**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.)

|  |  |
| --- | --- |
| **Discipline: Eng Second Lang (Credit)** | **3/11/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 773 | 798 | 757 | 759 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 94.47% | 102.82% | 97.05% | 93.89% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 5,449 | 5,508 | 5,119 | 5,018 | Weekly Student Contact Hours | |
| **FTES** | | 181.64 | 183.61 | 170.64 | 167.27 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 13.21 | 13.16 | 12.50 | 12.07 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 413 | 418 | 410 | 416 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 7.61 | 6.29 | 6.51 | 3.20 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 4.77 | 5.74 | 5.63 | 7.87 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.84 | 1.14 | 0.36 | 1.00 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 5.60 | 6.88 | 5.99 | 8.87 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 42.40% | 52.25% | 47.94% | 73.52% | 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** | | 96.50% | 95.37% | 95.34% | 96.86% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 74.39% | 75.84% | 77.09% | 78.72% | 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>) |
| --- |
| **Enrollment figures in the credit program have been consistent over the four years. Some semesters we have been unable to accommodate all the students desiring academic writing classes, but overall, we have added classes whenever possible so that as few as possible students are affected. It is also noteworthy that the student retention rates in the credit program have consistently been above 94% over the four years indicating that these are classes the students need and want.**  **It is also good to see that the student success rate has made some small increases over the four years. This may be due to our efforts in the tutoring center and the embedding of tutors in the classroom.**  **The total FTEF taught by part-time faculty has dramatically risen from 2009 to 2010. This is due in great part to the large amount of reassigned time for full-time faculty. Also, two of the full-time instructors teach non-credit classes exclusively.** |

| **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>) |
| --- |
| **The academic writing classes (101-103) all have an SLO that involves the writing of an in-class final essay measured against a rubric that includes the expected SLOs. In the fall of 2009, final essay results were collected from 5 academic writing courses (some instructors mistakenly submitted course grades rather than final essay results). In two sections of ESL 101, 44 students wrote the final essay and 3 received a grade of lower than “C.” In one section of 102, 19 students wrote the final and all passed with a “C” or higher. In one section of 103, 24 students wrote the final and all passed.**  **In Fall 2010, 3 sections of 101 had final essay grades submitted. Of 68 students, 5 received lower than “C”. In 2 sections of 102, 43 students wrote the final and 6 did not pass. In 2 sections of 103, 44 students wrote the essay and 2 did not pass.**  **In Spring 2010, all 4 sections of ELS 36 had final essays holistically scored. Of 90 students, 27 (30%) received grades lower than a C; 63 (70%) received a C or higher. Of those, 41 received a C, 14 a B, and 8 an A.** |

| **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>) |
| --- |
| **We may need to continue working on the rubric to make sure it accurately assesses what we are looking for in the students’ essays. It is also important that all of the writing instructors be familiar with the rubric and be using it throughout the semester so students know what the criteria is. Because so many of the writing teachers are part-time instructors and there is some turnover among these instructors, it may be necessary to do more training with this. The use of a rubric is also helpful as it helps instructors understand what outcome we’re looking for at each of the different levels** |

| **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.** |
| --- |
|  |

|  |
| --- |
| **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.)** |
| --- |
| **The department is making significant changes to our credit program (i.e. the higher levels of our General Program and Academic Program) which will be implemented in Fall 2011. We will be offering two new courses (ESL 45 and 55) that focus on reading, writing, and vocabulary in place of the current 35 and 36 classes. These new classes should better prepare students for the rigors of 101-103. We are planning to create and offer more levels of our various special skills classes (pronunciation, academic speaking and listening, and grammar) to help meet specific needs of the students since they won’t receive direct instruction in these skills in the new classes.**  **We are also considering having the final essays in some of the core writing classes (perhaps 55, 101, and 102) graded holistically by other instructors. This grading session would include all our full-time instructors as well as the part-timers who teach credit classes. This would help us align our classes better and provide a more objective perspective on the students’ writing.**  **The new ESL Tutoring Program with its embedded tutoring and opening tutoring operations seem to have contributed to the success rate increase of our credit sector. We would like to continue having embedded tutors in as many of the writing classes as possible since the students seem more willing to get help from a tutor they know, and embedded tutors more clearly understand the assignment and the instructor’s demands. We would also like to be able to offer more open tutoring hours so students can make appointments or just drop in when they need help.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. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
| --- |
| **The ESL Department has made changes in sequencing which has provided a clearer progression from one level to another. The Department has added needed classes in both credit and non-credit. However, flexibility is important as the department makes these program changes. It will take a few semesters to get a good idea of what the students want at what times of the day. Beginning in the fall, a few of the writing classes as well as some special skills classes will be offered in the morning for the first time.** |

| **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.)** |
| --- |
| **Even though ESL is a large department in terms of the number of programs at different sites, the number of staffed centers, the number of students, and the number of part-time instructors, we are very small when it comes to the number of full-time faculty. Currently, more than 73% of our credit FTEF is taught by part-time instructors. Five of the nine full-time instructors in our department will continue to have release time of 60% or 80% again next year, not to mention additional release time by others for departmental matters such as computer lab coordination. Three of those five have release time in order to contribute to the entire college in the critical areas of Learning Outcomes, BSI and the PFF. Also, one instructor, who only taught credit writing classes, retired last year and we haven’t been able to replace her.**    **We also want to offer our students 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.** |

|  |
| --- |
| **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.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
| --- |
|  |

|  |
| --- |
| **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.** |
| **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.**  **Another major accomplishment for the department was the development of our tutoring program. The program began with several tutors and now we have 8 tutors who serve in three locations (San Marcos, Escondido, and Fallbrook). Twenty-two ESL courses (credit and non-credit) have embedded tutors, and there are 37 hours of open tutoring per week in San Marcos and 5.5 in Escondido. This dramatic growth can be attributed to having a Tutoring Coordinator who oversees the whole program. Another boost has been the conversion of A-13 into our first-ever ESL Tutoring Center, whch, when fully equipped and operational, will be able to track students utilizing the tutorial services to document the impact of these services on student learning and student success.**  **We have also been working extremely hard on changing some of our course offerings due to the elimination of the lecture/lab component. This has required a phenomenal amount of time and effort as we are making some radical changes. We are excited about the two new credit courses we'll be offering in the fall and feel they will better prepare students for our academic writing classes.** |

| **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.** |
| --- |
|  |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
| --- |
| **The SLOs in the academic writing classes (55, 101-103) include the writing of a final essay which is evaluated with a rubric. To ensure the interpretation of the rubric is the same among the instructors, we need to norm the grading of the essays and have all instructors of these classes participate in grading the essays together. This would necessitate funding to compensate instructors since so many are part-time faculty.** |

|  |  |  |
| --- | --- | --- |
| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Colleen Weldele *Name*** | **Shayla Sivert *Name*** | **Carol Lowther *Name*** |

|  |  |  |
| --- | --- | --- |
| **Lawrence Lawson *Name*** | **Lee Chen *Name*** | **Nimoli Madan *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**](mailto:jdecker@palomar.edu) **by March 18**