Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
World Languages

Discipline Name
Spanish (SPAN)

Department Chair Name
Beatrice Manneh

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.
Kathleen Sheahan
Elena Villa
Adriana Guillén

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
6.00	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?
Successful completion of this program 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. 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. Students will understand the cultural richness of the Spanish-speaking world and appreciate the linguistic forms unique to each the region where Spanish is spoken.

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, a majority of Spanish 202 and 235 students met or exceeded the minimum

criterion for written proficiency expected for the course level. We will assess the program, once again every three years.

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.
Year 3: The 2018-2019 academic year was the third year that degrees were conferred in Spanish.
During year 2018-19 academic year, there were 17 degree completions.

Year 2: During year 2017-2018 there were 16 degrees completed.

Year 1: During year 2016-2017 there were 13 degrees completed.

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 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-T/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 SPANISH 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.

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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?   **Goal Status**
Existing   Completed

How will you complete this goal?
Completed. The department hired two positions: 1. Spanish, 2. French/Spanish. New faculty began in Fall 2019.

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, including study abroad programs.

Is this a new or existing goal?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
Provide opportunities to students to use and learn the language in authentic settings, including study abroad programs.

Outcome(s) expected (qualitative/quantitative)
The goal is to offer Study Abroad to Spain in Summer 2021. Students will be offered the opportunity to participate in a study abroad program for credit in Spanish. Study Abroad is an important way to offer students the opportunity to learn the language and culture in an authentic setting.

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
5/31/2021

Goal 3

Brief Description
Improve the offering of online courses in Spanish

Is this a new or existing goal?   **Goal Status**
Existing   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)
Online courses have increased from three to 6 in fall 2019.
Additional sections to be offered as demand increases.

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?   **Goal Status**
Existing   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.

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?   **Goal Status**
Existing   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?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Plan cultural opportunities such as film festivals, language fairs (such as, Café International) for students

to experience.

Outcome(s) expected (qualitative/quantitative)
Students eager of attending cultural events will be made aware of the opportunities and be encouraged to attend.

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?	**Goal Status**
Existing	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?   Are you requesting additional Staff, CAST or

No   **AA?**
                                      Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
Loss of one (1) full-time staff member in 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 I, ISA-1

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The goal is to keep the center open to serve students who are seeking instructional support and to simply have the doors open for students to complete the course requirements in 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)
The is a scarcity of funds for hourly staff (we have never had a sufficient hourly budget since the loss of our FT staff) and there are college restrictions on the re-hiring of our most qualified and experienced hourly staff.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
I reviewed this PRP. The program data, policies, goals, and needs are clearly stated and align with the department's.

Chair Name   **Chair Sign Date**
Beatrice Manneh   10/28/2019

Dean Review

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

Areas of Concern, if any:

Recommendations for improvement:

Dean Name   **Dean Sign Date**

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Good review- would have likde more info on completion increase. Good work here.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
1/28/2020