

**Course Evaluation - ARAB
Division - A&L
Department - WLSC**

ARABIC COURSES

TERM	Enrollment	Fill Rate	of Section	Mass Cap	Avg. Class Cap	Avg. Class Size	FTES	FTEF	PRODUCTIVITY (FTES/FTEF)	Completion Rate	Success Rate
Fall 2009	46	92%	2	50	25	23	7.89	0.66	11.95	76%	67%
Spring 2010	27	108%	1	25	25	27	4.63	0.33	14.03	93%	89%
Fall 2010	31	124%	1	25	25	31	5.31	0.33	16.09	100%	74%
Spring 2011	33	132%	1	25	25	33	5.66	0.33	17.15	85%	76%
Fall 2011	30	120%	1	25	25	30	5.14	0.33	15.58	87%	70%
Spring 2012	23	92%	1	25	25	23	3.94	0.33	11.94	70%	61%
% Change Fall Semesters 09 - 11	-14.81%	-14.81%	0.00%	0.00%	0.00%	-14.81%	-14.90%	0.00%	-14.90%	-25%	-31%
% Change Spring Semesters 10 - 12	-34.78%	30.43%	-50.00%	-50.00%	0.00%	30.43%	-34.85%	-50.00%	30.38%	14%	4%

Recent Enrollment Demand: High Medium Low

Projection for Future Demand: Growing Stable Declining

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

We don't have a program in Arabic but we are pleased to report that the stand-alone course that we offer has maintained a healthy enrollment and attracts plenty of students. However, it is imperative that we create Arab 110 so that students can continue learning this great language and culture and so that enrollment can be steady.

COURSE	Completion Rate						Success Rate					
	F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12
ARAB 100	76%	93%	100%	85%	87%	70%	67%	89%	74%	76%	70%	61%

The average completion rate declined from the 2010-2011 academic year from 92.5% to a 78% in the 2011-2012 academic year. Enrollment suffered a similar decline from 70% in the fall 2011 to 61% in the spring 2012. This could partly be explained by the fact that some students stop coming to class without dropping from the course and this is reflected in the discrepancy between completion rate and the success rate.

Summary of Program "Health" Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

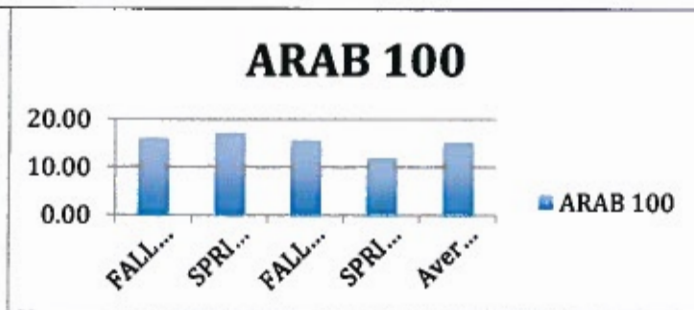
A part time instructor that has a good rapport with students teaches this class. However, the fact that we have not been able to create a second elementary Arabic course has affected enrollment and therefore productivity as well.

	FALL 2010	SPRING 2011	FALL 2011	SPRING 2012
ARAB 100	31	33	30	23

We will focus this academic year in creating this much needed course so that students, and the community in general, come back to take both courses. The decline in enrollment and fill rate (from 120% to 92%) could be attributed to the implementation of the drop policy and of the waitlist system at the same time. There was not a good communication strategy for both of these changes and enrollment suffered as a result. Nevertheless, we still have a good fill rate 92%.

For that same reason, productivity declined in the same period.

	FALL 2010	SPRING 2011	FALL 2011	SPRING 2012
ARAB 100	16.09	17.15	15.58	11.94



However, as the graph demonstrates, the average productivity is above 15 points.

We believe that having ARAB 100 as part of our WLSC department, allows IVC to fulfill one of its Institutional Learning Outcomes: Global Awareness and provides our students with a rich culture and language.

Student Learning Outcomes and Program Learning Outcomes

Course	# Credits	# SLOs Identified	Fall 2011	Spring 2012	Fall 2012
ARAB 100	5	5		2	

Student Learning Outcomes Assessment-

The WLSC Department has worked very hard to comply with all SLO and PLO requirements. However, since Arabic 100 is a stand-alone course taught by an adjunct faculty member, it has been difficult to coordinate with him to work closely with the assessment of the SLOs. Nevertheless, in the spring 2012 we were able to meet and for the first time completed a cycle assessment for one of the SLOs for this class. We will continue trying to have better coordination and communication so that we assess the SLOs regularly for this class.

Program Learning Outcome Assessment.

NA

Success Rate of Student Learning Outcomes.

The assessment of SLOs in the spring 2012 was a positive experience. Although we had not completed a cycle assessment before spring 2012, I met with the instructor in the fall 2011 to explain to him the process and potential benefits of assessing student learning outcomes. In one of these meetings, we created a rubric for an oral presentation that he used during the spring 2012 cycle assessment. The students benefit from these meetings with the implementation of the rubric in the oral presentations; as a result, students knew exactly what to expect and prepared themselves diligently.

Future Goals

Finish creating the ARAB 110 course and try to return to the previous success and completion rates.
Participate much more closely in cycle assessment.

Resource requests from annual program review

NONE