# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review  is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique  to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

## BASIC PROGRAM INFORMATION

**Academic Year**
2018-2019

**Are you completing a comprehensive or annual PRP?**
Comprehensive

**Department Name**
English as a Second Language

**Discipline Name**
English as a Second Language (ESL)

**Department Chair Name**
Tracy Fung

**Division Name**
Languages and Literature

**Website address for your discipline**
https://www2.palomar.edu/pages/esl/

**Discipline 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.

**(click here for information on how to create a mission statement)**

**Does your discipline have at least one degree or certificate associated with it?**
Yes

**Are any of your programs vocational (CTE/CE)?**
No

**List all degrees and certificates offered within this discipline.**
No credit degrees or certificates

**Please list the names and positions of everyone who helped to complete this document.**
Tracy Fung      Faculty Member
Lawrence Lawson      Faculty Member
Vickie Mellos    Faculty Member

**Full-time faculty (FTEF)**                    **Part-time faculty (FTEF)**
3.07                                            2.23

**Classified & other staff positions 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)
Angeles Rodriguez: 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)

**Additional hourly staff that support this discipline and/or department**
Hourly employees:
FWS and STM Employees at the ESL Tutoring Center, San Marcos ESL Office, Escondido ESL Office, and ESL Computer Lab
Hours vary based on FWS award, availability, and needs of the program.
FWS and STU and STM employees:
Brisna Torres (ESC evening) 9 hours/week
Karen Cruz (ESC morning) 10 hours/week
Nallely Garcia (ESC comp lab) 10 hours/week
Chantal Alvarado (SM morning) 15 hours/week
Diana Cruz (SM comp lab) 14 hours/week
Guadalupe Penaloza (SM and ESC comp lab) 14 hours/week
Beatriz Torres (SM comp lab) 16 hours/week
Concepsion Gallegos (SM evening) 16 hours/week
*Last year we spent $28205 on part-time employees, but this year, we have hired a full-time staff person for SM evening and will spend less on part-time employees.

# PROGRAM INFORMATION

# PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**
We do not currently offer a program in credit ESL.

**Describe your program's plan for assessing program learning outcomes.**
We do not currently offer a program in credit ESL.

**Summarize the major findings of your program outcomes assessments.**
We do not currently offer a program in credit ESL.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**
We do not currently offer a program in credit ESL.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.Click here for a link to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**
We currently offer 100-level courses in ESL that count for Humanities GE credit at CSU and elective credit at UC.

Our credit ESL classes are linked to GE Foundational Knowledge of Discipline and the following ILOs: 1a, 2b, 3a, 3b, 3c, 4a, 4b

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**
All of the credit ESL courses, in some way, address the GE Learning Outcome (GELO) "Foundation Knowledge of Discipline," the the outcomes we assess for our courses also address the GELO. The major findings from our course outcomes assessments in ESL 101-103 show that students are successful in gaining foundational knowledge (such as writing organized, readable texts and determining the strength's of an author's claims) that will be useful for them in their general education studies.

In terms of Institutional Learning Outcomes (ILOs), many of our credit courses deal with written communication, critical thinking, information literacy, and intercultural knowledge. The outcomes we assess do address facets of these ILOs (such as summarizing articles, writing organized texts, self-editing, and developing readable graphs and charts), and the results here, too, show that students are successful in gaining the skills need to meet these ILOs. However, there is more work to be done in linking outcomes more directly to the Information Literacy ILO.

# PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's

mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**
We do not currently offer a program in credit ESL.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**


**What factors have influenced your completion trends?**
We do not currently offer a program in credit ESL.

**Are the courses in your discipline required for the completion of other degrees/certificates?**
No

**Do you have programs with 7 or fewer completions in the last 5 years?**
No

**What is your program standard for program completion?**


**Why did you choose this standard?**
We do not currently offer a program in credit ESL.

**What is your Stretch goal for program completion?**


**How did you decide upon your stretch goal?**
We do not currently offer a program in credit ESL.

# ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

**What was your efficiency trend over the last 5 years? Was it expected?**
Fill rates over the past 5 years have varied from 79%-94%. The fill rate for 2017/2018 was 83% - a slight

rise from the previous year at 81%.  This rate is very close to the goal of 85%.

WSCH/FTEF has increased steadily over the past 5 years from 295 to 360 in 2017/2018.  The majority of our classes cap at 25 because they are writing courses, therefore, our target WSCH/FTEF is lower than the general target of 525.  For a WSCH/FTEF for 25 students per class, the maximum for us could be 375. At 360, we are almost at our maximum.

**What factors have influenced your efficiency trends?**
Our fill rates have remained constant at over 80%. We have been working on scheduling and trying to best accommodate students for maximum fill rates.

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue?  Does this level of efficiency meet the needs of the program and the district?**
A number of factors that affect our fill rates:

1. External factors such as immigration and political climate
2. Curriculum changes: changing credit classes to be non-credit
3. Many ESL students register during the first week after class cuts have already occurred

Other notes:
-Evening credit courses currently struggle for enrollment although we are working on scheduling changes to address this issue.
-We are converting many credit courses into mirrored credit and non-credit courses to improve enrollment and fill rates.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates.  These standards represent the lowest success rate 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.

**[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website [https://www2.palomar.edu/pages/ssec/](https://www2.palomar.edu/pages/ssec/) )

# COURSE INFORMATION

# COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**
70.0%

**Why did you choose this standard?**
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.

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**
Increased

**Was this expected?**
This was expected because our tutoring services have become standardized and an integral part of our credit program and the success of our students.

**What is your Stretch goal for COURSE success rates?**
87.0%

**How did you decide upon the goal?**
We have increased 6% this year. We feel that with this significant increase we would love to maintain this percent or stretch by an additional 1%.

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**
Stayed the same

**Was this expected? Please explain.**
This was expected because our retention has always been strong and we have continued the same strategies of offering our students lots of support.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**
When or where (time of day, term, location)
Age
Ethnicity
Gender

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**
There was a difference between Escondido and San Marcos. In Escondido, the success rate was 97%, which is significantly higher than the previous 5 years and appears to be an outlier. In San Marcos the success rate was 85%. We think this difference was a single semester anomaly (with the ESC rate being the anomaly) and that success rates will be similar in the next few years.

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**
In 2017/18, female student success rates were slightly higher than male students with a 6% difference. Male success rate went up from the previous year of 75% to 82%. Overall, both genders have gone up from the previous year. We believe this gender trend may be job related. Many of our male students work. Students that work may require extra support in order to succeed. They may require courses at different time, such as the evenings, and they may require tutoring available in nontraditional ways, such as online.

**Age: Why do you think age differences exist? What do you need to help close the gap?**
In the age range of 25-40, the success rate was 82%, which is slightly below the other success rates, but still over 80%.

We believe this may be job related. Many of our students in that age range work. Students that work may require extra support in order to succeed. They may require courses at different time, such as the evenings, and they may require tutoring available in nontraditional ways, such as online.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**
The success rate for Hispanic students is slightly lower than the other success rates, but still over 80%.

Ethnicity differences may exist because many of our international students from Japan do not work, whereas our Hispanic immigrant students often work and go to school at the same time. Students that work may require extra support in order to succeed. They may require courses at different time, such as the evenings, and they may require tutoring available in nontraditional ways, such as online.

**Are there differences in success/retention between on-campus and online courses?**
N/A

**Do you have any best practice methods you use for online courses to share with the community?**
We currently don't offer any online courses.

# COURSE OUTCOMES

**How is course assessment coordinated across sections and over time?**
We have a timeline for assessing SLOs every three years. When we assess SLOs, all sections of the course participate in a common assessment. One full-time faculty coordinate the SLO assessments and reports the data.

**How have you improved course-level assessment methods since the last PRP?**
We continue to improve our assessments each time. We are refining rubrics and exams. We also added second SLOs for each course and reviewed and revised previous SLOs.

**Summarize the major findings of your course outcomes assessments.**
Most of the students pass the SLO assessments at rates higher than our goal of 70%. The SLOs and curriculum seem to match well, and our students have been very successful in meeting course outcomes.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**
Now that we have added a second SLO for all our courses, we are waiting to see results this year in order to determine if these second SLOs are also effective in measuring student learning and whether our courses are teaching the concepts we are hoping our students will learn.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**
We have been refining our rubrics used in our courses based on the results of SLO assessments. These are common rubrics and affect classroom instruction.

# PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or

transfer institution expectations.

- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**
We do not offer a program in credit ESL.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**
We do not have a degree map, but we have a clear sequence that leads students to English 100, or through a sequence of grammar/pronunciation courses.  We schedule these courses keeping in mind the need for students to progress in the sequence from fall to spring.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses?  Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**
We use block scheduling whenever possible.  We offer classes during the times that show the greatest student demand, while also keeping in mind the needs of our students at other times.  Due to constraints on class size, we are sometimes unable to offer classes to meet the needs of certain students. We have also recently engaged with Math and Reading to compile a list of Math, Reading, and ESL courses that are grouped in time and day for F19.

**How do you work with other departments that require your course(s) for program completion?**
There are no departments that require ESL for program completion, but we do work with English to ensure a smooth transition of ESL students into English 100.

**Does your discipline offer cross-listed courses?**
No

**Are there curriculum concerns that need to be resolved in your department? What are they?**
AB705 has significant curriculum requirements that must be addressed by Fall 2020.  This includes offering accelerated courses and ESL courses that count as GE requirements, as well as offering ESL designated English comp courses.  The department will be working these areas of concern in the next two years 18/19 and 19/20.

**Are there courses that should be added or removed from your program - please explain?**
We do not have a program in credit ESL.  We have some potential additions to our program related to AB705.

**How is the potential need for program/course deactivation addressed by the department?**
We are undergoing course review right now and indicating those courses that need to be deactivated which have not been offered in the previous 3 years and do not expect to be offered in the near future.

**Is your department pursuing non credit or not-for credit options at this time?**
Yes

**Are there areas you would like to expand?**
Our ESL department already has a significant non-credit program (see NESL PRP) and we are exploring options to mirror more credit courses with non-credit courses.

**Click here for information about [Noncredit](#) and [Community Education](#)**

**Is your department offering online classes?**
No

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**
We are not offering online classes right now.

**Describe other data and/or information that you have considered as part of the evaluation of your program**
We do not offer a program in credit ESL.

# CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website [https://www.onetonline.org/](https://www.onetonline.org/) and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**
We do not offer a program in credit ESL.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**
We do not offer a program in credit ESL.

**How does your program help students build these KSA's?**
We do not offer a program in credit ESL.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**
No

**Do you want more information about or need assistance integrating work-based learning into your program?**
No

**How do you engage with the community to keep them apprised of opportunities in your program?**
We do not offer a program in credit ESL.

# Program Goals

In the previous sections, you identified opportunities for improvement.  Using these opportunities, develop 3-year [SMART goals](#) for your department.  Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

# Goals

## Goal 1

**Brief Description**
Offer accelerated courses

**Is this a new or existing goal?**
Existing

**Goal Status**
Ongoing

**How will you complete this goal?**
We will complete this goal by offering more sections of accelerated courses and training instructors and providing professional development regarding pedagogy of acceleration.

**Outcome(s) expected (qualitative/quantitative)**
More students will be able to take accelerated courses. Also, more students will be able to get through the credit ESL sequence and move on to English 100.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
Students need to get through our credit sequence to begin their college-level pathways.  This also meets the requirements of AB705.

**Expected Goal Completion Date**
8/17/2020

## Goal 2

**Brief Description**
Increase the use of ESL Tutoring Center

**Is this a new or existing goal?**
Existing

**Goal Status**
Ongoing

**How will you complete this goal?**
We will improve faculty referral process for students to receive tutoring. Also, we need to continue to advocate for the hiring of tutors to ensure students are able to have tutoring appointments. We will also continue to provide training and support to our tutors so that our students receive quality tutoring and want to come back.

**Outcome(s) expected (qualitative/quantitative)**
The most important outcome would be improved overall student success as well as increases in student success and retention data.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
When students are able to successfully complete the credit ESL courses, they will be better prepared to fulfill their personal, career, and academic goals. In addition, increased tutoring aligns with our mission to provide students with opportunities to learn English that is accurate and appropriate in academic settings.

**Expected Goal Completion Date**
8/18/2020

## Goal 3

**Brief Description**
Increase enrollment in our credit courses

| | |
|---|---|
| **Is this a new or existing goal?** | **Goal Status** |
| Existing | Ongoing |

**How will you complete this goal?**
We will offer courses at times and locations that are likely to fill. Also, we will seek support to promote the credit program in the community and abroad. In addition, we will continue to use counseling and our ESL specialists to give non-credit students information about enrolling in credit courses. Adding mirrored courses many also help increase enrollment in our credit courses (although it will appear a decrease, it would be an overall increase in student numbers and perhaps lead to more students moving from noncredit to credit over time).

**Outcome(s) expected (qualitative/quantitative)**
More students will enroll in credit courses.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
Our mission is to provide students with opportunities to learn English that is accurate and appropriate in academic settings, and fulfill personal, career, and academic goals, and they can only do that if we have courses they can enroll in.

**Expected Goal Completion Date**
8/17/2020

## Goal 4

**Brief Description**
Create more mirrored courses

**Is this a new or existing goal?**
New

**How will you complete this goal?**
We will begin exploring/developing noncredit mirrored sections for ESL 101 and 105.  Course outlines of record will need to be written and submitted for approval. Depending on the success of these courses, we will examine additional noncredit mirrored classes.

**Outcome(s) expected (qualitative/quantitative)**
Adding mirrored courses will help increase enrollment in our credit courses and could lead to an increase in numbers of sections and courses offered.  Although it will initially appear as a decrease in credit numbers, it would lead to an overall increase in student numbers (noncredit + credit) and eventually lead to more students moving from noncredit to credit over time as they are able to reach higher language levels as noncredit students prior to moving into our credit courses.

**How does this goal align with your department mission statement, the college strategic plan, and**

**/or Guided Pathways?**
Our mission is to provide students with opportunities to learn English that is accurate and appropriate in academic settings, and fulfill personal, career, and academic goals, and more students can achieve that goal at higher levels if we offer additional mirrored courses.

**Expected Goal Completion Date**
8/17/2020

## Goal 5

**Brief Description**
Evaluate the feasibility of offering credit online courses

**Is this a new or existing goal?**
New

**How will you complete this goal?**
We will begin exploring the feasibility of offering credit online courses.  Faculty will work on receiving certification to teach online courses through POET.  Faculty will also work on developing online course shells through CANVAS.

**Outcome(s) expected (qualitative/quantitative)**
We expect increased numbers of faculty who are qualified to teach online.  We would like to develop at least one online ESL course.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
Our mission is to provide students with opportunities to learn English that is accurate and appropriate in academic settings, and fulfill personal, career, and academic goals, and more students can achieve that goal if we offer online courses that meet the needs of non-traditional students.

**Expected Goal Completion Date**
8/17/2020

# STAFFING AND RESOURCE NEEDS

**Instructions**

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**
Yes

**Are you requesting additional Staff, CAST or AA?**
No

**In the last ten years, what is the net change in number of FT Faculty in the department?  (FT faculty loss vs. gain)**
1

**% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)**

| 2016-2017 % FTEF (on-going reassigned time) | 2017-2018 % FTEF (on-going reassigned time) | 2018-2019 % FTEF (on-going reassigned time) |
|---|---|---|
| 147 | 294 | 474 |

**% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)**

| 2016-2017 % FTEF (temporary reassigned time) | 2017-2018 % FTEF (temporary reassigned time) | 2018-2019 % FTEF (temporary reassigned time) |
|---|---|---|
| 50 | 160 | 240 |

# REQUEST FOR ADDITIONAL FULL-TIME FACULTY

## Faculty Request 1

**Title of Full-Time Faculty position you are requesting**
FT ESL Assistant Professor (for ESL department including disciplines ESL, NESL, NCTZN, and NABED)

**How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**
By hiring a permanent ESL faculty, many objectives from the Strategic Plan 2019 - Year 3 can be met.
1) Objective 2.2: Establish clear educational pathways with integrated student support services. The new ESL faculty will be able to develop, teach, and support new noncredit pathways such as in CTE and Apprenticeship;
2) Objective 2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705 which requires colleges to assist students enrolled in ESL in entering and completed degree and transfer English requirements within 3 years.  A new ESL faculty will be able to allow more full-time faculty to teach credit ESL courses including accelerated courses, which are key to AB705 implementation. While part-time faculty are vital to our teaching mission, they often do not have enough time to develop and test SLOs and to create and improve curriculum - all which is expected of a full-time instructor.  A full-time faculty member will have time to develop a stronger ESL curriculum which will ensure a greater success in ESL students entering and completing degree and transfer requirements;
3) Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to, FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars. A new ESL faculty member will eventually be able to serve on committees committed to student equity, AB705, acceleration, and student pathways. The new faculty will also be able to take leadership roles - as we have seen in the past - in FYE, Summer Bridge and acceleration projects.
4) Objective 3.1: Implement an integrated communications plan that reflects Palomar's presence in the community and includes, but is not limited to: 1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials.  A new faculty member will be able to provide valuable input to the college's outreach efforts to the large Latino communities in San Marcos, Vista, Escondido, Fallbrook, Valley Center and other areas. Also, the new faculty will assist in developing the credit and noncredit programs that will inspire non-native speaking communities and allow them to aspire to pursue a more successful pathway.
5) Objective 4.1 Monitor the college's staffing plan related to faculty (75/25 and FON), classified, and administrative staff hires.  Optimum levels for full time to part time ratio are established at 75/25. However, in the ESL department 80.78% of the total FTEF is taught by Part-time Faculty.  A new full-time faculty member will help us achieve some balance.

This person will also play a key role in meeting department/discipline goals of increasing enrollment,

developing additional mirrored courses and online courses, and developing additional CDCP certificates.

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**
While the number of part-time ESL faculty is extensive, there are few who have experience in both credit ESL (intermediate to advanced) and noncredit ESL as well as CTE ESL. Credit ESL faculty at this time need to be able to understand acceleration and pathways to assist students in meeting the requirements of AB705. Noncredit faculty need to have knowledge of and understanding of noncredit testing, placement, certificates and a number of other noncredit related issues. To prepare nonnative speakers to succeed in academic and vocational oriented-course work, we need permanent faculty members who have both the knowledge base and experience to assist in developing new curriculum and leading new programs.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**
No

**Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**
We currently have seven full-time faculty members, 4 of whom are tenured. However, one of our Full-timers is currently the college TERB coordinator, primarily fulfilling his load with TERB duties. In addition, one of our Full-time faculty members was on a year sabbatical 18/19. This means this academic year we had only 2 tenured FT faculty members (in the Fall it will be 3) to complete evaluations and train probationary faculty and participate fully in departmental work and college governance. Our department has significant college and departmental work due to our involvement in both credit (AB705 and other representative groups) and noncredit/workforce. Our department is delighted to be adding 2 new probationary faculty members in 2019. We have lost 7 faculty members since 2007 and have gained 6, so with the addition of our 2 new faculty, we are still short 1 faculty member.

The ESL program at Palomar College is unique as both a credit and significant noncredit department. We have a strong presence in Escondido, Fallbrook and many other off-campus sites, which requires significant FT faculty oversight, curriculum writing, and program management. Our department staff and faculty have significant roles in testing, placing, and advising our students. We have 42 adjunct and 7 (one on sabbatical and one serving as TERB coordinator) full-time faculty members teaching this semester (Spring 2019). Our full time to adjunct ratio is truly dismal. To function effectively, a department of this size requires a greater full-time faculty presence. Also, with the present focus on acceleration, AB705, pathways, and noncredit expansion and certificates, the college needs ESL faculty to take on leadership roles. We are excited about change and want to make a difference. We know committees will benefit from our perspective just as our department will benefit from faculty involvement in college- wide committees, but we do not have the man power to do all that we and the college need and desire.