

## 2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to [idecker@palomar.edu](mailto:idecker@palomar.edu) no later than 3/05/2010.

<b>Department</b> ESL	<b>Department Priority #</b> 1	<input type="checkbox"/> <b>No funding/resources are being requested</b>
<b>Program/Discipline:</b> Eng Second Lang (Credit)		<b>Program/Discipline Priority # FOR 2010-2011:</b> 1

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

<p><b>*2. Data Analysis (restate or summarize the data analysis from the PRP):</b> We are experiencing growth in the higher, credit levels of the General ESL programs, particularly ESL 35 and 36.</p>					
<p><b>*3.a/b. Describe your goal (priority) based on data analysis from the PRP:</b> The ESL Department is responding to the need to restructure its ESL classes and programs. This restructuring will separate lecture and lab in four intermediate credit courses (ESL 34, 35, 36, 98); demonstrate ESL improvement rate reflected on the ARCC reporting; and comply with CB 21 coding. Our goal is to provide prerequisite courses that develop the basic writing and reading skills necessary for our transfer and Vocational ESL courses. These class and program modifications will require advising students and the community of the changes. The modifications will also require academic guidance in order for students to comprehend the impact and implications of the changes in order to make more informed decisions about the classes in which they enroll.</p>					
Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
<b>*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)</b>					
<b>*4.a. Technology (computers, data projectors, document readers, etc.)</b>					
<b>*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)</b>					
<b>*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.</b>	Graphic displays of the program changes need to be designed, printed, and distributed	2-3	\$2,000	2,000	
<b>*4.c. Facilities</b>	Dedicated ESL tutoring space as more students will be seeking tutoring help especially with their writing	2-3			
<b>*4.d. Faculty position</b>	Another full-time faculty member to teach a variety of ESL classes	2-3	\$75,000		\$75,000
<b>*4.e. Classified staff position (contract)</b>	1. Another full-time ESL Student Specialist to orient and help students with the new courses	2-3	\$68,000 for Student Specialist		\$41,000 and \$66,000

\*Numbering parallels sections in original Program Review and Planning document  
Program Review and Planning Supplemental 2009-2010 Form Updated with IPC input 1.28.10  
Reviewed by SPC on 02/02/2010

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	<b>2. Another ESL Program Assistant for Escondido Center</b>		<b>and \$66,000 for Program Assistant</b>		
<b>*4.e. Classified staff position (hourly)</b>	<b>Six tutors</b>	<b>2-3</b>	<b>\$21,000</b>		<b>\$21,000</b>
			<b>TOTAL</b>		
			<b>\$232,000</b>		

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How will you evaluate whether or not you have met your goal/priority with the requested resources?

1. Responses on student questionnaires after meeting with ESL Student Specialists; 2. Responses on student questionnaires after meeting with tutors; 3. Compare success rates of students who went from ESL 36 to ESL 101 to those of students who go from the new degree-applicable course to ESL 101.

What evidence will you provide to reflect the impact these resources had on student learning?

1. Retention and success rates in the new courses and the academic writing courses; 2. Data on the persistence of students who have met with an ESL Student Specialist compared to those who haven't; 3. Data on the number of students meeting with tutors and their success rates

**\*5. Strategic Plan goal or objective addressed by this priority:**

[http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009\\_book%20as%20printed.pdf](http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf)

**Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences.**

**Course(s) & SLO(s) addressed by this priority:** <http://www.curricunet.com/Palomar/>

**ESL 35: Students will be able to write an in-class short composition (up to 250 words) on a topic which has been discussed in class. The writing addresses the topic, demonstrates development, uses a range of vocabulary and sentence structure, and has general control of spelling and mechanics. ESL 36: Students will be able to write an in-class multi-paragraph essay which expresses a main idea with supporting details as well as demonstrates good control over basic grammatical structures including sentence boundaries, subject-verb agreement, and verb tense consistency. ESL 101: Students should be able to write a five-paragraph, unified, coherent expository essay with sentence variety and appropriate grammar. ESL 102: Students should be able to write a five-paragraph, unified, coherent expository essay with sentence variety and appropriate grammar, supported by a**

**Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline):**

<http://www.curricunet.com/Palomar/>

**An SLO for the new credit sequence of courses and one for the noncredit program will be developed.**

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	<p><b>selected reading. ESL 103: Students should be able to write a five-paragraph, unified, coherent expository essay with sentence variety and appropriate grammar, supported by multiple outside sources in response to selected readings.</b></p>	
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**6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?  
Working on course SLOs has helped us to look at our sequences of courses and determine that we need to align the learning outcomes appropriately. This is especially important as we make curriculum and program changes.**

**Individuals completing this Program Review and Planning Supplemental document:**

<b>Name(s):</b>	<b>Signatures:</b>	<b>Date:</b>
Carol Lowther		
Marty Furch		
Gary Sosa		
Lee Chen		