

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: Japanese

Date: _____ (Due by November 13, 2012)

Members of the Instructional Program Review Team: Akemi Decena-Uchima, Satoko T. Piatt

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The program introduces Japanese language and culture to students and community at any occasions (College Fair, informal on campus "Japanese speaking" gathering etc.).

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Proposals for Japanese 1B, second semester course, has been approved and being offered starting spring 2011. This course is offered every spring semester.

Among the four colleges of PCCD, we are the only Japanese program that offers conversation based course and grammar and structure based course.

Our program is resourceful in regard of the language and culture to the students as mentioned above.

In addition to the listening and visual aide, more work is being planned to introduce internet resources including Moodle and other helpful websites into classes.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

The curriculum is being updated every year, so it is current and effective.

- b. Please indicate how many active courses are in the department inventory.
There are two 1A and one 50A courses.
- c. How many of those have been updated in the last 6 years?
All of them have been updated in the last 6 years.
- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
N/A
- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
The department has conducted a curriculum review in 2010.

- f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?
The department has been developing a workbook for the students to practice the Japanese in class as well as studying at home in addition to the CD which is already prepared to listen for their aural skills. The prerequisites and advisory have been validated on the course outline.

- g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
The department has been aware of the SLO Statements, and the faculty has been teaching along that line in each course.

We have covered SLO for 1A and 50A courses; however, 1B has not been officially covered since it's a brand new course.

- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)
N/A

- i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.
Our program is assessed by Quizzes, lesson tests, Midterm exam and final exam. Those tests and exams include oral, aural, written and listening tests and those will be used as the measurement tool.

- j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))

N/A

- k. Recommendations and priorities.

1. Reinstate Japanese 50B and 1B every semester.

2. More accessibility for students to use the Language Laboratory.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Word processing, PowerPoint and overhead projector have been used to enhance the students' learning process.

- b. How does the department maintain the integrity and consistency of academic standards within the discipline?

The faculty members attend seminars, study workshops and other functions to enhance their teaching method to maintain their academic standards.

- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

1A and 1B always have more than 50 students. Therefore, students often complain lack of participation in class. Some students have a difficulty in focusing.

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

1A is offered in the late afternoon which unable some high school students to attend and 50A conversation class is offered at night for working students to attend. In the future, if some more courses are added, we recommend that some should be offered in the morning.

- e. Recommendations and priorities.

One Saturday morning class should be reinstated for the working students.

5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Retention trend in the department is as follows:

<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>77%</i>	<i>* 72 – 82%</i>	<i>91%</i>	<i>N/A</i>

**** (10/17/11 template data shows 82%; 10/15/11 template data shows 72%)***

Reducing number of students in each class to have more contact with them individually.

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Encourage students to visit office hours more often and ask the administration to provide paid tutors.

- c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

****Frequent quizzes and tests to be given for assessing the student learning.***

****Develop activities where students have more interaction with one another and teacher's.***

- d. Recommendations and priorities.

Encourage students to be more involved in learning Japanese i.e. visiting YouTube, watching Japanese movies, singing Japanese songs, and having study groups.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

The program currently has two active part-time instructors and one inactive part-time instructor.

- b. Describe your current use of facilities and equipment.

Instructors currently use Smart Classroom, overhead projector, TV screen, laptop computer and a projector.

- c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

One class has a Smart Classroom. Two others don't. We recommend that all the courses be accessible to the Smart Classroom.

- d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

N/A

- e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

We plan to sustain the quality of instruction by using all sorts of creative methods, i.e. visiting Computer Laboratory, reserving a laptop computer and a projector with AV Department.

- f. What does the department recommend that the college do to maintain quality educational programs and services?

N/A

- g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

The computer room for the faculty members on the 3rd floor in the library is no longer available. It will greatly be helpful to the faculty members that the computer currently in the Foreign Language Department office be activated. And installation of a printer will contribute to the faculty members save time for preparing their classes as well.

7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

N/A

- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

N/A

- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

N/A

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

N/A

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

N/A

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
The department is very much aware of students' wanting to transfer to 4-year colleges. We are developing teaching materials which would prepare students to meet the standards for the 4-year institutions. We often exchange information with other faculty members of other institutions at outside seminars and workshops.

- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

We consider the current program we have is the Transfer Model Curriculum.

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

We feel that we are responding to the needs of the students of the constituencies, i.e. understanding Japanese traditional and pop cultures.

- h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

Two of the part time instructors have been evaluated in the past three years.

- i. Recommendations and priorities.

None.

Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.
2. The Division Dean, in conjunction with the Department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.
3. The Instructional Program Review Team will review and analyze the Core Data Elements.
4. The Instructional Program Review Team will assemble and review the course outlines.
5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.
6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.
7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.
8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.
9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

WSCH (Weekly student contact hours): The number of class contact hours a course is scheduled to meet per week in a given semester. A “full load” of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

1 FTES = 15 WSCH for two semesters = 30 WSCH.

Since a standard semester meets for 17.5 weeks, it follows that

1 FTES = 15 WSCH x 17.5 weeks x 2 semesters = 525 class contact hours.

FTES for a class = (Enrollment) x WSCH x 17.5 / 525 = (Enrollment) x WSCH / 30

Example: 25 students in a class that meets 3 hours per week:

FTES = $25 \times 3/30 = 75/30 = 2.5$

FTEF (Full Time Equivalent Faculty): Also known as load equivalency.

1 FTEF = 1 instructor teaching 15 “equated hours” per week for 1 semester.

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester:

FTEF = $3/15 = .2$

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week: FTEF = $(3 + 5 \times .8)/15 = 7/15 = 0.47$

FTES/FTEF – Productivity: FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation: FTES/FTEF = number of full time students per full time faculty member

Example: 40 students taking a lecture class that meets 3 hours per week:

FTES = $40 \times 3 / 30 = 4$

FTEF = $3/15 = 0.2$

FTES/FTEF = Productivity = $4/0.2 = 20$

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:
FTES/FTEF for a lecture class = Enrollment/2.

DSCH - Daily student contact hours (applies only to DSCH designated classes):

Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

Successful Course Completion Rate for a Class: Number of course completions with grade A, B, C or Pass divided by Total number of course completions.

Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

Retention Rate for a Class: Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.

Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

Persistence Rate Fall to Spring: Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

College Drop Rate: Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.