Bakersfield College
Program Review – Annual Update

Program Name: Japanese

Program Type: ☒ Instructional   ☐ Student Affairs   ☐ Administrative Service   ☐ Other

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:

The Japanese program provides general education requirements for students planning to transfer to a 4-year institution. We provide students with a diverse cultural education and awareness from beginning through intermediate Japanese. We engage the Kern County community through the Japanese Culture Club and the Inmate Scholars Program while expanding the world vision of our students and enabling them to productively engage within their local communities as well as globally.

Program Mission Statement:

The Japanese program provides opportunities for students to engage with a diverse culture and to expand their world-vision, while meeting general education requirements for transfer. Our program also provides groundwork for students who plan to transfer to a 4-year institution with a projected major related to Japanese or Asian Studies.

Instructional Programs only:
   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.

Progress on 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	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan

1. Write and submit curriculum for Japanese level 4 to be taught beginning in the Fall of 2018.	☒ 1: Student Learning ☒ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☒ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	Write and submit the level 4 curriculum to the Curriculum Committee for approval by October 31st.
2. Increase Japanese level 2 courses to enable the offering of more Japanese 3 courses.	☒ 1: Student Learning ☒ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☒ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	If our request for a full-time faculty member is fulfilled, the program will increase its course offerings to meet student needs.

B.   List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
	☐ 1: Student Learning ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

-We have provided education through our Inmate Scholars Program that provided students with the skills to complete a choral presentation.
-We have utilized Supplemental Instruction (SI) services and group work to help students to bridge the gap between students, the classroom, and academic support services on campus to improve retention and success.
- We partner with the Japanese Culture Club on campus to promote cultural diversity and education on campus while providing students with more opportunities outside the classroom to practice language skills.

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).

1. ,,Please report on any unexpected changes or challenges that your program encountered this cycle:

   We consistently have enough students on the waitlist to populate two more sections of Japanese, which leaves a portion of our students underserved. Adding a full-time faculty member would allow us to expand our program to serve the needs of our students.

   It is well documented that older students have more difficulty with second language acquisition. To support the increase in this student population (age 30-39 and 40 and older), we can provide more external practice activities, provide recommendations and access to authentic language input outside the classroom, partner with SI leaders to utilize more hands-on activities, and partner with our Japanese Culture Club to encourage students and provide a place outside of the classroom to practice their language skills more frequently. The restructuring of classroom tasks and activities, while designed to assist particular student populations, will also provide more resources and opportunities for success for the other students in the classroom, as well as appeal to various learning styles and needs. Unfortunately, these extra classroom aids are not available to the Inmate Scholars Program students.

2. How does your trend data impact your decision making process for your program?

   Since 2012-13 Japanese has shown consistent growth from 110-239. This is seen in a growth of 25% in 2015-2016 and 21% last year alone. The program has more than doubled in size due to several factors. First, adjunct instructors increased the number of sections that they were teaching. Second, Japanese 3 was added as a class that was being offered. Third, Japanese was offered a full time temporary position which made instruction in the prison possible while maintaining offerings on the main campus. Fourth, another adjunct instructor has been added to the available instructors. We are planning on writing and getting approval for Japanese 4 which will be the highest language class that is offered for a potential degree in the future.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

There is a decline in student success rates. We attribute this to the loss of class time as a result of the change from 5 units 4 units for all language courses. To account for this loss in time, we are working diligently with SI leaders to incorporate SI sessions with a focus on strengthening skills and student-generated language output. We are also encouraging participation in outside group study as well as the Japanese Culture Club.

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

We experienced an increase in students who identified as Hispanic/Latino 55%-69%, students who identified as male 63%-70%, students who were 30-39 and older 7%-13%. The increase in the older and male population was due in part to teaching Japanese in the Inmate Scholars Program. The increase in the Hispanic/Latino population may be due in part to the increase in this population at Bakersfield College in general and possibly due in part to the Inmate Scholars Program. The overall real numbers increased from 110 to 239.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☐ 1: Classified Staff ☒ 2: Faculty	By adding a temporary full-time faculty member for the 2016-2017 academic year, we were able to double our course section offerings. This demand for classes allowed us to hire an interdepartmental temporary full-time faculty member for the 2017-2018 academic year.
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☐ 1: Provided Professional Development ☒ 2: Attended Professional Development	The flex opportunities have enabled our instructors to utilize new technologies and platforms in and out of the classrooms. These technologies have enabled us to provide students with more opportunities for learning and engagement while also allowing instructors to diversify their teaching to better accommodate different learning styles and needs.

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	N/A
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_____	N/A
Resource Request		**Discuss How Effective Request is for Student Success?**
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.*	☐ 1: Replacement ☐ 2: New ☐ 3: Other_____	N/A
Budget: *Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the*		N/A

faculty chair and/or area administrator.)		

Conclusions & Snapshot:
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.

   In conclusion, our program has identified that there are opportunities for growth to meet the needs of students. By adding a temporary full-time faculty member, we were able to double our course section offerings and still experienced waitlists with enough students to open two more course sections. We have also identified a downward trend in student success which we attribute to the loss of class-time, as our courses were changed from 5 units to 4. We have identified solutions to partner with SI leaders to help make up for the lost class time and practice. We identified an increase of specific student populations and identified ways to support these students within our classrooms to increase student success. Finally, with the help of professional development, we have utilized more technology and activities within the classroom to better serve our students and provide them with more tools and opportunities for success. We are continually looking for new instructional methods and technologies through which we can better leverage both our instructors' efforts and instructional time with students.