

# 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.)

**Department: Foreign Languages**

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>	3,642	3,869	4,195	4,340	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	83.13%	78.19%	77.40%	83.17%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	11,268	11,920	12,869	13,551	Weekly Student Contact Hours
<b>FTEF</b>	375.61	397.33	428.98	451.69	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	22.33	22.87	24.85	25.60	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	505	521	518	529	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	7.80	6.80	7.80	7.80	FTEF from Contract Faculty
<b>Hourly FTEF</b>	11.44	13.60	14.38	14.73	FTEF from Hourly Faculty
<b>Overload FTEF</b>	3.09	2.47	2.67	3.07	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	14.53	16.07	17.05	17.80	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	65.07%	70.26%	68.61%	69.53%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	93.43%	93.75%	93.19%	91.73%	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>	77.30%	75.90%	76.38%	71.45%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-		Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-		Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-		Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-		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.**

Based on the four-year trend data, enrollment in Foreign Languages has grown at a rapid and consistent pace. Based on preliminary Fall 2007 figures, enrollment at census was 4,340 and the census enrollment load was 83.17%.

The number of full-time contract faculty has decreased from 10 to 8 members over the past ten year, while language offerings and section numbers have increased dramatically.

**In line with the Strategic Plan of the College, our goal is to provide the highest quality learning and cultural experiences. In the Foreign Languages**

Department, we currently offer eight languages (Spanish, French, German, Italian, Tagalog, Japanese, Chinese, and Arabic). However, our full-time faculty members only teach in the disciplines of Spanish and French. The fact that the six other languages being offered in our department are taught only by part-time faculty limits the representation, quality and expansion of these disciplines.

It has become extremely difficult and sometimes impossible to find experienced and qualified part-time instructors in these six disciplines. In several instances, courses with full enrollment have been cancelled due to the scarcity of qualified part-time faculty.

The Part-Time FTEF for the entire Department of Foreign Languages in Fall 2007 is 69.53%. However, in six of our eight disciplines the Part-Time FTEF is 100%!

At present, with only eight full-time faculty, there are not enough members to effectively serve in departmental responsibilities, administrative duties, committees, shared governance, and other college tasks. When compared to departments of similar size, ours has considerably fewer full-time faculty. Additionally, five of the eight contract professors in the department have completed 30+ years of service at Palomar College.

**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, we are unable to do so and thus compete with community colleges in our area.</p>	<p>The 101 course outlines for Arabic, Chinese, French, German, Italian, Japanese, and Spanish have been updated, SLO's added, and the course outlines have been launched in Curricunet. Other levels will follow soon.</p> <p>The AA Degree in Spanish will be on the Governing Board Agenda (March 10, 2009). Upon notification of approval, the FL Department will complete an application and submit it to the Chancellor's Office. This degree will appear in the Fall 2009 Catalog with the notation that approval is pending.</p> <p>We hope to create a program for an AA Degree for other disciplines in our Department in the near future.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p><b>New Disciplines:</b> Arabic was created in 2005 and course offerings have increased since then. Tagalog was reinstated in 2005 due to community demand.</p> <p><b>New Courses:</b> Added in the disciplines of Spanish, French, German, and Japanese.</p> <p><b>New Sections:</b> Added to our summer program in the disciplines of Spanish, French, German, Italian, Japanese, Arabic, and Chinese.</p> <p><b>Distance Learning:</b> Created a telecourse entitled "Se habla español" for Span 101 Offered online Spanish course for the first time in Fall 2007</p>	<p>The economic crisis has drastically impacted our department. Beginning last summer, 16 language classes were cut from our schedule. To date we have not been able to "reinstate" these classes.</p> <p>Given these bad circumstances, as a department, we have studied and continue to study all aspects of our schedule to determine the highest and best use of our instructors, facilities, and language offerings, while at the same time striving to meet the needs and attract the most students.</p> <p>As a Department our goal is to offer and maintain at least three levels (101, 102, 201) of each language discipline in the Spring and Fall semesters.</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>Logitech headphones (30) were purchased for our Language Laboratory, along with DVD’s and the “Eurotalk” software for French, German, Italian, and Japanese.</p> <p>The Lab is still in need of additional equipment and software programs, especially for Arabic and Chinese.</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. Move 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> <ul style="list-style-type: none"> <li>• For academic year 2009/2010, we desperately need full-time faculty in Italian, Japanese, and German. (year 1)</li> <li>• For academic year 2010/2011, we will need 2 full-time Spanish faculty members to accommodate for upcoming retirements. (year 2)</li> <li>• For academic year 2011/2012, we will need 1 Spanish and 1</li> </ul>	<p>We have fewer full-time faculty members today than we did in 2001. We have gone from 10 full-time to 7 full-time faculty members. We have not replaced all retirements nor have we added new faculty as the department has grown.</p> <ul style="list-style-type: none"> <li>• For academic year 2009/2010, we desperately need full-time faculty in Italian, Japanese, and German. (year 1)</li> <li>• For academic year 2010/2011, we will need 2 full-time Spanish faculty members to accommodate for upcoming retirements. (year 2)</li> <li>• For academic year 2011/2012, we will need 1 Spanish and 1 French faculty member. (year 3)</li> </ul>

<p><b>French faculty member. (year 3)</b></p>	
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p><b>Needed: 2 full-time Instructional Support Assistant I positions.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</li> </ul>	<p><b>Needed: 2 full-time Instructional Support Assistant I positions.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We will need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</li> </ul>
<p><b>f. Other</b></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 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 French, the creation of the French AA and certificate program. The program has grown from 8 sections offered in Fall 2005 to 12 sections offered in Fall 2007. An additional class will be offered for summer 2008.**

**In Arabic, additional sections have been added. We now offer 5 sections of Arabic and these classes are offered on the San Marcos campus and at Camp Pendleton. A summer class will be offered for the first time in 2008.**

**In Tagalog, two courses in this program have been reinstated at the urging of the Filipino 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.**

**In Japanese, additional sections have been added. This is one of our fastest growing disciplines. The discipline grew from 6 sections in Fall 2005 to 11 sections in Fall 2007. The first Study Abroad program to Japan was offered in the summer of 2007. An additional class will be offered for summer 2008.**

**In Chinese, a summer class will be offered for the first time in 2008.**

**In Italian, two summer classes will be offered for the first time in 2008.**

**In German, an additional class will be offered for summer 2008.**

**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.

The Accrediting Commission for Community and Junior Colleges (WASC) completed their last accreditation visit in June 2003. One recommendation given was that "The college should develop mechanisms to ensure that supervisors and department chairs evaluate classified staff, administrators/managers, and part-time faculty on a regular cycle with formal and timely follow-up following college policy or contract provisions."

In the past, regular evaluations had not been done. However, we have worked hard at improving our performance in this area and we are happy to report that we are up-to-date with our regular evaluation cycle of part-time and classified employees.

A committee was formed to evaluate part-time instructors in 2006. This committee has completed the necessary evaluations every semester. For classified staff, the chair and the faculty lab coordinator have completed the necessary evaluations as well.

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

Chantal Maher

Martha K. Evans

Martha K. Evans

2/27/09

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date