

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Discipline: Arabic

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	-	63	105	113	<i>Self Explanatory</i>
Census Enrollment Load %	-	52.50%	77.78%	72.90%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	-	173	288	310	Weekly Student Contact Hours
FTEs	-	5.76	9.60	10.33	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	-	0.80	0.80	1.00	Total Full-Time Equivalent Faculty
WSCH/FTEF	-	216	360	310	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	-	FTEF from Contract Faculty
Hourly FTEF	-	0.80	0.80	1.00	FTEF from Hourly Faculty
Overload FTEF	-	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	-	0.80	0.80	1.00	Hourly FTEF + Overload FTEF
Part-Time FTEF %	-	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	-	93.10%	91.21%	83.65%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	-	58.62%	65.93%	58.65%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Arabic is a new discipline created in 2005. Enrollment has consistently grown. Originally all sections of Arabic were offered at the Camp Pendleton site to meet the demand of the military. Presently the majority of Arabic sections are offered on the San Marcos Campus due to the shift in demand.

In Summer 2008, Arabic will be offered for the first time in order to meet demand and strengthen the program.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>Presently the Department offers:</p> <ul style="list-style-type: none"> • Arab 101A • Arab 101B • Arab 102A • Arab 103B • Arab 201A • Arab 201B 	<p>The FL Department anticipated that the Arabic program would grow at a fast rate. However, the enrollment has remained static for the past few years, and growth and progress have been slow.</p> <p>There are plans in the near future to eliminate the A and B classes, combining them into Arabic 101, Arabic 102, and Arabic 201 and changing the units of credit from three to five. This process necessitates a change of course outlines and curriculum. The language laboratory presently not required for the 3 unit classes will become a requirement for the five unit classes.</p> <p>The Arabic 101 course outline has been updated, SLO's added, and the course outline has been launched in Curricunet. Other levels will follow soon.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Presently the Department offers the following rotation schedule:</p> <p>Fall</p> <ul style="list-style-type: none"> • Arab 101A • Arab 101B • Arab 201A • Arab 201B <p>Spring</p> <ul style="list-style-type: none"> • Arab 101A • Arab 101B • Arab 102A • Arab 102B 	<p>It has been difficult to maintain the impetus for this program. We continue to offer the Arabic program at both Camp Pendleton and San Marcos. The enrollment on the San Marcos campus has remained fairly stable with 25 to 29 students enrolling each semester in the 101A and 101B classes. However, the enrollment at Camp Pendleton is somewhat dependent upon a student body largely composed of military personnel. The enrollment fluctuates between 12 – 19 students each semester at this site. This affects the overall enrollment statistics. Furthermore, it affects the enrollment in the higher level classes.</p> <p>As a Department, we are investigating options for the Arabic program. First, we are considering moving the program to San Marcos where the base of students remains more stable. Second, we plan to change the class configuration from (101)A and (101)B to 101, (102)A and (102)B to 102 and finally (201)A and (201)B to 201. These changes will tend to retain student enrollment which tends to drop after the A classes, leaving a smaller number of students in B classes. The smaller B classes in turn leave a lower number of students available for enrollment in the next level.</p>
<p>c.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>With growing enrollment, more laboratory space is desperately needed. With only 23 computers in our lab, we are under equipped to serve our students who must complete their 16-hour language lab requirement. This problem is even more serious in the summer because of the compressed schedule.</p> <p>Equipment needed include: Computers, DVD players, lab management software, updated versions of lab software (such as Rosetta Stone), additional foreign films, Sanako language learning software and hardware, and software subscription to “Scola” and “Before you know it”.</p> <p>Since Arabic is a relatively new discipline in our department, the Language Laboratory has only acquired a limited number of programs and resources in Arabic. In order to better serve students, additional software needs to be purchased.</p>	<p>There is no laboratory requirement for Arabic at the present time, since all Arabic courses are 3 units.</p> <p>Since Arabic is offered as 101A/B, 102A/B, and 201A/B, there is no lab component. Consequently, many of the changes and improvement in the lab will not affect this discipline.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Funds are needed to expand our language laboratory and to purchase additional equipment. (See above 4a)</p>	<p>Funds (\$5000.00) were transferred from the FL Department budget account #500010 to the Laboratory Student Hourly Account #230010 to supplement their budget and make it possible to pay student hourly workers.</p> <p>There is no lab component required in Arabic at the present time, however, with the planned change of Arabic 101A/B, 102A/B, and 201A/B to Arabic 101, 102, 201, the lab component will be required, and software, DVD’s, movies, etc. will be needed in our lab.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>MORE dedicated classrooms. MORE lab space. Our department has expanded by offering additional sections. Our limitation is classroom space (dedicated classrooms) that we can rely on to offer classes over the next five years as we prepare to move into the Humanities building. The current language lab cannot accommodate the number of students in our program.</p>	<p>There is no required lab component for Arabic at the present time.</p> <p>In the near future, when there is a required lab component for students of Arabic, our laboratory will become even more overcrowded.</p>

<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years.</p> <p>Although the Arabic discipline is gaining strength, at this time our department is requesting positions in other disciplines (Italian, Japanese, and German).</p>	<p>Our two part time faculty have been able to handle the number of students enrolled at both Camp Pendleton and the San Marcos campus. The stability of these instructors has been an asset to the program. We do not anticipate a need for increasing faculty positions until the enrollment in this language increases.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Needed: 2 full-time Instructional Support Assistant I positions.</p> <p>a. We lost our full-time Instructional Support Assistant I position (100%, 12-month contract) in 2003 when the employee resigned. This position has never been replaced. An Instructional Support Assistant was transferred from ESL to work in our department but her contract is only part-time (45%, 10-month contract). Currently, we rely on student workers to staff the lab during peak times and summer months.</p> <p>b. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</p>	<p>There is no required lab component for Arabic at the present time. In the near future, when there is a required lab component for students of Arabic, our laboratory will become even more overcrowded.</p>
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Strategic Plan 2009: "Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations: Develop and implement an institution wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion)."

Our goal in the Foreign Languages Department is to offer a wide range of transfer-level classes in a variety of formats and meeting times. We offer courses in Arabic at the San Marcos campus and at the Camp Pendleton satellite center. Our strategies to improve retention and persistence include creating classes specifically requested and designed for the military. We have also responded to community demand for additional classes by offering more sections of Arabic on the San Marcos campus.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome: Intermediate level speaking skills.

In our third semester language courses, (201 level) students learning outcomes are measured through oral presentations, in-class speaking activities, recordings made by students, oral interviews and in-class pair-work.

b. Discuss a learning outcome that is observable yet difficult to measure.

Learning Outcome: Cultural Insight, an awareness and appreciation for the culture of the speakers of the target language.

Students at all levels study the culture of the target language through the study of festivities and holidays, the customs and traditions of each society and their impact on our culture. Students are asked to make cultural presentations at all levels of language learning. Also emphasized is the importance of artists and historical figures that shape our world.

7. Describe a discipline accomplishment that you want to share with the college community.

In Arabic, additional sections have been added. We now offer 4 sections of Arabic each semester. These classes are offered on the San Marcos campus and at Camp Pendleton. A summer class will be offered for the first time in 2008.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Martha K. Evans _____

Martha K. Evans 2/27/09
Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date