

**BASIC PROGRAM INFORMATION**

*Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:*

**Discipline Name:** Credit ESL

**Department Name:** ESL

**Division Name:** Literature and Languages

Please list all participants in this Program Review :

Name	Position
Tracy Fung	ESL Professor
Nimoli Madan	ESL Professor
Carol Lowther	ESL Professor

**Number of Full Time Faculty:** 5

**Number of Part Time Faculty:** 4

**Please list the Classified positions (and their FTE) that support this discipline:**

Monica Galindo, Academic Department Assistant (1 FTE)  
 Patricia Alvarado: Support Specialist I (1 FTE)  
 Claudia Hernandez: Support Specialist I (1 FTE)  
 Marcela Gomez: ESL Advisor (1 FTE)  
 Carmelino Cruz: ESL Matriculation Coordinator (1 FTE)  
 Yolanda Wilson: Instructional Support Assistant III (1 FTE)

**What additional hourly staff support this discipline and/or department:**

ESL tutors  
 Yetnaleci Ortiz—ESC, PM  
 Citalli Vega—SM, PM

**Discipline mission statement:** [Link to "How to Build a Mission Statement"](#)

The mission of the ESL Department at Palomar College is to equip students whose first language is not English with the language and cultural proficiencies required for the fulfillment of personal, career, academic, and citizenship goals so that they may participate fully in society. We provide opportunities for students to learn English that is accurate and appropriate in academic and community settings. Our curriculum integrates language acquisition with relevant life experiences so that students engage in critical thinking, problem solving, and strategies for self-sufficiency. In this way, our program connects students to college and career pathways and fosters a commitment to lifelong learning.

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**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

None

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Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

### SECTION 1: PROGRAM REFLECTION

#### 1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

In Fall 2015, our enrollment at census, enrollment caps and WSCH were at their lowest points since 2010. However, the fill rate was higher by 13%. These numbers are probably due to required class cancellations.

Our success rate of 80.7% continues our departmental trend towards high success rates above the institutional standard rate. This was a slight increase in Fall 2015. Our retention rate is equally impressive at 95.6%. This speaks to the quality of the program that we offer our students as well as the quality of our instructors.

**1B. Standards:** ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

#### Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is **70%**.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

This is the institutional standard rate. In our discipline we offer both both basic skills and transfer level courses, and we often receive under-prepared students. This 70% success rate is our minimum acceptable success rate for all of our classes although we would anticipate continued higher success rates in our department.

#### 1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

In Fall 2015, we were offering a highly successful learning community course known as LeapStart. This learning community linked ESL courses and reading courses with the goal of accelerating students' path to English 100.

We also began offering a 4-8 week summer bridge program known as ESL Jam. This extremely successful program in San Marcos was extended to our Escondido campus in summer 2016, and we anticipate its continued success in summer 2017 as well.

Offering these types of programs and seeing our students succeed in them are proud moments for our department and motivate us to continue pursuing other methods of ensuring student success.

#### 1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

This Fall, 2017, is the first semester that we will be offering an accelerated course, ESL 105. We intend to offer the second accelerated course in the sequence, ESL 106, in the spring of 2018. These six-unit courses are designed to help students complete two ESL levels in a single semester and thus progress more rapidly towards English 100.

In addition, we are in the process of making changes to the Course Outlines of Record for our academic writing courses, ESL 101-103. With the addition of ESL 45 and 55, students are being introduced to academic writing earlier which enables us to provide more rigorous writing assignments in the higher levels. Also, reading is an integral part of writing, yet the current Course Outlines do not reflect this, so we want to incorporate it in the curriculum. The goal is to better prepare our students for all academic writing scenarios and not just prepare them to be successful in English 100 as has been the previous focus.

#### 1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Previously, we had planned to continue with our successful LeapStart program, but unfortunately, it had to be canceled.

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**1F. SLOACs:** Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? **Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

The following SLOs were assessed this past year:

One section of ESL 13 was given a timed-writing assignment requiring the use of modal verbs. 78% of the students used 5 or more modals perfectly. 91% used 4 or more modals correctly. The results indicated that students are able to use the modal verbs correctly. There were no concerns or issues related to this SLO or its assessment. The next planned assessment for ESL 13 is Spring 2019.

The ESL 55 SLO was assessed in Spring 2016 with sixty students writing the composition. Almost 92% received 70% or higher and 48% received 80% or higher, so the results were satisfactory and very similar to our previous assessment of this SLO.



**SECTION 2: PROGRAM GOALS**

**2A. Progress on Previous Year's Goals:** Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Offer learning community and accelerated courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Increase the use of ESL Tutoring Center	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase enrollment in our credit courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Create a "Pedagogy of Acceleration" training program for ESL and ELL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Create a "Vocabulary Skills Toolkit and Training" program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**2B. New Discipline Goals:** Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Offer learning community and accelerated courses
Strategies for implementation	Offering accelerated classes ESL 105 and 106
Timeline for Implementation	Offer 105 in Fall 2017 and 106 in Spring 2018
Outcome(s) expected (qualitative/quantitative)	Two courses successfully offered
GOAL #2	
Program or discipline goal	Increase enrollment in our credit courses
Strategies for implementation	We anticipate hiring an ESL student specialist for the Escondido center and filling vacant program assistant positions in San Marcos and Fallbrook. These individuals play key roles in helping our credit students enroll and in ensuring a smooth transition for noncredit students into credit courses.  We also plan to begin offering credit classes at the north and south centers based on the demographics of the two areas.
Timeline for Implementation	ASAP
Outcome(s) expected (qualitative/quantitative)	Increased credit student enrollment in our basic skills credit classes.
GOAL #3	
Program or discipline goal	Change the ESL 101-103 Course Outlines
Strategies for implementation	We have been getting input from all of the 101-103 instructors and will continue to do so. Once these ideas have been incorporated into the curriculum, instructors will teach the courses with these changes while giving feedback so further changes can be made.
Timeline for Implementation	Fall 2017 being the initial semester in which the changes are incorporated.
Outcome(s) expected (qualitative/quantitative)	Less repetition in course content with a clearer progression of skills.

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Department Chair/  
Designee Signature: \_\_\_\_\_

Date: 4/3/2017 \_\_\_\_\_

Division Dean Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Vice President Signature: \_\_\_\_\_

Date: \_\_\_\_\_