



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
World Languages

Discipline Name
Arabic (ARAB)

Department Chair Name
Manneh/Pedroza

Division Name
Languages and Literature

Website address for your discipline
<https://www2.palomar.edu/pages/worldlanguages/arabic/>

Discipline 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.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.

Beatrice Manneh, Assistant Professor, German and department co-chair

Full-time faculty (FTEF)

0

Part-time faculty (FTEF)

.66

Classified & other staff positions that support this discipline

One (1) Language Lab Instructional Support Assistant supports this discipline and 6 other disciplines in the department, 100%

One (1) Department ADA supports this discipline and 6 other disciplines in the World Languages Resource Center, 100%

Currently, there is a vacant classified position "Instructional Support Asst I".

Additional hourly staff that support this discipline and/or department

Student and short-term hourly offer general assistance in the WLRC.

One (1) Arabic-speaking student tutor approx. 5 hours per week

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

The department follows the Palomar College standard.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

The average course success rate for ARAB 101, 102 and 201 in the last 5 years is almost 80%. However, in one year during the last five years, it was only 68%. Therefore, and based on the data found on the Institutional Research and Planning page, 75% appears to be an appropriate stretch goal based on the various factors that affect course success rates.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have reviewed course-level assessment methods since the last PRP and changed the wording to one and added another SLO, in order to align with the other 6 languages. We now have two active SLO's for each Arabic course and will assess them systematically over a 3-year cycle.

Summarize the major findings of your course outcomes assessments.

Course assessment outcomes have been high. In order to meet the needs of all students and uphold high the course outcome assessment results, students must continue to have access to tutors and resources in the World Languages Resource Center. For Arabic, this is especially important to practice reading and understanding of the language.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Hire faculty of diverse background and linguistic preparation

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The department is currently hiring two positions: 1. Spanish, 2. French/Spanish.

Outcome(s) expected (qualitative/quantitative)

Additional faculty will be added to improve the full time/part time ratio to bring them more inline with expectations and to improve the learning experience for students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These hires will improve the departments mission to "provide an engaging teaching and learning environment for students" by having additional full time staff to develop improved programs and provide consistency in program planning and execution. In addition it will bring the full time/part time ratio closer to the college level.

Expected Goal Completion Date

5/31/2019

Goal 2

Brief Description

Offer authentic language experiences for students

Is this a new or existing goal?

How will you complete this goal?

Provide extra credit opportunities to students including a visit to an Arabic restaurant, language fair (Café International), and being made aware of available programs in the local community, other colleges, and in the media. For example, students are encouraged to attend the Arab film festival, which takes place once a year in San Diego, as well as events in the International Houses in Balboa Park. The department is also working on establishing a Study Abroad program.

Outcome(s) expected (qualitative/quantitative)

Students will participate in the above activities to the extent they find it useful.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These programs/opportunities support the department goal "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."

Expected Goal Completion Date

Goal 3

Brief Description

Strengthen course offerings by offering hybrid classes

Is this a new or existing goal?

New

How will you complete this goal?

Develop knowledge/experience with Canvas to facilitate management of online part of the hybrid courses. We are offering a hybrid ARAB 101 class this fall for the first time. We would like to offer an ARAB 102 and 201 hybrid class in the future.

Outcome(s) expected (qualitative/quantitative)

As the new hybrid courses are developed, it is expected that enrollments will increase as students will have more options to choose from (face-to-face vs. hybrid). This will lead as well to higher retention rates and the opportunity to reach a larger demographic.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These offerings will make it easier for students to integrate our high course-credit-hour offerings (5 credit hours per course) with other offerings and improve their ability to meet the requirement for graduation in less time

Expected Goal Completion Date

5/31/2022

Goal 4

Brief Description

Increase awareness/inclusion of PT Faculty

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meet individually with PT faculty with respect to department and college communications, SLOs and assessments, recruitment strategies etc.

Outcome(s) expected (qualitative/quantitative)

PT faculty will better understand and feel included in the operation of the department. Their experiences and ideas will be brought to department meetings.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The department mission states "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." This goal of inclusion in department operations for PT faculty will support this mission directly.

Expected Goal Completion Date

Goal 5

Brief Description

Hiring and maintaining Arabic tutors in the WLRC

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Continue to train and support the current tutor. Hire a new tutor as needed. Maintain or increase the number of hours for tutors available for the department and the discipline by using any hourly funds available to the department to hire students who can serve in two roles as tutor and general staff in the WLRC.

Outcome(s) expected (qualitative/quantitative)

Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By providing well-trained tutors, the Arabic program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources and learning support outside of the classroom. A tutor also gives students the opportunity to experience the culture of the Arabic-speaking countries from a different person than just the class instructor and broaden their horizon that way. Tutors also give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

See PRP for the World Languages Resource Center (WLRC).

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Instructional Support Assistant II

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

See PRP for the World Languages Resource Center (WLRC).

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

See PRP for the World Languages Resource Center (WLRC).

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

See PRP for the World Languages Resource Center (WLRC).