Entry #: 90 - Languages and Literature   **Status:** Submitted   **Submitted:** 3/21/2024 5:26 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name
Languages and Literature

Department Name
World Languages

Microsoft_List_ID

Discipline Name
Italian (ITAL)

Department Chair Name
Beatrice Manneh

Department Chair email
bmanneh@palomar.edu

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

Website address for your discipline
https://www.palomar.edu/worldlanguages/italian-italiano/

Discipline Mission statement

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

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

(Click here for information on how to create a mission statement.)

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

Yes

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

No

List all degrees and certificates offered within this discipline.

AA, Certificate

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)?

.66

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

1

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

.33

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%

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

N/A

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

The average over the last five years is around 75%. This is expected as I teach most of the courses and am aware of student success rates. Many students already speak a second language and have an idea of how languages work.

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

Stayed the same

Was this expected? Please explain.

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

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

Gender   Ethnicity

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

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

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

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

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

By providing events such as Café International and giving students assignments that prepare them for both transfer and to use the language in real-life situations.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

     SLO Report_ Italian.xls
     26 KB   ↓

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

As the program was started in 2019, this is all the data currently available.

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

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?
Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Italian program slo.xls
25 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

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

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

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

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

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

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

Speaking — Talking to others to convey information effectively.
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Instructing — Teaching others how to do something.
Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
Speech Clarity — The ability to speak clearly so others can understand you.
Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
Speech Recognition — The ability to identify and understand the speech of another person.
Written Comprehension — The ability to read and understand information and ideas presented in writing.
Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

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

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

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 will be offered during the Spring 2025 semester. In the meantime, I will continue to publicize the program and to recruit new students.

Prior Year PRP Goal 2

Brief Description

Hiring and maintaining an Italian tutor in the WLRC

Goal Status

Ongoing

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

Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses. We do not currently have an Italian tutor but I hope to hire one soon.

Prior Year PRP Goal 3

Brief Description

Create zero cost materials for ITAL 202

Goal Status

Completed

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

I now have ZTC materials to provide a wonderful learning experience for students taking ITAL 202

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

Due to enrollment challenges and limited FTEF, the program is returning to a 16-week course pattern.

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

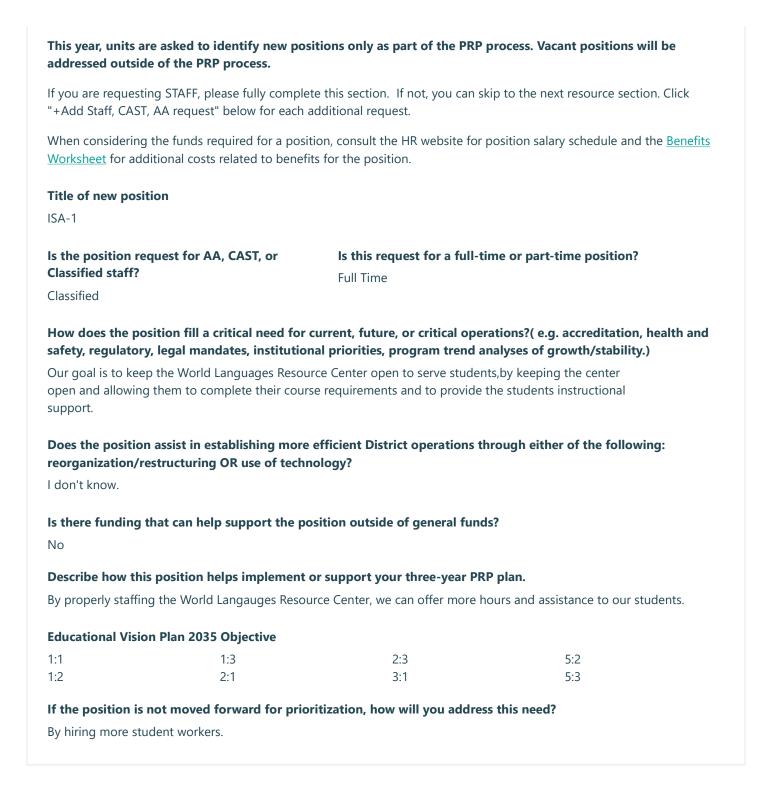**Is your department affected by faculty on reassigned time? If so, please discuss.**

Are you requesting AA, CAST for Classified Staff?

Yes

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?

Classified

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

Full Time

How does the position fill a critical need for current, future, or critical operations?(e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

Our goal is to keep the World Languages Resource Center open to serve students,by keeping the center open and allowing them to complete their course requirements and to provide the students instructional support.

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

I don't know.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

By properly staffing the World Langauges Resource Center, we can offer more hours and assistance to our students.

Educational Vision Plan 2035 Objective

1:1	1:3	2:3	5:2
1:2	2:1	3:1	5:3

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

By hiring more student workers.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

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.

1. 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?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

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

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

No

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

Yes

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

snelson@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Beatrice Manneh

Date

4/3/2024