Program Review & Planning (PRP)

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Learning for Success

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Arabic
Department Name:	World Languages
Division Name:	Languages & Literature

Please list all participants in this Program Review:

Name	Position
Kathleen Sheahan	Department Chair
Shayla Sivert	Division Dean

Number of Full Time faculty	0	**Number of Part Time Faculty**	2

Please list the Classified positions (and their FTE) that support this discipline:

One (1) FT "ADA" supports this discipline and the other 7 disciplines in the department.
One (1) FT "Instructional Support Asst III" supports this discipline and the other 7 disciplines in
the WLRC. Currently, there is a vacant classified position "Instructional Support Asst II".

What additional hourly staff support this discipline and/or department:

Hourly staff provides coverage for the World Language Resource Center and serve as tutors as well

Discipline mission statement **(click here for information on how to create a mission statement):**
The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross- cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.   We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List any new degrees and certificates offered within this discipline since your last comprehensive review:
There are no degree or certificate programs in Arabic offered at this time.

Discipline Level Data: **https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx**

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.
Enrollments in Arabic have gone from a high of 94 in F14 to a low of 48 in F15; F17 had 68 enrollments. Fill rates have been low, ranging from 43.81% to 67.91%, with the highest in F11. It's possible that interest in Arabic has dropped among the population the classes were originally designed for (military) 15 years ago; however, it's also possible that interest can be increased among heritage students who come from Arabic-speaking families.   It should be noted that the enrollment in the Arabic 101 class remains high, regularly 30+ students. The fill rate for this PRP analysis is provided in terms of Fall semesters, when the 101 and 201 are the only classes offered. The 201 class sees the lowest enrollment and is always offered only as a Fall class; therefore the average appears low. When only 101 is considered, it is clear that Arabic is a class that our students want to take. The fill rate is MISLEADING; it takes the average of only 2 classes, and one happens to be our lowest enrollment for the entire program. This gives the impression that the program is dwindling. However, in previous semesters, when the fill rate was higher, it was because we offered 3 sections: 2 sections of 101 and 1 section of 201. The 101 class always sees higher enrollment than a 201 class, so of course, the change seems dramatic when compared to the fill rates in a semester when only 2 sections are offered and the average is taken based on one section of 101 and one section of 201.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates.

These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
- **A. The College's institutional standard for course success rate is 70%.**
- **B. Review your discipline's course success rates over the past five years.**
- **C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:	70%

Why?

Our success rates for Arabic tend to be consistently at the 70% mark; our rates for online classes

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

As a department, we are extremely proud to offer a program in Arabic to our students and the community. By offering an Arabic language program, we demonstrate our values as an institution and emphasize the importance of offering students a global education. The department is committed to offering students a study of languages and cultures that extends beyond those of Europe and the western world. Although Arabic is smaller than our other programs, it is success in that it meets the needs of a population of students that come to Palomar College precisely to Arabic.

One of our proudest moments this semester is the Palestinian Photo Exhibit that is currently on display in the World Languages Resource Center. This exhibit is an extraordinary display of photographs from the US Library of Congress that have been organized and framed by a local non-profit organization that works to educate citizens and break stereotypes about Arabs and Palestinians. The event began with a reception where our guest speakers shared the history and significance of the photographs on display. It was a beautiful gathering of faculty, students, and members of the community. Our students were very thankful for the opportunity to attend and they enjoyed having an event that emphasized the beauty and sophistication of the Arabic-speaking world. These opportunities are inspiring for our students and go a long way to change the way in which people of other cultures are perceived.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We have reached out to our local mosques to attract interest from their populations. We have also looked to Camp Pendleton to discuss the possibility of offering a class there again, having heard that several people are traveling to SD to study Arabic. Because the number of students who begin Arabic can fill a class (101) but fewer go on to higher level courses in the sequence, the department is working towards offering the higher levels as hybrid (102)

and online (201) to encourage students from outside of our student body to enroll. Arabic is a challenging course with a different writing system and a complex grammatical system, but we believe that there are those out there who would like to develop skills in this area. We've scheduled in such a way that we offer 101 and 201 in the fall and 101 and 102 in the spring, in the hopes of having students follow the sequence.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

Our 2-year sequence has been challenged by cuts to 201 in the fall, which throws the sequence off. If students know that there's a chance they may not be able to complete the sequence for their LOTER Requirement, they will choose another language or go elsewhere.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments
to improve your courses and programs? Refer to the SLO/PRP report –
https://outcomes.palomar.edu:8443/tracdat/

Our department has created an assessment plan and schedule for all of our classes. Every Arabic class conducts an assessment of the SLO once per year. The emphasis of the student learning outcomes for Arabic is in the area of speaking and oral communication. One of the challenges in Arabic is the need to balance class time by dedicating time for speaking, and not over emphasizing the need to only do written practice. In a class such as Arabic, students learn a new writing system, a time consuming task that can dominate class time. For this reason, the SLO has been focused on the ability to develop oral skills. This assures that sufficient time is dedicated to speaking and that it is emphasized. We are currently in the process of creating a new assessment method to measure students' ability to meet the SLOs in Arabic. Faculty found that the assessment method being used was no longer appropriate since the textbook had changed. One of our part-time faculty members will be creating a new assessment tool for the Arabic courses.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Strengthening the World Language Resource Center tutoring		x	

program			
Hiring faculty of diverse background and linguistic preparation.		x	
Offer authentic language experiences for students, to support the college's values of creating learning and cultural experiences for students of diverse origins, experiences, needs, abilities, and goals.		x	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Seek new students in our district with an interest in pursuing Arabic
Strategies for implementation	Developing a contact list of populations who may be interested in Arabic and outreach regularly to them
Timeline for implementation	Fall 17/Spring 18
Outcome(s) expected (qualitative/quantitative)	Increase in enrollments at both the 101 level and higher
Goal #2	
Program or discipline goal	Develop a hybrid 102 course
Strategies for implementation	Meet curriculum requirements and make needed additions. Support part-time faculty who will need to create the class and offer it for the first time.
Timeline for implementation	2019-20
Outcome(s) expected (qualitative/quantitative)	Increase interest in taking the second semester course
Goal #3	
Program or discipline goal	Develop an online 201 course
Strategies for implementation	Meet curriculum requirements and make needed additions. Support part-time faculty who will need to create the class and offer it for the first time.
Timeline for implementation	2019-20
Outcome(s) expected (qualitative/quantitative)	Increase interest in taking the second semester course. Attracting students from outside areas who cannot take a class on campus, but would take it online.

PART 4: FEEDBACK AND FOLLOW-UP
This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Kathleen Sheahan
Date	Dec 15, 2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Shayla Sivert
Date	12/15/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The devotion of the FT faculty to continue offering this program; willingness to reach out to a broader community by adding distance education components to the sequence (102 and 201).

2. Areas of Concern, if any:

Low numbers beyond 101

3. Recommendations for improvement:

Developing 102 and 201 with hybrid and distance; continuing to reach out to identify children of native speakers of Arabic

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/25/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Nice WL mission- any reason why a particular language might have a different mission? (Given demographics etc)?
2. Excellent provision of data in Program Analysis and throughout- very well done.
3. Photo exhibit sounds amazing- disappointed I missed that.
4. Hybrid for upper division is an interesting strategy- looking FWD to results.
5. SLO needs one more step- include some info on results- how have these been doing- SLOS look good- what's happening and how are they informing the program?
6. Goals make good sense and are stated really well.
7. Well written and easy to follow logic- good use of data.

2. Areas of Concern, if any:

a.   We did have some odd data- I know Shayla has been on top of correcting that- but having said that- the critical issue is when all is said and done- is there a demand for this language in North County? It's a tough call- but finding that balance of how many languages to offer given our location, partnerships etc. is crucial for the viability for WL.

3. Recommendations for improvement: