**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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: Eng Second Lang (Credit)** | **09/10/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 798 | 757 | 759 | 641 | *Self Explanatory* |
| **Census Enrollment Load %** | 102.82% | 97.05% | 93.89% | 92.28% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 5,508 | 5,119 | 5,018 | 2,985 | Weekly Student Contact Hours |
| **FTES** | 183.61 | 170.64 | 167.27 | 99.51 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 13.16 | 12.50 | 12.07 | 7.82 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 418 | 410 | 416 | 382 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 6.29 | 6.51 | 3.20 | 2.13 | FTEF from Contract Faculty |
| **Hourly FTEF** | 5.74 | 5.63 | 7.87 | 4.96 | FTEF from Hourly Faculty |
| **Overload FTEF** | 1.14 | 0.36 | 1.00 | 0.74 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 6.88 | 5.99 | 8.87 | 5.69 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 52.25% | 47.94% | 73.52% | 72.78% | 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** | 95.37% | 95.34% | 96.87% | 98.21% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 75.84% | 77.09% | 78.50% | 80.26% | 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 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **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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| **There was a sharp drop in WSCH from 2010 to 2011, which was a result of our program changes. At the lower end of our credit sequence, the level 4 class (ESL 34) became noncredit (NESL 304) and then we shortened the instruction hours per week for levels 5 and 6 by half, though both of these two levels remain in the credit program. This drop in WSCH was predicted. The lower FTEF from contract faculty and hourly faculty also reflects these program changes.****On the other hand, we also noticed the higher student success rate and retention rate. We believe the ESL tutoring program has contributed to this achievement. Research and Planning did a study in March to analyze the data of ESL 101, ESL 102, and ESL 103, students visiting A-13, the ESL Tutoring Center, during the fall 2011 semester. They found that for 101, 97% of the A-13 users passed the course as opposed to 71% of the nonusers who passed the course. For 102, the comparison is the pass rate for the A-13 users was 91% versus 88% for the nonusers. For 103, 100% of the A-13 users passed the course while 93% of the nonusers did. The tutoring program also explains how in spite of the increase of 25% in 4 years of total FTEF taught by part-time faculty, retention and success rates have continued to rise. With the absence of office hours and availability associated with part-time faculty, students can at least seek help in the tutoring center.****The data show that retention rates have been consistently high (over 95%) with slight increases over the four years. Since most of the credit classes are intended to lead students to success in mainstream courses, it is not surprising to have healthy enrollments and retention rates in these classes.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****The SLO for ESL 55 is: At the end of this course, students will be able to write an in-class composition of two or more paragraphs on a topic which has been discussed in class. The writing should address the topic, have a topic sentence with a controlling idea, demonstrate relevant development, use a range of academic vocabulary, and demonstrate control over basic grammatical structures including sentence boundaries and subject-verb agreement. These compositions are holistically graded using a predetermined rubric. The assessment criterion is that 70% of the students will receive a combined score of 70% or higher. This SLO was assessed in Spring 2012 with eighty-two students writing the composition. Almost 90% received 70% or higher and 50% received 80% or higher so the results were higher than anticipated.****For the Academic writing courses, 101, 102, and 103, one SLO is that students are able to write a final, 5-paragraph essay that is unified, coherent, and grammatical. The coordinator of this program collected final essay results of all sections over a one-year period and found that over 75% of the students were successful.****I.B.2 Summarize Program SLO assessment results beginning on the next line.** |

| **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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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****Based on the statistical results of the SLO for ESL 55, students are learning the writing skills that are taught in this course. However, most of the students had already written a composition on the general topic of the writing prompt and this may have affected the results. In the fall, we will have them read and discuss articles specifically for the writing final so they will write on a new topic.** **We found the results for the ESL 101-103 SLO to be satisfactory in that overall the success rates were even higher than 75%. One issue the data do not show is persistence rates. However, we collected that data from Research and Planning (for Objective 2.2 of the Strategic Plan) and found that a very small percentage of students actually persist through the 3 courses and go on to English 100, which is one of our ultimate goals. Therefore, we have created a first-year experience for ESL students to address this issue. Its trial period is the 2012-13 school year. We are also developing an ESL On Course project with student retention and success tools and strategies for faculty to choose from and implement throughout the semester. Finally, we are looking at other accelerated learning curriculums.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** |

| **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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| **The SSTF’s recommendation for students to take basic skills courses first as well as the focus on degree and certificate completion should impact ESL. Counselors should encourage taking ESL courses sooner than later; ESL Student Specialist guides students in matters pertaining to ESL courses and financial aid once they are in the ESL program. To facilitate this, the college needs to provide funding for the vacant ESL Student Specialist position in Escondido as well as to support ESL's participation in Palomar's ongoing Summer Bridge Program and the Leapstart Learning Community Project. The Leapstart program is designed for students who place into ESL 101. We hope that through extra tutoring, linked courses, extra counseling, workshops, and field trips that we will be able to retain these students through English 100 where we hope to have them well prepared to succeed. We will also consider other accelerated learning in the pre-academic classes of ESL 45 and 55.****Based on data from “BSI-HSI Activity Evaluation Report 2012” done by Research and Planning in conjunction with BSI/HSI Committee, as well as data from a March study done by Research and Planning specifically for the SAO of the ESL Tutoring Center, we call for institutionalized support to develop our ESL tutoring program including hiring classified staff for local data and office management. SARS-Grid's "Unduplicated Count of Students Reports" indicate that 208 unique students made appointments to see an ESL tutor in the ESL Tutoring Center during the fall 2011 semester. That number jumped 22% to 253 during the spring 2012 semester.** **We plan to have at least 10% of our ESL student population come in to the Tutoring Center for the next school year, which is a moderate target considering the limited resources we have, including our rather small tutoring space in A-13.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Fall 2011 was the first semester offering new courses so we were unsure of what would happen with enrollment. Due to the current economic issues, the ever-increasing costs of attending a community college, and/or their own limited time because of the need to work, some of our students have been unable to take more than one class. This affects the enrollment in special skills classes such as pronunciation, reading, and grammar; as a result, we had to cancel quite a few classes in the fall. This may necessitate a change in the rotation of our offering these classes.** **We would like to offer additional tracts of ESL that are linked courses (both ESL and mainstream courses) and accelerated courses to increase the speed at which students move through the program. Since not all students are suited for accelerated learning, we would need to open additional sections.** |

| **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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| **We have not been able to replace an instructor who only taught credit classes since she retired in 2009, nor one of our faculty members who taught credit classes who is now serving as an interim dean. Also, many of our faculty are also serving the college (basic skills and union) or the department (tutoring, computer labs, department chair) and have reassigned time. With almost 73% of our credit courses being taught by part-timers, we need two additional full-timers whose full load is in credit ESL.** |

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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.**  |  |  |  |  |  |  |  |
| **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.**  |  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **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.**  |  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **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.**  | **Permanent Funding for Leapstart****$15550 annually:** **$5500 for coordinators' stipend****$3750 for bookstore stipends****$1000 for field trips****$500 for copying/advertising****$500 for refreshments during yearlong program****$1200 for workshop stipends 12550****$3000 embedded tutoring**  |  | **GOAL 2 / Objectives 2.2, 2.6 & 2.7** | **Palomar College is dedicated to improving retention and success rates of its students. The Leapstart program is designed to help students be successful in school through a yearlong program that combines instruction, workshops, tutoring, and field trips. Students need more than 5 - 8 hours in class with an instructor. They need personalized workshops that expand on the content of the course. They need workshops that explore student success strategies tailored to their situation. They need learning communities where they become comfortable with teachers working in tandem and comfortable with their peers (whom they'll see every day). And they need field trips to increase the sense of community among the cohort. Students who make connections on campus (with peers, teachers, tutors, etc.) are more likely to persist from one semester to the next. Leapstart provides a strong framework for those connections. As well, Leapstart provides a unique and innovative framework for content-delivery. By pairing courses into learning communities, the program aims to accelerate students' academic paths, shrinking the amount of semesters students are at Palomar. Leapstart's goal is to move students from ESL 101 to English 100 in one year. If successful, students stand a much better chance of finishing their academic goals at Palomar and transferring if they're here for 2 years instead of 3, 4, or 5 years. Thus, Leapstart packs in a lot of information through learning communities, workshops, and tutoring services. These services take time and talent and money, but we know it can help students succeed and persist. We've already received funding for one year; we're looking for funding to expand and extend this program.** | **$15550** | **on-going** | **Currently funded by a SPFF grant** |
| **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.**  |  |  |  |  |  |  |  |
| **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.**  |  |  |  |  |  |  |  |
| **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.** |
| **Tutoring Success: Nine ESL tutors (in San Marcos and Escondido). Results from ESL Tutoring Center SAO indicate students in 101-103 who use the tutoring center have higher pass rates than students in those classes who don’t use it.****Funding recived for the following new programs:****ME 1st - a five-week summer program that offers a fast-paced review of basic Math and ESL skills. At the end of the program, students were able to be reevaluated for placement in Math and ESL to see if they could place higher, thus shortening the amount of time required for developmental coursework. 100% of the participants improved their placement in Math, ESL, or both.****LEAPSTART (ESL First Year Seminar) – a year-long program designed to retain students and help them persist through the ESL writing sequence began this fall. Students are enrolled in a learning community (reading class linked with a writing class) and they attend workshops and other activities designed to promote student success.****ESL On Course Curriculum Integration Project (TIDES) – a project with identifies certain appropriate On Course strategies and then adapts and simplifies those strategies for ESL students so they can be integrated into writing courses in the ESL sequence. Student retention and success should improve as these strategies are integrated into the courses.**  |

| **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:** |
| **Lawrence Lawson*Name*** | **Colleen Bixler*Name*** | **Lee Chen*Name*** |

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| **Carol Lowther*Name*** | **Tracy Fung*Name*** | **Marty Furch*Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**