

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

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	<i>Self Explanatory</i>
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
FTEF	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
<p>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.)</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.</p>	<p>To encourage our students to reach higher level Spanish courses, the Department has made progress towards implementing an AA Degree. The program has been designed and “launched” in Curricunet. It has been approved by the Curriculum Committee and approved by the Faculty Senate. The AA Degree in the Spanish program will be presented for approval at the next Governing Board meeting on March 10, 2009. The final step will be forwarding the document and an application to the Chancellor’s office. Implementing this AA Degree will create a stronger Spanish program at this community college.</p> <p>The Spanish 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. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Numerous new sections have been added during Fall, Spring, and Summer.</p> <p>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.</p> <p>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.</p>	<p>The budget crisis has impacted our class schedule especially in the Spanish program because this is the largest discipline. The Department had planned to add sections of Spanish at all levels. After careful review of enrollment trends and growth patterns, there were 9 classes cut from the summer schedule, 5 classes cut from the fall schedule and 8 classes cut from the spring schedule. The cuts were made mainly at the offsite campuses of Escondido, Mt. Carmel, and Ramona. In addition, many of the 101A and 101B 3 unit classes were changed to 101 5 unit classes. The 5 unit classes have a better overall student retention rate.</p>

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

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</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 Spanish students. The “Eurotalk” software program was purchased this year for use in the lab by students of Spanish.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</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>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</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>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</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"> • 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) 	<p>The FL Department is in considerable need of additional full-time contract faculty members in several disciplines within the department. Of the seven full-time contract members at the present time, six of the instructors are in the Spanish program, and four of those six are very close to retirement. In addition, the Spanish program is the largest program in our department and desperately needs more full-time instructors to meet the needs of a growing enrollment.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to</p>	<p>Needed: We lost our full-time Instructional Support</p>

<p>program growth, new technology, etc.</p> <p>Needed: 2 full-time Instructional Support Assistant I positions.</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>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>We still need an additional Instructional Support Asst. I full-time (100%, 12-month) position to support new lab space.</p> <p>Progress: 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 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.

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 K. Evans _____

Martha K. Evans 2/27/09

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date