

Status: **Reviewed**

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
World Languages

Discipline Name
Japanese (JAPN)

Department Chair Name
Scott Nelson

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 TOP coded as 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

Scott Nelson, Department Chair

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

1

Part-time faculty (FTEF)

0.67

Classified and other permanent staff positions that support this discipline

One (1) "Instructional Support Assistant III" supports this discipline and 7 other disciplines in the World Languages Resource Center, 100%

One (1) Department ADA supports this discipline and the other 7 disciplines in the department, 100%

Additional hourly staff that support this discipline and/or department

One (1) 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

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

Successful completion of the Japanese Program will give students a strong working knowledge of Japanese and allow them to use their language and cultural skills in the workforce or to transfer to a four-year university.

The learning outcomes communicate well the expected level of language proficiency.

Japanese Program SLOs at Palomar College:

- Students will comprehend spoken Japanese appropriate to the fourth semester level.
- Students will comprehend and analyze texts in Japanese appropriate for the fourth semester level, such as short essays or short stories.
- Students will demonstrate the ability to critically examine non-fictional and fictional literary texts and films to understand and interpret Japanese culture, literature, history and society.

How do they align with employer and transfer expectations?

The Japanese Program now offers an AA degree and Certificate. Additionally, the courses offered by the Japanese Program meet the requirements for the IGETC under Area 3: Arts and Humanities and Area 6: Language other than English, CSU's GE under Area C2: Humanities, and, if an AA in Japanese isn't pursued, meets Palomar's AA requirements under Area C: Humanities.

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

Program SLOs and learning outcomes will be assessed following a three-year cycle. Once available, the data will be input into Tracdat. Writing and listening assessments are graded using a department rubric. A grade of 70% is required for completion.

Summarize the major findings of your program outcomes assessments.

The Japanese Program SLO assessment results demonstrate a very high passing rate of 92%.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Because SLO tests are not a requirement, the number of students who take the SLO are not reflective of all student participation.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The Japanese Program now offers an AA degree. Additionally, the courses offered by the Japanese program meet the requirements for the IGETC under Area 3: Arts and Humanities and Area 6: Language other than English, CSU's GE under Area C2: Humanities, and, if an AA in Japanese isn't pursued, meets Palomar's AA requirements under Area C: Humanities.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The course outcomes assessments demonstrate that the courses offered by the Japanese Program meet the GE/ILOS in all 4 areas including written, oral, visual, analysis, critical thinking, information literacy, teamwork and problem solving, intercultural knowledge, ethical reasoning, and civic knowledge and engagement.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

0

Why did you choose this standard?

The AA and CA require completion of 101, 102, 201, 130 and 202. Because 130 and 202 are only offered once every 2 years, it is not possible for students to complete the AA degree every year. We do expect, however, 3-4 program completions every 2 years. Additionally, the AA degree was established recently, in Spring 2019.

What is your Stretch goal for program completion?

2

How did you decide upon your stretch goal?

The AA and CA require completion of 101, 102, 201, 130 and 202. Because 130 and 202 are only offered once every 2 years, it is not possible for students to complete the AA degree every year. We do expect, however, 3-4 program completions every 2 years. Additionally, the AA degree was established recently, in Spring 2019.

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.

1 Associate in Arts Degree, 2 Certificates of Achievement

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

Increased

What factors have influenced your completion trends?

Effective Spring 2019, both the Certificate of Achievement and Associate in Arts Degree are now offered for the Japanese Program.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Decreased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

Yes. The number of course offerings have decreased over the last 5 years resulting in a decrease in the enrollment numbers. The WSCH per FTEF for the Japanese program is 616, well beyond the institutional standard of 525. This is in part due to the success of the Program in its expansion through various modes of instruction and the establishment of an AA and CA degree.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

The Japanese program has taken steps towards implementing and integrating alternative modes of instruction including hybrid and online courses. This, in addition to its expansion of course offerings, and the establishment of the AA and CA, has contributed to the success of the Japanese program. Additionally, the program has made continued efforts to incorporate cultural learning into its courses through cultural assignments and the offering of 130, as well as opportunities to participate in Japanese related activities both in and outside of the classroom through the many relationships the program has established with associations and programs related to Japan.

How have these factors presented challenges for your program(s)?

Despite the high retention and enrollment rate, the number of course offerings have not increased. Additionally, the establishment of the AA and CA requires the completion of not only 101 and 102, but 201, 202 and 130, the three latter of which are not offered every year.

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 Palomar College standard, SLO assessments indicate the student progress is adequate with the 70.0% standard. Most students exceed it.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

70% is the institutional set standard and appears to be an appropriate stretch goal based on the various factors that affect course success rates.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

For face-to-face classes, the time of day impacts a student's availability. For employed students, the time of day a course is offered can prove difficult if the student's work schedule does not align with the course schedule. Additionally, online courses compared to face-to-face courses require more self-motivation, time management, adaptability, and technical and computer literacy. By offering various modes of instruction including face-to-face, hybrid, and online, students are given the opportunity to elect the course format that best suits their needs.

Are there differences in success/retention between on-campus and online courses?

Yes

Please share any best practice methods you use for online courses.

To ensure that the course aligns with the elements of the CVC-OEI Rubric, the Program makes every effort possible to ensure that the course presentation, interaction and accessibility standards are met. Course content is presented in a clear and easy to use format, provides avenues for both student-student and student-instructor interaction, and that course content is created and added in a format that is accessible to all students.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

The course is assessed through an annual review of the Institutional Research and Planning statistical data across all courses over a 5 year period. This provides the Program an overall understanding and on a more micro-level, the various factors that are impacting the overall course success.

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 have approached this new instructional method in phases, by offering hybrid 102 beginning Spring 2019, online 102 beginning Fall 2020, hybrid 201 since Fall 2019, as well as online 101 since Summer 2019. We also plan to offer online 130 starting Spring 2021.

Summarize the major findings of your course outcomes assessments.

Japanese 101 courses including face-to-face and online reached full capacity as early as a month before the semester began, while 102 reached near full capacity each semester. In Spring 2020, all Japanese courses were switched to the online format due to the pandemic, and all courses were offered online in Fall 2020. We also added one more 101 course in Fall 2020. Even after the census, 98% remained. Japanese 130 offered in Spring 2019 achieved a 100% retention rate. The success of the program is further supported by the fill rate data which shows an increase of 8% compared to the previous year, reaching 89% and an overall retention rate of 87%, an increase of 6%. We expect the success rate will continue to increase as these courses become more fully integrated into the program.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

There are no outstanding questions at this time.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

The program has expanded to offer both a CA and AA degree. Additionally, the course offerings have expanded to include hybrid and online courses.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Expanded course offerings and the establishment of the AA degree in Spring 2019 provides students with the opportunity to achieve program completion. The alternative modes of instruction including online and hybrid courses reaches a broader student population and greater accessibility for all.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

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 offers both hybrid and online courses.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The Japanese program offers various instructional modes of learning including face-to-face, hybrid and online courses to reach a broader student population and ensure greater accessibility for all students.

How do you work with other departments that require your course(s) for program completion?

There are no other departments that require Japanese courses for their program completion

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

The primary concern for the Program is the limited offering of 130 and 202 which are only offered every 2 years and 201 which is only offered once a year, all three of which are a requirement for the CA and AA degree.

Are there courses that should be added or removed from your program - please explain?

As mentioned above, Japanese 130 and 202 should be offered every year and 201 offered every semester as they are a requirement for the CA and AA degree.

How is the potential need for program/course deactivation addressed by the department?

The Japanese Program has no plans or needs to cancel any courses as all that are offered are a requirement for the CA and AA degree.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

As mentioned above, Japanese 130 and 202 should be offered every year and 201 offered every semester as they are a requirement for the CA and AA degree.

Click here for information about **Noncredit** and **Community Education**

Is your department offering online classes?

No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

The Japanese Program offers a mixture of face-to-face, hybrid and online courses which gives greater accessibility for students with various needs. The number of courses offered is something the Program continues to push for an increase.

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Students who complete the Japanese program can transfer to a 4 year college or university to continue their studies in pursuit of a BA, MA and PhD and can then enter a career specializing in Japanese field including teaching and research and gives them opportunities to work abroad in Japan as well.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Occupations like teaching and research are associated with the following KSA's:

Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

Skills including speaking, active listening, instructing, learning strategies, reading comprehension

Abilities including speech clarity, oral expression, oral comprehension, speech recognition, and written comprehension.

How does your program help students build these KSA's?

The Japanese course learning outcomes address all KSA's listed above. Students are expected to demonstrate working knowledge of the Japanese language, develop the ability to read and write Japanese, improve speaking, listening and pronunciation skills, and acquire a greater understanding of the culture of Japanese as well as basic knowledge of its cultural events and the ideas behind them.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

The World languages Department holds cultural events such as International Cafe every semester for all languages. This event is open not just to students, but to the general public. We also participate in the NCHEA annual workshop where language instructors from other institutions in SD County meet. The Japanese program maintains strong ties with associations, institutions and community programs related to Japan like the Japan Foundation, the Japanese Friendship Garden, etc.

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?

We will continue to expand course offerings in the Japanese discipline. The Japanese program offers a variety of instructional modes including face-to-face, online, and hybrid courses for 101, 102, 201, 202 and 130 courses. Due to the success of the Japanese program, 101 and 102 will continue to be offered every semester, 201 every other semester, and 202 every two years. 130 is also offered every two years, providing students with an opportunity to learn Japanese literature, history, and culture. We will offer for the first time, online 130 in Spring 2021.

Outcome(s) expected (qualitative/quantitative)

Enrollments increased again this year, the highest since Fall 2015. As the program continues to grow and varied modes of instruction are offered, we expect all Japanese courses to continue to increase its enrollments, increase retention rates and continue to expand its demographic reach.

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

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. While we continue to conduct courses virtually due to the pandemic, we are working on acquiring online tutors as additional support for students.

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, and virtual tutoring sessions, 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**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**Goal 4****Brief Description**

Offer cultural learning opportunities in an authentic and engaging setting inside and outside the classroom

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

All Japanese languages courses include cultural assignments. Students in 101 and 102 are assigned to write one-page essays in English about a topic covered in the course that relates to Japanese culture, a total of 6 essays for 6 chapters. Students can include their own experiences of Japanese culture. The intermediate courses, 201 and 202, are assigned cultural assignments as well for each chapter, plus a research paper on a topic of their choice utilizing academic references to support their research. 130 is a Japanese culture and literature course and many students from language courses who find interest in Japanese culture have enrolled in 130 to gain more depth of knowledge and understanding of Japanese culture. Also, some students majoring in history, anthropology or international studies who enrolled in 130 discovered interest in Japan and enrolled in the language as well the following semester.

We will continue to participate in and maintain Japanese Tables at the International Cafe events, encourage students to participate in cultural events held in San Diego County, encourage them to take the Placement Test held by Japan Foundation every year, and to participate in the Overseas Studies in Japan. We will expand upon the instructional modes for the discipline by increasing and improving upon online and hybrid course offerings. The department is also working on establishing a Study Abroad program.

Outcome(s) expected (qualitative/quantitative)

Through the languages courses with cultural learning assignments, students will increase interests that may lead to increase 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

Goal 5**Brief Description**

Now that we offer both an AA degree and certificate program, expand the course offering, and increase enrollments in the degree and certificate program.

Is this a new or existing goal?

New

How will you complete this goal?

A.A. degree in Japanese is offered as of Spring 2019. The five courses (101, 102, 201, 202, and 130) are required for the A.A. degree and certificates. 101 and 102 are offered every semester. 201 is offered once a year, and 202 and 130 are offered once every two years. We are hoping to offer 201 every semester, and 202 and 130 every year.

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

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

mikenushi@palomar.edu

Review

Chair Review

Chair Comments

Chair Name
Scott Nelson

Chair Sign Date
10/29/2020

Dean Review

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

As reflected by this PRP, the Japanese discipline is part of a small but dynamic and creative department fully committed to student success.

Areas of Concern, if any:

N/A

Recommendations for improvement:

Now that Chinese and Arabic are no longer taught, the potential number of students to take the remaining languages has theoretically increased. It would be good for the Department as a group to dedicate time regularly to explore, rethink, and experiment with new activities that increase outreach and enrollment to strengthen the foundation pool throughout all languages.

As discussed with the Chair, I recommend continuing the discussion on the potential contribution that Japanese and all languages can make to the work-based learning campus wide initiative. Given the many creative approaches language faculty have in general and the value addressing careers or including activities that point to professional development has for enrollment, it would be a benefit to both faculty and students to include such WBL activities, even if they are not necessarily 'hands-on' or experiential.

Dean Name
Dr. Fabienne S. Chauderlot

Dean Sign Date
11/5/2020

IPC Review

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

The mission statement across all world language programs is excellent and clearly aligned with the college's mission statement.

The program is working to increase enrollments with its new degree/certificate options. Fill rates and efficiency (WSCH/FTEF) have increased over time. The move to offering different modalities may help strengthen enrollments in the program over time.

The use of the CVC-OEI rubric is also noted as a strength, especially with the move to online and hybrid offerings.

The Japanese learning outcomes seem very well aligned to the KSAs documented in the Career and Labor Market Data section.

Finally, the integration of cultural assignments into the program goals was also really interesting.

Areas of Concern, if any:

Within the PRP, the Program and Course Learning Outcomes sections, as well as the content related to analysis of Course Success Rates need improvement (See below). Low student success rates will hinder students' ability to complete and earn AAs or Certificates. The program goals appear to address some of this concern through an interest in strengthening the tutoring program and also the interest in strengthening the pool of part-time faculty. (Note - expected goal completion dates were not documented in the Goals section).

Recommendations for improvement:

The sections on SLOs and course success could use a little attention and consideration.

The results of the course program Student Learning Outcomes (SLOs) assessments were not clearly summarized. There could be elaboration on the summary of the major findings from the program outcomes assessment. Was a high pass rate of 92% observed across all program outcome assessments? Such a high SLO pass rate doesn't seem to coincide with the low course success rates. We also noted that participation in the SLO assessment is voluntary, and it was inferred this could be affecting the SLO pass rates? That could be why high success rates on SLO assessment do not align with the lower course success rates.

The section on course SLO assessment seemed to focus on enrollments and fill rates rather than SLOs. What are the SLOs for the course, have they been assessed, and what were the findings? What changes have been made based on the assessment of student learning (as opposed to enrollment)?

Also, the analysis section on student outcomes (i.e. course success rates) could be strengthened. The program is not meeting its program-set standard (70%) for course success rates. Overall the current course success rate is 55%. Understandably, Japanese is a difficult language to learn and the discipline may not expect a 70% success rate, but they have it currently set at 70%, so the review and analysis should align to that standard. There are student groups where the success rates are less than 50% (i.e. online course success rates, students ages 20-24, Hispanic students, male students). With low success rates, completion of degrees and certificates in the program will be difficult to attain. Further, it will be difficult to add those capstone courses. What strategies are being discussed to help address and improve student outcomes in these courses?

Unfortunately, the program is still relatively small. Is there any program advising to ensure students are very aware of the sequencing of course offerings so they know when to take them?

Finally, with the college becoming a CVC-OEI home campus, we are wondering if this will affect the enrollments and growth in the program? Japanese may be a rare online offering - are there ways to market the program through the CVC-OEI?

IPC Reviewer(s)

Michelle Barton & Suzanne Sebring

IPC Review Date

11/30/2020

Vice President Review**Strengths and successes of the discipline as evidenced by the data and analysis:**

the move towards hybrid and online courses; relatively high WL enrollment

Areas of Concern, if any:

lack of analysis of program outcome assessment; no alignment between program and employer expectations discussed; re: outcome assessments, you have no outstanding questions -- i am wondering, however, if you have identified points in each course where students struggle and changes made to address those points.

no WBL

Recommendations for improvement:

Give more thought and provide more analysis to the discipline course success rate -- how do the SLOs provide information on areas of success and struggle in instruction and how do you use this information to help your students learn more effectively?

RE: WBL, pursue a better understanding of that and of Career Continuum. By having WBL and Career Continuum, your students may have a chance of interning and building a relationship with such a company as they are studying, which also provides them with authentic learning experiences.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020