you decide upon the goal?

The average course success rate for JAPN 101, 102 and 201 in the last 5 years is almost 75%. However, in three years during the last five years, it was less than 60% for JAPN 101. Therefore, and based on the data found on the Institutional Research and Planning page, 75% appears to be an appropriate stretch goal based on the various factors that affect course success rates.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

In an effort to meet the growing demand and need for alternative modes of instruction which allows us to reach a greater and more diverse student population, the Japanese discipline has taken steps towards implementing and integrating hybrid and online courses into its course offerings. We are approaching this new instructional method in phases, first by offering hybrid 101 beginning Summer 2017, and continuing this course offering every semester until Spring 2018. We are offering the first hybrid 102 in Spring 2019, and will offer hybrid 201 in Fall 2019. We are also going to offer online 101 in Summer 2019. Based on these new course offerings, and their success and retention rate, we will have a better understanding of how best to meet the needs of the students and from there, determine the next course of action. The overall course success rate shows a decrease compared to previous years, which is due in large part to the offering of a hybrid 101 course, so we are shifting the course offerings in different ways.

Summarize the major findings of your course outcomes assessments.

The hybrid 101 course is the first ever partial "online" course offered in the Japanese discipline. The data is further supported by a review of the report by class attributes which shows a decrease in success rates for the 101 course when "hybrid" was being offered. We are shifting back by offering regular 101 only in Spring 2019 and instead, offering hybrid 102 this semester, which has been doing excellent and currently has a 90% attendance rate. We will continue to offer hybrid 102, and will offer 101 as regular classes only at this time. We also plan to offer the first hybrid 201 in Fall 2019 and the program's first 100% online 101 course this summer. We are working diligently to determine which hybrid courses best meet the demand and need of our students. We expect the success rate will increase as these courses become more fully integrated into the program.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic](#)

[plan.](#)

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Strengthen online course offerings and technological tools

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

By expanding course offerings to include online and hybrid courses in the discipline, the program has been expanded to include the hybrid course offering for JAPN 101 and 102 (and 201 in fall 2019). The first 100% online course for JAPN 101 will also be offered from summer 2019, and will continue to be offered every semester.

Outcome(s) expected (qualitative/quantitative)

As the courses are developed and improved, it is expected that enrollments will increase as students will have more options to choose from (i.e. regular, hybrid, online). This will lead as well, to higher retention rates and the opportunity to reach a larger demographic.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Provides more opportunities for students to engage and learn the target language and culture while at the same time, reaching a larger demographic of students of diverse origins, experiences, needs, abilities and goals.

Expected Goal Completion Date

6/1/2021

Goal 2

Brief Description

Strengthen the World Languages Resource Center tutoring program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Provide further training opportunities for the tutors. Increase the number of hours for tutors available for the department and the discipline by using any hourly funds available to the department to hire students who can serve in two roles as tutor and general staff in the WLRC.

Outcome(s) expected (qualitative/quantitative)

Provide more effective support and resources for students.

How does this goal align with your department mission statement, the college strategic plan, and

/or Guided Pathways?

By providing the Department with more tutors and training, the Japanese program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources outside of the classroom.

Expected Goal Completion Date

6/1/2021

Goal 3**Brief Description**

Increase and strengthen the pool of part-time faculty for the discipline

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Increase the number of available and qualified part-time faculty by increasing recruitment efforts.

Outcome(s) expected (qualitative/quantitative)

Provide the department and discipline with the needed stability and support for planning and curriculum functions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Provides a stronger instructional support system and improved learning for students.

Expected Goal Completion Date

6/1/2021

Goal 4**Brief Description**

Create more opportunities to use the target language and culture in an authentic and engaging setting outside the classroom

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Continue to participate in and maintain presence in the International Cafe events. Expand upon the instructional modes for the discipline by increasing and improving upon online and hybrid course offerings. Encourage students to participate in cultural events held in San Diego County, to take the Placement Test held by Japan Foundation every year, and to participate in the Overseas Studies in Japan. The department is also working on establishing a Study Abroad program.

Outcome(s) expected (qualitative/quantitative)

Increase student interest leading to increased enrollments. Alternative instructional methods (i.e. hybrid and online) will reach a greater demographic.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Provides students with an engaging teaching and learning environment by introducing them to and

integrating them in a variety of activities and programs, both educational and cultural.

Expected Goal Completion Date

6/1/2021

Goal 5

Brief Description

Implement A.A. degree in Japanese

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

A.A. degree in Japanese is offered as of Spring 2019.

Outcome(s) expected (qualitative/quantitative)

Increase enrollments in program. Offer an expanded course offering for students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Supports and encourages students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

Expected Goal Completion Date

9/1/2018

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

See PRP for the World Languages Resource Center (WLRC).

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Instructional Support Assistant II

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

See PRP for the World Languages Resource Center (WLRC).

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

See PRP for the World Languages Resource Center (WLRC).

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

See PRP for the World Languages Resource Center (WLRC).