**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Arabic** |  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 70 | 80 | 67 | 91 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 50.00% | 114.29% | 95.71% | 67.91% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 192 | 219 | 184 | 250 | Weekly Student Contact Hours | |
| **FTES** | | 6.40 | 7.31 | 6.13 | 8.32 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 0.80 | 0.40 | 0.40 | 0.80 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 240 | 549 | 459 | 312 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | - | - | - | - | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 0.80 | 0.40 | 0.40 | 0.80 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | - | - | - | - | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 0.80 | 0.40 | 0.40 | 0.80 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 100.00% | 100.00% | 100.00% | 100.00% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 96.83% | 92.21% | 88.89% | 95.70% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 84.13% | 81.82% | 71.43% | 86.02% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | - | - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **-The department is committed to supporting and developing all of the seven language programs offered: Spanish, French, Japanese, German, Italian, Chinese and Arabic.**  **-In Fall 2011, enrollment at Census was 91 in Arabic, which reflects an increase over previous years (in 2008 was 70; in 2009 was 80; in 2010 was 67).**  **-As a result of college–wide cuts to the number of course offerings, fewer sections of language courses have been offered each year. These cuts have been particularly problematic for the smaller programs that are ready to grow, such as Arabic. There is an increasing, yet unmet demand for Arabic language courses within the District’s service area.**  **-Because Arabic is a small and growing discipline, one class cancellation creates dramatic enrollment changes. This can be seen in the enrollment load, which has fluctuated considerably over the past four years. In Fall 2011 enrollment load was 68%. The WSCH generated per FTEF in Fall 2011 was 312.**  **-As a result of prolonged cuts and the hiring freeze, today the services needed to serve students and operate the department are inadequate (i.e., language lab and number of classified staff).**  **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze, there are only 6 full-time faculty in the department: one in Japanese, one in French and four in Spanish. There are no full-time faculty in German, Italian, Chinese, and Arabic.**  **-The department has never had a full-time faculty member in Arabic. 100% of FTEF in Arabic has been made up of part-time faculty.**  **-The rates of retention (96%) and success (86%) are in line with those of the other disciplines within the department. This can be attributed to the efforts of two, long-standing part-time faculty in Arabic.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-SLOs have been developed for all courses.**  **-Faculty consistently include course SLO’s on their syllabi, and speak with students about the relevance of these outcomes.**  **-Assessment data for course SLOs has been gathered and submitted to the POD.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-Results of the Arabic 101 SLO assessments demonstrate that students benefit from increased practice in speaking with attention given to personal introductions and comprehensible pronunciation. The opportunity for faculty to gather and discuss the results of their finding has proven to be a valuable tool in making needed adjustments to the assessment tool. In 2012, the majority of students who participated in the assessment demonstrated satisfactory or better progress in this area.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at <http://www.labormarketinfo.edd.ca.gov/> Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **-Although the department would like to offer a degree and certificate program in Arabic, only three of the four required courses are currently offered. The fourth course required in the sequence, Arabic 202, is not currently offered due to budget cuts and class reductions.**  **-In the future, the department hopes to expand its offerings to include the creation of a degree and certificate program in Arabic. The department plans to develop all AA degree programs following the Transfer Model Curriculum established at the state level.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **-Interest in the Arabic courses continues. Enrollment load is 68%.**  **-In order to strength the Arabic program, the current sequence of courses (Arab 101 a&b, Arab 102 a&b, and Arab 201 a&b) is being modified so as to mirror the pattern offered in the other programs (Arab 101, Arab 102, and Arab 201). All three of these new courses will include a language lab component. This request has been submitted via Curricunet in the Fall 2012 to be effective in Fall 2013.**  **-The World Languages lab is at maximum capacity. The department desperately needs more classified staff. Our curriculum requires that students spend 1 hour per week in the language lab. There are 3,000 students who attend the lab weekly. There are only 40 workstations in the F-1 lab. There is only 1 full-time classified staff member in the lab that is open 60 hours per week.**  **-In order to offer courses in the new, South Center campus, the department will need a dedicated language lab space to meet the needs of students.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze:**  **• Today, there are only 6 full-time faculty in the department.**  **• In 2005, there were 8 full-time faculty in the department.**  **• In 2001, there were 10 full-time faculty in the department.**  **It is essential to prioritize the hiring of full-time faculty member for each of the smaller disciplines (i.e., German, Italian, Chinese, and Arabic) so that a discipline expect can manage and plan for the specialized needs of each program. This would align the department with Strategic Plan Goal 4 which states "Recruit, hire, and support diverse faculty and staff to meet the needs of students."** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
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| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **-Please see Academic Department Resource Request for the World Languages Department** |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **It may be helpful to receive an analysis of similar data for the Spring semesters since the Fall tends to be smaller than Spring.**  **Having department-wide data would also be helpful.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **-The development of an enhanced, interactive learning environment for languages is underway. In the Spring of 2014 the World Languages Lab in the Humanities building will offer a Language Center for students to make use of authentic language resources as they complete the three semester sequence of Arabic 101, 102 and 201 courses.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Although undeniably important, the current PRP process is extremely time-consuming.**  **In multi-disciplinary departments such as World Languages, the process is further complicated by the fact that multiple versions of these reports must be completed. (7 disciplines means doing 7 PRPs.) Furthermore, ours is a department with few full-time faculty.**  **Also, some data should be considered for the department as a whole, not only by discipline. It would be helpful if a process were created for multi-disciplinary departments to complete the PRP for the whole department, and that certain portions of the forms be specific to each discipline.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Kathleen Sheahan *Name*** | **Masako Ikenushi *Name*** | **Gladys Gomez *Name*** |

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| --- | --- | --- |
| **Chantal Maher *Name*** | **Abby Corona *Name*** | **Judith Marquez *Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**