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

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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	_Self Explanatory_
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

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.)
 	
Presently the Department offers:
    • **Arab 101A**
    • **Arab 101B**
    • **Arab 102A**
    • **Arab 103B**
    • **Arab 201A**
    • **Arab 201B**	

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)
 	
Presently the Department offers the following rotation schedule:
  Fall
    • **Arab 101A**
    • **Arab 101B**
    • **Arab 201A**
    • **Arab 201B**
  Spring
    • **Arab 101A**
    • **Arab 101B**
    • **Arab 102A**
    • **Arab 102B**	

c.	**c.**

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

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. **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.** **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".** **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.**	
b. Budget – budget development process, one-time funds, grants, etc. **Funds are needed to expand our language laboratory and to purchase additional equipment. (See above 4a)**	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. **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.**	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years.	

Although the Arabic discipline is gaining strength, at this time our department is requesting positions in other disciplines (Italian, Japanese, and German).	

e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.
 	
Needed: 2 full-time Instructional Support Assistant I positions.
    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. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.	

f. Other	

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:

Kathleen Sheahan _____   _____

Martha Evans _____   _____

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Department Chair/Designee Discipline Review and Signature   **Date**

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Division Dean Review and Signature   **Date**

* By no later than <u>2/14/08</u>, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than <u>2/14/08</u>, forward an electronic copy to Institutional Research and Planning.