Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Arabic | |
| **DESCRIPTION/PURPOSE** | The Arabic program supports the World Languages Department goals of linguistic and cultural competency. | |
| **DIVISION** | Arts, Letters & Learning Services | |
| **DEPARTMENT** | World Languages and Speech Communication | |
| **SUBMITTED BY:** | José Salvador Ruiz | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Arabic does not have a formal program, so there were no program goals identified in the last program review. | |  |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

We only offer one course in Arabic. This course has always been offered in the evenings due to the instructor’s limited availability. Arabic’s fill rate has been declining steadily from 120% in the fall 2011 to 71% in the spring 2014. This may be explained by the lack of a sequence course that would allow students to continue. College enrollment has also experienced a significant decrease; the same phenomena could be used to explain this decrease in enrollment.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

Productivity rates have been declining and these changes are linked to the decline in enrollment and fill rates. Our highest productivity rate was in the fall 2011 with a 454.55, but in the spring 2014 productivity went down to 303.03.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

As we mentioned above, we only offer one section of Arabic. The success rate in this section has experienced ups and downs. In the fall 2011 it was 70%, and it declined in the spring 2012 to 60%. It went up again to 68% and 90% in the next two semesters, and in the fall 2013 it went down to 71%, only to pick up again to 80% in the spring 2014. Retention rates are high, averaging 84% in the period being analyzed.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

According to the data, white students have a 100% success rate while Hispanic students have a 73.73% success rate. However, it is important to point out that, in the period being analyzed, only two students identified themselves as white.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

Not applicable.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

The Arabic program does not offer a degree or certificate at this time.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

We will add a new Arab 110 course in the near future. No other additions or revisions are being considered at this time.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The Arabic program is stable.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Enhance student’s global awareness | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** To create a new Arabic course. | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | |
| **Task(s)** | | | |
| **A.** Write course outline of record for new Elementary Arabic course part II.  **B.** Submit proposal for approval to the Curriculum Committee. | | | |
| **Timeline:** Fall 2015 | | | |
| **Expense Type** | | **Funding Type** | **Budget Request** |
| One-Time  Recurring | | General District  Categorical (Specify) | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?**  Course proposal will be submitted to Curriculum Committee. | | | | |
| **How will the completion of tasks identified improve student/program success?**  The second course in Arabic will encourage students to further their understanding and appreciation of Arabic as a language and as a culture. | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  José Ruiz and Aziz Abdin | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)