

# 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: Chinese**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
<b>Enrollment at Census</b>	115	108	105	75	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	95.83%	77.14%	84.00%	73.53%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	392	368	360	247	Weekly Student Contact Hours
<b>FTEF</b>	13.08	12.27	12.01	8.24	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	0.87	0.87	0.87	0.67	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	453	425	416	371	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	-	-	-	-	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.87	0.87	0.87	0.67	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	-	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	0.87	0.87	0.87	0.67	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	97.37%	96.88%	100.00%	97.44%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	82.89%	84.38%	75.38%	79.49%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	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.**

Fall 2007 enrollment figures are down. One of our outstanding and popular part-time faculty members who served the Department for many years was offered a full-time position in another institution. We no longer have the qualified personnel to teach Chin 130 (Chinese Civilization).

**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"> <li>a. Chin 101</li> <li>b. Chin 102</li> <li>c. Chin 201</li> </ul>	<p>The Chinese 101 course outline has been updated, SLO's added, and the course outline has been prelaunched. The other levels will follow soon.</p> <p>The Department currently offers the following classes:</p> <ul style="list-style-type: none"> <li>a. Chin 101</li> <li>b. Chin 102</li> <li>c. Chin 201</li> </ul>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>In the future we are hoping to work in conjunction with Su Lin Education Foundation, an international Chinese educational organization that promotes Chinese culture and language at U.S. universities and colleges.</p>	<p>The Chinese program has no full-time contract faculty member. Building the program is difficult without full-time faculty to work toward that goal. However, our current program, with the existing faculty, is a strong one. We have two part-time Chinese professors and are searching for a third instructor to be able to strengthen the program.</p> <p>In Fall of 2008, we added a Chinese 101. We have scheduled a Chinese 101 for the Fall 2009 semester. In past semesters the Department offered a Chinese 101 and a Chinese 201 in the Fall semesters and in the Spring semester we offered a Chinese 102. As of Fall 2008 we are offering all three levels each semester. This, in addition to adding a new instructor, will strengthen the discipline and reach more students.</p> <p>We had hoped to be able to work this year with the Su Lin Education Foundation, an international Chinese educational organization which promotes Chinese culture and language in the US. universities and colleges, but because of the economic situation, we were unable to do so.</p>

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

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></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>The Language Laboratory has acquired a limited number of programs and resources in Chinese. In order to better serve students, additional software needs to be purchased.</p>	<p>The desperate need for language laboratory space still exists, but the ESL Laboratory in Escondido has been made available to our language students. In addition we have hired a part-time hourly worker to staff that lab.</p> <p>The serious problem of the overcrowded lab in the summer may be somewhat alleviated because we have changed the scheduling of many of our summer classes from 4 week sessions to 6 week sessions.</p> <p>Since programs and resources in Chinese are still very limited, software programs need to be purchased to better serve our Chinese students. One of the projected purchases for 2009 is “Learn Chinese 2008 Classic Software”.</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></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><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></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>We resolved to some degree our need for more classrooms by scheduling some language classes in both the NS and MB buildings. For the most part, instructors have responded favorably to these facilities.</p> <p>The Department is still in great need of dedicated classrooms and more language lab accommodations.</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>At this time our department is requesting positions in other disciplines (Italian, Japanese, and German).</p>	<p>The Department is planning to add a new part-time instructor in order to strengthen the discipline.</p>

<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p><b>Needed: 2 full-time Instructional Support Assistant I positions.</b></p> <p><b>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.</b></p> <p><b>b. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</b></p>	<p><b>Needed: 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.</b></p> <p><b>We still need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</b></p> <p><b>Progress: We have hired a part-time hourly worker to staff the ESL Laboratory in Escondido which has been made available to our language students.</b></p>
<p><b>f. Other</b></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 Chinese at the San Marcos campus. Our strategies to improve retention and persistence include offering classes in the afternoon and evening. We have also responded to community demand for additional classes by offering a section of Chinese during Summer 2008.**

**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 the Chinese discipline, 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:

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

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<b>Division Dean Review and Signature</b>	<b>Date</b>