

# 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: Italian

Instructional Discipline Reviewed

2007-08

### 1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
<b>Enrollment at Census</b>	121	93	107	100	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	134.44%	88.57%	101.90%	95.24%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	402	328	359	331	Weekly Student Contact Hours
<b>FTEs</b>	13.41	10.94	11.97	11.03	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	0.67	0.67	0.67	0.67	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	604	492	539	497	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	-	-	-	-	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.67	0.67	0.67	0.67	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	-	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	0.67	0.67	0.67	0.67	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	94.03%	98.04%	98.15%	92.45%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	82.09%	84.31%	87.04%	79.25%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	N/A	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	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.

There is a scarcity of qualified part-time faculty in the North County. There are a number of qualified instructors who work in the San Diego area, but it has been very difficult to find faculty willing to accept only a part-time position at Palomar. Several Italian classes with full enrollment and waiting lists have had to be cancelled in the past because no part-time faculty was available to teach them. This explains the drop in enrollment in Fall 2005 and again in Fall 2007.

Without full-time faculty, we will lose students. When our classes have been cancelled in the past, students have gone to MiraCosta College and Mesa College to study Italian. Often students continue to study Italian at those schools and do not return to Palomar to take the subsequent Italian courses.

**In Fall 2004 enrollment was higher than at present. This again is due to the cancellation of full classes and the scarcity of an Italian professor. Our challenge has been to rebuild the discipline in subsequent semesters. As can be seen from Italian enrollment numbers, the discipline remains strong, but has suffered from these cancellations.**

**Despite the fact that Italian is one of the smaller disciplines in the Department, we receive multiple inquiries concerning offerings in Italian. In Summer 2008, the Department is offering for the first time Italian 101 and Italian 102 with the intent of strengthening the discipline and meeting the demand for these courses.**

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

PLAN – 2007-08	Progress – 2008-09
<p><b>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.)</b></p> <p>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. We need to be able to create similar programs in other disciplines. Without full-time faculty in the other disciplines, such as Italian, we are unable to do so and thus compete with community colleges in our area.</p> <p>Presently the Foreign Languages Department offers:</p> <ul style="list-style-type: none"> <li>a. Ital 101</li> <li>b. Ital 102</li> <li>c. Ital 201</li> <li>d. Ital 202</li> </ul>	<p>The Department hopes to add an AA Degree in the Italian Language in the near future. The addition of a French Degree has provided a template from which to begin designing the Italian Degree. In order to do this, the Department and the College need to proceed with the commitment to add to a full time, contract position to the Italian language program.</p> <p>The Italian 101 course outline has been updated, SLO's added, and the course outline has been launched in Curricunet. Other levels will follow soon.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>Summer 2008, we are offering one section of Italian for the first time.</p> <p>Fall 2008, we hope to find qualified part-time instructors in order to continue to offer the scheduled classes.</p>	<p>The class scheduling improvements as described in the 2007-08 plan have been negatively affected by the inability to add to staff. Despite this set-back, an additional Italian 101 class has been added for Fall 2009. This coupled with the additional summer section of Italian 101 should help build momentum for the next levels. It is worth noting that adding 2 sections of Italian 101 in the Fall of 2006 has directly affected the increased enrollments in this discipline. The Department is committed to trying to maintain 2 sections of Italian 101 in the Spring and Fall semesters. Finally, the recruitment of a new part-time faculty member, in addition to our long-standing part-time Italian faculty member, will provide the necessary links to build this program.</p>

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

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>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.</p> <p>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”.</p>	<p>The desperate need for language laboratory space still exists, but the ESL Laboratory in Escondido has been made available to our language students. In addition we have hired a part-time hourly worker to staff that lab.</p> <p>The serious problem of the overcrowded lab in the summer may be somewhat alleviated because we have changed the scheduling of many of our summer classes from 4 week sessions to 6 week sessions.</p> <p>Additional software programs, movies, and instructional materials need to be purchased to better serve our Italian students. The program “Eurotalk” was purchased for use in the lab by Italian students.</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p> <p>Funds are needed to expand our language laboratory and to purchase additional equipment. (See above 4a)</p>	<p>Funds (\$5000.00) were transferred from the FL Department budget account #500010 to the Laboratory Student Hourly Account #230010 to supplement their budget and make it possible to pay student hourly workers.</p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>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.</p>	<p>We resolved to some degree our need for more classrooms by scheduling some language classes in both the NS and MB buildings. For the most part, instructors have responded favorably to these facilities.</p> <p>The Department is still in great need of dedicated classrooms and more language lab accommodations.</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>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.</p>	<p>The Department received approval to add an Italian contract faculty member. However, with the recent budget cuts, the hiring for this position was placed on hold. The Department has been notified that they will not have to “pre-qualify” for the addition of an Italian contract position. The Department needs to make this staffing a priority AND the College needs to make a commitment to add a contract faculty to this</p>

<p>We have never had a full-time Italian professor. Hiring qualified part-time faculty for teaching Italian is far more difficult than hiring for any other discipline.</p> <p>For academic year 2009/2010, we desperately need a full-time faculty member in <u>Italian</u>.</p>	<p>discipline. This full time faculty position is instrumental in placing the Italian program at Palomar in competition with other local Community Colleges.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p><b>Needed: 2 full-time Instructional Support Assistant I positions.</b></p> <p>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.</p> <p>b. We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</p>	<p><b>Needed:</b> 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.</p> <p><b>We still need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</b></p> <p><b>Progress:</b> The desperate need for language laboratory space still exists, but the ESL Laboratory in Escondido has been made available to our language students. We have hired a part-time hourly worker to staff that lab.</p>
<p>f. Other</p>	

**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 in Italian at the San Marcos campus. Our strategies to improve retention and persistence include offering classes in the afternoon and evening. When additional classroom space becomes available, we intend to offer classes during the morning. We have also responded to community demand for additional classes by offering two new sections of Italian during Summer 2008.**

**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 Summer 2008, two new Italian sections are being offered.

**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.

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:

Martha Evans	

Martha K. Evans	2/27/09
Department Chair/Designee Discipline Review and Signature	Date

Division Dean Review and Signature	Date
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