



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
World Languages

Discipline Name
Spanish (SPAN)

Department Chair Name
Beatrice Manneh, Carlos Pedroza

Division Name
Languages and Literature

Website address for your discipline
<https://www2.palomar.edu/pages/worldlanguages/spanish-espanol/>

Discipline Mission statement

Our is to provide an engaging teaching and learning environment for students to gain language proficiency in 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.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

AAT in Spanish
Certificate in Spanish

Please list the names and positions of everyone who helped to complete this document.

Carlos Pedroza, Department Co-Chair and Associate Professor

Full-time faculty (FTEF)

4.33

Part-time faculty (FTEF)

5.28

Classified & other staff positions that support this discipline

One (1) Language Lab Instructional Support Assistant supports this discipline and 6 other disciplines in the department, 100%

One (1) Department ADA supports this discipline and 6 other disciplines in the World Languages Resource Center, 100%

Currently, there is a vacant classified position "Instructional Support Asst I".

Additional hourly staff that support this discipline and/or department

Three (3) Spanish-speaking student tutors (PT), approximately 40 hours per week

Student and short-term hourly offer general assistance in the WLRC.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Upon completion of this program, students will be able to express original thoughts using multiple verb tenses relating to concepts and vocabulary from the various courses. Students will be able to understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish.

This will give students a strong working knowledge of Spanish and allow them to use their language and cultural skills in the workforce or to transfer to a four-year university.

Describe your program's plan for assessing program learning outcomes.

Program SLOs and learning outcomes will be continually assessed in the classroom on a three-year cycle. A grade of 70% required for completion. Once available, the data will be inputted into Tracdat.

Summarize the major findings of your program outcomes assessments.

Students are achieving the appropriate level of progress for the courses where the assessments are made. For example, in Spring, 2018 84% of Spanish 202 students met or exceeded the minimum criterion for written proficiency expected for the course level. We will assess the program, once again, during the spring, 2019 semester.

Depending on the degree or transfer goals of our students, they have the choice of three different GE

pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

During year 2017-2018 there were 16 AA's and 3 certificates completed for a total of 19. The number of AA's increased, slightly, over the previous year. The AA and certificate completions were 13 for the previous year. The 2018-2019 academic year will be the third year that degrees will be handed out in Spanish.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?

The very small sample size involved can lead to wide variations with no apparent causality. However some obvious factors present here are that in the second year of existence, students became more aware of the degree and certificate, leading to a small increase in completions. During those years, the program had a healthy number of course offerings. We anticipate those numbers to drop dramatically due to the large number of class cancellations which interrupt the path to completion, decreasing transfer requirements at upper institutions, and generally decreasing enrollment in the program as well as at the college. The final course (SPAN 235) of the program is being offered once a year and this is expected to have significant negative impact on AA/Certificate completions.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

The Department follows the institutional standard for course success rate of 70%. Our results for Spanish are in line with this number. A review of the demographic breakdown indicates that all student groupings are able to consistently achieve or exceed the standard level of success.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

The average success rate of all four German class-levels (SPAN 101, 102, 201, 202) of the past five years was 80.3% whereas the success rate of the 201 class was the highest (86.4%). Based on the data found on the Institutional Research and Planning page, 75% appears to be an appropriate stretch goal based on the various factors that affect course success rates.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have reviewed course-level assessment methods since the last PRP and, based on the results, we have determined that most are still appropriate. We will continue to monitor all course-level assessment methods and determine at the end of each semester if changes need to be made. Course-level assessments for Spanish consisted of 1 SLO. In order to align with the other 6 languages, we now have two active SLO's for each Spanish course and will assess them systematically over a 3-year cycle. A new oral comprehension assessment has been created for all active Spanish courses.

Summarize the major findings of your course outcomes assessments.

Course outcomes assessments are demonstrating consistent student progress toward the program outcome objective. In order to meet the needs of all students and improve upon the course outcome assessment results, it is suggested that all students be given opportunities for increased practice in understanding spoken Spanish in class and as homework. Students must continue to have access to tutors and resources in the World Languages Resource Center.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Hire faculty of diverse background and linguistic preparation

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The department is currently hiring two positions: 1. Spanish, 2. French/Spanish.

Outcome(s) expected (qualitative/quantitative)

Additional faculty will be added to improve the full time/part time ratio to bring them more inline with expectations and to improve the learning experience for students.

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

These hires will improve the departments mission to "provide an engaging teaching and learning environment for students" by having additional full time staff to develop improved programs and provide consistency in program planning and execution. In addition it will bring the full time/part time ratio closer to the college level.

Expected Goal Completion Date

5/31/2019

Goal 2

Brief Description

Offer authentic language experiences for students

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Provide extra credit opportunities to students including a Spanish film festival, language fair, study abroad programs, and being made aware of available programs in the local community, other colleges,

and in the media.

Outcome(s) expected (qualitative/quantitative)

Students will participate in the above activities to the extent they find it useful.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These programs/opportunities support the department goal "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."

Expected Goal Completion Date

5/31/2020

Goal 3

Brief Description

Increase offering of online courses in Spanish

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Develop knowledge/experience with Canvas to facilitate management of online courses, offer more online courses. Goal will be complete when the demand for online SPAN 101, 102 & 201 has been met..

Outcome(s) expected (qualitative/quantitative)

More online courses will be offered. Online courses have increased from three to 6 by fall 2019.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These offerings will make it easier for students to integrate our high course-credit-hour offerings (5 credit hours per course) with other offerings and improve their ability to meet the requirement for graduation in less time

Expected Goal Completion Date

5/31/2021

Goal 4

Brief Description

Tailor schedule to attract new students

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Schedule classes at different times to make it possible for high school, working students and non-traditional students to attend beginning in Fall 2019.

Outcome(s) expected (qualitative/quantitative)

Increase fill rate above 80%.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Makes it possible to have more offerings -- insufficient fill rates cause course cancellations with result in interrupted progress for program completion. For example last fall the final course required for an AA or certificate was not offered.

Expected Goal Completion Date

5/29/2020

Goal 5

Brief Description

Increase awareness/inclusion of PT Faculty

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meet individually with PT faculty with respect to department and college communications, SLOs and assessments, recruitment strategies, Spanish certificate pathway, etc.

Outcome(s) expected (qualitative/quantitative)

PT faculty will better understand and feel included in the operation of the department. Their experiences and ideas will be brought to department meetings.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The department mission states "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." This goal of inclusion in department operations for PT faculty will support this mission directly.

Expected Goal Completion Date

5/31/2020

Goal 6

Brief Description

Increase cultural events

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Plan cultural opportunities such as film festivals, language fairs (such as, Café International) for students to experience. Offer extra credit to those who participate. This is a follow-on goal for goal 2 above. Extra credit will be offered to gauge participation.

Outcome(s) expected (qualitative/quantitative)

Students eager of attending cultural events will be made aware of the opportunities and be encouraged to attend and be rewarded with extra credit.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

These programs/opportunities support the department goal "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."

Expected Goal Completion Date

5/29/2020

Goal 7

Brief Description

Hiring and maintaining Spanish tutors in the WLRC

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We will continue to ensure that students have access to Spanish language tutors.

Outcome(s) expected (qualitative/quantitative)

Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

As stated in the mission statement of the World Languages Department, 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. Tutors give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Expected Goal Completion Date

5/29/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

See PRP for the World Languages Resource Center (WLRC).

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Instructional Support Assistant II

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

See PRP for the World Languages Resource Center (WLRC).

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

See PRP for the World Languages Resource Center (WLRC).

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

See PRP for the World Languages Resource Center (WLRC).