

Entry #: 69 - Languages and Literature

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Languages and Literature

Department Name

World Languages

Microsoft_List_ID**Discipline Name**

Japanese (JAPN)

Department Chair Name

Beatrice Manneh

Department Chair email

bmanneh@palomar.edu

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

Masako Ikenushi, Associate Professor

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.

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

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

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

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

1

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

0.87

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%

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.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

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.

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

Increased

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)

Modality (Online, Face to Face, Hyflex, etc.)

When or Where: What did you find and 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.

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

The overall success and retention rate for online asynchronous and hybrid courses is lower than face-to-face courses. In online asynchronous courses, for example, students access materials and complete tasks at their own pace, and require self-motivation and time management skills. Face-to-face classes on the other hand, provide direct interaction, in-person support, and hands-on learning experiences that can enhance engagement and understanding.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

The Japanese online asynchronous courses include live virtual Zoom sessions with interactive activities, discussion, and real-time feedback from the instructor to mimic the benefits of in-person learning. Virtual Zoom sessions allow for increased interaction and collaboration among students, fostering a supportive learning environment. Furthermore, providing timely and constructive feedback encourages students to actively engage with the material and strive for continuous improvement. The Japanese program also provides accessible and responsive instructor support through office hours, email correspondence, discussion forums, and individual meetings ensures that students receive assistance and clarification whenever needed.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report_Japanese.xls](#)
26 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last result, action, Japanese.xls](#)
25 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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 (culture and literature), 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, particularly with the face-to-face and online 101 courses. Enrollments in these courses always reach max capacity; therefore, another 101 as either face-to-face or online is needed to meet the demand.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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**Prior Year PRP Goal 1****Brief Description**

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

Goal Status

Ongoing

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

In Fall 2023, we offered 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. 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.

Prior Year PRP Goal 2**Brief Description**

Offer Japanese 225 (Conversation and Reading).

Goal Status

Ongoing

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

The course proposal was submitted for review. We hope this will get approved so that we can offer this in the next few years. 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.

Prior Year PRP Goal 3**Brief Description**

Offer Japanese 197 (Special Topic)

Goal Status

Ongoing

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

The course review proposal was submitted for review. We hope that we can move towards offering this in the next few years. Given the success of the program, and the popularity of the Japanese 130 Culture and Literature course, we hope to offer this course so that students will have this great opportunity to continue to study beyond 130.

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

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Offer 1 more Japanese 101 course (face-to-face or online)

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

The Japanese program will request to offer one (1) additional 101 course, either face-to-face or online.

Outcome(s) expected (qualitative/quantitative)

Japanese 101 online and face-to-face have always reached full enrollments (except hybrid). We expect the additional 101 course to reach full enrollments as well.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal is in line with Goal 1, Objective 8 of the college's Vision Plan 2035, which states: "Develop schedules that facilitate completion and are data-informed, offering classes when, where, and how students need them." By introducing an extra 101 course, either online or in-person, the Program aims to fulfill the evident demand from students, as indicated by data and the course's popularity.

Expected Goal Completion Date

8/1/2026

Goal 2

Brief Description

Submit a new course proposal for Japanese 135: Japanese Anime

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

I will work on a new course proposal for submission.

Outcome(s) expected (qualitative/quantitative)

Once the new course proposal is completed, it will be submitted for review.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal is in line with Goal 3, Objective 1 of the college's Vision Plan 2035, which states: "Meet enrollment goals by attracting new students and increasing the persistence of our current students." Considering the program's popularity and the numerous requests from students for a Japanese anime course, we are confident that offering this course will be mutually beneficial for the school and its students.

Expected Goal Completion Date

8/1/2025

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 [Vision Plan 2035](#).

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

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.

The Japanese program has seen an overall increase in success and retention over the last 5 years. We expect this to continue to increase. Additionally, the Japanese program has established the AA (Associate of Art degree) and CA (Certificate of Achievement) in 2019 and has since seen 3 times the increase in completions of the AA and CA.

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

NA

Are you requesting AA, CAST for Classified Staff?

Yes

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

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 student population.

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?

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.

Educational Vision Plan 2035 Objective

1:3

2:3

2:4

3:1

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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

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 and 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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

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?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Beatrice Manneh

Date

4/3/2024