Entry #: 101 - Languages and Literature   **Status:** Submitted   **Submitted:** 3/23/2024 9:18 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

Spanish (SPAN)

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.

Kathleen Sheahan, Carlos Pedroza, Elena Villa, Adriana Guillen

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

Discipline Mission statement

Our Mission
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.

Spanish AA-T and 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)?

6.0

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

3.67

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

3.40

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

One ADA 100%. One ISAIII 100%.

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

PT hourly Spanish Tutors, 25 hours per week on average.

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.

Student success rates have not changed drastically in Spanish. There was one semester, Fall 2021, that was lower (64.7%), but this is likely due to the pandemic. The Fall 2023 success rate was 72.5%

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

Increased

Was this expected? Please explain.

Retention rates have increased and returned to pre-pandemic numbers. In Fall 2019 the success rate was 91.8%, and similarly in Fall 2023 it was 92.2%. Success rates were lowest in Fall 2020 (86.9%) and Fall 2021 (87.2%).

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

Ethnicity

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

Where rates in Spanish fall below the Institutional Set Standard are in terms of student ethnicity: Black/AA rates 62% and 85%, white 68% and 93%, and multi-ethnicity 63% and 83%. It is difficult to understand or attempt to explain the possible reasons why the differences exist. However, learning a new language can be a daunting task and students with any prior second language (L2) experience tend to perform better in the L2 classroom. It is possible that students from a monolingual background find language learning to be more challenging than expected. The gap in success and retention rates can be addressed by creating dynamic and engaging learning environments that welcome and encourage all students.

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.

The department's methods for keeping retention and success rates high have shown to be successful. Success and retention rates in Spanish are higher than the Institutional Set Standard. The Institutional Set Standard for success is 70% and for Spanish in Fall 2023 it was 72.5%. The Institutional Set Standard for retention is 90%, and for Spanish in Fall 2023 it was 92.2%. The day classes have rates are only slightly lower than those of evening and distance education classes, and it is important to consider that day classes make up the largest portion of enrollment in Spanish.
In terms of demographics, Spanish success and retention rates exceeded the Institutional Set Standards (70% and 90%) in nearly every category (e.g., age, gender, foster youth, veteran status, full-time/part-time status). Where rates in Spanish fall below the Institutional Set Standard are in terms of student ethnicity: Black/AA rates 62% and 85%, white 68% and 93%, and multi-ethnicity 63% and 83%. As mentioned previously, the gap in success and retention rates can be addressed by creating dynamic and engaging learning environments that welcome and encourage all students.

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")

0. Course SLO Report_Spanish.xls
27.5 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.

Degrees and Certificates Awarded (Count)
Academic Year AT
2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

Associate in Arts Degree for Transfer in Spanish
13 16 16 17 14 20

Certificate of Achievement in Spanish
0 0 1 1 2 12

Grand Total
13 16 17 18 16 32

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").

[XLS] 2. Last result, action, Spanish.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 Spanish AA-T and Spanish certificate are relatively new programs (began in the last 10 years). It is clear that the program is becoming more successful and that more students are interested in pursuing studies in Spanish. One notable change is the increase in the number of students who have completed the certificate in Spanish. In 2021-2022 there were 12 students that completed the certificate in Spanish, and in the three years prior, 2018-2021, there were a total of only 4 certificates granted.

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

Although the program is successful and growing, more can be done to advertise and market the program in order to increase the number of students that earn the AA-T or certificate in Spanish. One important way the program has grown is through the department's events, such as Café International.

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?

Students who seek career opportunities in professions such as teachers, tutors, translators, and interpreters have a clear path to pursue their career goal with a Spanish AA-T. Furthermore, a Spanish degree or certificate provides students with a competitive advantage in obtaining a job in law enforcement, medicine, political science/diplomacy, or business, as well as in occupations such as tellers, production workers, and electrical and electronics drafters. Lastly, students interested in Information Technology careers may have brighter job prospects, as this field is expected to grow substantially over the next eight years. A degree or certificate in Spanish is one way to make them stronger candidates for these jobs.

A few examples of teaching jobs in Foreign Languages and Literature are: Foreign Languages Professor, Spanish Instructor, Black Studies Professor, Ethnic Studies Professor, Humanities Professor, and Women's Studies Professor.
Students who are interested in secondary teaching and who obtain a degree in Spanish may pursue a variety of jobs at the secondary level, such as: Spanish Teacher, English Teacher, History Teacher, Secondary Teacher, or Social Studies Teacher. Tutoring at all education levels described above are also a possible career path with a Spanish degree or certificate, especially for tutoring of second languages.
Students seeking a professional future in Translation and Interpreting with a degree in Spanish become candidates for jobs such as Spanish Interpreter, Spanish Translator, Translator, Court Interpreter, Educational Interpreter, Interpreter, Linguist, Medical Interpreter, Sign Language Interpreter, and American Sign Language Interpreter (ASL Interpreter).
Beyond the field of education, there are a variety of professions for which a Spanish AA-T or certificate is advantageous. Such are professions in Law, Medicine, International/National Business, and Political Science/Diplomacy. Students with degree in Spanish will better communicate with Spanish-speaking clients/patients seeking legal or medical services; they also will better interact with Spanish speakers selling products or working internationally. These professions are not listed on onetonline.org but are observed fields from which students come to learn Spanish for professional development.

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

The KSA's that are most necessary for the occupations mentioned in #1 are oral expression, speech recognition, oral comprehension, reading comprehension, and written comprehension. The common associated knowledge, skills, and abilities (KSA's) needed specifically for teaching, translation and interpreting occupations are listed below.

Foreign Languages and Literature postsecondary teaching:
Skills required in speaking, active listening, instructing, learning strategies, and reading comprehension.
Knowledge of foreign language, English language, education and training, history and archeology, philosophy and theology.
Abilities in speech clarity, oral expression, oral comprehension, speech recognition, and written comprehension.

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

The program equips students with valuable linguistic and cultural competencies that are highly sought after in today's job market. Students develop the four language skills of listening, speaking, reading, writing in Spanish as well as a nuanced understanding of Hispanic cultures. These skills are advantageous in fields such as education, international business, healthcare, law enforcement, and public service, where bilingualism and cross-cultural communication are essential.

The Spanish Program cultivates comprehensive proficiency in the Spanish language while fostering cultural understanding and communication skills. Through a structured and communicative curriculum, students progressively acquire linguistic competence in speaking, listening, reading, and writing. Acquisition of grammatical structures is facilitated via both inductive and deductive reasoning, and vocabulary is taught in context. Students have opportunities to develop their oral and written expression and oral and reading comprehension throughout the Spanish language series. Interactive classroom activities, such as group discussions, role-plays, and language labs, facilitate active engagement and practical application of language concepts. Additionally, personalized feedback from instructors and opportunities for peer collaboration enhance individualized learning and confidence-building that strengthens student speaking, reading, writing, and listening skills.

An AA-T or Certificate in Spanish enhances students' marketability. As students advance, they develop the ability to navigate real-world situations in Spanish, preparing them for academic, professional, and personal endeavors. By fostering proficiency in Spanish and intercultural competence, the program empowers students to pursue diverse career opportunities and thrive in a globalized workforce.

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 authentic language experiences for students, including study abroad programs.

Provide opportunities to students to use and learn the language in authentic settings, including study abroad programs. 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.

Goal Status

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 increased costs associated with study abroad, combined with continued travel restrictions and advisories, make it difficult to pursue the possibility of offering a study abroad program at this time.

Prior Year PRP Goal 2

Brief Description

Tailor our 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

Ongoing

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

The department continues to schedule classes at different times to make it possible for full-time, part-time, high school, working students and non- traditional students to attend.

Prior Year PRP Goal 3

Brief Description

Cultural events. Offer cultural opportunities for students on campus such as film festivals, language fairs (such as, Café International) for students to experience and gain exposure to all of the languages and cultures taught in the World Languages Department.

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.

This area has been a great success for the department. In the past year the event themes have helped to attract students and create an interactive and dynamic learning environment for students. The themes were Fall 2022 World Cup, Spring 2023 Women from around the World, Fall 2023 Holidays around the World, and in Spring 2024 it will be Art around the World.

Prior Year PRP Goal 4

Brief Description

Offering Spanish tutoring (hiring and training tutors) in the World Languages Resource Center (WLRC), acquire more learning materials for the WLRC and provide more learning opportunities 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.

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.

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

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

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

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

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 serves in the World Languages Resource Center (WLRC). The position has been vacant for more than 10 years and has ben filled with short-term hourly employees. This is a necessary position for the daily operation and function of the WLRC. This staff position works with directly students providing instructional assistance for students studying Spanish, and the other 6 languages offered in the department,.

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

Yes, it is much more efficient to employ one classified staff member, as opposed to hiring multiple short-term hourly employees for extended periods of 10+ years.

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.

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The way to accomplish this while aligning with the college's strategic plan is to support students to achieve their success. The staff in the World Languages Resource Center work directly with students to support their learning with resources, tutoring, and language resources.

Educational Vision Plan 2035 Objective

1:1	1:4	3:2
1:2	2:5	5:2
1:3	3:1	5:5

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

We will continue to hire multiple short-term hourly employees to fill the vacancy.

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.

ksheahan@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Beatrice Manneh

Date

4/3/2024