Program Review & Planning (PRP)

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PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Spanish
Department Name:	World Languages
Division Name:	Languages & Literature

Please list all participants in this Program Review:

Name	Position
Gladys Gómez	Professor
José Carlos Pedroza	Associate Professor
Kathleen Sheahan	Professor and Chair
Elena Villa Fernández de Castro	Assistant Professor

Number of Full Time faculty	4.33	**Number of Part Time Faculty**	18

Please list the Classified positions (and their FTE) that support this discipline:

One (1) FT "ADA" supports this discipline and 7 other disciplines in the department.
One (1) FT "Instructional Support Asst III" supports this discipline and 7 other disciplines in the WLRC (world languages resource center.)
Currently, there is a vacant classified position "Instructional Support Asst II."

What additional hourly staff support this discipline and/or department:

Students and short-term hourly offer general assistance in the WLRC.
Three Spanish-speaking student tutors (PT) approx. 25 hours total per week.

Discipline mission statement (click here for information on how to create a mission statement):

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of

cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA-T Degree in Spanish
Coming soon: Certificate in Spanish (Anticipated in Fall 2018)

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	x
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						

The Spanish Program mirrors our campus trend over the past 5 years. Since 2011/12, there has been a decrease in the enrollment of students in the Spanish Program going from 6,610 students to 5,940 in 2016-17. This represents a 10.13% reduction in the number of students enrolled, which compares with the general 10.49% decrease of students that the College lost in the same period. Although the decrease in the percentage of the discipline and the department are comparable during the last 5 years, it is true that there is a difference when comparing the decrease from 2015/16 to 2016/17. The general College's numbers went down by 3.11% while our discipline went down by 8.65%. One of the reasons for the decrease is the reduction in the number of sections that have been offered. Cancellations of classes make students look for alternatives in other disciplines, and/or other institutions. Another reason is that overall there are fewer students on campus. Additionally, CSUSM began to offer many more sections of Span 101, 102 and 201. This could account for the reduction in students who no longer need to take these classes at Palomar. We are hoping that the new online sections that we are creating will help reverse this trend.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

- Span 211/212. Identification of heritage-speaker students. In the Spring 2016, the World Languages Department re-launched these courses of Spanish for Heritage Speakers; however, these students kept registering in our courses of Spanish as a second language. This meant lower academic results for them and lower registration rates for our Span 211 and 212 courses. We are working on informing faculty, staff, and students about the benefits of taking courses designed for their specific academic needs. We have met with the Counseling Department twice this semester to discuss the program so that they can help direct students more effectively. We have also done presentations in courses of Span 101, and 102.
- Span 102A, 102B, 201A, and 201B are courses that we no longer offer. We are working on deactivating them.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	x
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	x

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

In the year 2016/17 we had a total WSCH/FTEF of 475.08, and, although this number has decreased since 2011/12 when we had a 608.19, we are still over the College's current WSCH/FTEF (469.30 for the 2016/17.) Palomar College's WSCH/FTES has also had a decreasing trend over the past 5 years.

We are a language learning discipline in which classes with lower caps are a need. Although our cap is quite high in comparison with other higher education institutions, these caps are one of the reasons why we are under 525. Cancellations of courses and the campus-wide trend in lower enrollment also contribute to the decrease in this number. In the 2017-18 academic year, fewer sections of Spanish are being offered. The hope is that by offering fewer sections, the classes we offer will fill.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

In 2016/17, our Full-time FTEF went up slightly from 4.14 (2015/16) to 6.67 (2016/17), after hiring 1.33 professors in the discipline. In the past 5 years, however, we have had a decrease in this number from 8.13 (2011/12) to 6.67. In comparison, Palomar College shows a general increase from 2011/12 (Full-Time FTEF of 400.97) to 2016/17 (Full-time FTEF of 402.47.) Our Part-Time FTEF numbers have increased from 2011/12 (24.80) to 2016/17 (29.71), having a total of 81.69% of Part-Time/Total FTEF %. This is a high number of courses taught by part-time faculty, considering that the overall College percentage is 67.50% for the same year (2016/17.) Our low number of Full-Time faculty is a challenge for our discipline, and we plan to increase this number as a goal for the near future.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. **On-Campus Course Success Rates**
- B. **Online Course Success Rates**
- C. **Course Success Rates by gender, age, ethnicity, and special population** (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

There are no considerable differences between the success rates of our San Marcos (81.5, 78.8%, 77%, 78.9%, 79.5%, 80.1%,) and Escondido (80.2%, 77.7%, 68.9%, 72.4%, 77.2%, 70.3%) campuses. These success rates are slightly higher in San Marcos . In terms of online versus on-campus education, these courses have lower rates of success, but since 2014/15, when the overall rates of the discipline had lower numbers, the percentages have increased to reach our main two locations. In the past six years, the distance learning success rates have been the following: 76.6%, 75.8%, 70.2%, 59.8%, 71.1%, 75.1%.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/

Gender	The difference in success between female and male students is not very significant, which makes it difficult to draw any conclusion based on this variable. Since the academic year 2011/12 the rates of female success has been slightly higher than the one of male students: 2011/12 (84.3% *versus* 77.4%); 2012/13 (81% *versus* 75.7%); 2013/14 (78.6% *versus* 73.3%); 2014/15 (80.9% *versus* 74.6%); 2015/16 (81.2% *versus* 77.2%); 2016/17 (83.5% *versus* 74%)
Age	The overall success rate based on age has been consistent from 2012/13 to 2016/17 (73.7% 71.4% 71.5% 71% 71.7% and 72.2). The success rate for students 50 and over decreased from 86.2% in the 2014/15 academic year to 64.3% in the 2015/16 academic year, but increased again in the 2016/17 academic year to 77.8%. This is the category that has had the most fluctuations over the last 3 years. It is hard to determine why this success rate decreased so much during the 2015/16 academic year. The most successful rate belongs to the groups in the 20-24, and 25-49 age range, which since 2011/12 to 2016/17 had rates of: 83.1, 81.8 (2011/12); 80.7, 75.9 (2012/13; 78.3, 74.9 (2013/14); 79.1, 76.4 (2014/15); 80.5, 77.5 (2015-16), and 79.2, 78.2 (2016/17.)
Ethnicity	When it comes to the success rates based on ethnicity, there is a tendency for higher numbers in the groups of Filipino and Hispanic students over the group of White students. This is explained by the fact that these students have a historical, linguistic, and emotional connection with the discipline. The overall success rates of Hispanic and Filipino students since 2011/12 to 2016/17 are the following: 84.6%, 84.2% (2011/12); 81.6%, 84.3$ (2012/13); 78.3%, 86.8% (2013/14); 80%, 76.4% (2013/14); 80.7%, 74.5 (2014/15); 80.2%, 87.9% (2016/17).

Special Population (examples- veteran, foster youth, etc)	There is a pattern of high success rates amongst Foster Youth over the last six years (81.3%, 78.7%, 76.3%, 78.1%, 79.4%, 79%.) There are slightly lower results in the rates of disabled students when compared to those that are not disabled in the past six years: 81.7%, 73.1% (2011/12), 79.1%, 64% (2012/13), 76.2, 77.2% (2013/14), 78.1%, 76.3% (2014/15); 79.2%, 78.6% (2015/16); 79.2%, 73.1% (2016/17.) These lower success rates are also present in the overall College's numbers.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
We have observed some differences in the GPA Category. We have a similar number of A, B, C grades in comparison with the College's general population, which has a predominant grade of A as the GPA.   We also observe an increase in our "disability" category success rate from previous years. We did not do anything in particular to address the needs of this group of students. However, the department now offers tutoring support in Spanish during student lab hours. This has worked to assist all students studying languages, and may be the reason why there is an increase in success for DRC students.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.
 	
 Discipline Level Course Success Rate:
     A. **The College's institutional standard for course success rate is 70%.**
     B. **Review your discipline's course success rates over the past five years.**
     C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	**70%**
Why?	
The Department follows the institutional standard for course success rate of 70%	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
 https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx
 	
     A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
     B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?
Not enough data available (first degrees in Spanish were awarded in Spring 2017.)

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?
No data available yet to support any conclusion. The program was just recently created and we need a few more years of data to be able to make an accurate analysis.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?
Does not apply. Not a CTE program.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?
Does not apply. Not a CTE program.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.
Does not apply. Not a CTE program.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)
Does not apply. Not a CTE program.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

N/A

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

In the past, SLO Assessment Results have shown a need for increased practice in written communication. The department now provides a tutoring program for our students in the World Languages Resource Center. Several software applications have also been purchased to support this effort. SLO assessment results have had a positive impact in the way we plan our curriculum, and most importantly it has allowed us to discuss all of these issues as a department.

The SLOs in Spanish focus on the area of writing. This is an important skill that must be emphasized since there is a tendency for students to learn linguistic concepts in isolation and not understand how to use these concepts in written (and spoken) communication. The focus on writing through the SLOs has helped to give all classes in the Spanish program a common goal to reach by the end of the semester. By asking all students to participate in the writing assessment, the department can see the progress that students have made in that course.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

The Spanish program and course SLOs examine students' abilities in regard to writing. To assess this, the department has created a series of writing prompts that ask students to demonstrate their abilities to use simple narration in the target language. When we examine the results, we see that at least 70% of our students meet these goals.

Our Spanish courses have consistently performed well using the current methods and procedures. At least 70% of our students end up meeting the assessment goals. We need to work on one additional SLO per course. The full-time faculty distributes the scheduled assessments to the part-time faculty. Assessments are administered as part of regularly scheduled exams when possible. The results are discussed amongst all faculty before they are entered in tracdat.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our SLOs cover the material that students are expected to know by the completion of the course. They mirror the material that's listed in the course outline of record for every course. Going forward, another area of student learning to assess is listening comprehension. The department is discussing the creation of a second set of assessments that will examine the students' abilities in the area of listening.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Yes, students acquire the necessary tools to perform professional tasks in their work environments. Students gain the necessary skills to be able to communicate, translate and understand the languages and cultures of a diverse group of peoples. There is no current discussion for program or course deactivation. With the creation of the AAT degree, we see increased demand for all of our courses, in particular our 202 and 235 classes. We hope to grow our heritage speaker courses as well.

The decision to focus on writing skills has helped the department concentrate our efforts on the development of these skills in class. Also, the use of faculty office hours and the tutoring program in Spanish have been an important way to assist students in the area of writing.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Enrollment issues and scheduling have negative effects on the program sequence. Classroom availability has even forced us to move classes to less popular times.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

N/A

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf	

Strengths:	● Online program starting F 2017 ● Heritage- speakers program started S 2016 ● New certificate program ● Faculty that accomplish the Department's challenges as a team, with collaborative and cooperative work.
Weaknesses:	● Identification of heritage-speaker students. These students kept registering in our courses of Spanish as a second language. This meant lower academic results for them and lower registration rates for our Span 211 and 212 courses. We are working on educating faculty, staff, and students about the benefits of taking courses designed for their specific academic needs, and relaunch these courses successfully. ● Faculty who lack enough training or certification in the ACTFL guidelines for writing, oral proficiency or reading assessment. Some of us have attended some of these workshops before, but none of the faculty members have obtained the certification. ● Our Part-Time/Total FTEF % is 81.68%. Although it has gone down in the last years (75.3% in the 2011-12; 81.86% in the 2012-2013; 89.15% in the 2013-2014, 90.65% in the 2014/15, 89.62% in the 2015/16, and 81.68% in the 2016/17) it is still a very high percentage of courses taught by our part time faculty. This percentage is quite high compared to the overall percentage of Part-Time/Total FTEF% of the College (67.5%.).
Opportunities:	● Span 212 accepted at CSUSM to fulfill the subject matter competency for the Span 301B course requirement for major/minor in Spanish. ● Medical Spanish courses are an opportunity thanks to our excellent Nursing Program at Palomar College and proximity to Palomar Hospital.
Threats:	● Overall college enrollment is down ● Other colleges are offering courses online. They can potentially take from our enrollment ● Palomar College lacks enough tools to offer quality online courses (not enough money for test proctoring software such as ProctorU). ● Palomar College doesn't offer opportunities for faculty to travel to the ACTFL Convention, or any other language learning symposium where they can be trained and certified in oral proficiency, writing, or reading assessment. Other colleges in the region support their faculty year in and year out.

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Hire more full-time faculty		X	
Hire support for our administrative staff		X	
Strengthen the WLRC tutoring program. Hire more tutors.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Increase the number of full-time faculty for our discipline.
Strategies for implementation	Request position
Timeline for implementation	F 2018
Outcome(s) expected (qualitative/quantitative)	

Goal #2	
Program or discipline goal	Increase and strengthen our heritage-speakers program
Strategies for implementation	Meeting with counseling department, meetings with faculty of World Language department. Promotion of the courses, advising of heritage-speaker students.
Timeline for implementation	F 2017
Outcome(s) expected (qualitative/quantitative)	Increase registration of students who learned Spanish at home in these courses. Possibly increase the number of future degrees in Spanish.

Goal #3	
Program or discipline goal	Strengthening our online program
Strategies for implementation	● Acquisition of tools to make the online teaching more effective. ● Increase of retention rates by compensating the large drop of students in the first weeks with more admission of student "crashers" during those weeks.
Timeline for implementation	S 2018
Outcome(s) expected (qualitative/quantitative)	● More effective teaching/learning ● Higher retention rates

Goal #4	
Program or discipline goal	Offering students more opportunities to use the language in a fun and authentic setting outside of the classroom.
Strategies for implementation	Organization of outside of the classroom events: café internacional.
Timeline for implementation	F 2017
Outcome(s) expected (qualitative/quantitative)	More opportunity for second/heritage language learning for our students Possibilities of promotion for the department

Goal #5	
Program or discipline goal	Strengthening the World Language Resource Center tutoring program
Strategies for implementation	Creating training opportunities for our tutors. Tutoring funds are needed in order to continue to offer this program to our students and there is no current tutoring budget. Our strategy here is to continue to use any hourly funds available to the department to hire students who can serve in two roles, as tutor and general staff in the WLRC.

Timeline for implementation	S 18
Outcome(s) expected (qualitative/quantitative)	Offer more effective support for students

3. How do your goals align with your discipline's mission statement?

They are the same. By providing the Department with more staff and tutors, the Spanish Discipline will be able to provide students with a more engaging teaching and learning environment. We will be able to face our administrative needs and thus solve our academic challenges. By being able to offer students more classes during their preferred times, we will give them a chance to learn languages and to develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

By offering online courses starting in Fall 2017, our intent is to facilitate the acquisition of communicative competence in second languages to a more diverse population.

4. How do your goals align with the College's Strategic Plan Goals?

Our goals are derived from the college's strategic plan goals. The most obvious way that the Spanish program aligns with the college's strategic plan goals is in relationship to goal 1, "Student Learning, Support excellence in instruction and academic programs and services to improve student learning." The Spanish program goals are designed to improve the services and curriculum offered to our students. By focusing on the unique needs of heritage speakers of Spanish, creating language events for students, and offering a strong tutoring program, the Spanish program plays an important role in supporting excellence in instruction and academic programs.

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Kathleen Sheahan
11/28/2017	11/28/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Shayla Sivert
Date	11/26/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Spanish is by far the most popular offering in the World Languages Department. The discipline faculty, in addition to

addressing matters re: Spanish, have also lead the faculty (FT and PT) in addressing other language issues.

2. Areas of Concern, if any:

The last few years have seen a drop in enrollment; as a result, we have had to make adjustments to the schedule.

3. Recommendations for improvement:

We will continue to tighten the schedule based on past enrollments in the hopes that we will not have to cancel any once registration has begun. The discipline has done a wonderful job in their initial offerings of online Spanish. Discussions are underway to continue building that out into higher levels, while keeping an eye on success rates.

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Margie Fritch, Suzanne Sebring, Glyn Bongolan, and Seth San Juan
Date	December 1, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The faculty are very committed to student success and have done a good job of continuously discussing with each other and then developing and implementing strategies to address student success. Their focus on second/heritage language learners should result in better enrollments in those courses. Faculty consideration of different formats including online instruction is positive. The dialogue that the faculty engage in around their SLOs is a strength. ACCJC is most concerned about the faculty dialogue so that there is continuous and sustained process/program improvement.

2. Areas of Concern, if any:

The loss of enrollment in the courses is concerning but the faculty are aware of this and are looking at strategies to improve. Offering 7 world language programs may be hurting the enrollment in each program by having to cancel classes due to low enrollment. May want to look at a two year scheduling option for some of the languages that may be less popular and could benefit from more of a cohort model.

3. Recommendations for improvement:

Continue to research the online format keeping access and student success and retention at the forefront of discussions and planning. Consider scheduling patterns of less popular languages so that efficiency improves.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/13/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1.   Same question on mission.
2.   Discipline enrollment section is one of the best I have read. Used data well, compares directly to college trends etc. Great discussion here.

3. Success arte discussion is great and really well done- impressive also.
4. Well done discussion in the demographic difference section- any areas for intervention here?
5. SLO discussion is well done but could be one step more specific in terms of mentioning the SLOS – unless I am misunderstanding and the SLOS are very general "written communication" etc.
6. SWOT analysis is well done and thorough. Good summary and analysis.
7. Goals make good sense and good connection the mission etc- great narrative here also.
8. Really dedicated faculty and a strong and thorough review- well done.

2. Areas of Concern, if any:

a.   Please add the fill-rates (data) to the section- though narrative is very interesting
b.   Palomars wsch>FTEF is increasing not decreasing
c.   If you are having trouble getting appropriate classrooms PLEASE work with the dean- we have been very successful in moving classes around to serve more students etc.

3. Recommendations for improvement:

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.