Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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)

Instructional Discipline Reviewed

1. 3-year trend of quantitative data

Fall 2004 Fall 2005 Fall 2006 Definitions **Enrollment at Census** 627 665 784 Self Explanatory Census Enrollment Load % 81.32% 94.59% 86.63% Enrollment at Census Divided By Sum of Caps (aka "Seats") WSCH 4.236 4,298 5,101 Weekly Student Contact Hours FTES 143.27 170.03 141.19 One Full-Time Equivalent Student = 30 WSCH Total FTEF 9.45 11.58 13.11 **Total Full-Time Equivalent Faculty** WSCH/FTEF 448 371 389 WSCH Generated per Full-Time Equivalent Faculty Member Full-time FTEF 4.70 6.49 7.72 FTEF from Contract Faculty Hourly FTEF 4.00 4.37 4.59 FTEF from Hourly Faculty **Overload FTEF** 0.75 0.79 0.72 FTEF from Contract Faculty Overload Part-Time FTEF 4.75 5.09 5.39 Hourly FTEF + Overload FTEF Part-Time FTEF % 50.26% 43.96% 41.09% Percent of Total FTEF Taught By Part-Time Faculty Retention Rate 95.71% 94.84% 94.72% Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades Success Rate 70.00% 74.56% 75.75% A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades **Degrees Awarded** -Total number of Degrees awarded for the Full Academic Year **Certificates Awarded:** ---Total number of Certificates awarded for the Full Academic Year - Under 18 Units --Total number of Certificates awarded for the Full Academic Year - 18 or More Units Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

We are experiencing growth in the higher, credit levels of General ESL programs, particularly ESL 35 and ESL 36. In the San Marcos morning program, this growth is due in large part to the success of the departmental high school outreach program.

Along with growth in the number of students, the discipline has shown a steady increase in the success rate of the students.

The retention rate is steady.

But we are still far behind the 75/25 goal ratio of full timers to part timers, even with the decline of the percentage of total FTEF taught by our part-time faculty.

Institutional Review and Planning, Instruction

2007-08

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)	
Our department rewrote the curriculum for ESL 3 through ESL 36 in the General ESL program with the intention of bringing all of the sites into synch in terms of material covered as well as textbooks used. The curriculum changes also included revising the course outlines of record to better indicate student learning outcomes.	
We will evaluate the effectiveness of the curriculum changes by looking at rates of student retention and student success.	
We will establish achievement checklists for each level to better determine whether students have met the course objectives.	
We will substitute ESL 36 for NESL 306 in order to award an official English as a Second Language Non-Credit Certificate of Completion to the students who complete ESL 36 in a regular semester.	
The Academic ESL program is working with the California Partnership for Achieving Student Success (CalPASS) group in the STAR PROJECT (Successful Transition for Academic Results). The plan is to offer ESL 101 as a 7 th period for high school seniors who have also taken Palomar's Counseling 110. The students are selected based on the following criteria: ELD or Reclassified; minimum 2.5 GPA; passed the CAHSEE. This is in response to data indicating only a small percentage of graduating seniors in this group place above ESL 101. We will start with one or two high schools in our district, but hope to continue to add others in the future.	
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)	
The Morning General ESL Program in San Marcos added one class in Spring 2007: ESL 35.	
For Fall 2007, the same program added two more classes, both ESL 36. One reason for the increase in numbers at this level has to do with the success of the high school outreach program. We did not schedule one of the additional 36 classes for Spring 2008, as the number of international students coming in the spring is predicted to be about ½ that of Fall 2007. We will plan an additional 36 class for Fall 2008, as the numbers of recent high school	

graduates and incoming international students peak at that time of the year.	
The Academic ESL Program attempted to add ESL 101 in Escondido but had to cancel due to low enrollment. A few other academic and special project classes experienced low enrollment in Fall 2007, but the problem should be resolved with more aggressive recruitment and counseling.	
The credit classes offered at night in Escondido have expanded significantly both in number of students and number of classes. Previously only one credit class was offered, level 34, which has now expanded to 3 classes, levels 34 – 36, plus an additional special project class, ESL 20 or 15, offered at a time that it could be taken concurrently with the other credit classes. These classes have not struggled with enrollment, and the population of credit ESL students in Escondido appears to be growing.	
The scheduling for ESL 10 (Pronunciation II) needs to be examined to see if a more convenient time is available for higher level students.	

4.	Discuss/identify	y the resources necessar	y to successfully in	nplement the	planning	described:
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4. Discuss/identify the resources necessary to successfully impleme PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources,	
etc.	
We need to seek block grant money to turn the rest of our classrooms in the A	
building (A-12, A-13, and A-14) into smart classrooms with a data	
presentation system (DP&S – data projector, computer and screen). We also	
need to purchase a small teacher's desk for these rooms. (\$10000)	
We need to purchase a set of CPS (Classroom Performance System) clickers	
for use in smart classrooms as well as the labs to engage students.(\$1906)	
We need to purchase a notebook computer loaded with District software for	
check out by faculty for the purposes of conference preparations and	
presentations and special projects.(\$1055)	
We will continue to pool VTEA funding for our VEOL related reads	
We will continue to seek VTEA funding for our VESL-related needs.	
b. Budget – budget development process, one-time funds, grants, etc.	
While we will try to keep the budget for all of our discretionary accounts at the	
current level, we need to budget more for our student and short-term	
employees, whom we increasingly depend on for various front-office,	
assessment and registration, and lab operations.	
We also need to increase the budget in our traveling account in order to allow	
coordinators who travel to sites regularly to claim their business mileage	
according to the union contract.(\$2380)	
We would like to seek funds (BSI money?) to recompense PT and FT faculty	
who will work extra to start some of the following BSI projects for the dept.:	
1. Course-by-course student evaluation portfolio as evidence of	
individual students' reading, writing, and grammar	
competencies 2. Early alert/warning/intervention system	
3. Regular workshops provided to non-ESL faculty/staff on	
topics such as how to deal with ESL-specific errors,	
plagiarism, learning styles, diversity, disinterested students,	
etc.	
4. ESL collection in the libraries	
5. Focused connection with other dept.'s to explore a linked	
class or to research skills needed for success in the content	

course in order for ESL to revise its curricula accordingly	
6. Intra-dept. teacher-to-teacher "swap shops" to share ideas on	
a teaching theme	
7. Collection and compilation of classroom ideas in a drawer/binder/database	
8. Tutor training	
9. Individual tutoring	
10. Identifying a couple of key assignments and assessments in	
each course that match a sound learning theory and	
implementing them in other like courses.	
We need to seek funds (BSI money?) for the dept. to become an institutional	
member of our professional organizations and subscribe to such professional	
periodicals as The CATESOL Journal, TESOL Quarterly, Essential Teachers,	
Language Magazine, etc. (\$212)	
We need to seek funds (BSI money?) to restore a group subscription to Quia,	
an interactive online quiz making tool particularly conducive to ESL. (\$390/10	
instructors)	
c. Facilities – schedule maintenance needs, additional classrooms/labs	
due to growth, remodeling, etc.	
We have been unable to grow easily in the Morning General ESL Program in	
San Marcos due to a lack of classroom space from 8 a.m. to 1 p.m., the times	
when most of our students would prefer to take class; many of our students	
have school-aged children, so offering classes from 1:30 – 4 could be	
impractical. Additional classrooms also continue to be needed in the later part	
of the day from 6 – 10 p.m. in both San Marcos and Escondido. Ideally, these	
rooms would be available in time for advanced scheduling so that the classes	
added could be printed in the class schedule.	
d. Faculty position(s) – faculty priority process and projected full-time	
needs for 1 – 3 years	
To reach the 75 % full time to 25 % part time ratio, we would need to have 2	
additional full timers for this discipline based on the statistics from Fall 2006,	
when 41.25% of the courses in the discipline were taught by part timers. Of	
the 12.25 total FTEF in Fall 2006, only 7.20 is full time FTEF. Using the 75%	
to 25% ratio, we would need 9.19 full time FTEF and 3.06 part time FTEF,	
hence the difference of 1.99 full time FTEF. In conclusion, we are almost	
exactly 2 full timers short in the discipline.	
e. Staff position(s) – changes in instructional or support needs due to	
program growth, new technology, etc.	

The addition of at least a part-time ESL student specialist in Escondido could have contributed to the growth in the number of credit students and classes. ESL students in noncredit classes are able to receive information and discuss taking credit classes in the future. Having an ESL student specialist full-time in Escondido perhaps would further this growth.	
f. Other	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

The department would like to implement some type of early alert system for both credit and non-credit. During the first four weeks of the semester, instructors will identify unsuccessful students, hold individual conferences with these students, and if necessary, refer them to the ESL Student Specialist for further assistance. This early alert system is linked to Palomar's Strategic Plan 2009 in the area of student success. Specifically, it will help to define and communicate classroom and college expectations of students that foster shared responsibility for learning outcomes. It will also help to increase student awareness and use of services that support student success. At a minimum, we would like to see if this early alert system will make a difference in student retention.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

A learning outcome for ESL 101 through ESL 103 is to write five-paragraph essays. To measure this outcome, the students must write an in-class essay as part of their final exam.

b. Discuss a learning outcome that is observable yet difficult to measure.

Several learning outcomes in our two pronunciation classes are in this category, for example, this learning outcome for ESL 9: Students will be able to pronounce English vowel and consonant sounds in a native-like manner.

We are very pleased with our increased credit enrollment due to the success of EAP. We are also very proud to be sustaining our retention rate.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

It would be very helpful for the Office of Research and Planning to provide us with data indicating where ESL 36 students end up upon completing the course. This information would help us understand the intended goals of these students (academic, vocational, etc.) better and shape a more sensible articulation between ESL 36 and other credit courses offered in the department.

For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on

Garv Sosa

10. Other comments, recommendations:

Shavla Sivert

9.

We know this is a brand-new way of doing our IRP, but in the future, it would be very helpful to provide us with an actual example for us to follow along as we answer each of these questions.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Colleen Weldele	Nimoli Madan, Tracy Fung
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partment Chair/Designee Discipline Review and Signature	Date
ent Chair/Designee Discipline Review and Signature	Date

Division Dean Review and Signature

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.

Date