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: Non-Credit ESL

Department Name: ESL

Division Name: Languages and Literature

Please list all participants in this Program Review :

Name	Position
Gary Sosa	ESL Professor
Lawrence Lawson	ESL Associate Professor
Matthew Pizzorno	ESL Instructor
Monica Galindo	ADA

Number of Full Time Faculty: 2   **Number of Part Time Faculty:** 1

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:

Nazaret Aragon de Martinez—Fallbrook
Yerania Camacho—Fallbrook
Roberto Martinez—Fallbrook
Yetnaleci Ortiz—ESC, PM
Nataly Roca—ESC, Computer Lab
Citalli Vega—SM, PM
Student Employees at San Marcos Office and Computer Lab

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.

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

None

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.

Between Fall 2014 and Fall 2015, when analyzing NESL and NABED combined data, we see an uptick in Census Enrollment, Fill Rate, Weekly Student Contact Hours, FTES, and WSCH/FTEF. We have, approximately, 100 more students across NESL/NABED during that time frame. There are a few reasons for this: net gains in course offerings and a purposeful elongation of our registration timeline (we began to accept students into our Non-Credit programs for the first six weeks of the semester (instead of the first two)). We settled on six weeks as it gave us a good balance between allowing late registration and minimizing the negative impact on students' learning.

In Fall 2015, we saw some fluctuation in our course offerings (sections were added at one site while closed at another site, for example). This fluctuation can be seen in the drop in Total FTEF, Hourly FTEF, Part-Time FTEF, and the percent of Total FTEF taught by Part-Time Faculty. Simply put, we had fewer instructors in Fall 2015 than we did in Fall 2014, yet we had more students. In fact, we have more NESL + ABED students in Fall 2015 than we had in any other semester covered by the PRP Summary Source Report (Falls of 10-15).

Allowing individual sites flexibility in adding more course when waitlists were long or new course needs were expressed allowed us to increase the number of students we served. We hope such flexibility in scheduling will continue.

More students in Fall 2015 (over Fall 2014) meant that we had higher WSCH in Fall 2015 (over Fall 2014). (The delta from Fall 2014 to Fall 2015 is +272 WSCH.) That means, of course, that we were able to retain more of the students that started the semester with us. A sizeable jump over Fall 2014's efficiency. However, in all the other semesters noted in this data (Fall 2010, 2011, 2012, and 2013), the department was able to generate slightly more WSCH with slightly fewer Census Day Enrollments (Fall 2010, however, showed a more-than-slight difference: 181 fewer students and 273 more WSCH.) Analyzing the data in this way leads us to believe we should spend more time discussing retention strategies with our colleagues.

The data also shows that the Fill Rate was more efficient in Fall 2015 (96%) than in previous Falls 10-14 (87%, 84%, 86%, 73%, and 71%). Thus, we had fewer empty seats and fuller classes (though, one would argue, the 45+ classes we had, at least in Escondido, in NESL 301 is a detriment to student learning. We hope efficiency can be balanced more favorably with student success.

The same trends are noted when when NESL or NABED numbers are looked at separately. Notably, the increase in WSCH in NABED (INEA) classes was 220 between Fall 2014 and Fall 2015. In fact, the WSCH for NABED in Fall 2015 was the heist recorded in the time period presented in the PRP Summary Source Report (Falls 10-15). This is particularly notable as WSCH generated in Fall 2015 in NABED was generated with fewer students than previous semesters. Fall 2015 was also the first semester than we offered NABED classes at the Escondido Center, so that certainly helped our numbers.

1B. Standards: ACCJC requires that colleges establish <u>institutional</u> and <u>program</u> 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?

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

The enrollment of non-credit students at the Escondido Center, especially in the evening program, has been growing steadily from 548 in fall 2013 to 738 in fall 2016. We have had to add classes in the evening program to accommodate the need for ESL

instruction.

Also we are proud of the efforts our faculty and staff have made to grow the Career Track program. The numbers of CT ESL students have increased by 112% from 39 to 86. While the growth may not seem very large, but when taking into account the lack of an ESL Specialist to guide and encourage students to continue with their education at Palomar, those numbers are very significant.

LEAPstart 1.0, our first attempt at acceleration, in ESL winding down (AY 16-17 being the last year we're offering the program before transitioning to LEAPstart 2.0 in AY 17-18). The class has successfully moved dozens of students through Academic ESL (more quickly) and into English 100, where they found success because of the accelerated curriculum.

ESL Tutoring Center
At the ESL Tutoring Center, students of diverse language backgrounds continue to receive individual academic assistance from enthusiastic and CRLA-certified tutors. Since January, the Center has provided 651 tutoring sessions to 179 individual students, and this academic year alone has brought 334 unique students to nearly 2000 tutoring appointments. In addition to providing one-on-one tutoring, the Center is also a study space open to students to work independently or in groups. The Center's highly-qualified ESL tutors not only dedicate themselves to serving students during tutoring appointments, they also work within Palomar classrooms, providing additional support to both instructors and students. This semester, the Center has deployed its capable tutors to 19 different Palomar classes across the San Marcos, Escondido, Fallbrook, and Rancho Penasquitos sites. As well, our ESL tutors continue to develop and host English Learners' Friday workshop series. For example, fourteen of them have been scheduled for this semester alone. The ESL Tutoring Center will continue to provide outstanding academic support during the Summer semester by having tutors engaged in the Center, the ESL Jam Summer Bridge program, and the regular ESL classes offered.

ESL Evening Program in San Marcos
If the college admin had stepped forward with genuine support for outreach to potential students, our program would be functioning better than it is. Still, it is functioning. Since the fall 2013 semester, our evening faculty have taken upon themselves to organize an end-of-the-semester recognition night event each and every regular semester. Students from across different levels get together to share their success stories and cultural heritage, hear inspiring speakers, showcase their learning and talent, and demonstrate their achievements to their family and friends. This once-a-semester celebration has become a much-anticipated event and has also served as a conduit for the program to bring more visibility to the public.

Multisite Program
This program continues to grow in response to demands from underserved locations in the district and demands for more weekend citizenship classes due to worries that non-citizens could risk being picked on and deported by ICE. The program has increased from 5 classes a year ago to the current 8 classes, seeing the additions of a new community class each at San Diego City Library Rancho Penasquitos branch and San Diego County Library Julian branch as well as an additional citizenship class on Saturdays. Teaching a multilevel community class takes adjusting one's teaching style in order to reach and retain as many students as one can. Most faculty in the program are able to meet their students' needs. Sheri Cully, who teaches two daytime community classes at a church in Fallbrook, has become such a facilitator of learning in her classroom that colleagues often seek out her advice. She and an ESL tutor embedded in her class will share her many active-learning techniques in a 90-minute-long presentation at the 2017 San Diego CATESOL Regional Conference to be held on campus on 4/22. There is clearly a need to provide educational opportunities to students living in the San Diego area with the creation of the South Center. Specifically, if our CDCP program cannot be offered at the South Center for some weird reason, our multisite community classes must be considered. Noncredit enrollment has been growing at the nearby Miramar College with students living in our district choosing to take part at the college. This is evidence enough that the college admin must listen to our dept. in deciding what we can offer at the South Center, which is surrounded by a community of a very large and diverse immigrant population eager to learn English systematically but unwilling to drive to far north. If the college admin wants to reach their target of 21,000 FTEs needed to increase enrollment by the summer of 2019, they would be foolish not to include these immigrants at the southern edge of the district.

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.

We're sunsetting the LEAPstart program and introducing a more streamlined, slightly updated Accelerated Academic ESL model. Instead of a yearlong learning community focusing on ESL 101 and ESL 102 student, we've instead created a yearlong accelerated track that expands our focus to ESL 55 and ESL 102 students. Basically, we're providing a 6-unit, tutor-supported ESL 105 in Fall and a complementary 6-unit, tutor-supported ESL 106 in Spring. Building on the success of LEAPstart, the design of the program is to responsibly accelerate students from ESL 55 through to college-level English (ENG 100) within a year with an intensive, accelerated curriculum.

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

Lacking a full-time ESL instructor and coordinator at the Fallbrook Center until fall 2016 hurt the ESL program in terms of enrollment. We expect to see the numbers rise with the efforts of our new permanent faculty. Also the retirement of our longtime permanent faculty and Career Track coordinator caused a disruption and left the program leaderless for a period of time.

From the program administration point of view, the entire programs experienced an upheaval in our standard assessment procedures. December 2016 saw the end of ESL COMPASS and we were forced to adopt an assessment instrument that turned out to be unsuitable, resulting in the poor placement of many students. This continues to be an ongoing issue.

An unanticipated factor that is difficult to quantify is the fear and uncertainly that many of our immigrant and international students feel about being in the US – due to the strong comments made by the newly elected President. While numbers remain high in some programs, ESL instructors, especially at off-site locations, report that their students have been agitated and apt to miss class when rumors of immigration raids are spread. This too continues to be an ongoing issue.

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:

Eight sections of NESL 304 were asked to write a cohesive paragraph about a past memory, an important personal event, or future plans, and the paragraphs were scored using a rubric. 80% of the students achieved passing marks. The results indicated that the current instruction in writing is effective and appropriate. We think this SLO and the related testis valid and relevant. The next planned assessment is for Spring 2018.

One section of NESL 322 was divided into groups and asked to discuss a topic for a period of time. Afterwards, the students were asked to answer questions and the answers were evaluated using a checklist. Over 80% of the students were able to correctly ask and answer questions in comprehensible English. Since such a large percentage of students were successful, we felt the prompt material was too easy. The next time we assess this SLO we might try to record the students' output to measure their accuracy and fluency in a discrete rather than holistic way. The next planned assessment is for Spring 2017.

In regards to ESL 13: students were 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.

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
Strengthen pathways for NESL 304 students to advance in the colle	○	◉	○
Increase student enrollment	○	◉	○
Build community relationships in order to conduct more effective	○	◉	○
Develop a plan for INEA students to transition to non-credit ESL co	○	◉	○
Support effective teaching and student success in our INEA progra	○	◉	○

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	CTESL Pathways
Strategies for implementation	• Meet with CTEE and develop a common goal for a CTESL > CTEE pathway. • Meet with Child Development and develop a common goal for a CTESL > CHDV pathway. • Meet with Child Development and develop a common goal for a CTESL > Business pathway. • Develop a two-course, CDCP certificate program in CTESL that prepares students for Trade & Industry courses. • Develop a two-course, CDCP certificate program in CTESL that prepares students for CHDV courses. • Develop a two-course, CDCP certificate program in CTESL that prepares students for Business courses. • Identify funding (Strong Workforce, SSEC) to support this work and the new courses. • Identify faculty who can teach in the new courses. • Advertise our new CTESL pathways to the campus community. • Offer ongoing training for our CTESL faculty.
Timeline for Implementation	Fall 2017-Fall 2019
Outcome(s) expected (qualitative/quantitative)	• The creation of a clear pathway through non-credit CTESL courses and into CTEE, Business, and Child Development courses. • An increased number of students who transition from CTESL courses into the career-focused courses those CTESL courses are preparing them for. • New CDCP certificates offered in the CTESL area.
GOAL #2	
Program or discipline goal	Pedagogical Mini-Institute for Faculty

Strategies for implementation	• Identify teaching strategies that can encourage student engagement and retention. • Identify faculty and speakers who can present on these successful strategies. • Host a mini-institute where faculty can attend interactive sessions on these topics to learn new skills or refresh known skills. • Offer check-in events throughout the semester to refresh skills.
Timeline for Implementation	Fall 2017-Fall 2019
Outcome(s) expected (qualitative/quantitative)	• Retention in non-credit classes, determined via positive attendance data, will increase by 5% over the previous year's rate.
GOAL #3	
Program or discipline goal	Increase availability of support staff to help with registration, enrollment, outreach, retention, and matriculation.
Strategies for implementation	• Continue to advocate for an ESL Student Specialist for the Escondido Center. • Continue to advocate for support staff to help with registration, enrollment, outreach, retention, and matriculation.
Timeline for Implementation	Now through the hire date of key staff.
Outcome(s) expected (qualitative/quantitative)	• New staff, will help us register, enroll, recruit, and matriculate new students.

**Department Chair/
Designee Signature:** _____ **Date:** _____

Division Dean Signature: _____ **Date:** _____

Vice President Signature: _____ **Date:** _____