



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Languages and Literature

Department Name

World Languages

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Italian (ITAL)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Scott Nelson

Department Chair email

snelson@palomar.edu

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

Scott Nelson

Website address for your discipline

<https://www.palomar.edu/worldlanguages/italian-italiano/>

Discipline Mission statement

The mission of the Italian program is to provide an engaging teaching and learning environment for students to gain language proficiency. 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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Like the college's mission, our mission statement supports the development of 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. Our goal is to help students become global citizens.

Link: [Vision, Mission, and Values](#)

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

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

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

AA in Italian, Certificate of Achievement in Italian

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

.66

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

.33

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.33

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Language Lab Instructional Support Assistant III, 100%
Department ADA, 100%

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

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](#). 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? Please explain.

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 input into Nuventive Improve.

Summarize the major findings of your program outcomes assessments.

The Italian program (AA/Certificate) is still relatively new and ITAL 202 - the capstone course - was offered for the first just the second time in the Spring 2022 semester. This gave us more data to better review the program outcome assessments. Overall, the students performed quite well on the program outcomes assessments with all students scoring "SLO met" or "HIGH". These results show that most students are able to express themselves in writing, reading, listening and speaking Italian at an appropriate level. Most of the students showed that, with practice, they are able to understand and communicate effectively in Italian on a wide variety of linguistic and cultural topics. I am confident that if any of these students were to continue on to more advanced Italian courses, they would all be successful.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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 GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The Italian program courses support the following GE/ILOs: Community A - Intercultural Intercultural knowledge, GE Foundational Knowledge of Discipline General Education Outcome, Critical A - Critical Thinking Critical thinking, Communication A - Written Written communication. This is done through the study of another culture and cultural comparisons, providing information and activities that promote critical thinking and through written assignments in the target language while providing a foundational base for students to continue with their studies. While the Italian program - and all language programs - support nearly all of the college GE/ILOs, only some can be properly assessed due to the way the college assesses this ILOs. Most are currently not appropriate for a language other than English.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

Learning a second language requires students to see things in a different way as they are exploring a new language and culture. Different cultures are often unfamiliar to students and they require students to expand their cultural horizons to understand what they are learning while making cultural comparisons. Students also show the ability to think critically to understand new concepts and to communicate effectively in the target language.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)			
Academic Year	AT APD	Student Count	Column Labels
Row Labels	2019-20	2020-21	2021-22
AA/AS			
Associate in Arts Degree		1	1
AA/AS Total	1		1
Certificate			
Certificate of Achievement		3	11
Certificate Total		3	11
Grand Total	1	3	12

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

The Italian AA/CA is now in its fourth year and this academic year will see the capstone course offered for the third time. As the program gains more awareness the number of completions has increased.

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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.

What is your program standard for the NUMBER of program completions?

10

Enter the number of completions per academic year.

Why did you choose this standard?

Applying for the AA/CA is not an easy process for students and therefore not all of the students that qualify end up receiving the award. Often students are not aware of the application deadlines or of the fact that they have to apply to receive their award. To maximize completions, students should be automatically signed up to receive the award with the ability to opt out of it if they do not want it. Also, there should be a way for students to do all of this online instead of having to download a form that then needs to be send to Admissions and Records.

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.

What is your stretch goal for program completions?

15

How did you decide upon your stretch goal?

If all of the students that qualify to receive the AA/CA are awarded the degree/certificate, this should be an easy goal to make. Unfortunately the college has an outdated process that will keep completions lower than they otherwise should be. Hopefully this is something that will be fixed with High Point. Also, I as program lead cannot see the number of students that have signed up to receive the award. I only get that information the following academic year by emailing back and forth with Rick Herren.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

☒ Increased ☐ Stayed the same ☐ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☒ Stayed the same ☐ Decreased

Were these trends expected? Please explain.

Unfortunately COVID-19 has made it difficult to understand enrollment trends and WSCH/FTEF rate. The overall numbers have increased over the last five years and, yes, that was expected. In the Italian program, we now offer all courses as ZTC. We offer a face-to-face course options and an online one-year completion program option. The new Italian AA/CA is also a draw for students. It remains to be seen how enrollment trends will continue post COVID in both the Italian program and the college as a whole. I honestly don't know what to expect at this point. Will students want to continue with online courses or will they prefer face-to-face courses? What will the college's enrollment trends be over the next few years? These are questions that we will hopefully be able to answer soon.

Please use wsch/ftef and fill-rate.

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.

As stated above, all Italian courses are ZTC meaning that the students do not have to buy a single textbook. Italian courses are offered both face-to-face and online, with an online one-year completion program option. The new Italian AA/CA is also a draw for students as it gives them something to work towards in the language and more course options than in previous years.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

COVID-19. This is the main challenge. The Italian program had just launched an online one-year completion program to accompany the face-to-face course offering. As of now, it has been impossible to gauge the student interest in this program to determine if it should be continued moving forward. Also, it is impossible to know what current student preferences are in terms of course modalities. Lower enrollment campus wide has also resulted in fewer potential students for this program. Another challenge, as with all small programs, 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.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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?

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes. Now that Italian is a Zero Cost Program, students no longer fail the class due to not being able to acquire the course materials. This was a big problem pre ZTC.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

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?

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

The retention rate has increased slightly over the last five years. Yes, this was expected for many of the same reasons. Students appreciate the free course materials and the opportunity to complete the AA/CA

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

- | | |
|--|---|
| <input type="checkbox"/> When or where (time of day, term, location) | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Age | <input checked="" type="checkbox"/> Ethnicity |
| <input type="checkbox"/> Special Pop. (Veteran, foster youth, etc.) | |

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

Students that speak Spanish, typically Hispanic or LatinX students, tend to do better in Italian courses as there are many similarities between the two languages.

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

☐ Yes ☐ No ☒ N/A

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

This is impossible to tell at this point as we spend the last two+ years online. Best practices in online language learning - Provide students with as many speaking and listening opportunities as possible. Include optional Zoom meetings to practice the language.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Based on the program SLOs, students are learning the course material at an appropriate level. In order to continue to meet the needs of all students and improve upon the course outcome assessment results, it is suggested that all students continue to be given opportunities for increased practice in speaking and 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 created, and continually update, zero cost materials tailored specifically to the needs of Palomar College's student body and preferred learning strategies.

Course level SLOs can be accessed through [Nuventive Improve](#)

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?

Best practices for speaking and listening learning. Specifically, creating activities that work for all students.

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?

As mentioned above, listening and speaking tend to be the areas that students struggle with the most and I will continue to focus on improvements in those areas.

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

☒ Yes ☐ No

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.

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.

In Italian, we offer face-to-face and online courses, eight-week and 16-week courses. Face-to-face courses are offered at the days/times that students have historically preferred.

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

N/A

Does your discipline offer cross-listed courses?

☐ Yes ☒ 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?

If that need were to occur, it would be discussed at an official department meeting to determine how best to proceed.

Are there areas you would like to expand?

At this time, no

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

N/A

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☒ Yes ☐ No

Is the content in the catalog accurate?

☒ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Cultural diversity and comparisons. Decolonizing our syllabi. Adding more diversity to our course content. Specifically, in Italian, I have added content that deals with the experience of black Italians and it is something that I plan to do much more of in the future.

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 O*net Link below) Are there any new or emerging careers? 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, theater, history, art history and

music, as well as the social and political sciences, education, business and international relations.

Link: <https://www.onetonline.org/>

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. See more occupations related to this skill.

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. See more occupations related to this skill.

Instructing — Teaching others how to do something. See more occupations related to this skill.

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. See more occupations related to this skill.

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

Speech Clarity — The ability to speak clearly so others can understand you. See more occupations related to this ability.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.

Speech Recognition — The ability to identify and understand the speech of another person. See more occupations related to this ability.

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. See more occupations related to this activity.

Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions. See more occupations related to this activity.

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, test 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?

☐ Yes ☒ No

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

☒ Yes ☐ No

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?

I continually participate in numerous campus outreach programs. Café International is the big event that our department historically has held every semester pre-COVID, and is something we plan to bring back this semester. It previously attracted over 200 students, faculty and community members and showcases our programs and course offerings. Our department also participates in college wide outreach opportunities.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Create zero cost material for ITAL 201

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

These materials not only save students money but are 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.

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

ITAL 202 was offered during the Spring 2022 semester and several students were able to complete the program. It will be offered again during the Spring 2023 semester and it is expected that the number of completions will increase.

Goal 3

Brief Description

Hiring and maintaining an Italian tutor in the WLRC, acquire more learning materials for the WLRC and provide more learning opportunities in the WLRC

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The World Languages Resource Center recently hired an Italian tutor and we hope to consistently have a tutor available to work at the Center to ensure that students have access to an Italian language tutor in the future.

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

Goal 4

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Working with the completion academy staff and the previous WL department chair, I developed a one-year plan for offering ITAL 101, 102, 201 and 202 online and in eight-weeks. This goal - while ongoing - was realized during the 2020/21 academic year. To help increase course fill rates, we will continue to offer an eight-week online ITAL 101 course during the summer.

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.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 1: Completion - Students are able to complete the CA or AA in Italian. VfS Goal 2: Transfer - Students are able to complete the CA/AA in Italian. Also, Italian courses allow students to meet the foreign language GE requirement. VfS Goal 3: Unit Accumulation - Students are able to accumulate 20 units by completing the four Italian courses. VfS Goal 5: Equity - Italian is a Zero Cost Program allowing students to complete all 20 units without having to purchase any course textbooks or materials.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

As we enter a post-COVID era, we will need to discover what students want in terms of course offerings and modalities. This new information will determine the next three-year plan.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Create a zero cost textbook for ITAL 202

How will you complete this goal? Include Strategies and Timeline for Implementation.

While the course has zero cost materials in the course Canvas page, I will work over the next academic year to create a zero cost textbook for this course.

Outcome(s) expected (qualitative/quantitative)

These materials not only save students money but they are 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 2022, 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

1/1/2024

Goal 2

Brief Description

Determine what course days/times and modalities students prefer in the post-COVID era.

How will you complete this goal? Include Strategies and Timeline for Implementation.

I will look at enrollment trends over the next three years

Outcome(s) expected (qualitative/quantitative)

This will increase enrollment and completions by meeting the needs of our current students.

How does this goal align with your department mission statement, the college Strategic Plan 2022, 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 offer classes in the modalities/days/times that students prefer.

Expected Goal Completion Date

5/31/2026

Goal 3

Brief Description

Consider offering HyFlex classes

How will you complete this goal? Include Strategies and Timeline for Implementation.

During the academic year I will work on creating a HyFlex course for ITAL 102.

Outcome(s) expected (qualitative/quantitative)

This flexibility will allow students to attend class online or in-person.

How does this goal align with your department mission statement, the college Strategic Plan 2022, 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 offer flexible class modalities like HyFlex.

Expected Goal Completion Date

5/31/2023

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ISA-1

Is the position request for AA, CAST, or Classified staff?

Unknown

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

☒ Full Time ☐ Part-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?

☐ Yes ☒ 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

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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

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 ☐ No

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.

Looking at our department budgets from the past three years, it is clear that the fiscal year 2022 budget more accurately reflects the financial needs of the department; specifically, the 230010 and 240010 accounts that we use to pay our World Languages Resource Center (WLRC) staff and tutors. In previous years - with insufficient funds - we would not have enough money to keep the WLRC open and would have to request more funds from our division dean. With that in mind, it is essential that we continue to receive a budget that allows us to properly fund the WLRC. This will allow the department to provide our students with the assistance and support that they need and the ability to complete their course lab requirement.

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

Make one of the World Languages classrooms a HyFlex classroom.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Adding cameras and other necessary technologies to a World Languages classroom for HyFlex.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

It will not impact anyone.

c. What are the expected outcomes or impacts of implementation?

To meet the needs of our students, a HyFlex equipped classroom would allow the department to offer HyFlex classes giving studnets the option to attend class in-person or virtually.

d. Timeline of implementation

The 2022/2023 academic year

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Unknown. It is believed that the college has funds available for this but that is something that will need to be determined.

Do you already have a budget for this request?

No

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

3

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
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| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA

compliance, changes to a facility)?

Cameras and supporting technology will need to be added to one classroom.

Will you accept partial funding?

☐ Yes ☒ 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?

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

snelson@palomar.edu