



2022-23 Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Languages and Literature

Department Name

World Languages

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Japanese (JAPN)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Scott Nelson

Department Chair email

snelson@palomar.edu

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

Masako Ikenushi, Associate Professor
Scott Nelson, Department Chair

Website address for your discipline

<https://www.palomar.edu/worldlanguages/japanese/>

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The mission of the Japanese program is to provide an engaging teaching and learning environment for students to gain language proficiency. 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.

Link: [Vision, Mission, and Values](#)

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

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

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

AA Degree in Japanese
Certificate in Japanese

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you

evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.67

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

One (1) "Instructional Support Assistant III" supports this discipline and 4 other disciplines in the World Languages

Resource Center, 100%

One (1) Department ADA supports this discipline and the other 4 disciplines in the department, 100%

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

One (1) Japanese-speaking student tutor (PT), approximately 2 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 and evaluate your programs, including their program 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](#). 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? Please explain.

Successful completion of the Japanese Program will give students a strong working knowledge of Japanese and allow them to use the language and cultural skills in the workforce or to transfer to a four-year college/university. The learning outcomes communicate well the expected level of language proficiency.

Japanese Program SLOs at Palomar College:

- Students will be able to write clear detailed text on a range of subjects passing on information or giving reasons in support of or against a particular point of view. Students will be able to write letters, essays or reports highlighting the personal significance of events and experiences and compare and contrast their own culture with that of the Japanese speaking world.
- Students will be able to understand the main points of standard speech and follow some complex lines of argument. Students will be able to understand the main points of radio, TV programs and film that address current affairs or topics of personal and professional interest. Students will be able to recognize the linguistic variations that exist within the Japanese speaking world.
- Students will be able to interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. Students will be able to take an active part in discussions on familiar topics. Students will be able to present facts and opinions, compare and contrast cultural differences, explain a viewpoint on a topical issue and argue the advantages and disadvantages of various options.
- Students will be able to comprehend written materials such as articles, reports and simple literary texts that address contemporary issues of the Japanese speaking world. Students will be able to identify and evaluate the writers' particular attitudes and viewpoints.

How do they align with employer and transfer expectations?

The Japanese Program offers an AA degree and Certificate of Achievement. 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. Reading, writing, speaking 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 passing rate of 82.7% for writing and 81% for reading.

Depending on the degree or transfer goals of our students, there are three different GE pathways to

choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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 GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The Japanese Program now offers a AA degree and Certificate of Achievement. 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 GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

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

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2021-2022 = 3 Associate in Arts Degree, 6 Certificates of Achievement
2020-2021 = 3 Associate in Arts Degree, 4 Certificates of Achievement
2019-2020 = 1 Associate in Arts Degree, 2 Certificates of Achievement

The Japanese Program established the AA and CA in 2019.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

Since the establishment of the AA and CA, enrollments in intermediate Japanese languages (JAPN 201, 202) and culture/literature (JAPN 130) courses increased. These courses are required for the AA and CA.

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for the NUMBER of program completions?

5

Enter the number of completions per academic year.

Why did you choose this standard?

The AA and CA require completion of 101, 102, 201, 130 and 202. Because 201, 202 and 130 are not offered every semester, it is not possible for students to complete the AA or CA every year.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completions?

9

How did you decide upon your stretch goal?

This is based on the upward trend of program completions over the last 3 years. Since the AA and CA were established in 2019, we have seen an increase of 200% in program completions.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☒ Increased ☐ Stayed the same ☐ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☒ Increased ☐ Stayed the same ☐ Decreased

Were these trends expected? Please explain.

Yes. The enrollment trends increased from 268 to a high of 359 and the fill rate increased from 81% to a high of 99% over the past five years. These increases were in part due to the success of the Program in its expansion through various modes of instruction and the establishment of the AA and CA degree.

Please use wsch/ftet and fill-rate.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The Japanese program offers face-to-face, 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 Japanese 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.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 semester.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include

course 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/>)

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

70.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

The Department follows the College's institutional standard of 70% for course success rate.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes. 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. This, in addition to its continued efforts to expand course offerings, and the establishment of the AA and CA, has contributed to the increase in the overall success rate.

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?

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes. 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. This, in addition to its continued efforts to expand course offerings, and the establishment of the AA and CA, has contributed to the increase in the overall success rate.

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

☒ When or where (time of day, term, location) ☐ Gender

☐ Age

☐ Ethnicity

☐ Special Pop. (Veteran, foster youth, etc.)

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, for example, 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.

Time of day, term, location

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

☒ Yes ☐ No ☐ N/A

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 STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Summarized below are the SLO's offered in Fall 2021. SLO's were not offered in Spring 2022.

Fall 2021, JAPN 201, Written: 22 students took the SLO test, 82.27% passed

Fall 2021, JAPN 201, Reading: 21 students took the SLO test, 81% passed

Course level SLOs can be accessed through [Nuventive Improve](#)

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?

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

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.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.

☒ Yes ☐ No

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.

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?

☐ Yes ☒ No

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

The AA and CA require completion of 101, 102, 201, 130 and 202. However, 201, 202 and 130 are not offered every semester.

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

We should offer Japanese 201 every semester, and 202 and 130 once a year because these courses are required for the AA and CA and always have a high enrollment rate.

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 because all courses that are offered are a requirement for the CA and AA degree.

Are there areas you would like to expand?

We should offer Japanese 201 every semester, and 202 and 130 once a year. We are also hoping to expand the program to include Japan 225 Conversation and Reading, and Japanese 197 Special Topics given the increased interest amongst students as further demonstrated through the increase in program completions, enrollment trends and fill rates.

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

program.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☐ No

What needs to be corrected in the mapper?

The Japanese program offers a Certificate of Achievement which is not listed in the program mapper.

Is the content in the catalog accurate?

☒ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☐ Yes ☒ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Learning a new language exposes students to a new environment and perspective, giving them a chance to view the world from a new lens. When learning a new language, a student is challenged to express themselves with the limited vocabulary that they have learned. As the advancement continues, they dive deeper into the language and begin to understand and recognize different patterns of expression in different cultures. This, combined with the incorporation of culture into the Japanese language courses, helps raise awareness of the cultural differences that exist, and the ways people conceive experience, and exposes students to a new environment and perspective. The incorporation of elements of culture, therefore, helps to facilitate the understanding and the context of the Japanese language.

Students, therefore, learn that language has more to do with than language itself as it deals with social assumptions towards social groups. The Japanese courses seek to provide students with critical tools and methods to separate the linguistic facts from social assumptions regarding the Japanese spoken in the United States, Japan, and the rest of the world. In this way, students become objective scholars not only of the Japanese language, but of language variation in general, and as such are more informed individuals who learn to respect and value all language varieties and practices.

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

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 O*net Link below) Are there any new or emerging careers? 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 in the Japanese field including teaching and research. The completion of the Japanese program also equips students with the necessary knowledge and skills required to successfully work abroad in Japan.

Link: <https://www.onetonline.org/>

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?

☐ Yes ☐ No

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

☐ Yes ☒ 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 San Diego County meet. The Japanese program maintains strong ties with

associations, institutions and community programs related to Japan including the Japanese Friendship Garden, JAHSSD, JACC, and Japan Society in San Diego which hosts many events such as the Cherry Blossom Festival in Spring, Bon Festival in summer, Halloween festival in fall, etc.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Strengthen online course offerings and technological tools.

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

During the pandemic, the Japanese Program focused on strengthening its online course offerings and the technological tools available to help ensure a smooth transition for students from face-to-face and hybrid, to online only courses. With the reopening of the College, we are revising our goal to strengthen courses offerings across all modes of instruction.

Goal 2

Brief Description

Increase the number of completions of the AA and CA

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Since the AA and CA were established in 2019, we have seen an increase of 200% in program completions. Enrollment trends and fill rates have also increased since the establishment of the AA and CA as Japanese 101, 102, 201, 202 and 130 are required courses for program completion.

Goal 3**Brief Description**

Strengthen the World Languages Resource Center tutoring program and increase more tutors.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The goal has been amended to include a need for an increase in the number of tutors. The Japanese Program has only one tutor, available for one hour online and for one hour in the Resource Center. It would be beneficial to students by having at a minimum, two tutors available at different days and times.

Goal 4**Brief Description**

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We currently have two part-time faculty assigned to classes, and we also have one in the pool of the part-time faculty for the Japanese program. We need to continue to work towards growing this pool of part-time faculty to ensure that we have greater flexibility with scheduling and assignments.

Goal 5**Brief Description**

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Japanese cultural centers including the Japanese Friendship Garden, JAHSSD, JACC, and Japan Society in San Diego host many events such as the Cherry Blossom Festival in Spring, Bon Festival in summer, Halloween festival in fall, etc.

The WL department is going to restart International Cafe after placing a hold on this event due to the pandemic.

The Japanese Program has made continued efforts to incorporate cultural learning into its courses through cultural assignments and the offering of Japanese 130 (Culture and Literature).

Goal 6

Brief Description

Increase full-time faculty in the Japanese Program.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The Japanese Program is the second largest program in the World Languages Department but still does not have more than one full-time instructor. With the addition of one more full-time instructor, the Japanese program will have the much needed support to help strengthen and expand the program. This will further provide a stronger instructional support system and improve learning for students.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

The Japanese program will continue its efforts to expand course offerings across all available modes of instruction to ensure greater accessibility for all students and the opportunity to complete an AA or CA in Japanese.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

We hope to offer Japanese 197 and 225.

In the previous sections of this PRP, 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Strengthen Japanese course offerings through various modes of instruction including face-to-face, hybrid and online.

How will you complete this goal? Include Strategies and Timeline for Implementation.

In Fall 2022, we will offer two face-to-face, two hybrid and two online courses. We will continue in the coming years to ensure that there are courses offered through all modes of instruction, giving students the opportunity to elect the course format that best suits their needs.

Outcome(s) expected (qualitative/quantitative)

In the last few years, we have seen an increase in enrollment trends, fill rates and program completions. This, in part, is due to the varied modes of instruction being offered. By continuing to offer face-to-face, hybrid and online courses, we expect the program to continue to grow and strengthen and provide students with the flexibility to choose a course format that meets their needs.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

The Japanese program's goal to offer various instructional modes of learning including face-to-face, hybrid and online courses aligns with the departments mission and goals by giving students the opportunity to elect the course format the best suits their needs, and thereby broadening the reach to students and ensuring greater accessibility for all.

Expected Goal Completion Date

5/31/2025

Goal 2

Brief Description

Offer Japanese 225 (Conversation and Reading).

How will you complete this goal? Include Strategies and Timeline for Implementation.

The course proposal was recently submitted for review. We hope this will get approved so that we can offer this in the next few years. We will also continue to publicize the program and to recruit new students.

Outcome(s) expected (qualitative/quantitative)

Given the increase in program completions, and the upward trend in enrollments and fill rates for Japanese 102, we expect this course to gain popularity among students as it gives students the opportunity to improve their speaking and hearing skills.

How does this goal align with your department mission statement, the college Strategic Plan

2022, and /or Guided Pathways?

The mission of the World Languages Department is to help 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. The Japanese 225 course will contribute to our students achieving this competence.

Expected Goal Completion Date

5/31/2025

Goal 3**Brief Description**

Offer Japanese 197 (Special Topic)

How will you complete this goal? Include Strategies and Timeline for Implementation.

The course review proposal is under review. We hope that we can move towards offering this in the next few years. In the meantime, we will continue to publicize the program.

Outcome(s) expected (qualitative/quantitative)

Given the success of the program, and the popularity of the Japanese 130 Culture and Literature course which has reached full capacity each time it is offered, we expect students will have this great opportunity to continue to study beyond 130.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

The mission of the World Languages Department is to help 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. The Japanese 197 course will contribute to our students achieving this competence by increasing their confidence and personal investment in taking ownership of a project through independent research.

Expected Goal Completion Date

5/31/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Japanese

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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

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

Yes

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

NA

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Japanese 101, 102, and 130 reached full capacity as early as a few weeks before the semester began.

The success of the program is further supported by the enrollment and fill rate data which shows an increase of 9%.

We expect the success rate will continue to increase as it has each year.

Additionally, the Japanese program has established the AA (Associate of Art degree) and CA (Certificate of Achievement) in 2019 and has since seen a 200% increase in completions of the AA and CA.

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

NA

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ISA-1

Is the position request for AA, CAST, or Classified staff?

Is this request for a full-time or part-time position?

☒ Full Time ☐ Part-Time

☐

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and student and short-term hourly employees have been used to substitute for this position.

Tutoring and individual support to serve students is an accreditation goal. The World Languages Resource Center (WLRC) could be open more hours to serve a wider students population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position eliminates the need to hire the multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

This position helps with the PRP goal to hire and maintain staff in the WLRC. As stated in the mission statement of the World Languages Department, 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. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Strategic Plan 2022 Objective

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<input type="checkbox"/> 1:5	<input type="checkbox"/> 2:1	<input type="checkbox"/> 2:2	<input checked="" type="checkbox"/> 2:3
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Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

The plan will be to continue hiring student and short-term hourly staff. We will open the WLRC for as many hours as possible with the staff we have and request this position again next year.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☒ Yes ☐ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Looking at our department budgets from the past three years, it is clear that the fiscal year 2022 budget more accurately reflects the financial needs of the department; specifically, the 230010 and 240010 accounts that we use to pay our World Languages Resource Center (WLRC) staff and tutors. In previous years - with insufficient funds - we would not have enough money to keep the WLRC open and would have to request more funds from our division dean. With that in mind, it is essential that we continue to receive a budget that allows us to properly fund the WLRC. This will allow the department to provide our students with the assistance and support that they need and the ability to complete their course lab requirement.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review

committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

Make one of the World Languages classrooms a HyFlex classroom.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Adding cameras and other necessary technologies to a World Languages classroom for HyFlex.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

It will not impact anyone.

c. What are the expected outcomes or impacts of implementation?

To meet the needs of our students, a HyFlex equipped classroom would allow the department to offer HyFlex classes giving students the option to attend class in-person or virtually.

d. Timeline of implementation

The 2022/2023 academic year.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Unknown. It is believed that the college has funds available for this but that is something that will need to be determined.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

3

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

Cameras and supporting technology will need to be added to one classroom.

Will you accept partial funding?

☐ Yes ☒ No

PART 5: 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?

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

mikenushi@palomar.edu