

# 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:	English as Second Language Non-credit
Department Name:	English as a Second Language
Division Name:	L & L

Please list all participants in this Program Review:

Name	Position
Monica Galindo	Academic Department Assistant (1 FTE)
Heayoung Mikas	ESL Instructor; Part Time Faculty
Marcela Gomez	ESL Advisor (1 FTE)
Patricia Alvarado	Support Specialist I (1 FTE)
Claudia Hernandez	Support Specialist I (1 FTE)
Carmelino Cruz	ESL Matriculation Coordinator (1 FTE)
Heather Hosaka	ESL Assistant Professor; Full Time Faculty
Matthew Pizzorno	ESL Instructor; Part Time Faculty
Gary Sosa	ESL Professor; Full Time Faculty

Number of Full Time faculty	2	Number of Part Time Faculty	2
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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)  
 Yolanda Wilson: Instructional Support Assistant III (1 FTE)

Lidia Zapata (.45 FTE)  
Melissa Griggs (.45 FTE)

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

Rosalia Martinez-Fallbrook Yerania  
Camacho-Fallbrook  
Yetnaleci Ortiz-ESC, PM  
Nataly Roca-ESC, Computer Lab  
Citalli Vega-SM, PM

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Mike Rouse-ESL Tutor  
Siegrid Rogers-ESL Tutor  
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

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.

Between Fall 2015 and Fall 2016, we've remained stable in terms of enrollment. WSCH increased by about 700. Since the number of classes we offered in Fall 2015 and 2016 were basically the same and the Census Day enrollments were similar as well, the increase in WSCH indicates a higher retention rate in our classes. More importantly, FTES increased, and the FTEF decreased. (The department experimented with 8-week classes and with increased initial enrollments as well.) Again this increase has to do with stronger retention as well our open registration for the first six weeks of the semester, which allows an opportunity for more students to enroll.

## 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:

N/A

Why? (There is no success rate for courses without an evaluative grade.)

College institutional standard

## 3. Program Update:

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

Career Track saw an increase in student numbers and is continuing to grow. Last year, there were 13 graduates receiving Career Track program certificates. Three students were recipients of the J&J and Career Track ESL scholarships.

College-wide ESL students earned 87 Noncredit Certificates of Completion. Students in the INEA (Instituto Nacional para la Educación de los Adultos) program earned 9 Secundaria (middle school level) diplomas. While the number seems low in comparison with the ESL certificates, the effort that many of our pre-literate students must make to learn basic skills under difficult social and economic circumstances cannot be understated. It should also be noted

that students who receive their primaria (elementary level) diploma are not officially counted as goal completions, but for us and for our students they are.

The San Marcos Evening program continued to hold ESL Recognition Night events to celebrate student success and connect with the community as we invite friends and family to participate. Students across different levels get together to share their success stories and cultural heritage, listen to 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.

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 thousands of 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 several Palomar classes across the San Marcos, Escondido, Fallbrook, and Rancho Penasquitos sites. Furthermore, we hired a 45% ESL Tutoring Center Coordinator (BSI), and our ESL tutors continue to develop and present at the English Learners' Friday workshop series.

The Escondido evening program remained stable with around 550 students attending each semester, and in the summer, we were able to successfully offer the Summer Jam class for a second year. Summer Jam is a non-credit academic course in which students receive the support of counselors, tutors, and instructors, as well as receive study materials and access to an online grammar program. We also hired a 100% Student Support Specialist for the Escondido Center, which had been without a full-time staff member for over a year.

We continued to expand our Multi-site program and added a class at St John's Episcopal Church in Fallbrook, which has been well-attended. We also hired a full-time faculty member to coordinate the Fallbrook Center, which had been without a full-time faculty coordinator for 2 years.

The department website was redesigned using Word Press to better serve and support students and faculty and to comply with the college's web design standardization effort.

We made small improvements in making our department more visible on campus, trying to make it easier for students to find us by posting signage in front of the San Marcos office. We also added cash boxes to the San Marcos and Escondido Center offices to help overcome the barrier that evening students face paying their health fee after the cashier's office has closed, which had consistently resulted in holds to their accounts (which typically meant losing those students altogether).

#### 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.

A major focus of our department this year has been to increase the access of ESL classes to more students; as a result, we have proposed non-credit mirrored versions for ESL 9, 10, 12, 13, 14, 45, and 55. Many of our students end their studies when they reach the last non-credit course offered in the sequence, NESL 304. With the addition of mirrored versions of some of our academic courses, we hope to increase enrollment and provide further opportunities to our non-resident or low-income students who need more time in class to develop skills, which is the main purpose of noncredit courses. These new non-credit courses should be ready for Fall 2018.

In line with the institution's goal of helping students afford college, the faculty is striving to offer low cost or zero cost textbooks. Currently, instructors of Career Track, NESL 322, NESL 383, NCTZN 400, ESL 9 and other select courses have heeded the call to engage in this new college initiative.

All seven Office Systems modules were rewritten and updated for the Career Track program. Office Systems is the most popular module and needs to be continually updated. We are also bringing back the HVAC module and doing a complete rework of the system to align with the college's reintroduction of the HVAC program at the Escondido Center.

We continue to work on outreach by creating and updating fliers, brochures, and postcards; doing targeting mailing, sending postcards to students' homes, and passing out fliers at grocery stores, churches, and libraries. The department depends on the generosity of its part-time faculty to go above and beyond their job description. Our instructors are very passionate about their profession and how they can impact the community. Our department could not do what we do without them.

#### 5. Unanticipated Factors:

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

The department 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. CELSA doesn't accurately place students in the higher (credit) levels, which affected enrollment as students were placed into higher levels without being fully prepared, (The exam focuses on grammar, not reading or writing, and was never intended for use in the higher levels of our program). Using the CELSA exam also impacted our staff: we needed more people and training and didn't always have funding for that. Placement testing continues to be an ongoing issue. The department has been requesting the adoption of an alternative ESL placement instrument since early Spring 2017. We have recently learned that the much anticipated CAI (Common Assessment Instrument) has been cancelled and the alternative placement instrument we had wanted to use will expire in a year. We have yet to find an appropriate Chancellor Office-approved instrument.

Additionally, we lost an undetermined number of high school students due to the college's online application form, which included automatic placement using multiple measures (GPA). High school ELD (English Language Development) students placed into college level English by inadvertently inputting their grades from their ELD classes instead of regular high school level English classes, which the form asked for. There was not and is currently not a space on the form for students to indicate they are English language learners.

The absence of a second 100% Student Support Specialist I in the ESL office in San Marcos has continued to hamper our efforts to provide consistent, high-quality bilingual service to our students in San Marcos, especially in the late afternoons and evenings. We continue to struggle to find appropriately skilled part-time workers to fill the needs of the office. While we have been largely successful in doing so, it comes at a cost: for our one 100% Student Support Specialist, who is charge of training a revolving group of short-term employees, and for our department budget, which we have to manage like a struggling family business.

The AEBG data collection was disruptive to classes; also, the visits of the part-time non-credit AEBG counselors resulted in several complaints from instructors and students. For example, the counselors seemed to be unfamiliar with working with non-native speakers. Also, they were not Spanish speakers, which hindered large groups of students from understanding the complex ideas they were required to disseminate. Some students made

appointments with non-credit counselors, but no one was around for the students when they arrived, and they were upset. In Fall 2017, we began to implement CASAS testing with our students, as necessitated by AEBG and the college's participation in the Education to Career Network (our regional consortium). We hope to secure further funding for our program through WIOA, but the exams bring added disruptions and take away from instructional time. There will need to be a period of adjustment before the ESL Department and the Office of Occupational and Noncredit Programs learn how to implement the test efficiently.

Finally, the political climate continues to leave many students apprehensive about attending school, which has affected enrollment and retention. While numbers remain high in some programs, ESL instructors, especially at off-site locations, report that their students have been agitated and are apt to miss class when rumors of immigration raids are spread.

#### 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 and concerns about ESL placement testing, AEBG data collection and CASAS testing, we were unable to spare time to work on non-credit SLOs. Thus, work on our course and program SLOs did not proceed on our established schedule. With the return of one of our permanent faculty and the recent addition of a new full-time hire, we are updating current SLOs and creating and assessing second SLOs for a many 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
Strengthen pathways for NESL 304 students to advance		X	
Increase student enrollment and build community relationships		X	
Develop a plan for INEA students to transition to credit classes and support effective teaching and student success in this program		X	

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	CTESL Pathways
Strategies for implementation	Meet with CTEE and develop a common goal for a CTESL > CTEE pathway.

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	<p>Develop a two-course, CDCP certificate program in CTESL that prepares students for Trade &amp; Industry courses.</p> <p>Develop a two-course, CDCP certificate program in CTESL</p> <p>Advertise our new CTESL pathways to the campus community.</p> <p>Offer ongoing training for our CTESL faculty.</p>
Timeline for implementation	Fall 2017-Fall 2019
Outcome(s) expected (qualitative/quantitative)	<p>An increased number of students who transition from CTESL courses into the career-focused courses that those CTESL courses are preparing them for.</p> <p>New CDCP certificates offered in the CTESL area.</p>
Goal #2	
Program or discipline goal	Revise the COR for NABED 201 and 202
Strategies for implementation	Recruit faculty to review, analysis, and write an updated COR
Timeline for implementation	By Fall 2019
Outcome(s) expected (qualitative/quantitative)	COR that is closely aligned with instruction and department goals and increased clarity to the public
Goal #3	
Program or discipline goal	Increase availability of support staff to help with registration, enrollment, outreach, retention, and matriculation.
Strategies for implementation	<p>A 100% ESL Student Support Specialist I was hired for the Escondido Center. Now we continue to advocate for a 100% ESL Student Support Specialist I, who will primarily serve the San Marcos evening program students as well as others students.</p> <p>Continue to provide administration with evidence for the need of a 100% ESL Student Support Specialist I who can bring stability and strong support to the ESL Office, which serves ESL students in the afternoon and evening hours.</p>
Timeline for implementation	Now through the hire date of key staff.
Outcome(s) expected (qualitative/quantitative)	New staff will help us improve our ability to register, enroll, recruit, and matriculate new students, which will result in higher enrollment and higher retention.
Goal #4	

Program or discipline goal

Create CDCP certificates in our noncredit program. Possibilities include an ESL Conversation Certificate, ESL Computer Certificate, ESL Pronunciation Certificate, and ESL Grammar Certificate.

Strategies for implementation	Recruit faculty to rewrite existing COR and in some cases write new COR.
Timeline for implementation	By Fall 2019.
Outcome(s) expected (qualitative/quantitative)	Increased enrollment in the noncredit ESL program, and increased revenue for the college due to same-as-credit funding for CDCP courses.

#### 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	November 6, 2017

\*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

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

The ESL Department continues to rise to the challenge of having so many issues to contend with at one time: changes from the Chancellor's Office (AEBG, CAI, etc.), ongoing vacancies created by lateral, internal transfers once a position does open (which then results in another opening in the program instead of bringing the staffing closer to whole), and the political climate in general. As you have read above, the department has addressed curriculum changes, including increased non-credit curriculum, exploration of accelerated and distance modalities, reworking CTESL paths, etc.

##### 2. Areas of Concern, if any:

Ongoing vacancies created by lateral, internal transfers once a position does open (which then results in another opening in the program instead of bringing the staffing closer to whole)

##### 3. Recommendations for improvement:

Continue to work towards improved retention in NESL courses and strategize on ways to bring non-credit registration (particularly that of ongoing students) in line with Palomar registration dates

\*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.
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## ANNUAL PROGRAM REVIEW AND PLANNING

Date	1/13/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"><li>1. Great start on program analysis but provide raw data- we had X now have y (vs we have 700 more etc.) . Need more detail here. Provide all the info- what was the wsch/ftcf etc.</li><li>2. A lot of things to be proud of- the INEA graduation was so moving. The work done through this program is really impressive.</li><li>3. Thank you so much for the dedication to reaching students wherever they may be – so many creative ideas for meeting students needs here- with the mirrored classes etc. really creative</li><li>4. The measurement stuff was really frustrating- I appreciate your honesty and upfront discussion, I also have appreciated your willingness to improve and find other methods etc.</li><li>5. The goals are really inspiring- can't wait to work on these projects</li><li>6. Well done summary.</li></ol>	
2. Areas of Concern, if any:	
<ol style="list-style-type: none"><li>a. Very much understand the workload -SLO section is a good start but incomplete (see rubric)</li></ol>	
3. Recommendations for improvement:	