Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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.)

Discipline: Spanish

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Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	2,782	2,899	3,053	3,139	_Self Explanatory_
Census Enrollment Load %	79.27%	74.86%	75.52%	81.83%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	8,468	8,712	9,183	9,661	Weekly Student Contact Hours
FTES	282.27	290.41	306.11	322.05	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	16.93	16.40	17.27	17.53	Total Full-Time Equivalent Faculty
WSCH/FTEF	500	531	532	551	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	6.80	5.80	6.80	6.80	FTEF from Contract Faculty
Hourly FTEF	7.38	8.47	8.13	8.00	FTEF from Hourly Faculty
Overload FTEF	2.76	2.13	2.33	2.73	FTEF from Contract Faculty Overload
Part-Time FTEF	10.13	10.60	10.47	10.73	Hourly FTEF + Overload FTEF
Part-Time FTEF %	59.84%	64.63%	60.62%	61.22%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	93.78%	94.41%	93.56%	92.89%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	78.80%	76.30%	76.97%	73.25%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year

2.   Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Spanish continues to be our largest discipline. The discipline has grown consistently every year. At present we have 7 full-time faculty members in the discipline of Spanish. As can be noted from the figures above, the Department could justify the hiring of an additional Spanish full-time instructor this year. However, we have made the decision to recruit faculty from other disciplines in order to increase the diversity of our department. We do intend to request two full-time Spanish positions for the academic year 2010/2011.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. **Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)** In the field of foreign languages, recent trends show increased student demand for certificates and AA Degrees in a foreign language. To meet this demand, our department has added this year an AA Degree and a Certificate Program in French. We are in the process of creating such a program in Spanish.	
b. **Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)** Numerous new sections have been added during Fall, Spring, and Summer. In Spring 2007 we offered online Spanish classes for the first time. We have added additional sections of online Spanish classes every semester since then. Initial enrollment in online classes is very strong; however, the retention rate is weak. This is due to the intense nature of an online language class. To address the issue of retention, instructors will be meeting with students on campus bi-weekly. Video modules have been created to enhance our distance learning program.	

4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. **With growing enrollment, more laboratory space is desperately needed. With only 23 computers in our lab, we are under equipped to serve our students who must complete their 16-hour language lab requirement. This problem is even more serious in the summer because of the compressed schedule.** **Equipment needed include: Computers, DVD players, lab management software, updated versions of lab software (such as Rosetta Stone), additional foreign films, Sanako language learning software and hardware, and software subscription to "Scola" and "Before you know it".**	
b. Budget – budget development process, one-time funds, grants, etc. **Funds are needed to expand our language laboratory and to purchase additional equipment. (See above 4a)**	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. **MORE dedicated classrooms. MORE lab space. Our department has expanded by offering additional sections. Our limitation is classroom space (dedicated classrooms) that we can rely on to offer classes over the next five years as we prepare to move into the Humanities building. The current language lab cannot accommodate the number of students in our program.**	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years **We have fewer full-time faculty members today than we did in 2001. We have gone from 10 full-time to 8 full-time faculty members. We have not replaced all retirements nor have we added new faculty as the department has grown.** • **For academic year 2009/2010, we desperately need full-time faculty in Italian, Japanese, and German. (year 1)** • **For academic year 2010/2011, we will need 2 full-time <u>Spanish</u> faculty members to accommodate for upcoming retirements. (year 2)**	**We have fewer full-time faculty members today than we did in 2001. We have gone from 10 full-time to 8 full-time faculty members. We have not replaced all retirements nor have we added new faculty as the department has grown.** • **For academic year 2009/2010, we desperately need full-time faculty in Italian, Japanese, and German. (year 1)** • **For academic year 2010/2011, we will need 2 full-time <u>Spanish</u> faculty members to accommodate for upcoming retirements. (year 2)** • **For academic year 2011/2012, we will need 1 <u>Spanish</u> and 1 French faculty member. (year 3)**

e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.
 	
Needed: 2 full-time Instructional Support Assistant I positions.
    a. We lost our full-time Instructional Support Assistant I position (100%, 12-month contract) in 2003 when the employee resigned. This position has never been replaced. An Instructional Support Assistant was transferred from ESL to work in our department but her contract is only part-time (45%, 10-month contract). Currently, we rely on student workers to staff the lab during peak times and summer months.
 	
    b. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.	

f. Other	

5.   Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Strategic Plan 2009: "Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations: Develop and implement an institution wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion)."

Our goal in the Foreign Languages department is to offer a wide range of transfer-level classes in a variety of formats and meeting times. We offer courses at every one of the satellite centers Palomar operates. We offer day, evening and weekend classes. We offer classes in our Study Abroad programs. We offer late-start and fast-track classes. We offer classes during winter and summer intersession. We offer distance-learning classes in an online format as well as telecourse format. We offer credit-by-exam for our elementary level courses. Our strategies to improve retention and persistence include modifying our distance learning classes to incorporate the use of video and periodic class meetings.

6.   Student Learning Outcome progress:
    a.   Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome: Intermediate level speaking skills.
In our third semester language courses, (201 level) students learning outcomes are measured through oral presentations, in-class speaking activities, recordings made by students, oral interviews and in-class pair-work.

    b. Discuss a learning outcome that is observable yet difficult to measure.

Learning Outcome: Cultural Insight, an awareness and appreciation for the culture of the speakers of the target language.

Students at all levels study the culture of the target language through the study of festivities and holidays, the customs and traditions of each society and their impact on our culture. Students are asked to make cultural presentations at all levels of language learning. Also emphasized is the importance of artists and historical figures that shape our world.

7. Describe a discipline accomplishment that you want to share with the college community.

In Spanish, the discipline continues to grow. We offered our first online Spanish class in the Spring of 2007. We have developed our own Spanish 101 telecourse entitled "Se habla español" in conjunction with PCTV.

Study Abroad Programs have been offered to Spain, Mexico, Costa Rica, and South America. This exposure to the language and culture of these countries continues to attract students wishing to improve their language ability and knowledge of other cultures.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. **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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10. Other comments, recommendations:

Our goal with this report is to express the needs and accomplishments of our department. We are committed to offering students a variety of learning and cultural experiences through the study of languages.   We feel the need to hire faculty that will represent all languages taught in the department. We are committed to developing stronger programs for all the disciplines offered and we know that this can only be done by hiring full-time faculty.

Please identify faculty and staff who participated in the development of the reviewer's planning:

    Kathleen Sheahan _____   _____

    Martha Evans _____   _____

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Department Chair/Designee Discipline Review and Signature   **Date**

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Division Dean Review and Signature   **Date**

* By no later than <u>2/14/08</u>, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than <u>2/14/08</u>, forward an electronic copy to Institutional Research and Planning.