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

Spanish (SPAN)

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.

Kathleen Sheahan
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Website address for your discipline

https://www.palomar.edu/worldlanguages/

Discipline Mission statement

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

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

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.

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.

Spanish AA-T, Spanish Certificate

AA, AS, ADT, Certificates, etc.

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 links shown in red.

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

4.33

Enter a number.

Link: Permanent Faculty and Staff Count

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

4.33

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.)

4.00

Link: FTEF Data

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

One (1) ISA III in the World Languages Resource Center. Shared with the other disciplines (languages) in the department.
One (1) ADA in the World Languages Department. Shared with the other disciplines (languages) in the World Languages department.

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

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

Hourly lab assistants and tutors 40- 60 hours per week in the World Languages Resource Center.

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.

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).

How do they align with employer and transfer expectations?

These outcomes represent the main skills that a speaker of Spanish at an intermediate level should have accomplished. Employers in the USA, and California in particular, demand an increasing knowledge of Spanish among their workers capable to attend the diversity of our population. 4 year colleges, and universities required most of their students to take second language courses. Our courses fulfill these requirements.

Describe your program's plan for assessing program learning outcomes.

The program learning outcomes are assessed every three years. There are four main outcomes in the program, and they are evaluated in the last classes of our AA-T Degrees (Span 202, and 212.)

Summarize the major findings of your program outcomes assessments.

Overall the students performed quite well on the assessments with most of the students scoring "SLO met" or "HIGH". These results show that most students can express themselves in writing, and speaking in Spanish, as well as able to understand, and read at an appropriate second year level. Most of the students showed that, with practice, they can write, speak, read, and listen about a wide variety of topics.

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 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.

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

Our Department is working closely with the College SLOs coordinators in this area. We believe that our SLOs results support the teamwork objective because most of our students are able to communicate in interpersonal communications in Spanish and solve problems in the target language. Our results also address the intercultural knowledge, because most of our students are able to understand, relate, and address cultural situations that they are faced to either in writing, reading, or speaking assignments,

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 "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2021/22. AA-T: 20, Certificate: 12. Total: 32
2020/21. AA-T: 14, Certificate: 14. Total: 28
2019/20. AA-T: 17, Certificate: 17. Total: 34
2018/19. AA-T: 16, Certificate: 16. Total: 32
2017/18. AA-T: 16, Certificate: 16. Total: 32

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?

Although we haven't returned to the numbers we reached before 2019, it seems that we are showing a similar result in completions to that we had in the 2019/20. With the near end of the COVID crisis, and the development of an efficient online program capable to cover students' needs, we have gained students and their interest to study Spanish and earn our AA-T and certificate degrees since 2019.
The program's growth, however, continues to be affected by the number of classes' reductions that we have suffered. The final course (SPAN 235) of the program was only being offered once a year and this had a significant negative impact on AA-T/Certificate completions since this is our capstone course.

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?

30

Enter the number of completions per academic year.

Why did you choose this standard?

We have had approximately 30 students completing our programs in the last 5 years, except for the year 2019/2020 when our completion rate dropped to 28. This was the year of the Pandemic and the conversion of our program to a fully online program. We believe that our program could maintain a number of 30 students per year completing both our certificate and our AA-T degrees.

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?

37

How did you decide upon your stretch goal?

Not offering enough sections of Span 202 and 212, as well as Span 235 will limit the increase of students completing our programs, however, with a well-rounded online program, and a growing number of heritage speakers of Spanish taking our courses, we could eventually reach the 37 completions per year.

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.

Yes, we expected to decrease the efficiency rate because our courses' cap was reduced from 35 to 26 students during COVID, therefore fewer students were enrolled in each section.

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.

A successful online program has helped maintained a good quality language program.
SPAN 101 classes see the highest enrollment and efficiency. It is important to continue offering multiple sections of the levels beyond Span 101 to help students complete their degrees.

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

Class reductions, and small numbers of course offerings for 200 level classes. 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.)

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?

Our program's standard for Discipline COURSE Success Rate of 70% was chosen to align with the College's 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.

It is likely due to COVID and other external pressures in students' lives that has influenced academic performance and their ability to succeed. Also, most classes were offered in an online modality during this time and some students prefer to learn in a face-to-face environment.

What is your stretch goal for course success rates?

73.0%

How did you decide upon the goal?

70% is the goal, but we have reached as high as 78% in the past. Given the changes since COVID and the time it will atke to rebuild our face-to-face programs, a realistic stretch goal is 73%.

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.

When looking only at Fall semesters, the course retention rate has decreased over the past 5 years. In looking at Spring semesters, the course retention rates have dipped in 2020 and 2021, but increased in 2022 to match the levels seen in 2018 and 2019. This is a sign that may indicate our improvement since COVID. We are still in a recovery period.

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

☐ When or where (time of day, term, location) ☐ Gender

☑ Age ☑ Ethnicity

☑ Special Pop. (Veteran, foster youth, etc.)

Age: Why do you think age differences exist? What do you need to help close the gap?

Very few students over the age of 50 were enrolled during Fall 2021 (15 students of 796 total). The course success rate for these students in Fall 2021 was 40%, as compared to the success rate of the other age groups which ranged from 61-68%. It is difficult to draw conclusions based on the small population size. One possibility is that all classes were offered online during this time and older adults may be less comfortable using technology and have less experience with online learning. A return to offering classes on campus may be one way to close this gap.

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

The success rate of Asian students was highest (81%), followed by White students (72%). The success rates for other groups ranged from 45-63%. Perhaps more can be done to reach out to students during the beginning of the semester to make students aware of tutoring services in Spanish and other on campus resources.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

In terms of veteran students, the population size is small (69 students) as compared to non-veteran students (727). The success rate for veteran students in Fall 2021 was 59%, as compared to a success rate of 65% for non-veteran students. The veteran students may benefit from a wider variety of learning modalities. As we return to campus and once again offer classes face to face, this may help to address the needs of this student population.

Examples include veterans, foster youth, etc.

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.

Almost all classes were offered in an online modality due to COVID. Spring 2022 was the first semester since COVID that Spanish was offered face to face. Because there were so few sections offered, it is difficult to draw conclusions about the differences between on-campus and online classes. This data will be more accessible beginning in Fall 2022 when we reestablished a strong presence for Spanish on campus.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Students' writing and listening skills are assessed according to the department's schedule for student learning outcomes assessments. The scale used is: high, met, low. A majority of students assessed "meet" the outcomes for the course, with a minority reaching a "high" outcome as indicated on the department's scale. A smaller group of students only reach the "low" outcome and those students are often less engaged and less participatory than other students.

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?

The department has a very effective system that measures student learning and provides the college with the data required. The faculty assess students and the results of the SLO assessments are very much reflective of the learning that takes place. There are no current areas where questions exist about student learning.

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?

Faculty do an excellent job in Spanish of creating a learning environment that is effective, engaging and met the learning outcomes. One improvement that has occurred based on the findings is that faculty are more tightly aligned with one another and students who progress sequentially through the courses in Spanish find that the transition from one course to the next is smooth and without large learning gaps.

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

If you answered no, please explain.

Yes, all of the courses that have been offered have been assessed in the last three years.

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.

The class schedule is re-built every semester in World Languages to ensure that the best possible times are offered based on the enrollment trends of the previous semester and/ or year. To reach the most students and encourage them to continue studying Spanish, sequential classes are offered at the same time and day as in previous semesters, whenever possible. Some classes are offered in 8-week formats.

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

One example is how World Languages collaborated with the ESL department to offer a certificate program for bilingual students. For students who choose to take Spanish for completion of a program, there are many choices. We offer classes during summer, fall and spring. Classes are offered in person, and in hybrid and online formats.

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, there are no curriculum concerns.

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

No, currently there are no plans to add or remove courses from the program.

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

This would be discussed among the faculty and at the department meeting. These decisions are discussed and a vote is taken.

Are there areas you would like to expand?

There are no plans for expanding the program at this time.

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

The data that is provided to the department by the Office of Research and Planning. The dean's office also provides enrollment data and fill rates to the department. Faculty who serve as discipline experts within the department use data collected directly from students to consider their preferences and availability for scheduling classes in future semesters. All of these sources are considered when building the class schedule.

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

What needs to be corrected in the mapper?

The mapper does not include the track of courses that are offered for heritage speakers of Spanish. The map only includes the path for students learning Spanish as a second language. In lieu of Span 201 and Span 202, heritage speakers of Spanish can take Span 211 and Span 212. These should be included in the mapper.

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?

Diversity has long been included in all of the courses offered in World Languages. In second language instruction, diversity and cultural appreciation is a component that is embedded in the curriculum.

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?

Careers available for completion of a degree in Spanish are teaching language, literature, culture, area or ethnic studies at the postsecondary level; or language, literature, and culture at the secondary, middle, and primary level. There are also careers in translation/interpreting, production, information technology, public service and construction.

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)

Reading comprehension, speaking, active listening and learning, instructing, writing, critical thinking, coordination, judgement and decision-making, time management, operations and control, troubleshooting, monitoring, quality control analysis

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

The Spanish Program helps students develop their reading comprehension, speaking, active listening and learning, writing, and critical thinking skills because it is a program that focuses entirely on language and culture topics. They also build on their own instructing and time management skills in flipped-classroom settings and tasks.

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?
○ Yes ⊙ No

Do you want more information about or need assistance integrating work-based learning into your program?
○ Yes ⊙ No

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

We engage with our community by attending outreach events at Palomar and local high schools. We also organize a cultural event at the College each semester/year called Café International.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, 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 identied 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

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

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.

Provide opportunities to students to use and learn the language in authentic settings, including study abroad programs. This goal is offer a pilot program in summer 2024.

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 environment.

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."

Goal 2

Brief Description

Tailor schedule to attract new students and restore our enrollment numbers to pre-pandemic levels. This includes the need to offer Span 235 in every fall and spring semester.

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.

Schedule classes at different times to make it possible for high school, working students and non-traditional students to attend.

Increase fill rate above 80%.

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.

Goal 3

Brief Description

Increase cultural events. Plan cultural opportunities such as film festivals, language fairs (such as, Café International) for students to experience. We are looking to bring back Café International during the fall 2022 semester.

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.

Students eager of attending cultural events will be made aware of the opportunities and be encouraged to attend.

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."

Goal 4

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

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.

We will continue to ensure that students have access to Spanish language tutors. Continue to use and acquire materials and language learning software, such as Transparent Language, that further support the student learning experience.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. We will also continue to provide training and support to our tutors so that our students receive quality tutoring and want to come back.

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.

Goal 5

Brief Description

Increase the number of students using tutoring services in the World Languages Resource Center.

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.

We will continue improve the faculty referral process for students to receive tutoring in the World Languages Resource Center. We need to continue to advocate for the hiring of tutors to guarantee students are able to have tutoring appointments.

The most important outcome would be improved overall student success and an improvement in student retention.

When students are able to successfully complete the Spanish courses, they will be better prepared to accomplish their personal, professional, and academic goals.

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-T in Spanish. VfS Goal 2: Transfer - Students are able to complete the CA/AA-T in Spanish. Also, Spanish courses allow students to meet the foreign language GE requirement. VfS Goal 3: Unit Accumulation - Students are able to accumulate 23 units by completing the five Spanish courses.

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 the 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 exiting 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

Creating and/or adopting zero cost textbooks for all Spanish courses.

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

We will continue to research available zero cost textbooks for SPAN 101-235 this coming academic year (2023/2024).

Outcome(s) expected (qualitative/quantitative)

We expect to have this project completed by the end of the 2026/2027 academic year. These materials will
not only save students money but they will be specifically designed for our students and their academic needs. It is expected that more students will enroll in Spanish 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

5/23/2027

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 requestiong 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 I - Instructional Support Assistant I

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

Classified

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.)

Current operational need. A vacant position exists in the World Languages Resource Center. This person is needed to assist student directly in Spanish, and/or other languages, as well as provide instructional support to the entire department.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position specifically supports students and their use of technology in the World Languages Resource Center.

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.

The plan of the department is to attract and better serve our students. This position supports that goal.

Strategic Plan 2022 Objective

☑ 1:1	☑ 1:2	☑ 1:3	☑ 1:4
☑ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 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?

Since this position has been vacant, we have had to ask for hourly funds every semester to staff the World Languages Resource Center.

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 budet 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 ad 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.

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.

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