



Program Review & Planning (PRP)

PART 1: 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:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Tracy Fung	Faculty Member
Carol Lowther	Faculty Member
Lawrence Lawson	Faculty Member
Vickie Mellos	Faculty Member

Number of Full Time faculty	6	Number of Part Time Faculty	7
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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)
 Melissa Griggs: Tutoring Center
 Yolanda Wilson: Instructional Support Assistant III (1 FTE)

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

ESL Tutors
 Mike Rouse-ESL Tutor
 Siegrid Rogers-ESL Tutor

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Christl Dorsey-ESL Tutor
Diego Lecca-ESL Tutor
Nancy Sims-ESL Tutor
Tom Gutierrez-ESL Tutor
Cheyne Nelson-ESL Tutor
Andrea Sanchez-ESL Tutor
Ashley Johnson-ESL Tutor
Valentyna Borgstede-ESL Tutor
Caleb Tozzi-ESL Tutor
Student Employees at the ESL Tutoring Center, San Marcos Office and Computer Lab
Yetnaleci Ortiz - ESC, PM
Citalli Vega - SM, PM
Natalie Roca – ESC computer center
Federal Work Study students (2)

Discipline mission statement ([click here for information on how to create 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>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

In Fall 2016, our enrollment at census, enrollment caps and WSCH were at their lowest points that we have ever seen. These numbers are due to required class cancellations. Classes were cancelled prior to the beginning of the semester even though much of our student population typically does not enroll until the first week of classes. As long as this trend in not being willing to wait longer before cancelling classes continues, it will be difficult to increase our numbers. There is also a need for ESL specific outreach that is not being met, which seems to be impacting our numbers.

Our success rate of 80.6% continues our departmental trend towards high success rates well above the institutional standard rate of 70.9. Our retention rate continues to be impressive at 94.6%, which is above the overall institutional rate of 91.5%. This speaks to the quality of the program that we offer our students as well as the quality of our instructors. Our current cap for writing classes ensures high success rates for our

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disproportionately impacted population.

2. 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**

Standard for Discipline Course Success Rate:

70%

Why? Our discipline consistently remains well above the institutional standard course success rate of 70%. Our success rate hovers around 80%, which we attribute to our outstanding faculty, engaging curriculum, and high-quality support services offered through our tutoring center. Our classes positively impact the overall college success rate, and thus early cancellations of classes that may reach their caps should be avoided.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

In 2016-2017, we offered a successful accelerated program called LeapStart. During the final year of this program, a higher percentage of students earned English 100 eligibility than in any previous year.

We also offered a 4- and 8-week summer bridge program known as ESL Jam in both San Marcos and Escondido respectively. Success rates were high for students completing this program, and a significant number of students were able to accelerate ahead in our sequence of classes.

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.

4. 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 Spring 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.

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In addition, we are in the process of implementing changes to the Course Outlines of Record for our academic writing courses, ESL 101-103, to include a distance learning option. 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.

Increased promotion of our special topics classes (grammar, pronunciation, etc) will help our students to develop necessary skills for college success. When students take special topics classes alongside their writing courses, they are better able to succeed in both our course sequence and classes in other disciplines.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

Understanding that our student population tends to enroll later for their courses, we were disappointed when special topics courses were cancelled before the semester began. A perfect illustration of this was our fall ESL 14 course, which was threatened with cancellation, yet 28 students had enrolled by the end of the first week.

6. 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/>

With depleted numbers of full-time faculty in 2016, we did not have a SLO facilitator in our department. Thus, work on our course and program SLOs did not proceed on our established schedule.

We plan to assess the following SLOs in 2017-2018: ESL 10, ESL 12, ESL 14, ESL 45, ESL 101, ESL 102, ESL 103, ESL 105, ESL 106.

We are also updating current SLOs and creating and assessing second SLOs for a majority of our courses.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Offer learning community and accelerated courses		X	
Increase the use of ESL Tutoring Center		X	
Increase enrollment in our credit courses		X	
Create a "Vocabulary Skills Toolkit and Training" program			X

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Create a "Pedagogy of Acceleration" training program for ESL			X
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2. 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	Create one-unit supplemental courses to support ESL students in other disciplines
Strategies for implementation	Create a one-unit ESL 97 course
Timeline for implementation	As soon as permitted
Outcome(s) expected (qualitative/quantitative)	Improved ESL student success in other disciplines
Goal #2	
Program or discipline goal	Create online options for our existing courses
Strategies for implementation	Change curriculum, create curriculum
Timeline for implementation	Changes in Curricunet in Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased enrollment
Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Gary Sosa
Date	11/10/17

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Shayla Sivert
Date	11/25/17

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1. Strengths and successes of the discipline as evidenced by the data and analysis:

Credit ESL has been very responsive to changes in assessment and to opportunities for innovation (acceleration and Summer Bridge, e.g.). The faculty and staff work well together to create and implement changes.

2. Areas of Concern, if any:

As mentioned above, the department is concerned about classes that are cancelled before the start of the semester. We have talked about looking at strategies to bring the expectations surrounding registration of ESL students more in line with the expectations afforded students elsewhere. Overall, the discipline may have been negatively affected by the last year's political climate.

3. Recommendations for improvement:

Begin in-reach for special topics classes the semester before, helping students to learn the effects on the schedule when they delay registration; identify potential barriers keeping students from registering according to their college-issued registration date. Schedule special topics classes strategically and on a regular rotation. Meet with high school colleagues to discuss the mainstreaming of ESL students to non-sheltered coursework in an effort to develop a better understanding of the challenges faced by non-native speakers who arrive to Palomar underprepared for college-level coursework.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President

Reviewer(s) Jack S. Kahn Ph.D.

Date 1/13/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Program analysis contains some good information! Needs more explicit data (actual fill rates per year to see some historical trends) but the data included does give the overall impression.
2. Success rates are amazing. I would love to know more about what you attribute this to- I do know some of the amazing faculty in this area but learning about the specific kinds of pedagogy could teach all of us
3. Leapstart data is great- curious what % difference etc. Well done!
4. Creative discipline doing some great work

2. Areas of Concern, if any:

- a. Ask dean to speak with me about late-enrollers for single-section classes
- b. Though an annual review could include more in SLO section- see rubric- name some with some data etc.
- c. See deans suggestions for improvement

3. Recommendations for improvement: