



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

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?
No

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

Please list the names and positions of everyone who helped to complete this document.

Tracy Fung Faculty Member
Lawrence Lawson Faculty Member

Heather Hosaka Faculty Member
Nicole Siminski Faculty Member

Full-time faculty (FTEF)
1.33

Part-time faculty (FTEF)
2.52

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) 15 hours/week
Beatriz Torres (SM comp lab) 16 hours/week
Concepcion Gallegos (SM evening) 10 hours/week
Rosemary Fontanez (ESC evening) 8 hours/week

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.

Describe your program's plan for assessing program learning outcomes.

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.](#)

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/>)

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% (18/19 it was 84%), which we attribute to our outstanding faculty, engaging curriculum, and high-quality support services offered through our ESL 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.

What is your Stretch goal for COURSE success rates?

85.0%

How did you decide upon the goal?

We have held strong at an 84% success rate for two years. We would love to maintain this percent or stretch by an additional 1%.

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 92%, which is higher than in San Marcos where the success rate was 83%. This is a consistent difference in success rates based on these two locations, but it is perhaps related to the size of the population and classes since there are fewer credit ESL classes (and smaller classes) and fewer credit students in

Escondido.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

The success rate percentage difference between genders decreased from 8% in 17/18 to 6% in 18/19, so this gap is narrowing. Female success rates are at 86% and male success rates are at 80%. Both of these rates are significantly higher than the college's institutional rate of 70%. In the past we have postulated that this gender trend in ESL 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?

All age ranges have success rates over 80% except 50 and over at 78%. The age range of 50 and over is also our smallest population (only 18 students) so the small population may affect our ability to generalize from this data. In the previous year (17/18) this population had an 88% success rate so it seems to fluctuate significantly with this small population.

The next lowest success rate was for 19 and under at 81%. This is possibly due to the additional high school demands on these students' time and effort.

Students 20-24 had the highest success rates at 88%. This may be due to less family needs compared to those in the group between ages 25-49 with a success rate of 83%.

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 of other ethnicities, at 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.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We continue to improve our SLO assessments each time we assess. We are refining rubrics and exams. In spring 19 we assessed 11 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.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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/> 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.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?

Existing

Goal Status

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?

Existing

Goal Status

Ongoing

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?

Goal Status

Existing

Ongoing

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

8/17/2021

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

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

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

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 and developing additional mirrored courses and online courses.

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 eight 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 in 18/19 we had only 2 tenured FT faculty members (in Fall 19 it is 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 33 adjunct and 8 full-time faculty members teaching this semester (Fall 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.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, we have a FT faculty member who is currently the college TERB coordinator. We also have a department chair, tutoring coordinator, and computer lab coordinator.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

This PRP is ready.

Chair Name
Tracy Fung

Chair Sign Date
10/30/2019

Dean Review

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

ESL continues to serve a very diverse and high-need population across the district.
The PRP goals are on target to meet student need, especially acceleration and exploration of online offerings.

Areas of Concern, if any:

ESL is working on implementing AB705 for Fall 20 and this will impact curriculum as well as staffing.

Recommendations for improvement:

Prioritization of AB705 implementation and credit courses.
Community partnerships and growth opportunities - such as parent classes with school districts, may need to slow.

Dean Name
Pearl Ly

Dean Sign Date
11/1/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

Appreciate the stretch goals. I never thought about the gender break-down and vocational ideas presented here to explain disproportionate impact- interesting idea. Goals are great also- accelerated classes look interesting as well.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S.Kahn Ph.D.

Vice President Sign Date
1/19/2020