Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
World Languages

Discipline Name
Arabic (ARAB)

Department Chair Name
Beatrice Manneh

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 chair

Full-time faculty (FTEF)
0

Part-time faculty (FTEF)
0.33

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
All Arabic courses meet the requirements in the Palomar Degree GE Requirements (Area C - Humanities) and the CSU GE Requirements (Area C2 - Humanities) and are specifically called out in the referenced documents. The second-year Arabic courses meet the requirements in the IGETC requirements (Area 3B - Humanities) and are specifically called out in the reference document. The Arabic instruction supports institutional areas of the Palomar GE/ILOs in the areas of Communication (written, oral and visual), Creative, Critical, and Analytical Thinking (creative thinking, teamwork and problem solving), and Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge).

 Summarize the major findings from your course outcomes assessments that are related to the

General Education/Institutional Learning Outcomes that your discipline supports.
The study of Humanities comprises the study of language, literature, history and philosophy and is considered by many as foundational to a well-rounded education. It develops skills in writing and critical reading/thinking, appreciation for other cultures, and a reference context for using specific knowledge in a societally beneficial manner. The Arabic courses at Palomar College open a window into a vast trove of knowledge and thought in the historical and contemporary international world. In that light, the Arabic program supports all the General Education areas in the Palomar GE/ILOs.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
The efficiency trend over the past 5 years was: (as indicated by the PRP data pages)
2014-15: 291/48%, 2015-16: 446/69%, 2016-17: 337/49%, 2017-18: 495/71%, 2018-2019: 634/91%. The rather steady trend in efficiency was to be expected. Teaching foreign languages, especially at the entry level requires a great deal of student/teacher interaction. Because of this, many 4-year institutions limit class size to 20 or fewer students so each get ample opportunity to the teacher's time. Palomar requires a minimum of 30 students per class which is detrimental to enrollment and attainment. There are other disciplines with fewer than the 35 seats per class for good reason. The World Languages classes should also be considered for fewer "seats" per class, with the professor's time and attention as the limiting factor.

What factors have influenced your efficiency trends?
One course with lower than normal enrollment causes a drop in efficiency because this is a small program. The Arabic 201 is not offered every year, but when it is offered the enrollment was enrollment below 30 and therefore appears as if Arabic efficiency has changed drastically. This is true of any small program. One additional course that has fewer students will shift these numbers.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
The Arabic 201 course is the course in this program that typically sees lower enrollment. For this reason, the course can be offered once every two years. This will meet the needs of the students and also maintain efficacy for the program. Arabic 101 is a course that is offered every semester and fills. This course is a popular and important offering for students. However, students also keep asking for the next levels 102 and 201.

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.

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.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected?
Yes.

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% and last year it went up again to 74%. 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.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected? Please explain.
We have a wonderful new Arabic instructor who knows how to motivate his students to learn the language and to continue to the next class. This is how the increase in retention can be explained.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Age: Why do you think age differences exist? What do you need to help close the gap?
Students over 50 years of age have the highest success rate, the youngest students have the lowest success rate. I think that older students are usually really set on doing well if they decide to take the Arabic language class. They are often more disciplined with studying and turning in homework assignments etc. It is very important to have tutors available to work with students who need additional help. Luckily, we have the World Languages Resources Center and its tutors and we are hoping to have enough funding to

continue to offer additional help to our students who need it.

Are there differences in success/retention between on-campus and online courses?
N/A

Do you have any best practice methods you use for online courses to share with the community?
No data available.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
We have an SLO coordinator who coordinates with the college SLO team and makes plans for the Arabic program as to when and what assessment should take place each semester according to college policy.

How have you improved course-level assessment methods since the last PRP?
Our Arabic language expert and part-time faculty has reviewed all course-level assessment methods since the last PRP and updated one SLO and added another SLO per level, 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.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
N/A

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
Course planning must be done with the offering of all three levels of Arabic in mind. A student entering in the first course should have a possibility to complete all courses they need for transfer. Arabic is a lock-step program; there must be sufficient class offerings in the lower courses to generate sufficient enrollment for the following two courses. Cancellations in any course will have a negative effect in the later courses. Requiring 35 seats in foreign language classes does not leave sufficient opportunity for student/professor interaction, particularly in the first two courses. The College should consider a reduction in seat capacity for foreign language instruction.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or

transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
N/A

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We offer classes in the evening and online to cater to working students, high school students and students who need to take classes from home.

How do you work with other departments that require your course(s) for program completion?
Our courses are only required by other departments in the sense that they can be used to meet the Humanities requirement for graduation or meet the requirement of a language for the AA degree in University Studies / World Languages.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
We are receiving less and less FTEF that makes it difficult to offer the classes that our students need.

How is the potential need for program/course deactivation addressed by the department?
We have deactivated courses that are no longer needed such as the ARAB 101A and B at Camp Pendleton.
An ARABIC 202 class should be added so that the language can be made an AA degree and Certificate program.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
High schools and online teaching.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
Araic is a small program. We are attempting to increase enrollment by scheduling hybrid classes at 4 p.m. and online classes in order to make it most convenient for working students and high school students to attend.We are currently only able to offer one class at a time, and we listen to our previous students needs and try to schedule what students will most likely be able to take and want to take. Face-to-face sessions are important for many Arabic learners.

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Teacher, translator, interpreter including court interpreter, tourism and hospitality industry, international relations, international business and law, political science and philosophy, military, video game designer, art and art history, musician, advertiser, architect, school counselor, software programmer, pilot or stewardess, fire fighter, medical field, paramedic, diplomat, police, aid worker ....
Knowing a foreign language has become more and more important as our world is becoming "smaller" and interaction across the globe more extensive. We need to offer more foreign languages to enable our students to be successful in this global setting.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
KSA: Knowledge of vocabulary, grammar, and usage of a Foreign Language
KSA: Skill in reading, listening and speaking in a foreign Language
KSA: Ability to communicate and interact effectively with customers, employees and others on general business and everyday topics

How does your program help students build these KSA's?
The SLO's for the courses and the program specifically address the attainment of these KSA's for example the Program SLO 1 at the intermediate level:Students will produce a brief narrative to express original ideas relating to everyday life, past experiences,
future plans or cultural observations. Students will demonstrate correct word order, tense, vocabulary and grammatical structures appropriate for the third semester level

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?

Yes

Please list any questions and describe what you need to integrate work-based learning.
The department is already in touch with the work-based learning representatives of the college. We will look into this topic soon.

How do you engage with the community to keep them apprised of opportunities in your program?
Our World Languages department meets with high school partners and emails them, we attend Palomar events such as Tarde de Familia and we organize our own, such as Cafe International. We attend meetings of chamber of commerce for individual languages, as well as film festivals and other events pertaining to the individual languages.

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?   **Goal Status**
Existing   Completed

How will you complete this goal?
We have hired two positions: 1. Spanish, 2. French/Spanish in fall 2019.

Outcome(s) expected (qualitative/quantitative)
Additional faculty is improving 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?   **Goal Status**

Existing   Ongoing

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?   **Goal Status**
Existing

Completed

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 chose 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

Goal 6

Brief Description
Strengthen course offerings by offering online 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 class. We are offering a hybrid ARAB 101 class in spring 2020 for the first time. We would like to offer an ARAB 102 and 201 online class in the future.

Outcome(s) expected (qualitative/quantitative)
As the new online courses are developed, it is expected that enrollments will increase as students can take the class who are not local or cannot attend on campus. 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

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)

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
ISA-1

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Our goal is to keep the World Languages Resource Center open to serve students, to allow them to complete their course requirements and to provide the students instructional support.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
There is a scarcity of funds and there are college-restrictions on the rehiring of the most-qualified and experienced staff.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No.

Review

Chair Review

Chair Comments
I reviewed this PRP. The program data, policies, goals, and needs are clearly stated and align with the department's.

Chair Name	Chair Sign Date
Beatrice Manneh	10/28/2019

Dean Review

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

Areas of Concern, if any:

Recommendations for improvement:

Dean Name	Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Understand the limitations of a small program and have worked on increasing enrollments. Efficiency trend is on the rise due to limiting course offerings.

The creation of a Study Abroad program could be a huge boon to meeting the needs of students by attracting those students who do not wish to engage in the traditional semester-length college language

course.

Areas of Concern, if any:
While current offerings are good for efficiency, it limits the ability of the program to significantly grow. There is a concern with this language being offered exclusively online, and with the number or students required in each class, which limits the one on one instruction that is efficacious for language acquisition.

Recommendations for improvement:
Look for service learning and internship opportunities within local Arabic speaking communities. Hopefully administration can work with you on your tutoring needs to better meet the needs to your students.

IPC Reviewer(s)	**IPC Review Date**
Travis Ritt; Mark Bealo; Juan Gonzalez	11/20/2019

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Mission statement for all languages is very strong. The hypothesis about older students makes sense would like to work together on improvement for the younger etc.

Areas of Concern, if any:
See IPC concerns above.

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**
Jack S. Kahn Ph.D.	1/23/2020