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)

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Instructional Discipline Reviewed   **2007-08**

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	141.19	143.27	170.03	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	0.72	0.79	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.*

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

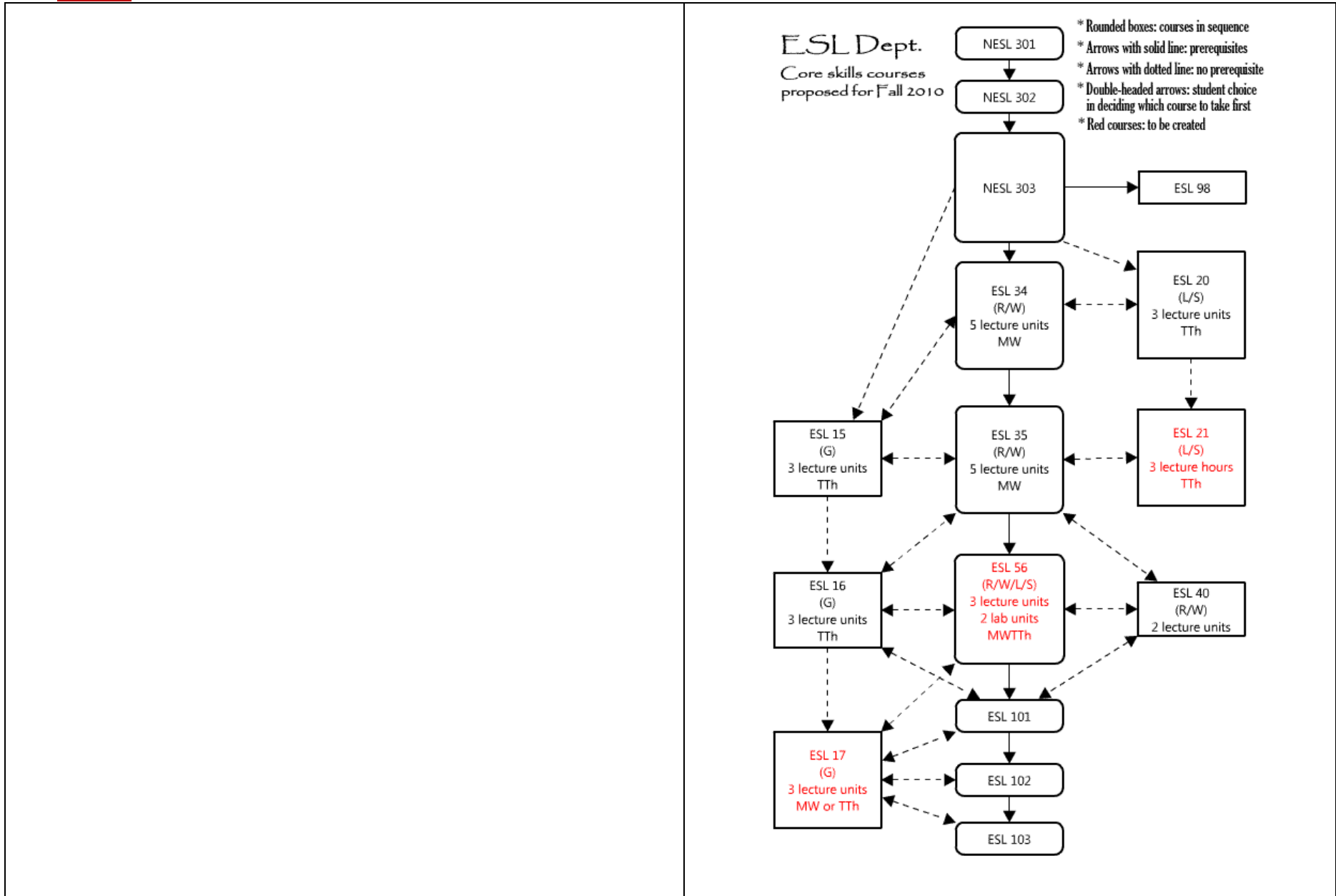| PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) *Our department rewrote the curriculum for ESL 3 through ESL 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 7th 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.*	The Academic ESL Program Coordinator continues to work with the Cal-Pass group, meeting with the teachers and counselors from area high schools to explore ways to better prepare high school student transitions to college. So far, though, no new course has resulted in being offered in the high school due to difficulty in enrolling targeted students. We have succeeded in having students finishing ESL 36 apply for the official English as a Second Language Non-Credit Certificate of Completion by substituting ESL 36 for NESL 306. The spring of 09 semester will be the third time we have done so. The curriculum for the credit General ESL Program (i.e. ESL 3 through ESL 36) continues to evolve. As part of the effort to list separate lecture and lab hours for each of these courses, the dept. has decided to let ESL 3 become deactivated by no longer offering this level of course as a credit course (its non-credit counterpart NESL 303 will be the sole catalogue title and number for this course). In order to clearly distinguish lecture and lab hours in three intermediate-level credit courses—the ESL 34, 35, & 36 sequence—and in an attempt to show necessary ESL improvement rate on ARCC as well as to comply with the CB21 distinctions, the following restructuring of ESL courses has been proposed: ESL 34 & 35 are to become five-unit courses that focus on reading and writing skills. All five hours will be designated lecture hours. ESL 34 shall be designated as CB21-C, and ESL 35 shall be designated as CB21-B in relation to ESL 101. New CORs for these courses, along with SLOs, will be developed and entered into Curricunet by the Sept. 09 prelaunch deadline in order for these curricular changes to take effect in fall 2010. ESL 20 will be engineered to align with ESL 34 and will handle the listening/speaking load of the current ESL 34—as well as possibly include the CAP portion of ESL 34. The current ESL 20 COR will be adapted to twin with the new, five-unit ESL 34. ESL 20 shall remain a three-unit

| | lecture course. |
| | A new ESL 21 shall be developed to follow ESL 20 and be twinned with the new, 5-unit ESL 35. ESL 21 will handle the listening/speaking load of the current ESL 35. A new COR for this course will be developed. ESL 21 shall also be a three-unit lecture course.

ESL 36 shall be renamed ESL 56, but maintain its current COR and focus. The course shall remain a ten-hour-a-week course, but will be designated as three (3) hours of lecture and seven (7) hours of lab. Thus, the total unit load for ESL 56 shall be five credit units. ESL 56 shall be a multi-skills course, just as ESL 36 is now, and be designated as $CB21-A$ in relation to ESL 101. Morphing ESL 36 into ESL 56 ensures that this course is not listed as basic skills, enabling ESL 56 to act as an appropriate bridge to ESL 101, a transfer level class.

A new ESL 17 shall be developed to provide a needed third level for our current grammar course sequence (ESL 15 and ESL 16). ESL 17 shall be a three-unit lecture course. A new COR shall be developed.

In making these changes, we are mindful of an administrative necessity of not adding more unit hours to our current line-up. Turning ESL 34 and 35 from our current 10-hour-a-week-lecture-lab courses into focused, five-unit lecture courses means that we have 10 class hours at our disposal to develop new courses. ESL 20 already exists, so we won't need any added units/hours on it. The proposed ESL 21 shall be three lecture units, bringing our free-for-development hours total down to seven. The new ESL 17 shall be three units, bringing our "free" total to four. We are therefore still left with four open units/hours for later use.

The following flowchart shows our new course design, proposed to take effect in the fall 2010 semester: |

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ESL Dept.
Core skills courses proposed for Fall 2010

* Rounded boxes: courses in sequence
* Arrows with solid line: prerequisites
* Arrows with dotted line: no prerequisite
* Double-headed arrows: student choice in deciding which course to take first
* Red courses: to be created

NESL 301

NESL 302

NESL 303 → ESL 98

ESL 34
(R/W)
5 lecture units
MW

ESL 20
(L/S)
3 lecture units
TTh

ESL 15
(G)
3 lecture units
TTh

ESL 35
(R/W)
5 lecture units
MW

ESL 21
(L/S)
3 lecture hours
TTh

ESL 16
(G)
3 lecture units
TTh

ESL 56
(R/W/L/S)
3 lecture units
2 lab units
MWTTh

ESL 40
(R/W)
2 lecture units

ESL 101

ESL 17
(G)
3 lecture units
MW or TTh

ESL 102

ESL 103

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.*	We have scheduled an ESL 10 course on Saturdays and the enrollment is good. We plan to alternate offering an ESL 9 Saturday course in fall semesters and an ESL 10 Saturday course in spring semesters. With the exception of 4:30 programs both in San Marcos and, to a lesser extent, in Escondido, all the credit courses have seen healthy enrollments. If the credit courses offered at 4:30 continue to see low enrollments despite increased marketing efforts, we will make necessary adjustments. In the not-so-distant future, we hope to adapt some of our ESL courses toward online facilitation with the goal of serving new populations of students with the desire to improve their English—and take courses at a community college—at distance. These courses could be taken for credit or could be taken as non-credit and reach "wired" populations beyond the physical reach of Palomar College and its satellite campuses.

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. *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 have upgraded A-12, A-13, and A-14 to be smart classrooms. The podiums purchased for these rooms appear to be a waste, however, as teachers push them to the side. Small teachers' desks, as originally planned, would have been more useful. With the TLC scheduled to be up and running in the fall 2009 semester in Escondido, we anticipate increased license fees for all of our ESL software.

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.*	Thanks to the block grant, we have purchased two bags of CPS clickers, with each bag containing 32 clickers. We would still like to be able to purchase at least one **new** notebook computer for check out by faculty for the purpose of conference preparations and presentations and special projects. We now have need of a laser color printer for the whole department to use. Perkins funds for program improvement continue to support our VESL program.
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*	The college continues to reimburse business mileage claims by coordinators who regularly travel between two job sites without touching their residences during such travels. With some exceptions, we have not been able to secure Basic Skills funding for all of the department's BSI projects and requests as listed. The reasons given are: 1. The state has put narrow limits on BSI funds. 2. The college has an action plan that must be funded first. 3. We should not chew on more than we can handle. However, it is hoped that when the college implements its accreditation-triggered planning agendas—one of which mentions the need to implement, evaluate, and revise the Basic Skills Action Plan--more BSI funding could be allotted to support some of the unmet ESL-specific needs listed.

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.*	With the opening of the Natural Science building in Fall 07, the recent installation of the Mobile classrooms on Parking Lot 2, and the class cancellations necessitated by the recent state budget crisis, classroom squeeze on the main campus seems to ease a bit for us in San Marcos.
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.*	We remain in need of one more full-time faculty position despite the fact we succeeded in hiring a full-timer during the last round of hiring. With an anticipated retirement of a full-timer at the end of the fall 2009 semester, we will be back to being two full-timers short.
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.	We succeeded in hiring the part-time ESL student specialist in the spring 08 semester for Escondido.

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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.

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

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.

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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 along 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**

 Colleen Weldele   **Nimoli Madan, Tracy Fung**

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

Division Dean Review and Signature   **Date**

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Please identify faculty and staff who participated in the development of the reviewer's <u>progress/status report</u> -
Input Names Here:
Nimoli Madan, Gary Sosa, Larry Lawson, Heather Weldele

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

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Division Dean Review and Signature   **Date**