**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Non-Credit ESL Dept (N ABED, N CTZN, N ESL)**  | **3/11/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |   |
|   |   | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** |
| **Enrollment at Census** | 3,072 | 2,518 | 2,621 | 2,334 | *Self Explanatory* |
| **Census Enrollment Load %** | 115.99% | 103.94% | 116.87% | 107.77% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 9,898 | 8,777 | 8,813 | 8,684 | Weekly Student Contact Hours |
| **FTES** | 329.93 | 292.57 | 293.78 | 289.46 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 30.24 | 28.13 | 27.67 | 27.49 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 327 | 312 | 319 | 316 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 0.50 | 0.64 | 0.98 | 1.53 | FTEF from Contract Faculty |
| **Hourly FTEF** | 29.74 | 26.93 | 25.97 | 25.49 | FTEF from Hourly Faculty |
| **Overload FTEF** | - | 0.56 | 0.72 | 0.47 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 29.74 | 27.48 | 26.69 | 25.95 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 98.35% | 97.71% | 96.47% | 94.42% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** |  - |  - |  - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Reduced course offerings due to budget cuts, coupled with a tougher economic environment for adult immigrants, have had an impact on enrollment. Analysis of the data shows that while enrollment in non-credit classes has dropped since Fall 2007, WSCH, FTES, and WSCH/FTEF have remained fairly strong during the last three years. Even though FTEF from contract faculty has increased from .98 to 1.53, a very large percentage of FTEF (94.42%) is still generated by adjunct faculty.** **The enrollment data indicates that there is a continued need for non-credit ESL and Basis Skills in the community at large. Non-credit courses are still in high demand, and therefore should be at least maintained at their current levels and increased once the budget allows for expansion.**  |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **The SLO for NESL 303 reads, “Students will use appropriate word order, verb tense, prepositions, adjectives, punctuation, and common vocabulary in writing a short description.”** **In our assessment, we found that a high percentage (over 70%) of students achieved the goal of demonstrating emerging ability to utilize appropriate word order, verb tense, prepositions, adjectives, punctuation, and common vocabulary in writing a short description. However, we found that the rubric we created for the first round of assessments wasn’t as clear as it could have been, and we are in the process of revising the rubric for a second round of implementation during the Spring 2012 semester.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **The results of our SLO assessment show that students are receiving instruction that allows them to be successful. We are encouraged by these findings because, despite having rather large classes at the 303 level, our students are gaining the required skills for this level.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Effective F2011, ESL 34 will become N ESL 304, a non-credit class. We anticipate seeing an increase in non-credit WSCH because of this change. We will also be offering the ESL Non-Credit Certificate of Completion to students who have successfully completed level NESL 304. This change will make the certificate a true “non-credit” certificate and will motivate more of our students to “graduate” from the ESL non-credit program.****Although they aren’t tracked with non-credit classes, retention rates may increase if we are able to help non-credit instructors establish Directed Learning Activities that students can do in the ESL tutoring center in San Marcos and the TLC in Escondido.****We will also be working on ways to move students who have completed N ESL 304 into the credit program. This may include orientations in classes, having students meet with an ESL Student Specialist and reworking parts of our Career Awareness Project.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **To meet the needs of our current student population and provide a better learning experience for our language learners, we plan to offer non-credit level 4 (NESL 304) at our different locations (including Fallbrook and Ramona) and in different time slots effective F2011. When we are able to offer a wider range of non-credit ESL classes, we will be better able to serve our community.****We’d like to continue and even expand our tutoring services to include group tutoring, workshops, computer-assisted SI, handout-assisted SI, targeted assistance for “early alert” students with ESL needs, embedded tutoring in CTE for contextualized ESL, etc.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Our non-credit student population is increasing. These students do not have basic skills, study skills, computer skills or time management and career planning skills. Ninety-four percent of these students are taught by adjunct. Our part-time faculty are excellent instructors, but there is no substitute for a FT faculty member who has the time to invest in developing classes and help students during office hours, and who has the experience and knowledge of the college to advise students in their educational journey at Palomar. We sorely need at least 2 FT faculty members to serve the needs of our students.** **We also need to offer more tutoring services. Just like the other tutoring programs in the district (General Tutoring, English Writing Lab, Math Center, etc.), a faculty leader is needed for planning, discipline-specific tutor training, supervisory, and other legally required purposes. Currently, the 60% release time for a FT faculty to serve as the Director of ESL Tutoring Program during regular semesters is fully paid by BSI funds, but the BSI funding requires eventual college institutionalization; 20% would be a start for FY2011-2012. In addition, compensation for a FT faculty to serve as the Director of ESL Tutoring Program in summer would be helpful. We are not sure why this particular summer stipend was neglected in the current contract between the District and PFF, which offers the stipend to faculty leaders for English Writing Lab and Math Center, for example, but not ESL Tutoring.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **1 Reversible Porcelain Magnetic Chalkboard with casters for the Fallbrook ESL program** |  | **Goal 6** | **This a definite need since we are occupying classrooms that are also used by day instructors, and we don’t always have the white board space that we need. By having this board on casters, we could move it to different classrooms.** | **$600****($599.99 for the board and $60.00casters)** | **one time** | **No** |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Laptop for Fallbrook** **1 Dell-Inspiron Laptop/Intel Core, 14” Display/4GB Memory/500 GB hard drive** | **1** | **Goal 6** | **There has been an expressed need from the instructors for a laptop that they can use for presentations in their classrooms in Fallbrook. The classrooms in Fallbrook are not technologically equipped as classrooms at the San Marcos and Escondido centers, and our students would benefit from having classrooms that are equipped with the same technologies their peers in San Marcos and Escondido benefit from. We need to optimize the technological environment to provide effective programs and services in Fallbrook.** | **$579.99 plus** **Tax** | **one time** | **No** |
| **b2.**  | **Printer for Fallbrook****HP LaserJet 4250n Printer Q5401A** | **3** | **Goal 6** | **The printer is used in the office and it is an older printer. Sometimes we need to turn the printer off and on and it's starting to fail.** | **$435.00 plus tax** | **one time** | **No** |
| **b3.**  | **Video production for three different videos for the Peer Mentor program in Fallbrook****1. orientation video for prospective ESL student peer mentors 2. informative and training video for instructors 3. informative peer mentoring video with an interdisciplinary focus**  | **2** | **Goal 2** **PCSP2013 Values: (1)Creativity and innovation in engaging students, faculty, staff, and administrators** **(2)Physical presence and participation in the community** | **The mentoring program in Fallbrook is an innovative program where more and less-abled peers are placed into partnership to enhance both students learning and success in the classroom. Research has shown that students retain up to 90% of new material when they have to do something with that material—such as teach it to a peer. This Peer mentoring program takes full advantage of the findings of such research and creates a community in the classroom of support and guidance.** | **$1500** **($500 per video)** | **one time** | **No** |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **CD/Cassette Player for Fallbrook****Colby Portable CD/Radio/Stereo Cassette Player/****Recorder with remote control CXCD250,Silver** | **5** | **Goal 6** | **Additional tool needed by instructors for presenting audio materials to their students in Fallbrook. The classrooms in Fallbrook are not technologically equipped as classrooms at the San Marcos and Escondido centers, and our students would benefit from having classrooms that are equipped with the same technologies their peers in San Marcos and Escondido benefit from. We need to optimize the technological environment to provide effective programs and services in Fallbrook** | **$29.99 plus tax** | **one time** | **No** |
| **c2.**  | **DVD Player for Fallbrook****Toshiba-DVD Player with HD Upconversion, model # SD7300/SKU 9789616** | **4** | **Goal 6** | **For instructor use in classroom for presenting audio materials to their students. The classrooms in Fallbrook are not technologically equipped as classrooms at the San Marcos and Escondido centers, and our students would benefit from having classrooms that are equipped with the same technologies their peers in San Marcos and Escondido benefit from. We need to optimize the technological environment to provide effective programs and services in Fallbrook.** | **$52.99 plus tax** | **one time** | **No** |
| **c3.**  | **Supplies for Peer Mentor Program in Fallbrook****1. Certificate paper - certificates awarded to those students who fulfill the peer mentoring requirements** **2. Plastic sheet protectors - to hold the certificates** **3. Plastic report covers for the program orientation packets**  | **3** | **Goal 2****Aligns with PCSP2013 Values: (1)Creativity and innovation in engaging students, faculty, staff, and administrators** **(2)Physical presence and participation in the community**  | **The mentoring program in Fallbrook is an innovative program where more and less-abled peers are placed into partnership to enhance both students learning and success in the classroom. Research has shown that students retain up to 90% of new material when they have to do something with that material—such as teach it to a peer. This Peer mentoring program takes full advantage of the findings of such research and creates a community in the classroom of support and guidance. Currently, the instructors pay for the necessary supplies.** | **$70.00 certificates - $20/ream, sheet protectors - $25, report covers - $25** | **on-going but only when needed** | **No** |
| **c4** | **Ingles ¡Ya! for Fallbrook** **A DVD-based, low-level program of study for Spanish speaking ESL students.** | **2** | **Goal 2** | **Provides an engaging, video supplement to the textbooks used in class. The use of the telenovela format in this series can contribute to student retention because they will be learning English in an engaging way—and want to come back to class to see what happens next.** | **$750 for the complete series** | **one time** | **No** |
| **c5.**  | **Special Funds for Textbooks for Students for Fallbrook****Similar to the textbook donation program run by the Palomar Foundation—students apply for textbooks based on financial need.** | **1** | **Goal 2****Objective 2.5****Goal 5** | **Students in Fallbrook don’t have access to the textbook donation program in place in San Marcos, so students with financial need, who cannot afford textbooks, are sometimes unable to attend class because of the lack of a textbook. We’re looking for resources to extend the textbook donation program to Fallbrook so that Fallbrook ESL students have a chance to apply for funds for their textbooks, based on financial need. Giving students access to textbooks will clearly lead to student success.** | **$300-$500 a semester.** | **on-going** | **No** |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Funds to support a bi-annual campus-wide orientation to the ESL program at Fallbrook** |  | **Goal 2** | **Providing a campus-wide event where students are given an orientation to the ESL program, expectations, and study skills can increase student retention by providing them a clear example of how students can succeed in their classes** | **$50 a semester to rent the cafeteria** | **on-going** | **No** |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  | **Noncredit Matriculation Director** |  | **Goals 2, 4 and 5** | **Currently, we only have a Noncredit Matriculation Assistant, but we really need a director. The Stragetic Plan includes the core values of access to our programs and services as well as equity of all in our policies and procedures. A Noncredit Matricuation Director would be a clear demonstration of those values.****By not having someone in this position, others in the department must bear the load. We have to pay overtime to the ESL ADA to work on the noncredit matricuation budget. Since the NCM assistant is not able to supervise the ESL Student Specialist, the chair must do so. Also, our program changes will mean the Non-Credit Certificate of Completition is available to more students. Every individual student who applies for the certificate must be looked up on PeopleSoft in order to verify what courses they've taken. Currently, the chair has to do this for more than 90 students and it takes hours. That number could easily double once we offer NESL 304.** **We serve over 2,000 non-credit ESL students, so to say that we desperately need someone in this position is not an overstatement.** | **$77,000** | **on-going** | **No** |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **Morning student worker in the ESL computer lab in Escondido**  |  | **Goals 2 and 6** | **A student worker facilitates the use of the computer lab in the lower-level ESL classes that use the lab in the morning program. Many of these students have little or no experience using computers and it's difficult for a teacher to individually help 25-30 students.**  | **$1,650 per semester** | **on-going** | **BSI has funded this in the past but is no longer doing so.** |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **We have made significant changes to our various ESL programs. Beginning in the fall, we will be offering a Non-Credit Certificate of Completion that includes four courses. We believe that many more students will earn the certificate than the seven-course certificate currently offered. We have also changed some of our non-credit course numbers and developed updated course outlines for them.** **Another major accomplishment for the department was the development of our tutoring program. What's especially exciting is that many of the classes which have embedded tutors are in non-credit classes including a tutor in Fallbrook.** **Every five years the ESL Department hosts the annual regional California Teachers of English to Speakers of Other Languages (CATESOL) conference. Because of the construction here, we held the day-long conference at the San Diego County Office of Education in Linda Vista. All of the full-time faculty and many of the part-time contributed to this successful conference. The total number of participants was approximately 420 which included about 35 instructors from Mexico. The number of participants was considerably more than the previous year and more than we had anticipated. We received positive feedback regarding the variety and quality of the sessions offered.**  |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Lee Chen*Name*** | **Nimoli Madan*Name*** | **Jerrie Raymer*Name*** |

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| --- | --- | --- |
| **Gary Sosa*Name*** | **Larry Lawson*Name*** | **Carol Lowther*Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** **jdecker@palomar.edu** **by March 18**