

Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Japanese Program is committed to empowering our students by offering a multi-level and multi-skill curriculum of Japanese language development and cultural understanding, as well as a fully online AA degree in Japanese. By doing so, we enable our students to excel in their educational and professional environments, and achieve their goals in the diverse world. Through studying grammar, reading, composition, speaking, listening and cultural differences and nuances, our students develop critical thinking, interpersonal skills, intercultural competency, as well as a global perspective. Our program strives to maintain a learning environment that is both rigorous and student-centered by offering them opportunities to explore their own interests in Japanese culture and society, and to compare, discuss and express their opinions effectively. By honoring differences in learning styles, linguistic backgrounds and individual interests, we help our students develop as independent, successful and culturally sensitive participants in the global world.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends						
Language Arts - Japanese-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	260	313	532	555	541	108.1%
Enrollment	441	486	842	851	816	85.0%
Sections	25	28	34	37	35	40.0%
WSCH	691	785	1,372	1,394	1,333	93.0%
FTES (end of term)	46	52	91	92	88	91.3%
FTEF (end of term)	1.7	1.8	2.9	3.0	2.8	66.9%
Productivity (WSCH/FTEF)	409	441	468	458	473	15.6%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

The Japanese Programs’ FTES has increased 91.3% in the past five years. The trigger for this huge increase was the transition from face-to-face on-campus instruction to fully asynchronous online instruction. Although our Intermediate-Advanced conversation courses (JAPN 13A-13B-14A-14B) have some synchronous Zoom sessions, the rest of the JAPN courses remain fully asynchronous online, which attract full-time working professionals, dual-enrollment students, as well as students from out-of-area. Our goal is to maintain our current combination of fully asynchronous (online) and partially synchronous (also online) Japanese course offerings so that our FTES will not fall back to the levels of the pre-pandemic face-to-face era. We already have a fully online AA degree in Japanese, but we are also planning to create an entirely online Japanese Certificate of Proficiency for students who already have another degree.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The huge increase in our FTES is clearly based on the change in modality. Maintaining fully asynchronous online JAPN 1 through 6 courses, and partially synchronous online conversation courses, will be the key to our future success. In Winter 2024, we tried to offer one partially on-campus JAPN 5 course, but we had to convert it

to a fully asynchronous online course because of the low enrollment. Since the majority of our students (working professionals, dual-enrollment students and people from out-of-area) cannot attend on-campus (or often even synchronous online) courses, it will make it very difficult to maintain the current level of enrollment if we have to go back to face-to-face instruction. We are trying again, however, with a lower-level course (one partially on-campus JAPN1 course) in Spring 2024. Its enrollment is still very low (currently 9 students), compared to fully online courses.

Action: What actions does your program plan to take in order to achieve your goals?

Our main concern is losing our enrollment by going back to on-campus face-to-face (or hybrid online and on-campus) modality. We will carefully monitor the enrollment in Spring 2024 partially on-campus JAPN 1 course and will continue discussions with the Division Dean.

Needs: What does your program need to execute this action plan?

We must keep our fully online Japanese AA program intact while we experiment with the newly reinstated on-campus face-to-face (or hybrid) modality.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

Our number of JAPN sections has increased by only 40% in the past five years, as compared to other massive increases (Unduplicated Headcount = 108.1%; Enrollment = 85.0%; WSCH = 93%; FTES = 91.3%; FTEF = 66.9%). This translates to a 15.6% increase in Productivity over the same five years. Our courses are very full, and we often need to accept more than the maximum seat count (35) in our courses. Since fully online courses always have a slightly higher drop rate, we plan to accept students beyond the maximum seat count at the beginning of each quarter, in order to end with a good number of students at the end of the quarter and keep our productivity high. Our main goal is to keep our current course offerings while keeping our productivity high.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

As I mentioned in B-1, going back to on-campus face-to-face is our main concern in maintaining high enrollment and productivity. It could result in course cancellations and future loss of sections. In Winter 2024, we tried to offer one partially on-campus JAPN 5 course, but we had to convert it to a fully asynchronous online course because of the low enrollment. We are trying again with a lower-level course (one partially on-campus JAPN1 course) in Spring 2024. Its enrollment is still very low (currently 9 students), compared to fully online courses. We will carefully monitor the enrollment in Spring 2024 partially on-campus JAPN 1 course.

Action: What actions does your program plan to take in order to achieve your goals?

We added one new hybrid section in both Winter (JAPN 5) and Spring (JAPN 1) 2024 to monitor the students' interest. In Winter 2024, the partially on-campus JAPN 5 course had to be converted to a fully asynchronous online course because of the low enrollment. However, the asynchronous online JAPN 5 has filled up (35 maximum seat count) with a waiting list in a matter of a few days. In Spring 2024, we are trying with a lower-level course this time. We added a partially on-campus JAPN 1 course and we are monitoring its enrollment to see if it can attract more students.

Needs: What does your program need to execute this action plan?

Same as the B-1 above. We must keep our fully online Japanese AA program intact, while we experiment with the newly reinstated on-campus face-to-face (hybrid) modality. We will carefully monitor the enrollment in Spring 2024 partially on-campus JAPN 1 course and will continue discussions with the Division Dean.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our productivity has increased 15.6% over the past five years. Our Year 2022-23 Productivity was 473, which is much higher than the other programs in our Division (ESLL, ENGL, SPAN). Since our enrollment is very close to (or even higher than) our maximum seat count of 35 students per class, it will be difficult to go above this number. We strive to maintain our high productivity. Our main concern is the new requirement to offer an on-campus face-to-face/hybrid course, since it will certainly lower our productivity. Our goal is to maintain the current high productivity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

As mentioned above, offering fully online courses has dramatically increased our enrollment and productivity. We have concerns about lowering productivity from the newly reinstated on-campus face-to-face (hybrid) courses.

Action: What actions does your program plan to take in order to achieve your goals?

Same as the B-1 and B-2 above. We must keep our fully online Japanese AA program intact to keep our current high productivity while we experiment with the newly reinstated on-campus face-to-face (hybrid) modality.

Needs: What does your program need to execute this action plan?

We must closely monitor the enrollment numbers of the newly reinstated on-campus face-to-face (hybrid) courses to see their effects on our productivity.

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	205	46%	203	42%	425	50%	392	46%	370	45%
Male	228	52%	273	56%	397	47%	415	49%	393	48%
Non-Binary	0	0%	1	0%	0	0%	0	0%	0	0%
Unknown gender	8	2%	9	2%	20	2%	44	5%	53	6%
Total	441	100%	486	100%	842	100%	851	100%	816	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	238	54%	268	55%	372	44%	368	43%	346	42%
Black	14	3%	13	3%	25	3%	52	6%	75	9%
Filipinx	24	5%	20	4%	57	7%	53	6%	55	7%
Latinx	69	16%	85	17%	131	16%	119	14%	120	15%
Native American	1	0%	3	1%	3	0%	7	1%	7	1%
Pacific Islander	2	0%	0	0%	9	1%	20	2%	7	1%
Unknown ethnicity	14	3%	35	7%	26	3%	36	4%	46	6%
White	79	18%	62	13%	219	26%	196	23%	160	20%
Total	441	100%	486	100%	842	100%	851	100%	816	100%

C.1 - Enrollment by Gender

Goals: What is your program’s goal with respect to enrollment by gender?

Compared to past on-campus face-to-face instruction, our gender gap has narrowed since we went fully asynchronous online. For example, in 2019-20 (with the on-campus face-to-face modality), the ratio was 42% female vs 56% male. However, in 2022-23 (with the fully asynchronous/partially synchronous online modality), the gap has narrowed to 45% female vs 48% male. Our goal is to keep narrowing the gender gap.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The reason for the above narrowing gap is because fully asynchronous online courses offers opportunities to more mature female students, who are not able to come to campus to take our courses because of their career or family obligations. (This is apparent from our students’ video self-introductions at the beginning of each quarter.) We strive to maintain this trend and keep offering fully asynchronous/partially synchronous online courses in order to provide learning opportunities to more working women and mothers who need to stay home to take care of their children.

Also, although this is not reflected on the statistics, we are very pleased to see many more transgender female and gender-fluid students in our JAPN courses compared to five years ago. This might also be a contributing factor in the increase of female enrollment as well as “Unknown gender” enrollment (2% in 2018-21; 6% in 2022-23).

Action: What actions does your program plan to take in order to achieve your goals?

We will keep offering fully online courses to give opportunities for working females, mothers and caretakers of

their family who are still typically female.

Needs: What does your program need to execute this action plan?

Same as the B-1 & B-2 above. We must keep our fully online Japanese AA program intact, so that we can keep providing valuable learning opportunity for working females, mothers and caretakers.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

We are seeing an increase in the number of traditionally underrepresented students, such as Black and Filipinx students. Especially the number of Black students has increased from 13-14 students (3%) in 2018-20 to 75 (9%) in 2022-23. The reason is because the fully online courses allow Black students from out-of-area to take our courses. Based on the information from students' video self-introductions at the beginning of each quarter, many of these students resides in Southern California and out-of-state. Asian students are still the largest group, but their enrollment % is steadily declining, due to in part by the decrease in the number of international students. Instead, we now have more local Silicon Valley engineers and dual-enrollment Asian students, who became able to take our courses because of the fully asynchronous online modality. Our goal is to further increase the number of traditionally underrepresented students, especially Latinx.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

In contrast to Black student enrollment, Latinx enrollment is stagnant (16% in 2018-19 vs 15% in 2022-23). We need to focus on boosting Latinx enrollment. After surveying, we found out that Latinx students (and also young students in general) are more interested in contemporary visual aspects of the Japanese culture, such as fashion, cosplay, anime, manga, etc. This make us believe that working with the Fine Arts Division and create new courses might attract the Latinx population. For, example, "Japanese-style manga/anime drawing" course would definitely attract more students, although this needs to be offered by an art instructor. However, it could still make more students interested in Japanese language itself.

Action: What actions does your program plan to take in order to achieve your goals?

We will need to work with the Language Arts & Fine Arts Division Deans to find ways to create cross-Division courses to boost Latinx enrollment. I would like to discuss a possibility of the "Japanese-style manga/anime drawing" course. This course might partially overlap with their GID 37 ("Cartoon & Comic Illustration I"), but with more focus on Japanese style manga/anime drawing.

Needs: What does your program need to execute this action plan?

We will need to work with the Language Arts & Fine Arts Division Deans, as well as Fine Arts instructors.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success
Language Arts - Japanese-FD

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	371	84%	395	81%	664	79%	691	81%	657	81%
Non Success	25	6%	35	7%	80	10%	84	10%	74	9%
Withdrew	45	10%	56	12%	98	12%	76	9%	85	10%
Total	441	100%	486	100%	842	100%	851	100%	816	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	82	77%	82	69%	140	66%	122	71%	130	74%
Non Success	12	11%	12	10%	31	15%	24	14%	27	15%
Withdrew	13	12%	24	20%	42	20%	26	15%	18	10%
Total	107	100%	118	100%	213	100%	172	100%	175	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	289	87%	313	85%	524	83%	569	84%	527	82%
Non Success	13	4%	23	6%	49	8%	60	9%	47	7%
Withdrew	32	10%	32	9%	56	9%	50	7%	67	10%
Total	334	100%	368	100%	629	100%	679	100%	641	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

Our overall success rate has been more or less steady over the past five years (on average around 81%; 2018-19 was slightly higher because of larger Asian enrollment). I believe this is a very good success rate for such a difficult foreign language as Japanese. Our goal is to maintain above 80% overall success rate.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Our obvious concern is the gap between the success rate of the "Black, Latinx and Filipinx" group compared to the rest of the student population. In 2022-23, the success rate of the "Black, Latinx and Filipinx" group was 74%, as compared to 82% for the rest of the population. However, when you look closely within this group, the Black students' success rate was 81% and the Filipinx students' rate was 80%, which are very high. The Latinx group success rate was 72%, which needs to be improved.

The Asian group success rate was the highest at 88%. The main reason for this is obviously the language itself. The majority of the Asian students who are taking Japanese are Chinese and Korean native speakers and heritage students. Since Chinese, Korean and Japanese languages are very similar in many aspects, these students boost the overall success rate.

Action: What actions does your program plan to take in order to achieve your goals?

In order to improve the success rate of the impacted groups, we will introduce an improved "early alert" system. Instead of waiting until the students have a few late assignments or show any sign of "struggle," we will contact them immediately after a single late assignment to check if they have any concerns or need any additional help. Although we are already offering individualized assistance and extra tutoring sessions, we need to be even more proactive and consistent in reaching out to them before they fall too behind. We have also extended our Zoom tutoring hours by our Teaching Associate (paid tutor) to Tuesday & Thursdays between 1:00 pm–5:00 pm & 8:00 pm–10:00 pm. These late evening hours should help the students who need to work until late hours.

Needs: What does your program need to execute this action plan?

We need to keep improving our "early alert" and support systems mentioned above, as well as developing new cross-Division courses described in the Section C.2. Also, we will discuss with the Curriculum Committee to see if mirrored courses will benefit working students who are interested in learning Japanese language, but are too busy to complete the regular credit courses.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

Although the face-to-face modality has a slightly higher success rate, there is not a significant difference in the overall success rate by modality. Our overall success rate is hovering around 81%. Our goal is to maintain above 80% overall success rate.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

If you only look at the success rate of the fully asynchronous vs partially synchronous online courses (80% vs 84% in 2022-23), it seems like there is a gap. However, the fact is that the higher non-success rate is coming from the beginning level courses (JAPN 1 and JAPN 2), which always have a higher drop/fail rate regardless of their modality (including the face-to-face modality). Only the Intermediate-Advanced conversation courses (JAPN 13A-13B-14A-14B) have partially synchronous portions, and the Intermediate-Advanced courses always have higher success rate.

Action: What actions does your program plan to take in order to achieve your goals?

Same as the B-1, B-2 & B-3 above. We must keep our fully online Japanese AA program intact to keep our current high enrollment, productivity and the success rate while we experiment with the newly reinstated on-campus face-to-face/hybrid modality.

Needs: What does your program need to execute this action plan?

We must closely monitor the enrollment numbers of the newly reinstated on-campus face-to-face/hybrid courses to see their effects on our enrollment, productivity and the success rate.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

The largest point gap in JAPN courses is from White students (-11%; need 18 more successes). The second largest is Low Income students (-10%; need 28 more successes), and the third is Latinx students (-10%; need 13 more successes).

Goals: What is your program's goal with respect to disproportionate impact?

The largest point gap in JAPN courses is from White students (-11%; need 18 more successes). However, there is a very specific reason for this. White student who do not complete our courses tend to be Silicon Valley professionals who already have BA/BS or higher degrees. Although they are performing well in class, they chose not to complete the courses by not taking the Final Exam, because of work demand or travel plans, rather than under-performance. They are life-long learners taking Japanese as enrichment, and they tend to retake our courses in future quarters.

The second largest is Low Income students (-10%; need 28 more successes), and the third is Latinx (-10%; need 13 more successes). Our goal is to improve the success rates of the above three groups, although the White point gap is stemming from the very specific reason described above.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Many of the Latinx students also cite as the reason for their drops/non-success that their work and family demands prevent them from keeping up with the course work. We need to offer more individualized assistance and extra tutoring by reaching out to them proactively. However, our main challenge is that they are short on time even if the tutoring and extra help are available. Fortunately, many of them say they wish to retake the course in future quarters.

For the Low Income group, since it is hard for us to know which students belong to this group, we cannot observe the exact cause of their high non-success rate. However, I assume the main reason is similar to the Latinx group. Surprisingly, no JAPN student has ever complained about a lack of reliable internet connection or equipment since going fully online during the pandemic.

Action: What actions does your program plan to take in order to achieve your goals?

As mentioned in D.1 above, in order to improve the success rate of the impacted groups, we will introduce an improved "early alert" system. Instead of waiting until the students have a few late assignments or show any sign of "struggle," we will contact them immediately after a single late assignment to check if they have any concerns or need any additional help. Although we are already offering individualized assistance and extra tutoring sessions, we need to be even more proactive and consistent in reaching out to them before they fall too behind. We have also extended our Zoom tutoring hours by our Teaching Associate (paid tutor) to Tuesday & Thursdays between 1:00 pm–5:00 pm & 8:00 pm–10:00 pm. These late evening tutoring hours should help the students who need to work until late hours such as restaurant workers (which may also include "Low Income" group).

Needs: What does your program need to execute this action plan?

We need to keep improving our "early alert" and support systems mentioned above, as well as developing new cross-Division courses described in the Section C.2. Also, we will discuss with the Curriculum Committee and create mirrored courses which will most likely benefit the "largest point gap" group, which is the "White" student group (-11%; need 18 more successes). I believe these mirrored courses will attract working Silicon Valley professionals with higher degrees as well as retired professionals who are interested in learning Japanese language, but are not necessarily want to enroll in more rigorous credit courses.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

- * Providing direct instruction via Zoom sessions (JAPN 13A, 13B, 14A, 14B)
- * Assessing and providing feedback on students' coursework (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B)
- * Providing information and responding to questions about the content of the course (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).

- * Facilitating group discussions regarding the content of a course via synchronous Zoom sessions (JAPN 13A, 13B, 14A, 14B).
- * Providing the opportunity for substantive interactions with the students on a predictable and scheduled basis (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Monitoring the students' academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the students when needed on the basis of such monitoring, or upon requests by the students (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Open Chat Room on Canvas throughout day, which is monitored by the instructor 7 days a week (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * E-mail messages are usually responded within 1-2 hours during school hours or within 24 hours on weekends and late night/early morning (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Individual tutoring sessions by Zoom by appointments on Tuesdays and Thursdays (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Instructors keep close contact with students on a regular basis throughout the quarter (normally 2-4 announcements per week explaining, previewing, summarizing and clarifying content) (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Created more than 1,500 animated slide shows introducing and explaining each module content, grammar points & exercises for our JAPN courses (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Release of weekly module content, accompanied by announcements (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Regular deadlines throughout the quarter for assignments, quizzes, oral presentations and the Final Exam. 2 reminders are sent before each regular assignment, 3 reminders are sent for major assignments such as oral presentations (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Instructor participation in discussion board and chat room. The instructor gives individualized response/feedback to every single student post (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Instructor-initiated Canvas inbox check-ins about course content and additional guidance and instructions (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).
- * Individualized, personalized, specific, timely feedback on assignments, which allows further interactions/questions by the students (JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B).

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

We are starting to establish our name as one of the few accredited colleges and universities which offer a fully online Japanese degree, and I have been receiving inquiries from all over the nation. Our goal is to further improve our online JAPN courses and establish our name as the best online Japanese AA program in the nation, which offers valuable learning opportunities to people who otherwise would never be able to obtain a Japanese degree in their own area.

Our curriculum improvement goals also include but are not limited to: creating cross-Division courses such as "Japanese-style manga/anime drawing" with the Fine Arts Division; improve an "early-alert system" for struggling students; extend Zoom tutoring hours to late evenings for working students; create mirrored courses for working Silicon Valley professionals with higher degrees as well as retired professionals who want to take our courses for enjoyment.

This form is not yet ready.