**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Spanish** |  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 3,170 | 3,231 | 3,057 | 3,001 | *Self Explanatory* |
| **Census Enrollment Load %** | 74.07% | 102.18% | 100.43% | 99.21% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 9,757 | 10,073 | 9,536 | 9,291 | Weekly Student Contact Hours |
| **FTES** | 325.23 | 335.77 | 317.87 | 309.70 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 17.07 | 15.73 | 15.54 | 14.93 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 572 | 640 | 614 | 622 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 5.80 | 5.80 | 3.07 | 4.07 | FTEF from Contract Faculty |
| **Hourly FTEF** | 8.27 | 7.60 | 11.34 | 9.73 | FTEF from Hourly Faculty |
| **Overload FTEF** | 3.00 | 2.33 | 1.13 | 1.13 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 11.27 | 9.93 | 12.47 | 10.87 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 66.02% | 63.14% | 80.26% | 72.77% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 93.96% | 96.50% | 93.07% | 95.45% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 77.20% | 79.41% | 75.42% | 78.69% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 75.83% | 76.47% | 98.65% | 90.14% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 52.13% | 45.88% | 79.73% | 71.83% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** |  - |  - |  - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **-The department is committed to supporting and developing all of the seven language programs offered: Spanish, French, Japanese, German, Italian, Chinese and Arabic.** **-Spanish is the department’s largest discipline, with a total Enrollment at Census of 3,001 in Fall 2011.****-As a result of college–wide cuts to the number of course offerings, fewer sections of Spanish have been offered each year. Yet demand for courses is very high and students are turned away each semester.** **- Enrollment load is 99%. Classes are full. The WSCH generated per FTEF is 622. These figures reflect the fact that the department is serving more students in fewer sections, and with fewer resources. As a result of prolonged cuts and the hiring freeze, today the services needed to serve students and operate the department are inadequate (i.e., language lab and number of classified staff).** **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze, there are only 6 full-time faculty in the department: one in Japanese, one in French and four in Spanish. There are no full-time faculty in German, Italian, Chinese, and Arabic.** **-In Fall 2011, 73% of FTEF in Spanish was made up of part-time faculty.** **- For non-distance education courses, the rates of retention (95%) and success (79%) remain strong.** **- For distance education courses, the rates of retention (90%) and success (72%) have improved increasingly since Fall 2008 and today are comparable to the rates for non-distance education courses. Faculty worked to develop a hybrid curriculum in Spanish and course formats were modified in order to improve in this area.** **-One important point to consider is that PRPs only reflect data from Fall semesters. However, these figures do not accurately reflect the size of the discipline. Every year, more Spanish courses are offered in the Spring than in the Fall semester.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-SLOs have been developed for all courses.****-Faculty consistently include course SLO’s on their syllabi, and speak with students about the relevance of these outcomes.** **-Assessment data for course SLOs has been gathered and submitted to the POD.**  |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **-Results of the Spanish 101 SLO assessments demonstrate that students benefit from increased practice in guided writing. The opportunity for faculty to gather and discuss the results of their finding has proven to be a valuable tool in making needed adjustments to the assessment tool. In 2012, the majority of students who participated in the assessment demonstrated satisfactory or better progress in this area.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **-Plans in this area include the creation of a degree and certificate program in Spanish.** **-In order to offer students a degree program for transfer, the department plans to develop an AA degree program following the Transfer Model Curriculum established at the state level, once it is available in Spanish.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **-Spanish continues to see strong enrollment. Enrollment load is 99%. Classes are full and many students are turned away each semester. Additional sections of transfer-level Span 101, 102 and 201 are needed.** **-The World Languages lab is at maximum capacity. The department desperately needs more classified staff. Our curriculum requires that students spend 1 hour per week in the language lab. There are 3,000 students who attend the lab weekly. There are only 40 workstations in the F-1 lab. There is only 1 full-time classified staff member in the lab that is open 60 hours per week.** **-Challenges continue to exist with offering Spanish courses at centers away from the main campus, for example in Escondido. Students are required to spend 1 hour per week in the language lab, yet we have neither designated facilities nor staffing to support students to complete this work. This has been a source of frustration for students, faculty and staff at the Escondido center.** **-In order to offer courses in the new, South Center campus, the department will need a dedicated language lab space to meet the needs of students.** **-One goal for Spanish in the upcoming year is to offer the Span 101, 102 and 201 courses in an 8-week format during fall and spring. This will allow students who need the 3-semester sequence for transfer to complete all of them in one year. For example, in fall Span 101 and Span 102 would be offered, and in spring Span 102 and Span 201.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **-In the department there is an unacceptably low number of full-time faculty. Due to retirements and the hiring freeze:****• Today, there are only 6 full-time faculty in the department.** **• In 2005, there were 8 full-time faculty in the department.** **• In 2001, there were 10 full-time faculty in the department.** **-Currently, 73% of FTEF in Spanish is made up of part-time faculty. We have approximately 28 part-time faculty in Spanish.** **-The total FTEF is 14.93 in Spanish. Yet there are only 4 full-time faculty in Spanish.** **-Although Spanish is the largest discipline, it is essential to prioritize the hiring of full-time faculty member for each of the smaller disciplines (i.e., German, Italian, Chinese, and Arabic) so that a discipline expect can manage and plan for the specialized needs of each program. This would align the department with Strategic Plan Goal 4 which states "Recruit, hire, and support diverse faculty and staff to meet the needs of students."** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **-Please see Academic Department Resource Request for the World Languages Department**  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **It may be helpful to receive an analysis of similar data for the Spring semesters since the Fall tends to be smaller than Spring.** **Having department-wide data would also be helpful.**  |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **-The development of an enhanced, interactive learning environment for languages is underway. In the Spring of 2014 the World Languages Lab in the Humanities building will offer a Language Center for students to make use of authentic language resources as they complete the three semester sequence of Spanish 101, 102 and 201 courses, and beyond.** **-Spanish students have been participating in organized study groups facilitated by faculty.** **-Students in some sections have participated in writing practice via email exchange with native speakers of Spanish.**  |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Although undeniably important, the current PRP process is extremely time-consuming.****In multi-disciplinary departments such as World Languages, the process is further complicated by the fact that multiple versions of these reports must be completed. (7 disciplines means doing 7 PRPs.) Furthermore, ours is a department with few full-time faculty.** **Also, some data should be considered for the department as a whole, not only by discipline. It would be helpful if a process were created for multi-disciplinary departments to complete the PRP for the whole department, and that certain portions of the forms be specific to each discipline.**  |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Kathleen Sheahan*Name*** | **Gladys Gomez*Name*** | **Chantal Maher*Name*** |

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| --- | --- | --- |
| **Masako Ikenushi*Name*** | **Abby Corona*Name*** | **Judith Marquez*Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**