

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

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: Judaic Studies

Instructional Discipline Reviewed

2009

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	15	19	12	Self Explanatory
Census Enrollment Load %	68.18%	63.33%	40.00%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	45	57	36	Weekly Student Contact Hours
FTEs	1.50	1.90	1.20	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	0.20	0.20	0.20	Total Full-Time Equivalent Faculty
WSCH/FTEF	225	285	180	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	FTEF from Contract Faculty
Hourly FTEF	0.20	0.20	0.20	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	0.20	0.20	0.20	Hourly FTEF + Overload FTEF
Part-Time FTEF %	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	78.57%	100.00%	80.00%	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	64.29%	72.22%	80.00%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	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.

The student enrollment, in terms of numbers, is very weak. Structurally, one course is offered in the fall semester, and the second course in Judaic Studies is offered the following fall semester. No class is offered in the spring to avoid low turnout in the JS classes. I believe this is a positive strategy for the department. What is missing, I believe, is student outreach and activity building in events to promote interest in Judaic Studies. The subject and discipline is very significant and has great potential. At present, a very accomplished professor in JS brings enthusiasm to the field. We recently cross-listed the JS 106 and JS 107 classes with Religious Studies classes, which will help to improve enrollment. As the department chair, my plan is to encourage student-related activities and events to promote JS.

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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>Recent cross-listing of JS 106 and JS 107 with Religious Studies is a very positive development. Several students have expressed a desire to have a language course in Hebrew. At present, I have not done any research on this except that students can contact Dr. Mal Libma. Also, the new World Cultures certificate will aid in building enrollment in JS.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p>	<p>We will continue the present class scheduling in JS. It is possible to increase student enrollment and demand for JS by increasing cultural activities and lectures in Judaic Studies.</p>

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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. N/A	N/A
b. Budget – budget development process, one-time funds, grants, etc. Continue present funding, possible new DVD and speaker fund. N/A	Ok at present in JS.
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.	N/A.
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years .	Ok at present.
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. N/A	N/A.
f. Other N/A	What steps can we follow to find out about offering a course in Hebrew for interested students?

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

Prepare students to changing world cultures in a global context. Develop greater appreciation of diversity and cultures. JS as a program continues to add great diversity through the subject for students and the MCS Department.

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.

Students express great interest in studying the culture, history, and civilization of the Jewish people. Students appreciate the opportunity in research, compile data, create, and present reports on the Jewish culture and history in the classroom which contributes to greater awareness that is reflected in class presentations.

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

The motivation of some students who desire to create a language course in Hebrew. Over the semesters, two students have spoken to me and are very talented. Their desire and motivation indicates a high level of initiative and evidence of learning. These dynamic interests, unfortunately, are difficult to measure to determine success for achieving their goal to implement a language class with the help of the department.

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

In a Middle Eastern course in the spring of 2008, Dr. Sharon Allen invited two guests to speak on the Israeli-Palestinian conflict. These two constructive advocates were illuminating on this issue because they exemplified a positive way of contributing to an otherwise violent situation.

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

No.

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

N/A

10. Other comments, recommendations:

N/A

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

John Valdez _____

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:**

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date