**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: Non-Credit ESL Dept (N ABED, N CTZN, N ESL)** | **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** | | 2,015 | 2,036 | 1,890 | 2,021 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 83.18% | 90.79% | 90.40% | 84.02% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 8,777 | 8,813 | 8,681 | 8,900 | Weekly Student Contact Hours | |
| **FTES** | | 292.57 | 293.78 | 289.37 | 296.65 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 27.68 | 27.67 | 26.49 | 29.20 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 317 | 319 | 328 | 305 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 0.64 | 0.98 | 1.53 | 2.60 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 26.48 | 25.97 | 24.49 | 25.80 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.56 | 0.72 | 0.47 | 0.80 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 27.03 | 26.69 | 24.95 | 26.60 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 97.67% | 96.47% | 94.21% | 91.10% | 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 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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| **Between Fall 2009 and Fall 2010, the non-credit program lost 146 enrollees at census, which reflects the reduction in access to non-credit courses in the ESL program brought on by budget constraints. However, between Fall 2010 and Fall 2011, the non-credit program gained 131 enrollees at census. This gain most likely reflects changing ESL 34 to NESL 304. Making this course noncredit enabled us to offer more sections of the course at several sites that hadn’t offered the credit course. As a result, the WSCH has swelled to 8,900--up 219 WSCH in Fall 2011 over Fall 2010--and Total FTEF (not including overload) has increased 1.92 over the average of Total FTEF from Fall 2008-2010 (27.68, 27.67, & 26.49 respectively with an average for those years of 27.28).**  **Even though FTEF from contract faculty has increased from 1.53 to 2.60 (another reflection of the course being made noncredit), a large percentage of FTEF (91%) is still generated by part-time faculty.**  **Overall, the data suggests that the ESL non-credit program is growing, and while the census enrollment load % needs to be brought up, the non-credit ESL program is serving a large number of students with fewer contract faculty than is desirable.** |

| **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 NESL 322 reads,” Students will demonstrate the ability to ask and answer questions on familiar topics.” In our assessment we found that eighty percent of the students randomly selected and observed, achieved the goal of asking questions, answering appropriately in comprehensible English, and negotiating meaning when conversing.**  **The SLO for NESL 303 is: "Students will use appropriate word order, verb tense, prepositions, adjectives, punctuation, and common vocabulary in writing a short description." The results, from Fall 2010, were as follows: "48 essays were randomly selected from eight NESL 303 courses--six essays selected from each 303 course. Of those 48 essays, 40 essays (or 83.3% of all essays read) crossed the 70% rubric score threshold. Thus, our criterion was met. This SLO was assessed again during the Spring 2012 semester, but the results haven’t been analyzed as yet.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **NESL Noncredit Certificate of Completion Program**  **SLOs:**  **Reading SLO: Students will demonstrate an ability to read and comprehend simple (California Pathways mid-intermediate level) texts.**  **Writing SLO: Students will be able to write a cohesive and intelligible paragraph.**  **Speaking SLO: Students will demonstrate an ability to speak intelligibly and communicate in English.**  **Results:**  **Reading: 60% passed in fall; 76% passed in spring\***  **Writing: 74% passed in fall;77% passed in spring\***  **Speaking: Results not gathered in fall; 88% passed in spring\***  **\*preliminary results, not all data has been received from all faculty**  **Comments:**  **Fall of 2011 was the first year that we were able to award our NESL noncredit certificate for students completing our noncredit program including NESL courses 301, 302, 303, and 304. In order to assess student learning in our NESL noncredit certificate program, we developed three assessments (reading, writing, and speaking) which were conducted at the end of all sections of NESL 304 and were required measures in the awarding of certificates.** |

| **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.**  **The results of our SLO assessment for NESL 322 show that students are being given the appropriate tools to be successful in the oral usage of the English language in social and academic settings.**  **The Course SLO results for NESL 303 were above average. Discussions indicated that the coursework in NESL 303 prepared students for the skills outlined in the Course SLO.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **In the fall semester, we were pleased with the results of the writing and speaking exams, but slightly concerned about the results of the reading assessment, so we developed a practice test and worked on adapting the reading assessment for its use in spring 2012. We were pleased to note an increase in the percentage of students passing the reading assessment in the spring. Additionally, we examined the results of our speaking assessment for the first time in spring 2012, and found that students are achieving what we would like in their intermediate level speaking skills. Results for our program SLO assessments in Fall 2011 and Spring 2012 have all been entered into TracDat.** |

| **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 ESL Department has spent a lot of time realigning its non-credit (and credit) programs to provide a clear certificate for non-credit students. The authors of the Student Success Task Force (2012) recommend one of the metrics used to define student success shall be the "number of degrees and certificates earned." The diligent work in crafting our non-credit certificate responds to this recommendation. As well, it helps Palomar College meet its second goal in the Strategic Plan 2013 to "strengthen programs and services for our students in order to support their educational goals." Fall 2011 was the first semester we offered this four-course certificate, and we have been pleased to see an increase in the number of students receiving it. In fall 35 students received the certificate while 45 students received it this spring. We anticipate seeing an increase in retention once students better understand its purpose and significance.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Several of the beginning level classes at various sites have been cut due to low enrollment. These cuts reflect the broader Californian, and American economy, because fewer people are moving to the area to take jobs, and those that still have jobs are working increased hours due to a small employment pool.**  **The NESL 304 courses, however, have experienced strong enrollments which may reflect a population increasing its English language skills. The Escondido morning program and the Fallbrook program were able to add NESL 304 to their offerings and have experienced healthy enrollments. The addition of these levels also increases the number of students earning the certificate.**  **The Fallbrook program had to cancel three of the lower level classes due to low enrollment but is continuing to work hard to recruit and retain students. While enrollment is down presently from levels in previous years, Palomar College needs to position itself to serve these students once the economy rebounds, and a continued focus on developing and implementing a plan to open the North Education Center (Palomar College Strategic Plan 2013, Goal 5, Objective 5.1a) is an important way to do this.** |

| **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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| **While the trend over the four years of data (2008-2011) shows that the percentage of our classes taught by part-timers has decreased, down approximately 6.5% between 2008 and 2011, part-timers still teach 91% of the FTEF. This large percentage is of concern for several reasons. First of all, many ESL students do not know how the college system works, what career or academic options they have, how to set and achieve goals, etc. so they need extra help in these areas. It is really important for them to have someone who can guide them and point them towards the resources available in the college and the part-time faculty members don’t have the time necessary to assist these students. The other cause for concern is that we don’t even come close to the 75/25 balance between full-time and part-time faculty required by AB 1725. The Academic Senate of California, in adopted resolution 19.02 F07, exhorts "the need for an appropriate number of full-time noncredit faculty." Further, the authors of the Student Success Task Force Final Report (2012) state, "having sufficient full-time faculty...[has] been identified as [a] critical element for our colleges to better serve students." With part-time faculty bearing 91% of the non-credit ESL load, it's clear that contract faculty need to be hired to better serve students. Though AB 1725 refers to the college as a whole, each department should reflect the 75:25 split so that the college, as a whole, can meet its obligation. Thus, though Contract Faculty is teaching more non-credit courses, the increase is slow and would be bouyed by another Contract Faculty ESL member being hired.** |

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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.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** | **3 Creative Labs Vado HD 720p Pocket Video Camcorder for for Escondido Non-Credit ESL Program**  **$149.99/ea. + tax = $449.97 + tax** |  | **Goal 6** | **One of the requirements for earning a non-credit certificate is that the students give a speech. The videocamera is an effective tool for recording student speeches and making them available so students can critique themselves and plan and monitor their own progress. The cameras will also be used by ESL teachers to create lessons that can be shared online for ESL classes across the college.** | **$449.97** | **one-time** | **no** |
| **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.** | **CELSA license** | **1** | | **Obj. 2.5** | | **We need to pay the CELSA license so that we are able to use the CELSA test for placement purposes at the Fallbrook site. This test is used during registration to help assess student levels because we are unable to use the COMPASS test at this site. IS has tried, but it doesn't work so we are forced to use an alternative placement device.** | | **$495** | | **on-going** | | **ESL Dept. Budget - we don't receive as much dept. funding as in the past and this is an expensive annual fee** | |
| **d2.** | **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.** | | **$800** | | **one-time** | | **no** | |
| **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.** | **Noncredit Matriculation Director** |  | | **Goals 2, 4 and 5** | | **Currently, we only have a Noncredit Matriculation Assistant, but we REALLY need a director. The Strategic 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 Matriculation 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 out of class to the ESL ADA to work on the noncredit matricuation budget. Since the NCM assistant (CCE) 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 Completion is available to more studentsand every student who applies for the certificate must be looked up on PeopleSoft in order to verify what courses they've taken. On average more than 200 students apply for the certificate and looking them up takes hours. Having a Noncredit Matriculation Director would ease this burden.**  **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** | | **ongoing** | | **no** | |
| **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.** | **Morning student worker in the ESL computer lab in Escondido    $1,650 per semester** |  | |  | | **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 ESL students have little or no experience using computers and it's difficult for a teacher to individually help 25-30 students.** | | **$3300** | | **on-going** | | **BSI 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.** |
| **Noncredit Certificate of Completion: Thirty-five certificates were awarded Fall 2011, and 45 awarded Spring 2012.**  **Peer Mentoring Program: During the fall 2011 semester 17 students completed the ESL Peer Mentor program in Fallbrook, and duringthe spring 2012 semester 24 completed it in Fallbrook and 16 completed it in San Marcos.** |

| **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:** | | |
| **Gary Sosa *Name*** | **Nimoli Madan *Name*** | **Lawrence Lawson *Name*** |

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| --- | --- | --- |
| **Tracy Fung *Name*** | **Carol Lowther *Name*** | ***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**](mailto:jdecker@palomar.edu) **by September 28, 2012**