

Status: **Reviewed**

Entry #: 251

Date Submitted: 9/14/2020 1:30 PM

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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
World Languages

Discipline Name
Italian (ITAL)

Department Chair Name
Scott Nelson

Division Name
Languages and Literature

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

Discipline 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.

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

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

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

List all degrees and certificates offered within this discipline.
AA and Certificate

Please list the names and positions of everyone who helped to complete this document.
Scott Nelson, Department Chair, Assistant Professor of Italian and Spanish

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

.66

Full-time Faculty (FTEF)

.33

Part-time faculty (FTEF)

1

Classified and other permanent staff positions that support this discipline

Language Lab Instructional Support Assistant III, 100%

Department ADA, 100%

Additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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 Italian relating to daily activities at an appropriate level for intermediate Italian.

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

How do they align with employer and transfer expectations?

The program learning outcomes allow students to complete the academic requirements necessary for transfer and prepare students with the intermediate language skills and cultural knowledge necessary to be employed at a company that interacts with the Italian speaking world and its culture.

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. Once available, the data will be inputted into Tracdat.

Summarize the major findings of your program outcomes assessments.

The Italian program (AA/Certificate) is new and therefore there is no data to assess. ITAL 202 - the capstone course - will be offered in the Spring 2021 semester and I expect to have the results of the program outcomes to assess at that point.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

As mentioned, the program is new and therefore there is currently not data to assess.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

This program supports GE/ILOs 1: Communication (written, oral and visual) through classroom activities, interactions and homework; 3: Creative, critical and analytical thinking (Critical Thinking, Information Literacy and Teamwork and problem solving) through group activities and projects. To learn a language is critical thinking as students are constantly searching for new ways to communicate and solve problems. They are also reading in a new language while learning about other cultures and new ways of doing things; 4: Community, Multicultural/Global Consciousness and Responsibility (Intercultural Knowledge, Ethical Reasoning, Civic knowledge and engagement) by learning about the language culture of the Italian speaking world. They are comparing and contrasting their own culture with that of the target culture and realizing that different cultures view and respond to issues in unique ways and by seeing things from a multicultural/global point of view they are learning to be more aware and tolerant when it comes to cultural differences.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

From the course outcomes assessments that have been completed, the students have gained the communication skills appropriate to their level, the critical thinking necessary to problem solve and create language in a spontaneous manner. They can read a passage and understand its meaning and the cultural context in which it is placed. They have had several group activities and are comfortable working with other students on small and large projects. They have learned the importance of being a responsible global citizen and the importance of exploring and understanding other cultures or at least realizing that different cultures interpret things in a different way and that that is okay.

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.

As the program is still new, there was only one completion last year and that was by a student that had to use course substitutions from another institution to complete the degree.

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

Increased

What factors have influenced your completion trends?

As the program is still new, there is nothing to report but I expect a large number of completions in the Spring 2021 semester, the first semester that it will be possible to complete the degree at Palomar College.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

25

Why did you choose this standard?

I chose this number as the standard because I think it is realistic for a new program that only offers its capstone class once per academic year.

What is your Stretch goal for program completion?

35

How did you decide upon your stretch goal?

That is the current class cap for ITAL 202, the last class needed to complete the degree. It is currently only offered once per academic year.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

The program enrollment initially decreased at the beginning of the five year period which corresponded with an overall decrease in enrollment throughout the college. Enrollment increased significantly during the Fall 2018 and Fall 2019 semesters with a fill rate of 78.10% and 89.52% with a WSCH per FTEF of 546.81 and 626.51 during that time frame. Enrollment continues to be strong this semester (FA 20) and yes, those trends were expected. We now offer an A.A. degree and Certificate of Achievement in Italian and offer a face-to-face and an online track as a way of completing the required courses. With the program flexibility and a Full-Time faculty member in charge of the Italian program, the expectations are that enrollment - and completions - will continue to increase.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

The first program assessment will take place in the Spring 2021 semester but by looking at course outcome assessment and enrollment trends certain patterns have helped guide our decision making process. It has become clear that certain students prefer face-to-face instruction while others prefer the classroom experience. With that in mind, we now offer two tracks (online and face-to-face) to meet the diverse needs of our students. For face-to-face classes, enrollment trends show that courses offered in the afternoon do better than courses offered in the morning. Students are also excited about the new AA/Certificate and that has helped increase enrollment as well.

How have these factors presented challenges for your program(s)?

The biggest challenge is the limited number of courses (FTEF) that can be offered. Not all students can take the class at the time that it is offered. While the online track helps with this, not all students want to take online classes.

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%.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The success rate has stayed right around the 70% mark over the last few years with some slight increases and decreases. This is expected as learning a new language can be a challenge for some students. Also, students sometimes have work or life situations that do not allow them to complete the course.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

74.8% was the highest success rate for Italian courses over the last five years (FA 18) and the yearly average is not too far below that. Based on the data found on the Institutional Research and Planning page, this appears to be an appropriate Stretch goals based on the various factors that affect course success rates.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Most students study Italian because they are excited to learn the language and therefore the retention rate is typically very high. The average over the last five years is around 90%. The majority of the students would like to complete the program but some cannot fit the required courses into their academic, work or life schedule.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Gender

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Female students are more likely to enroll in Italian courses and the results show that female students have a slightly better success rate than males. We need to do a better job motivating the male students and encouraging them to complete the required course assignments.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

There is a higher success rate for the Hispanic population compared to other ethnicities. I believe that this has to do with Italian and Spanish being similar languages. For many of the non Hispanic students this may be the first time they are seriously attempting to learn a new language and we need to better help them understand the learning strategies necessary for success in the target language.

Are there differences in success/retention between on-campus and online courses?

Yes

Please share any best practice methods you use for online courses.

Appropriate course content presentation is essential for the success of any course but is particularly important in an online course where users are attempting to navigate through an asynchronous course. With that in mind, I will continue to set up weekly modules that always begin with a weekly introduction video where I clearly explain the assignments, requirements and learning objectives for that week.

Clear and fair assessment is something that all instructors must provide. We must clearly define the importance of each assignment and how it is relevant to the course and how it will help students meet the course objectives. Instructors should provide grading rubrics that the students can understand and provide timely feedback that helps promote learning.

Student-student and student-instructor interactions are incredibly important in an online course. During the second week of the course I meet individually with each student to make sure that they are understanding the course objectives and requirements as well as review the technological requirements for the course and check to see what their personal needs are. This gives me a chance to get to know my students better and begin to learn what their needs are. This way I can do a better job of preempting any potential problems before they become an issues in the course. I also instigate more student-student interactions by creating student-students forums, discussion boards and work groups where students can review/practice the course material together. Hopefully this creates a comfortable course environment where students feel that they can reach out to me and to each other.

Accessibility and equability are two important issues that need to be addressed in any course. I make sure that all of my course Canvas page assignments and documents continue to meet all accessibility standards. I do not use any color coded content so that color blind students will not have any issues understanding course information. I include subtitles on all of my videos, even when in a language other than English, when appropriate. As faculty, we need to realize that not all students have the same levels of access to technology. With that in mind, I set up my courses with flexible timelines and deadlines so that students can work on their assignments when it works best for them.

In summary, as instructors we need to create an online learning environment that meets the academic and personal needs of all students while meeting the course objectives.

COURSE LEARNING OUTCOMES**How is course assessment coordinated across sections and over time?**

All course SLOs are assessed every three years. Every section of every course being assessed completes the assessment.

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

I have reviewed course-level assessment methods since the last PRP and - based on the results - I have determined that they are still appropriate. I will continue to monitor all course-level assessment methods and determine at the end of each semester if changes need to be made. I recently changed the assessment method for ITAL 201 as it did not seem appropriate for the expected level of student proficiency. It appears that the new assessment method is more appropriate. It will be assessed this semester (FA 20) so we will have more data soon.

Summarize the major findings of your course outcomes assessments.

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 Italian in class and as homework. Students must continue to have access to tutors and resources in the World Languages Resource Center. Based on student feedback, I have also moved to the creation of zero cost materials tailored specifically to the needs of Palomar College's student body and preferred learning strategies.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

The major question I have is what will the long term success and retention rates be for online classes versus face-to-face classes. We only recently started offering online classes, and while so far the results are positive, I wonder what the results will be over the next five plus years. In the short term, I plan on comparing the assessment results from the two different modalities in order to draw some preliminary conclusions.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

The importance of tutoring cannot be understated when it comes to success in a language course. The students that regularly met with the Italian tutor scored much higher on the learning outcome assessments than the students that did not. Also, since moving to a zero cost textbook, student learning outcomes, success and retention have all improved. I do not attribute this to the quality of the new course materials over the previously used course materials but instead to the accessibility of the materials. Now that every student has access to the free resources they have a better chance of succeeding in the course.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Language courses are sequential and each course builds on the previously learned materials. The course outcomes are tied to the program outcomes. In order to achieve their program outcomes, they must successfully reach the course outcomes so it happens naturally along the way.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

As mentioned above, language courses are sequential and each course builds on the previously learned materials. The academic course schedule is mapped in a way that ensures students can complete the required courses in a timely manner. The program information and maps are shared through the course Canvas page.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Face-to-face Italian courses are offered in the afternoons/early evenings. We also offer online course for students that are not able to or do not want to come to campus. We are also piloting a new Completion Academy program this academic year that includes 8-week courses and would allow a student to complete four Italian courses in one academic year.

How do you work with other departments that require your course(s) for program completion?

N/A

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

No

Are there courses that should be added or removed from your program - please explain?

No.

How is the potential need for program/course deactivation addressed by the department?

There is currently no need for that but if there were, it would be discussed as a whole department.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

We are interested in offering dual enrollment courses and regular courses at the centers but that is not possible right now due to our limited FTEF.

Click here for information about **Noncredit** and **Community Education**

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Online classes were created to meet the needs of our students and are offered along with face-to-face offerings. Of the four Italian classes offered each semester, two are face-to-face and two are online.

Describe other data and/or information that you have considered as part of the evaluation of your program

Our goal is to help our students achieve their educational and career goals and we strive to follow the guidance of accreditation, state and federal legislation and the 4-year institutions.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Knowing Italian is a vital skill in countless career fields, given the relevance of Italian businesses to the global economy. Italian is relevant for students specializing in arts and humanities, including literature, theatre, history, art history and music, as well as the social and political sciences, education, business and international relations.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Speaking — Talking to others to convey information effectively.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Instructing — Teaching others how to do something.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speech Clarity — The ability to speak clearly so others can understand you.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Speech Recognition — The ability to identify and understand the speech of another person.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

How does your program help students build these KSA's?

We practice all of those skills in our classes throughout the program through course assignments, presentations, group work, homework, tests and more. By the end of the program, students should be comfortable employing all of those skills.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

Yes

Please list any questions and describe what you need to integrate work-based learning.

This is something that I would like to explore further but do not have anything specific right now.

How do you engage with the community to keep them apprised of opportunities in your program?

Café International is the big event that our department holds every semester to showcase our programs and course offerings. It regularly attracts over 200 students, faculty and community members. Our department also participates in House of Humanities, Tarde de Familia and other outreach programs such as high school college fairs.

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

Create zero cost material for ITAL 102 and ITAL 201

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

I completed the zero cost textbook for ITAL 102 and the zero cost materials for ITAL 201.

Outcome(s) expected (qualitative/quantitative)

I expect to have these projects completed by the end of the 2019/20 academic year. These materials will not only save students money but they will be specifically designed for our students and their academic needs. It is expected that more students will enroll in Italian courses and that the success rates will continue to rise.

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

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The most effective way to accomplish this while aligning with the college's strategic plan is to create zero cost materials that directly address the needs and learning strategies of our students.

Expected Goal Completion Date

5/28/2021

Goal 2

Brief Description

Offer Italian 202 courses and enroll students in the new AA/Certificate program in Italian

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

ITAL 202 will be offered during the Spring 2021 semester. In the meantime, I will continue to publicize the program and to recruit new students.

Outcome(s) expected (qualitative/quantitative)

As word gets out about this program, interest continues to grow. The main issue is being able to offer these courses during a day/time that works for enough students so that the course can officially make. Once enough students become enrolled in the program, I expect the courses to regularly meet and for students to be able to complete the AA/Certificate in a timely manner.

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, 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. Having a vibrant program will allow students to become the global citizens that we hoped they would become.

Expected Goal Completion Date

1/18/2021

Goal 3**Brief Description**

Hiring and maintaining an Italian tutor in the WLRC

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The World Languages Resource Center was recently able to rehire the Italian tutor that used to work at the Center. This will ensure that students continue to have access to an Italian language tutor.

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**Goal 4****Brief Description**

Offer online courses in a sequence

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

We now offer sequential Italian courses online.

Outcome(s) expected (qualitative/quantitative)

The expected outcomes are that students currently enrolled in the online ITAL 101 course will enroll in the ITAL 102 online course in the Fall and most likely continue with ITAL 201 the following semester. This ensures that students won't have to wait several semester to take the next course and, most likely, forgetting most of the previously learned material.

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

Having these courses offered sequentially will allow students to stay on a path to completing their language requirement/AA/Certificate in four semesters and be able to transfer to a four-year institution in a timely manner.

Expected Goal Completion Date

Goal 5

Brief Description

Offer ITAL 101, 102, 201 and 202 courses online in eight-weeks during one academic year

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working with the completion academy staff and my department chair, I have developed a one-year plan for offering ITAL 101, 102, 201 and 202 online and in eight-weeks. This goal will need administrative support to become a reality. In order for this to be feasible, we will also need to offer an eight-week online ITAL 101 course during the summer. This has been done and now we are preparing to offer ITAL 201 and ITAL 202 during the Spring 2021 semester.

Outcome(s) expected (qualitative/quantitative)

This will allow students to complete the sequence of Italian courses in one year completely online. This should greatly increase the number of completions for the Italian AA/Certificate each year.

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

Having these courses offered sequentially and online during one academic year will allow students to stay on a path to completing their language requirement/AA/Certificate in two semesters and be able to transfer to a four-year institution in a timely manner.

Expected Goal Completion Date

1/18/2021

Goal 6

Brief Description

Create zero cost materials for ITAL 202

Is this a new or existing goal?

New

How will you complete this goal?

I will focus on completing these materials before offering the Fast-Track 2 ITAL 202 course during the Spring 2021 semester.

Outcome(s) expected (qualitative/quantitative)

I expect to have these projects completed by the end of the 2020/21 academic year. These materials will not only save students money but they will be specifically designed for our students and their academic needs. It is expected that more students will enroll in Italian courses and that the success rates will continue to rise.

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

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The most effective way to accomplish this while aligning with the college's strategic plan is to create zero cost materials that directly address the needs and learning strategies of our students.

Expected Goal Completion Date

5/15/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

snelson@palomar.edu

Review

Chair Review

Chair Comments

Chair Name

Scott Nelson

Chair Sign Date

10/27/2020

Dean Review

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

In keeping with the overall spirit of the Department in general, Italian is showing very creative development and contributes greatly to the dynamics of the languages at Palomar. Prof. Nelson's creation of the online series and educational material are to be commended, along with his service as the new Chair. Like other disciplines in World Languages Italian needs resources to increase quantity of courses but the PRP reflects the high quality of all its components.

Areas of Concern, if any:

No concern re: data since the program is new but as in the other languages, the main concern remains to grow enrollment throughout the Department.

Recommendations for improvement:

Now that Chinese and Arabic are no longer taught, the potential number of students to take the remaining languages has theoretically increased. It would be good for the Department as a group to dedicate time regularly to explore, rethink, and experiment with new activities that increase outreach and enrollment to strengthen the foundation pool throughout all languages.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/4/2020

IPC Review

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

Overall this PRP was very well done! The mission statement across all world language programs is excellent and clearly aligned with the college's mission statement. The connection of the program to the college ILOs was clearly stated. The summary of assessments might have been a bit stronger or more detailed, but again, the connection and alignment was great.

The program is working to increase enrollments with its new degree/certificate options. Overall enrollment from 2015 to present has increased and is remaining strong, even while overall enrollments at the college are decreasing. The interest in offering dual enrollment and expanding out to the centers is noted. Love the pilot of the Completion Academy to help accelerate student completion. The program is very interested in growing and helping students succeed.

The description of the program learning outcomes and their connection to GE/ILOs was nice. As the program is new, the program outcomes have not yet been assessed; however, the connection of the course outcomes assessment to the GE/ILOs was well written.

Best practices for online courses were excellent. Meeting individually with each student at the beginning of the semester is great as it helps establish a relationship between the faculty members and students and it helps to identify any barriers or challenges a student may face at the outset.

Career and Labor Market Data is also a strong section.

Great accomplishment of goals and identification of new goals!

Adoption of Zero-cost textbooks also noted.

Areas of Concern, if any:

No area of concern with the exception of increasing enrollment and completion of degrees/certificates. As this is a new program, that is relatively small, with capstone courses offered once per year, the goals may not be realistic. However, we were impressed with the idea of a completion academy allowing students to complete four courses in one year!

We also wonder if the college's participation as a CVC home college could help this program's enrollment and growth!

Recommendations for improvement:

A couple of minor notes:

In the Program Information Summary - 2nd sentence - it says "face to face vs classroom" - I believe the writer meant vs online.

The Full-time faculty count should be 1 for the faculty headcount question.

We suggest reviewing the PRP data on course success rates in a bit more detail. After reviewing the data, we noted that the difference in success rates between Hispanic and White students was opposite of what was reported. However, the gap is not large compared to other disciplines. Also, there are other gaps to consider, such as age.

Importantly, the overall course success rates in Fall 2019 dipped. This was due to the shift in offering instruction online with online course success rates at 65.2% (see course attribute tab in the course success file). The best practices in online instruction described in the PRP will certainly support students enrolled in this format; however, there may be an opportunity to identify additional strategies to help students enrolled in the online courses succeed.

Again, this was a very strong PRP.

IPC Reviewer(s)

Michelle Barton & Suzanne Sebring

IPC Review Date

11/30/2020

Vice President Review**Strengths and successes of the discipline as evidenced by the data and analysis:**

creation of program for ITAL; ZTC; online course development -- goal for 1 year completion; improved enrollments

Areas of Concern, if any:

discipline course success rate analysis -- if more students exceed that, why not consider changing it?

2 SLOs...continue to add to this as you seek to identify all success and struggle points for students

Recommendations for improvement:

Give more thought and provide more analysis to the discipline course success rate -- how do the SLOs provide information on areas of success and struggle in instruction and how do you use this information to help your students learn more effectively?

Continue to discuss dual enrollment and center offerings with the dean; that FTEF will be considered separately, thus providing the possibility for growth in these areas.

RE: WBL, pursue a better understanding of that and of Career Continuum. By having WBL and Career Continuum, your students may have a chance of interning and building a relationship with such a company as they are studying, which also provides them with authentic learning experiences.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020