

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

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	<i>Self Explanatory</i>
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.

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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
<p>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.)</p> <p>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.</p> <p>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.</p> <p>We will establish workable achievement checklists for each level to better determine whether students have met the course objectives.</p> <p>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</p>	<p>We have succeeded in issuing both the English as a Second Language Non-Credit Certificates of Completion and the Adult Basic Education Non-Credit Certificates of Completion. The spring of 09 semester will be the third time we have done so.</p> <p>All non-credit faculty have access to the textbook pool and have in fact coordinated their textbook selections for the same levels within a particular program. For example, all but one faculty in Fallbrook have used the same textbook series, which has three levels, for NESL 301 to NESL 303. All Fallbrook faculty’s selections of textbook are from the textbook pool.</p> <p>In Escondido, all faculty teaching NESL 301 to NESL 303 have chosen the same grammar textbooks from the textbook pool. The morning General ESL coordinator in Escondido plans to coordinate with the Evening coordinator there in order to try to order the same textbooks across the three programs there (8:30, 4:30, and 7:00 programs). This will make it easier for students to come to school at a different time if they have a shift or job change. For the same reason, the two PM programs in San Marcos have always chosen the exact same textbooks by the level and across the two programs.</p> <p>We have yet to request that the college’s Research and Planning Office conduct a tracking study to see the rate of transfer from non-credit to credit, particularly comparing the rates before and after the fall 08</p>

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<p>will substitute the credit course (ESL 36) for the non-credit course (NESL 306).</p> <p>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.</p>	<p>semester when our last revised curriculum went into effect.</p> <p>A checklist of objectives has been developed for each non-credit level.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>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.</p> <p>We have also added a combined credit/non-credit VESL class to the Escondido Morning program in Spring 2008.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Each semester, there is an increase in the number of non-credit students in</p>	<p>The non-credit VESL course at Fallbrook appears to be successful and growing. We have added a career choice to the study program in that non-credit course.</p> <p>The credit/non-credit combined VESL course in the Escondido Morning Program has not made due to low enrollment. We will try it again starting in the summer session of 2009, when we are scheduled to build a non-credit VESL course in Escondido Morning Program and, if successful, we will continue to offer the VESL course as credit/non-credit combined from the fall 09 semester onward.</p> <p>In order to ensure the success of the VESL course in Escondido Morning Program, the dept. no longer wishes to add a weekday computer class in Escondido as we planned.</p> <p>Most faculty in the dept. are now opposed to offering a non-credit grammar course as they claim that such a course would conflict with our existing credit ESL 15 or ESL 16. Thus, the dept. will not pursue adding a non-credit grammar course on Friday mornings in Escondido.</p> <p>We have officially adjusted and published the class time for the NABED 201/202 class at the Interfaith Community Service in Escondido.</p> <p>The bad economy has changed our student demographics somewhat. As a result, we have seen enrollment in certain courses and programs fluctuate. For example, the intake of our beginning-level students, especially in the evening programs and at outlying sites, has relatively decreased. Due to low enrollment, we have had to cancel our NESL 300 classes in Rainbow, at Camp Pendleton, at AmeriCare, and at the San Marcos Head Start facility on Los Vallecitos Boulevard.</p> <p>Additionally, the current state budget crisis has necessitated many class cancellations. And once a class is canceled, it becomes hard to bring it back since it does not get rolled over from term to term, and we are not</p>

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<p>San Marcos. Hence, there is a need of opening more classes.</p> <p>The non-credit Saturday computer class in Escondido is typically extremely popular and full, and students have requested a similar class during the week.</p> <p>It would also be a good idea and serve a different population if we schedule a Friday morning non-credit grammar class in Escondido.</p>	<p>allowed to add back.</p> <p>Despite the pressures of the economy, however, enrollment in other programs--such as Escondido Morning, Escondido Night, San Marcos Morning, and San Marcos Night--has remained steady. The 11:00 conversation class started in Escondido has become a solid class that attracts students. This is an 8-week long class and has two sessions during the semester. Students who come in during the middle of the semester are able to take this class. Most of these students then transition into our ESL sequence of courses in the following semester.</p>
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>To facilitate assessment testing, the Fallbrook ESL Center acquired a wireless system and a mobile lab with 28 notebook computers and a wireless printer.</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>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)</p> <p>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)</p>	<p>In Fallbrook, we continue to have the mobile lab, which is utilized by VESL. There is, however, an additional expense with the mobile lab as the 28 laptops require new batteries every two to three years. As well, we continue to have the wireless printer. A speaker has been appended to the ceiling in the computer lab that facilitates audio.</p> <p>However, a stable wireless Internet connection must be established at the Fallbrook Center to allow Palomar faculty and students to access the Internet. Currently, Internet access for the approximately 300 students and the ESL faculty is only available in the 16-seat computer lab.</p> <p>Specifically, we would like the college to re-commit to installing a fiber optic line to Fallbrook in order to accomplish these goals:</p> <ol style="list-style-type: none"> 1. implement efficient ESL Compass testing and eventually have year-round testing, 2. permit wireless Internet access and VOIP communication, 3. give ESL staff a quicker, more stable PeopleSoft access 4. help develop community activities that would highlight the ESL program and instill a new community idea of registering for classes early. <p>In San Marcos, we have upgraded A-12, A-13, and A-14 to be smart classrooms. The podiums purchased for these rooms</p>

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<p>We will continue to seek VTEA funding for our VESL-related needs.</p> <p>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.</p>	<p>appear to be a waste, however, as teachers push them to the side. Small teachers' desks, as originally planned, would have been more useful.</p> <p>The Escondido ESL lab will now be open in the afternoons. This will give our students an opportunity to build basic computer skills and language skills after class is over. On the other hand, the addition of a VESL class will limit lab time for non-credit ESL classes in the morning. This is a good time to again explore the availability of some money to get a lab license of the lab classroom management software Synchroneyes to equip ESC-101, a CSIS lab that we can use for our morning General ESL classes in Escondido.</p> <p>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.</p> <p>Thanks to the block grant, we have purchased two bags of CPS clickers, with each bag containing 32 clickers.</p> <p>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.</p> <p>We now have need of a laser color printer for the whole department to use.</p> <p>Due to IS delays, the proposed fax line has yet to be installed. According to Jose Vargas at IS, it will cost \$400 to run the cable from A-6 to A-20 for our proposed fax line. We'll seek block grant money to achieve this goal.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>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.</p> <p>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</p>	<p>Thanks to non-credit matriculation funding and Basic Skills funding, we are able to continue hiring our needed student and short-term employees.</p> <p>The college continues to reimburse business mileage claims by coordinators who regularly travel between two job sites without touching their residences during such travels.</p> <p>With some exceptions, we have not been able to secure Basic</p>

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<p>according to the union contract. (\$2380)</p> <p>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.:</p> <ol style="list-style-type: none"> 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. <p>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 <i>The CATESOL Journal</i>, <i>TESOL Quarterly</i>, <i>Essential Teachers</i>, <i>Language Magazine</i>, etc. (\$212/yr)</p> <p>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)</p>	<p>Skills funding for all of the department's BSI projects and requests as listed. The reasons given are:</p> <ol style="list-style-type: none"> 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. <p>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.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	<p>The Fallbrook ESL Center Office has been functioning well.</p> <p>To facilitate the smooth operation of computer technology in</p>

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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.

Fallbrook, IS must schedule regular onsite maintenance visits to Fallbrook. IS also needs to assign a technician to be exclusively responsible for answering help calls from Fallbrook.

Fallbrook also needs a more permanent bookstore mechanism, especially in light of the growing VESL program there. Because of the self-paced nature of VESL study modules, the VESL students can finish different modules at different times. Thus, they need to have easy access to the bookstore, which carries and sells the study modules.

The Escondido center will soon have the TLC center. We have put together a plan for the Escondido center, which includes all our students' needs. We see the busiest times for ESL student participation in the TLC are on M-Th from 11-1 and 4-830, F 8-12, and on S from 9-12. Drop-in tutoring would be available for a maximum of twice a week for 30 minutes.

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.

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<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>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.</p> <p>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.</p>	<p>Beginning in the fall 2009 semester, two full-time faculty are scheduled to teach non-credit classes in Escondido morning. One full-time faculty is scheduled to teach the credit/non-credit combined VESL class in Escondido morning.</p> <p>Even with the success in the hiring of our newest full-time faculty Lawrence Lawson, who has a major portion of his load in non-credit, we still remain lopsided in the full-time vs. part-time ratio in our non-credit disciplines. Thus, we have requested another full-time faculty position, which currently ranks #7 on the college's hiring priority list. We hope our position can get funded once the current deep recession is over.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>We succeeded in hiring the part-time ESL student specialist in the spring 08 semester for Escondido.</p> <p>We are working on incorporating NCM staff into the dept. so that these employees and the ESL Student Specialists will answer to the dept. chair until we are able to restore the full-time position of NCM Director. Then, this director will report to the dept. chair and handle the maintenance of the NCM budget while supervising the full-time NCM Assistant and all the ESL Student Specialists.</p> <p>We have proposed a new departmental organizational structure to the dean with respect to NCM and INEA (Adult Basic Ed discipline) operations. Currently, the two entities are mixed together administratively out of necessity. As soon as we can, we would like to treat INEA as one of the academic programs in the dept. in that a new full-time faculty will act as its program coordinator and a full-time program assistant will be in charge of the day-to-day operation of the very complex INEA program.</p> <p>To sum up, in addition to the full-time faculty acting as the program coordinator for INEA, we would like to request two new full-time staff positions:</p> <ol style="list-style-type: none"> 1. NCM Director 2. Either NCM Assistant, or Program Assistant for INEA

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<p>f. Other</p> <p>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.</p>	<p>As a future goal of reaching out to the community for VESL, we would like to approach local businesses to co-develop a program that helps students gain the specific English skills required by the business (e.g. nurseries, construction, Etc...). Eventually, a partnership could be crafted where businesses are subsidizing the cost of these specifically tailored courses.</p>
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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.

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

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

**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:**

Nimoli Madan, Gary Sosa, Larry Lawson, Heather Weldele

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date