Entry #: 24

Date Submitted: 10/18/2021 1:08 PM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Languages and Literature

Department Name
World Languages

Department Chair Name
Scott Nelson

Discipline Name
Spanish (SPAN)

Department Chair email
snelson@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Carlos Pedroza
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Adriana Guillen

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

Discipline Mission statement
Our mission 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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
4.33

For this past fall semester, what was your Full-time FTEF assigned to teach classes?	For this past fall semester, what was your Part-time FTEF assigned to teach classes?
4.33	3.33

List the 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, and is shared with the library. 50%
Currently, there is a vacant classified position "Instructional Support Asst I".

List additional hourly staff that support this discipline and/or department
We used to have three (3) Spanish-speaking student tutors (PT), approximately 40 hours per week Student and short-term hourly offered general assistance in the WLRC before the pandemic.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 Nuventive.

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 assess the program every three years.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Program Completions.
Year 4: The 2020-2021 academic year was the fourth year that degrees were conferred in Spanish. During year 2020-2021 academic year, there were 16 degree completions.
Year 3: The 2019-2020 academic year was the third year that degrees were conferred in Spanish. During year 2019-20 academic year, there were 18 degree completions.
Year 2: The 2018-2019 academic year was the second year that degrees were conferred in Spanish. During year 2018-19 academic year, there were 17 degree completions.
Year 1: During year 2017-2018 there were 16 degrees completed.

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

What factors have influenced your completion trends?
In light of the pandemic, there has been a slight decrease in the number of degree completions. In the upcoming year, we except to see completions gradually increase.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
Completions are always going to be limited by the number of sections of SPAN 202 and SPAN 212, as well as SPAN 235 that we offer because this is the capstone course of the program. SPAN 101 classes see the highest enrollment and efficiency.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
The pandemic has presented new challenges for our program. In Fall 2020, student retention rate dropped to 87.2% as compared to the previous 5 years that saw an average retention rate of 92%.
Enrollment for 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.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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 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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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

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

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? 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, high school 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
Offer authentic language experiences for students, including study abroad programs.

Is this a new or existing goal?
Existing

Goal Status
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
5/31/2022

Goal 2

Brief Description
Improve the offering of online courses in Spanish

Is this a new or existing goal?
Existing

Goal Status
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
5/31/2022

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?
Existing

Goal Status
Ongoing

How will you complete this goal?
Schedule classes at different times to make it possible for high school, working students and non-traditional students to attend.

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
5/31/2022

Goal 4

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 2021-2022.

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
5/31/2022

Goal 5

Goal Status
Ongoing

Brief Description
Hiring and maintaining Spanish tutors in the WLRC, acquire more learning materials for the WLRC and provide more learning opportunities in the WLRC

Is this a new or existing goal?
Existing

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.

Continue to use and acquire materials and language learning software, such as Transparent Language, that further support the student learning experience.

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. WLRC materials, such as Transparent Language, are used as a teaching tool in the classroom as well as an independent self-study option for our students in the WLRC. The expected outcome of having these learning materials/opportunities 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
5/31/2022

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?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Instructional Support Assistant I

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability
This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and student and short-term hourly employees have been used to substitute for this position.

Tutoring and individual support to serve students is an accreditation goal. The World Languages Resource Center (WLRC) could be open more hours to serve a wider students population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
This position eliminates the need to hire the multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This position helps with the PRP goal to hire and maintain staff in the WLRC.
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. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Strategic Plan 2022 Objective

1:3	2:3	2:4	3:1
3:4			

If the position is not approved, what is your plan?
The plan will be to continue hiring student and short-term hourly staff. We will open the WLRC for as many hours as possible with the staff we have and request this position again next year.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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.
Our department budget has decreased significantly over the past few years to the point where we have difficulty purchasing anything other than the absolute basics with our department funds. The only area of the budget that has not been dramatically cut is the lottery funds. While that is helpful, it only meets one area of our purchasing needs. Additionally, the funding allocated in the department's unrestricted accounts will not be sufficient when faculty and students return to face-to-face classes. Equipment, supplies, and copies will be needed beginning in Spring 2022 and for future semesters.

To appropriately fund the World Languages Resource Center (WLRC), we need more funds in our 23000 and 24000 accounts. Usually, our funds from these accounts run out at the beginning of the Spring semester. Each year, the college has to find funds somewhere else to keep the WLRC open. Until we are able to to re-open the vacant ISA 1 position, we have to employ more part-time hourly staff and pay them from these accounts.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
Transparent Language

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.
As part of their 16-hour language laboratory requirement, our students have been using Transparent Language - an interactive language learning software - for the past 3 years. In the classroom, Transparent Language is used as a teaching tool and at home, students often use it as an independent self-study option. For the languages that are using zero cost textbooks, Transparent Language also serves as an online homework platform.

The current subscription, which covers all students in the World Languages Department, is ending in June, 2022. We are asking to renew that subscription for another 3 years: 3-year subscription with three instructor licenses per year to be used amongst all students and faculty: $19,350 ($18,000 plus $1,350).

Estimated Amount of Request.
$19,350.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
No

What PRP plan goal/objective does this request align with?
Goal 5

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

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

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 11/19/2021.*
  - *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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
aguillen@palomar.edu