

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: **Foreign Language - JAPANESE**

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

Instructional Programs only: N/A – Currently, we do not have a program, but we have SLOs. We are currently working on creating an AA program for 2019-2020.

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Program Goals:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal: 1. To write and submit curriculum for Japanese level 4 to begin teaching in Fall of 2018.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Progress on goal achievement: Completed and approved

Status Update – Action Plan and any link to Resource Requests:

2. **Program Goal:** Expand Japanese level 2 courses to enable us to offer Japanese 3 courses more consistently. (Now Japanese B4)

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Progress on goal achievement: On going. changed to now include Japanese B4.

Status Update – Action Plan and link to Resource Requests: Work in progress

B. List new or revised goals (if applicable)

1. **Program Goal:** To write and submit the Japanese program proposal to begin in Fall of 2019.

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Will be completed by October deadline.

Status Update – Action Plan and link to Resource Requests: Intend to submit the proposal in October 2018 to get approval.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle: For the past 4 years, we had increasing unduplicated headcount (37%, 5%, 25%, 21%) by adding more classes; however, this past 2017-2018 year, we had a **5% decrease due to the lack of the faculty**. We also consistently have enough students on the waitlist to populate two or more sections of Japanese, which leaves a portion of our students underserved.

Solution: By adding a full-time faculty member, we would be able to expand our program to serve the needs of our students.

2. How does your trend data (or other data your area collects) impact your decision-making process for your program?

Because of a reduction in unduplicated head count, we will be requesting a fulltime instructor for the program. In addition, we now have all Japanese language courses necessary to create a program, which will be submitted this October for review and approval.

3. Evidence of Department Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

There are only adjunct instructors in the program. We have shared emails but have not officially met regarding the program review.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

We have more male students (70%) than female students (29%) compared to the college wide norms (male 46%, female 53%). This has remained unchanged for the past 5 years.

We decreased in the number of students 19 & younger by 7% and increased in the number of students aged 30-39 by 4% and 40 & older by 3%. Compared to collegewide data, we have less students in the 19 & younger age group by 9% and more students in 20-29 by 9%.

We have seen an increase in the number of African American students by 10% in our program as compared to the 4% increase college wide. All other ethnicities are about the same as found in the college as a whole.

We had a huge increase in retention rate (+14%) and success rate (+12%) in African American students. The 19 & younger and 20-29 has seen less retention and success rate than the older generation (30-39 and 40 & older). Because of these statistics, we recommend to our students that they attend tutoring sessions as well as holding group study sessions.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
There has been a small decline by 2% in retention and a small increase in success by 2%. However, since we changed units from 5 units to 4 units we have seen an overall decline by 8% in our success rates.
6. Equity gaps
 - Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#). We encourage all students to take advantage of the tutoring available. Our African-American students and our White students are experiencing the same level of success. However, our Hispanic students are 11% lower.
7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.
We completed the Japanese 4 curriculum and it was approved. We will be teaching this class for the first time this Spring.

We are working on creating the Japanese Program.

“Touching Hearts and Minds From Prison Yard” – Community Voice in Bakersfield Californian on May 19, 2018
(https://www.bakersfield.com/opinion/community-voices/yuki-takeuchi-touching-hearts-and-minds-from-the-prison-yard/article_c1c752c4-32fc-11e8-a133-6bf76f540117.html?utm_medium=social&utm_source=facebook&utm_campaign=user-share)

“I am Teaching College Course Japanese Language to Maximum Security Prisoners in California” article in online magazine in Japan–
COURRIER Japon on August 1, 2018 (<https://courrier.jp/news/archives/130109/>)

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts
As a part of the Foreign Language and ASL department, we assist all of our students in identifying the classes needed for graduation. We are currently working on creating a new program so that students will have another pathway to achieve success in Japanese.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

We provided 4 classes of Japanese 1 in Inmate Scholar Program in 2017-2018.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness? None – did not receive any resources

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

Japanese is proud to be a part of the Foreign Language and ASL Department at Bakersfield College. Even though we do not have a program, we are aligned with the college's goals, a fact reflected in our robust growth over the past 5 years, especially 2016-2017 and 2017-2018

Compared to our 2013-2014 offering of 5 sections, we were able to offer 13 sections in 2017-2018. This next year we will only be able to offer 4 sections per semester because of the lack of available faculty.

We completed the JAPN B4 curriculum and received approval. This is a necessary step in the process of creating the Japanese AA Degree Program, which we are planning to submit in October 2018 for approval. This will increase our courses/sections and help students who want to major in Japanese.

Having said that, we have only 2 adjunct faculty. This is insufficient to serve a BC that has more than doubled in growth. We were also forced to stop offering courses in the prison even though Japanese courses in the Inmate Scholar program was noticed by the “Bakersfield Californian” (https://www.bakersfield.com/opinion/community-voices/yuki-takeuchi-touching-hearts-and-minds-from-the-prison-yard/article_c1c752c4-32fc-11e8-a133-6bf76f540117.html?utm_medium=social&utm_source=facebook&utm_campaign=user-share) in May 2018 and International web Japanese magazine “COURRIER Japon” of Japan (<https://courrier.jp/news/archives/130109/>).

We strongly believe that with the addition of a full-time faculty position, we could provide excellent instruction serving a larger number of students in both the main campus and Inmate Scholar Program. With an additional full-time position and sufficient adjunct faculty, we can offer as many as 15 sections of Japanese.