

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 no later than 3/05/2010.

Department ESL	Department Priority # 2	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: Non-Credit ESL (N ABED, N CTZN, NESL)		Program/Discipline Priority # FOR 2010-2011: 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>*2. Data Analysis (restate or summarize the data analysis from the PRP): The WSCH/FTEF had been growing for three years and then dropped in 2007 as did the FTES</p>					
<p>*3.a/b. Describe your goal (priority) based on data analysis from the PRP: Increase the number of students moving from noncredit to credit classes. In order to prepare noncredit students technologically, all need access to an ESL computer lab. In addition, someone is needed to oversee the Noncredit Matriculation budget and supervise the ESL Student Specialists as well as to organize and oversee the outreach activities that are specifically designed for ESL students.</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
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)					
*4.a. Technology (computers, data projectors, document readers, etc.)					
*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)					
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.					
*4.c. Facilities					
*4.d. Faculty position	Another full-time faculty member to teach a variety of ESL classes	8	\$75,000		\$75,000
*4.e. Classified staff position (contract)	Noncredit Matriculation Director	8	\$77,000		\$77,000
*4.e. Classified staff position (hourly)	Instructional Support Assistant I for computer lab	6	\$66,000		\$66,000
			TOTAL \$218,000		

*Numbering parallels sections in original Program Review and Planning document
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How will you evaluate whether or not you have met your goal/priority with the requested resources?
1. Look at WSCH/FTEF and FTES; 2. Student questionnaire about understanding of new programs and the transition from noncredit to credit courses

What evidence will you provide to reflect the impact these resources had on student learning?
Student responses on the questionnaire would reflect the impact the Noncredit Matriculation Director has had on how informed the students are of the program changes. An increase in the number of students moving from the noncredit to the credit program would also demonstrate the impact of having a NCM Director.

<p>*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</p> <p>Objective 2.2: Examine the processes by which students progress through English, mathematics, reading, and ESL sequences. Objective 2.3: Implement the GRAD campaign which encourages students to take responsibility for achieving their educational goals. Objective 3.4: Implement SLOACs and SAOADs at the course, program, and institutional level to further improve institutional effectiveness.</p>	<p>Course(s) & SLO(s) addressed by this priority: http://www.curricunet.com/Palomar/</p> <p>NESL301: Students will label objects commonly seen in the home and the community. NESL302: Students will orally describe everyday activities in comprehensible English. NESL303: Students will use appropriate word order, verb tense, prepositions, adjectives, punctuation, and common vocabulary in writing a short description.</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline): http://www.curricunet.com/Palomar/</p> <p>Noncredit program and INEA program SLOs will be written</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?
The majority of courses will begin assessing SLOs during the spring 2010 semester. Defining and aligning SLOs of the courses within the various programs will help in the restructuring of the curriculum.

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Carol Lowther		
Marty Furch		
Lee Chen		
Nimoli Madan		

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