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: Non-Credit ESL Dept (N ABED, N BASC, N CTZN, N ESL, CNED)   _____

Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	2,782	2,950	3,141	*Self Explanatory*
Census Enrollment Load %	112.63%	125.85%	124.15%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	10,981	10,116	10,470	Weekly Student Contact Hours
FTES	366.05	337.19	349.01	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	31.60	28.61	29.45	Total Full-Time Equivalent Faculty
WSCH/FTEF	348	354	356	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	0.60	1.50	0.25	FTEF from Contract Faculty
Hourly FTEF	31.00	27.11	29.20	FTEF from Hourly Faculty
Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	31.00	27.11	29.20	Hourly FTEF + Overload FTEF
Part-Time FTEF %	98.10%	94.76%	99.15%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	100.00%	100.00%	100.00%	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	87.50%	83.33%	50.00%	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.

Over the past three years, we have had a steady increase in the number of students enrolling in non-credit ESL classes at various sites, and the resultant WSCH/FTES have also been growing.

The need for non-credit classes is tremendous. There continues to be an overload of students who need to register in non-credit classes. Many of these students are not able to register because there are not sufficient rooms to accommodate more classes. Consequently, a number of students stay waitlisted for the entire semester.

Even though we continued to overbook students vis-à-vis the maximum number of chairs in each classroom, our WSCH in Fall 06 still was not up to the Fall 04

level. A high WSCH is crucial because this is how these classes get funded.

We notice the big drop of WSCH from Fall 04 to Fall 05. This may be because we changed our four major General ESL programs from 12 hours a week to 10 hours a week in 2005.

We may also need to rethink an earlier department "no subs" policy when a teacher calls in sick for just one day, as by this policy, we had to cancel the whole class and thus lost the WSCH.

Finally, we notice that these non-credit classes were almost exclusively taught by part-timers and that there was actually a decrease in full-time FTEF. We should both encourage current full-time faculty to teach non-credit classes and advocate hiring new full-time faculty for these classes in order to better serve our non-credit students.

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.) In order to bring all of the sites into synch in terms of material covered as well as textbooks used and to better reflect student outcomes as agreed upon by the curriculum committee, in 2007, our department completed the revision of the curriculum of non-credit ESL courses, NESL 301 to 303, as part of the revision of the general ESL program at the college. A textbook pool was established to facilitate a more uniform use of textbooks for each level of non-credit ESL. For example, the Fallbrook night program decided to try using the same textbook series for the three levels taught in the program. We will evaluate the effectiveness of the curriculum changes by looking at rates of student retention and student success, and also the rate of transfer to credit ESL classes. We will establish workable achievement checklists for each level to better determine whether students have met the course objectives. We will issue our new English as a Second Language Noncredit Certificate of Completion to our level-6 students who successfully complete the course of Intermediate ESL III. When level 6 is offered as a credit course during a regular semester when the students apply for the Certificate of completion, we will substitute the credit course (ESL 36) for the non-credit course (NESL 306). We will issue our new Adult Basic Education Noncredit Certificate of Completion to our INEA students who successfully complete the course of Literacy/Adult Basic Education II.	
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) Based on data analysis of enrollment numbers, we have found it hard to add a credit ESL 34 class both in the Fallbrook and in Escondido Morning programs. Thus, our department added non-credit VESL to the Fallbrook program in Fall 2007. We plan on seeking ways to grow the VESL program at Fallbrook through advising and community outreach. Within the VESL course, we will try to increase the number of vocational programs offered at Fallbrook. We have also added a combined credit/non-credit VESL class to the	

Escondido Morning program in Spring 2008.

Offering low-intermediate students a way to continue their education in English other than following an academic route, both of these new VESL classes should help to both accommodate and diversify the growth.

Also at Fallbrook, we decided to eliminate a NESL 301 class in order to make away from offering each level as a two-semester (class a & class b) course.

In Escondido, there has been a significant increase in the number of students taking classes at night. The number of non-credit classes offered at 7:00 has increased from 5 classes in 2005 to 8 classes in 2006 and 2007.

We have expanded the Saturday Citizenship class from San Marcos to Escondido. We added back the NESL 300 class at Rainbow. We will soon add another new NESL 300 class at the San Marcos Head Start facility on Los Vallecitos Boulevard.

The NABED 201/202 class at the Interfaith Community Service in Escondido needs to officially adjust and publish the class time to reflect the reality and necessity of accommodating the needs of the students.

Each semester, there is an increase in the number of non-credit students in San Marcos. Hence, there is a need of opening more classes.

The non-credit Saturday computer class in Escondido is typically extremely popular and full, and students have requested a similar class during the week.

It would also be a good idea and serve a different population if we schedule a Friday morning non-credit grammar class in Escondido.

4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. To facilitate assessment testing, the Fallbrook ESL Center acquired a wireless system and a mobile lab with 28 notebook computers and a wireless printer. We need to install an audio system in the lab in the Fallbrook Center. Currently, we are unable to present any software or digital program that has an audio feature. 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 classrooms. ($10000) We need to seek block grant money to purchase a lab license of the lab classroom management software Synchroneyes to equip ESC-101, a CSIS lab that we expect to use for our morning General ESL classes in Escondido. 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 seek VTEA funding for our VESL-related needs. We will establish a fax line in our front office to facilitate such communication as textbook orders and noncredit student application forms with teachers in outlying locations such as Camp Pendleton.	
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. Study skills component of the curriculum for General ESL
6. Computer literacy component of the curriculum for General ESL
7. 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
8. A continuum of entry core skills requirements from level to level
9. Intra-dept. teacher-to-teacher "swap shops" to share ideas on a teaching theme
10. Collection and compilation of classroom ideas in a drawer/binder/database
11. Tutor training
12. Individual tutoring
13. Designing a visual, informative road map to show students how to reach their future career goals
14. 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 would also like to seek funds (BSI money?) for the dept. to possibly 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/yr)

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)

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c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.

The Fallbrook ESL Center office recently moved into a remodeled office with new furniture, storage rooms, a sixteen-seat computer lab, a private office and large counter and desk area for staff. The new office better serves both the credit and non-credit students at Fallbrook, as well as provides an improved working environment for the staff and faculty.

Also, due to the difficulties in scheduling classrooms at the high school site, we have been very conservative in offering new courses. At present, our classes are no longer all clustered together in the same part of the campus. We would like to be able to schedule ESL classes to be in classrooms that are in close proximity to each other for safety and administrative reasons. Due to the limits on classroom use imposed by Fallbrook High, this will be a challenge. We appear to be in a holding pattern until Palomar's new Fallbrook campus is built in 2010.

In the Escondido Center, at this point it is difficult to continue adding classes as needed at night due to lack of rooms available.

In San Marcos, we continue to have waiting lists for our non-credit classes. For example, even though some classes in the evening hold up to a maximum of 45 students, there is still a number of students placed on the waitlists, as illustrated in the following table.

Waitlist Numbers Fall 2007, San Marcos

	Morning	Afternoon	Evening
NESL 301	8/ 3 registered	0	30/15
NESL 302	29/ 11 registered	0	31/5
NESL 303	17/ 3 registered	6/ 0 registered	24/16
Total	54/ 19 registered	6	84/ 36 registered

While the waitlist numbers vary from level to level between semesters, the point is that many students on the waitlists cannot register because there is nowhere to schedule more classes.

The maintenance of rooms is imperative. Many students and instructors in San Marcos have complained about the AC malfunctioning, the projectors not working, the rooms not being clean, among others.

Last but not least, in San Marcos we need a bigger office with enough space to assist students better.

d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years

We will hire a full-time faculty with a major portion of his or her teaching assignment in non-credit classes. The position has already been approved and advertised; the selection process is expected to be completed by the end of Spring 2008.

Mainly because of the lopsidedness of the full-time vs. part-time instructor

ratio in the department as well as the near 100% of the total FTEF taught by part-time faculty, we plan to apply for another full-time faculty position in the next go-around. Once again, this new full-time faculty member would ideally have a major portion of his or her teaching assignment in non-credit classes.	
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. We will use NCM funds to hire a full-time ESL Student Specialist based in Escondido. The Escondido evening program has expanded significantly in the area of non-credit classes. At 7:00, there has been an increase from 5 to 8 noncredit classes offered. Two of these added classes are level 3 classes, which is the point at which students begin considering their future courses and deciding whether or not to move into taking credit classes. Having a full-time specialist is particularly valuable for these students. However, if the full-time position is impossible, at a minimum, we will restore the 45% position to replace Juan Gonzalez, the former Escondido-based part-time ESL Student Specialist who has been hired as a Program Assistant for San Marcos. Having a full-time Program Assistant in Escondido is a positive achievement of the last 3 years that has truly benefited our students and programs there. But because the evening programs in Escondido have really grown, there are too many students for just one staff person to handle. Ideally, we should add another full-time staff worker in Escondido. However, if the full-time position is impossible, we will try a 45% position at a minimum so that we don't have to depend so much on student workers.	
f. Other We would like to seek more assistance from the Communications Office in advertising our classes in Spanish radio and TV stations as well as in reaching out to more areas in our district to recruit the vast number of ESL students. A 2006 Census Bureau report indicates the high percentages of the people who "speak English less than very well" in the three big cities in our district as follows: Escondido: 25.8%; Vista: 25%; and San Marcos: 17.8%. The potential for us to serve these residents is huge if we had enough resources to recruit them and to market our courses.	

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.

Each level in our General ESL program has a specific course objective for a successful student to recognize and use level-specific grammatical forms in appropriate word order and context, for example. To measure student learning of this outcome, the Evening General ESL programs in San Marcos have used an in-house grammar exit test at the end of each semester as one of the assessment tools.

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

7.   Describe a discipline accomplishment that you want to share with the college community.

For the first time, we will actually award the official English as a Second Language Noncredit Certificate of Completion and Adult Basic Education Noncredit Certificate of Completion in Spring 2008.

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

It would be helpful for the Office of Research and Planning to have included in the 3-year trend data how many non-credit ESL students transition to credit. This would have helped us determine if there has been an increase or decrease and analyze possible causes in order to make adjustments and improvements.

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

10. Other comments, recommendations:

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 as we answer each of these questions.

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

Shayla Sivert, Gary Sosa, Jorge Villalobos   **Nimoli Madan**

Tracy Fung   **Marty Furch**

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

* 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.