Status: **Reviewed**

Entry #: 249

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
Spanish (SPAN)

Department Chair Name
Scott Nelson

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 TOP coded as 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
Carlos Pedroza

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)
4.66

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
4.66   3-4

Classified and other permanent 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
We had three (3) Spanish-speaking student tutors (PT), approximately 40 hours per week
Student and short-term hourly offer general assistance in the WLRC before the pandemic.

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?
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.

How do they align with employer and transfer expectations?
Our program outcomes align with the needs of employers who look to hire bilingual or bicultural employees. In regards to transfer expectations, the program outcomes are designed to match the lower division requirements of UC and CSU language courses.

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, 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.

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?
Some questions that can be asked include the ability of the students to express themselves orally (speaking) and reading comprehension.

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.
All Spanish courses meet the requirements in the Palomar Degree GE Requirements (Area C - Humanities) and the CSU GE Requirements (Area C2 - Humanities) and are specifically called out in the referenced documents. The second-year Spanish courses meet the requirements in the IGETC requirements (Area 3B - Humanities) and are specifically called out in the reference document. The Spanish instruction supports institutional areas of the Palomar GE/ILOs in the areas of Communication (written, oral and visual), Creative, Critical, and Analytical Thinking (creative thinking, teamwork and problem solving), and Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge).

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
The study of Humanities comprises the study of language, literature, history and philosophy and is considered by many as foundational to a well-rounded education. It develops skills in writing and critical reading/thinking, appreciation for other cultures, and a reference context for using specific knowledge in a societally beneficial manner. The Spanish courses at Palomar College open a window into a vast trove of knowledge and thought in the historical and contemporary international world. In that light, the Spanish program supports all the General Education areas in the Palomar GE/ILOs.

PROGRAM COMPLETIONS

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?
18

Why did you choose this standard?
As long as we are offering one section of SPAN 235 per year, this is the most realistic standard to expect. If additional sections of SPAN 235 are offered in the future, the program standard will be increased.

What is your Stretch goal for program completion?
36

How did you decide upon your stretch goal?
If we offered one more section of SPAN 235, then we would be able to double our standard.

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.
Program Completions.
Year 4: The 2019-2020 academic year was the fourth year that degrees were conferred in Spanish.
During year 2019-20 academic year, there were 18 degree completions.

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 only being offered once a year and this is expected to have significant negative impact on AA-T/Certificate completions.

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?
Decreased

What was your efficiency trend over the last 5 years?
Increased

Were these trends expected? Please explain.
Yes, we expected to increase the efficiency rate because many of our sections have been cancelled.

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)?
Completions are always going to be limited by the number of sections of SPAN 235 that we offer because this is the capstone course of the program. SPAN 101 classes see the highest enrollment and efficiency.

How have these factors presented challenges for your program(s)?
Enrollment the 200 level courses is less than the 100 level courses. However in order to maintain and increase the number of completions, we need to offer multiple sections of these courses to serve our students in two groups (second language learners, and heritage speakers of Spanish.)

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.

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.
Yes, the program is very consistent, and the course success rate has not changed for many years.

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 six years was 75.8%. 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.

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.
Yes, the program is very consistent, and the course retention rate has not changed for many years.

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

Age: Why do you think age differences exist? What do you need to help close the gap?
It is difficult to comment because of the population size of students older than 50 is significantly less than the population of students in other age groups.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
The retention and success rates of white and Hispanic students are similar. The success rate of Asian students was the highest. It is difficult to know why this exist, however it may be attributed to socio-economic factors. We know that many of our students from low income backgrounds are working and need to balance responsibilities between family, work and school.

Are there differences in success/retention between on-campus and online courses?
No

Please share any best practice methods you use for online courses.
Asynchronous courses online allow for our students to balance their work-life responsibilities.
Online students are asked to complete assignments by video, and written discussions that mimic the interaction of face to face class.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
In an effort to meet the growing demand and need for alternative modes of instruction which allows us to reach a greater and more diverse student population, the Spanish discipline has taken steps towards implementing online courses into its offerings. We began to offer online Spanish 101, 102 and 201 in Fall 2017.
All our sections are assessed at the same time, and with the same assessment.

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?
We currently don't have a system to assess speaking abilities, and reading comprehension.

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?
We have aligned all our courses to assess both listening comprehension and writing during the same semester. Improvements have been made as a result of these consistent assessments. Students are accustomed to doing writing tasks throughout each course beginning with SPAN 101, and continuing to SPAN 235. This emphasis on writing has helped to strengthen students' skills in this area.

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 was 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.

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?
Our program outcomes are aligned with our course outcomes using the model of the Common European Framework of Reference for Languages. This helps our students to understand how the courses they take at Palomar, not only transfer to other US colleges and universities, but how they are equivalent to coursework done abroad.

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?
All our course work is sequential. Students must take courses in the following order:
SPAN 101
SPAN 102
SPAN 201 or 211
SPAN 202 or 212
SPAN 235

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.
Spanish has been offered in every possible scheduling format for SPAN 101, 102, and 201:
Day and evening
Online, hybrid and face to face
4 weeks, 8 weeks, and 16 weeks
This variety has helped to meet the needs of a wide variety of students.
The possibility exist to do something similar for other courses.

How do you work with other departments that require your course(s) for program completion?
There is not a current program that requires our courses.

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?
Faculty discuss at the department meetings, and vote accordingly.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
Not at this time.

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?
Our core courses are the ones that we offer online. These classes have multiple sections. For classes where there is only one section offered per semester, the decision was made to offer that class face to face.

Describe other data and/or information that you have considered as part of the evaluation of your program
We have maintained a relationship with the faculty of MiraCosta College, and CSUSM. We exchange ideas and discuss curriculum once per year at our NCHEA sponsored World Languages Symposium.

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?
Area, Ethnic, and Cultural Studies Teachers, Postsecondary
Communications Teachers, Postsecondary
Foreign Language and Literature Teachers, Postsecondary
Middle School Teachers, Except Special and Career/Technical Education
Secondary School Teachers, Except Special and Career/Technical Education
Interpreters and Translators
Law, Medical field
International and National Business
Political Science/ Diplomacy

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Working linguistic communicative knowledge. Proficiency in pragmatics, cultural knowledge.

How does your program help students build these KSA's?
We teach meaningful language in context using as many authentic materials as possible.
We emphasize cultural learning in all our courses.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
No

How do you engage with the community to keep them apprised of opportunities in your program?
We attend college events and fairs. We host a language event for the community every semester called "Café International".

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
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. This goal is on hold for the academic year of 2020-2021. Study Abroad is still a goal, but not possible at this time.

Outcome(s) expected (qualitative/quantitative)
This goal is on hold for the academic year of 2020-2021. Study Abroad is still a goal, but not possible at this time.

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 2

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?
For 2020-2021, all our classes are online. The goal is to improve and develop the online resources we offer our students. This can be done through the continued development of knowledge/experience with Canvas to facilitate management of online courses.

Outcome(s) expected (qualitative/quantitative)
For 2020-2021, all our classes are online. Previous goal completed because the demand for online SPAN 101, 102 & 201 has been met.
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 3

Brief Description
Tailor schedule to attract new students, including the need to offer Span 235 in every fall and spring semester.

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
5/31/2021

Goal 4

Brief Description
Increase awareness/inclusion of PT Faculty, including the need to have all PT faculty trained to teach online.

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
5/31/2021

Goal 5

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. This is still a goal, but not possible for 2020-2021.

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
5/31/2021

Goal 6

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.
Tutoring in the WLRC is still a goal, but not possible at this time.

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
5/31/2021

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?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
We need the budget to consider our hourly staff who work as tutors in the WLRC.
We need the budget to support all the extra expenses that have arisen due to the pandemic including updated electronic devices required to support our online teaching.

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
Ipads and Ipad pencils

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Do to the present circumstances of our full online teaching work loads, the use of ipads allows us to grade and give student feedback similarly to what they received in face to face classes.

Estimated Amount of Request.
$2,000.00

Will you fund the request through your budget or other sources?
One Time Request

What PRP plan goal/objective does this request align with?
Improving the offering and quality of online courses.

What Strategic Plan 2022 Goal:Objective does this request align with?
2:4   3:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
1

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

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.
evillafernandezdecastro@palomar.edu

Review

Chair Review

Chair Comments

Chair Name	**Chair Sign Date**
Scott Nelson	10/29/2020

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, Spanish is showing very creative development and contributes greatly to the dynamics of the languages at Palomar. The PRP is detailed and thorough with a list of clear and ambitious goals that highlight the student centered focus of the WL faculty.

Areas of Concern, if any:
N/A

Recommendations for improvement:
As discussed with the Chair, I recommend continuing the discussion on the potential contribution that Spanish and all languages can make to the work-based learning campus wide initiative. Given the many creative approaches language faculty have in general and the value addressing careers or including activities that point to professional development has for enrollment, it would be a benefit to both faculty and students to include such WBL activities, even if they are not necessarily 'hands-on' or experiential.

Dean Name	**Dean Sign Date**
Dr. Fabienne S. Chauderlot	11/5/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The Spanish PRP was excellent!

The mission statement across all world language programs is excellent and clearly aligns with the college's mission statement. The Spanish mission statement appears to integrate some of the expected program outcomes.

Loved the connection of the program learning outcomes and their alignment with the scope and depth of the degree/certificates offered. It was clear what students will be able to know and do as a result of completing the program.

The connection of the program to the college's ILOs is also very strong. However, there was no summary of the assessment results that support the ILOs. They likely do, but the PRP lacked the summary of results.

Overall course success rates are above the department's stretch goal of 75.8% which is excellent! The department's online course success rates are also above the institution and program set standards (72%). This is very impressive. There are a few student groups who do not achieve this goal (Black/African American and Part-time). We know our Black students are one of our disproportionately impacted student groups across the college. Any ideas of ways the program (and institution) might be able to support this student group better over time?

The SLO course outcomes assessments and Career and Labor Market Data sections are also strong.

Areas of Concern, if any:
None.

Recommendations for improvement:
Minor note: The mission statement should begin with "Ours" instead of "Our".

The first question regarding full-time faculty is asking for a headcount, we we are assuming the headcount of faculty is 5.0? The second full-time faculty question is asking for FTEF (in the classroom) which looks like 4.66.

The Spanish program appears to be a very strong program. Attracting students to the program (AA/CA) and implementing strategies to support completions is a consideration. However, the department's goals seem to align with this suggestion. Community Service Learning is also a consideration moving forward.

IPC Reviewer(s)	**IPC Review Date**
Michelle Barton & Suzanne Sebring	11/30/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
several scheduling options available, including variety of modalities

Areas of Concern, if any:
discipline course success rate analysis -- if more students exceed that, why not consider changing it?

2 SLOs per class is a minimum

no WBL

Recommendations for improvement:
Continue to add to SLOs for each class as you seek to identify success and struggle points for your students; ideally, these points will continue to change over time as you address struggle points and associated identifiable issues.

RE: speaking and reading assessment, consider collaboration with ESL and READ.

Further analysis of DI group gaps

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.

The request for iPads and iPad pencils could most likely be made through your existing budget. Please check your balances and order as possible.

Vice President Name   **Vice President Sign Date**
Shayla Sivert   12/29/2020