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 - Noncredit (N 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.
Current: Noncredit ESL certificate of completion
CN Adult Basic Education

Future certificates:
Noncredit ESL computer skills certificate of completion
Noncredit ESL speaking skills certificate of completion
Noncredit ESL grammar skills certificate of completion
Noncredit ESL conversation skills certificate of completion

Please list the names and positions of everyone who helped to complete this document.
Monica Galindo   Academic Department Assistant (1 FTE)
Marcela Gomez   ESL Advisor (1 FTE)
Carmelino Cruz   ESL Matriculation Coordinator (1 FTE)
Vickie Mellos   ESL Assistant Professor; Full Time Faculty
Nimoli Madan   ESL Professor; Full Time Faculty
Tina-Marie Parker   ESL Assistant Professor; Full Time Faculty

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
2.66	15.27

Classified & other staff positions that support this discipline
Monica Galindo: Academic Department Assistant (1 FTE)
Patricia Alvarado: Support Specialist I(1 FTE)
Angeles Rodriguez: 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 lll (1 FTE)
Lidia Zapata (.45 FTE)
Melissa Griggs (1 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
Concepsion 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.

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?
Currently we offer one certificate program in our noncredit ESL discipline although we are working on adding more certificates of completion in 2020. The current certificate is the Noncredit ESL certificate of completion. The learning outcomes of the ESL certificate program are both clear and comprehensive. These outcomes reflect acquisition of basic language skills learners need to be successful in both the CTE and the academic pathway.

Describe your program's plan for assessing program learning outcomes.
Every semester all 904 level students are informed that they will have to take and pass three tests (writing, reading, and speaking) to earn a certificate. All 904 classes schedule and administer the same tests during the same week of the semester. Department created scoring guides/rubrics are used to evaluate student writing and speaking skills. The reading comprehension test is scored based on an departmental answer key/guide. This ensures uniformity in evaluations.

Summarize the major findings of your program outcomes assessments.
We have tested and evaluated these program outcome assessments over the years. Our department finds these to be an accurate measure of what we expect our students to be able to do when they complete the four non-credit levels and start taking academic or career related classes. For these three program outcomes, most recently, we had an 89-90% success rate.

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.](#)

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.
In Fall 2018 we had 36 approved Noncredit ESL certificates of completion and in Spring 19 we had 58.

Thus, in 2018-2019 98 NESL certificates were awarded. In 2017-2018, 67 NESL certificates were awarded.

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

What factors have influenced your completion trends?
We have increased the amount of information and communication given to students about how to earn a certificate.

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?
25.0%

Why did you choose this standard?
These courses are non credit ESL courses which can be repeated. Learning a second language takes time and often students need to repeat levels to strengthen their English skills before they move to the next level of language proficiency. Thus it is it not expected that a majority of students that enroll will complete the first semester they enroll in the course.

What is your Stretch goal for COURSE success rates?
30.0%

How did you decide upon the goal?
As a department, we believe that it will be hard to achieve a higher success rate in non-credit courses.

Almost 80% of the students who stay in classes until the end show satisfactory progress and complete the class, but they do not all master the material, pass the course and continue to the next level. Typically, not more than 25% have mastered the language skills necessary to advance to the next level of language acquisition.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
Working together as a department and encouraging input from instructors, we have written second SLOs and SLO assessments for the majority of our courses over the past year. All of our assessments and rubrics are now in the document repository in TracDat, and we are assessing all SLOs within the 2-3 year cycle. We have been collecting assessment feedback so that we can make changes to our assessments where we see a need for improvement. As we continue to add new noncredit courses, we are still writing new assessments and SLOs.

Summarize the major findings of your course outcomes assessments.
In reviewing the result summary of the most recent findings in all non-credit courses, all courses demonstrated successful outcomes with 70% or more passing. In many courses, we saw an 80-90% success rate. The only exception was the Grammar 914 course - in the paragraph editing assessment, only 63% of students passed. Most instructors provided feedback expressing that they were pleased with the results in their classes and the assessments. However, comments were made about changing the 914 editing assessment, clarifying the 903 writing rubric, giving students more time to write their paragraphs in 904 and giving the 904 students less opportunity for outside assistance (less tutor correcting).

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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
Creating CTESL Pathways

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

How will you complete this goal?
We have hired a FT faculty member who will be working on CT ESL Pathways. We are reviewing the effectiveness of our current Career Track course and will consider whether students are meeting the outcomes and use this to determine if we need to change the outcomes or the course structure. We are also surveying ESL students to determine CT needs. We plan to reach out to other programs at Palomar

College to better understand which classes our ESL students are taking and how we can support them across the curriculum. Once we have this information, we will begin to outline a vision for the ESL Career Development Program and create and/or modify courses accordingly. We are also working with Nichol Roe to tie ESL to pre-apprenticeship programs.

Outcome(s) expected (qualitative/quantitative)
1. A review and (potential) modification of our current Career-Track ESL course in order to increase enrollment and retention within this course.
2. Develop and offer Integrated Education and Training (IET) courses which combine noncredit ESL support courses with career training and content courses. This will increase retention and success among ESL students in these areas.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with our mission statement because it seeks to equip students with "language and cultural proficiencies required for the fulfillment of ... career... goals so that they may participate fully in society." Also it "connects students to ... career pathways and fosters a commitment to lifelong learning." By offering IET courses, we can increase "access to our programs and services" for ESL students pursuing content or career courses. Such support courses promote equity by meeting a need of students whose first language is not English but wish to take non-ESL courses at the college.

Expected Goal Completion Date
8/23/2021

Goal 2

Brief Description
Create CDCP certificates in our noncredit program.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We have been working on putting together a number of certificates of completion for noncredit students such as an ESL Conversation Certificate, ESL Computer Certificate, ESL Speaking Certificate and ESL Grammar Certificate. We had to create new classes and thus new CORs in order to achieve this goal. We are waiting for these to be approved by the chancellor's office.

Outcome(s) expected (qualitative/quantitative)
Once these certificate programs are in place we expect an increased enrollment in the noncredit ESL program, increase in completions, and increased revenue for the college due to increased funding for CDCP courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The creation of certificates gives ESL students an opportunity to earn awards (certificate) upon completions of course sequences. This promotes completion and student success. It gives students a sense of achievement. Thus it is in keeping with guided pathways and our mission statement.

Expected Goal Completion Date
8/24/2020

Goal 3

Brief Description
Increase availability of ESC support staff to help with advising, outreach, retention, and matriculation.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
There is a need to hire advising support staff, especially in Escondido. This staff will be available to help students with advising, outreach, retention, and matriculation.

Outcome(s) expected (qualitative/quantitative)
The expected outcome of this goal is to increase enrollment, retention, and completion. This will also help students with identifying their career and academic pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal will help with the "on-boarding" part of pathways. Students will get support identifying meta majors most suited for them.

Expected Goal Completion Date
5/18/2021

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?
No

Are you requesting additional Staff, CAST or AA?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
0

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
ESL Student Advisor (Escondido)

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The Escondido evening program is the largest program of all programs in ESL, and an ESL student advisor in Escondido would help meet district, department, and discipline goals related to pathways, acceleration, AB705, increased enrollment goals, pathways from credit to noncredit, and integrated student support.

By hiring an ESL student advisor, many objectives from the Strategic Plan 2019 - Year 3 can be met.
Objective 2.2: Establish clear educational pathways with integrated student support
services per SEM and Guided Pathways plans.
Objective 2.3: Develop curriculum and processes to ensure compliance with Assembly Bill
705 which requires colleges to: 1) utilize high school performance data for placement 2)
facilitate student completion of transfer-level English and Math coursework within one
year of entry, and 3) assist students enrolled in ESL in entering and completed degree and
transfer English requirements within 3 years.
This staff person would play an important role in advising and assisting students in enrolling in ESL and completing degree and transfer requirements in a timely manner. We are looking to hire someone in this role for Escondido with a majority of the working hours in the evening time, as we already have a person in this role in San Marcos. Our huge non credit and credit evening population does not have easy access to this crucial student service. The advisor in SM makes a significant difference in student enrollment and movement from noncredit to credit courses and then into transfer classes.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
We do not currently have anyone, including part-time staff, in this position. This position requires extensive knowledge of college pathways, noncredit, credit, registration, enrollment, assessment etc.

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

Staff, CAST, AA request 2

Title of Staff position you are requesting
45% ESL Program Assistant (Escondido)

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
An ESL Program Assistant in Escondido would help meet district, department, and discipline goals related to pathways, increased enrollment goals, transition from credit to noncredit, and integrated student support.
By hiring an ESL Program Assistant, many objectives from the Strategic Plan 2019 - Year 3 can be met.
Objective 2.2: Establish clear educational pathways with integrated student support
services per SEM and Guided Pathways plans.
Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.
Objective 4.1 Monitor the college's staffing plan related to faculty (75/25 and FON), classified, and administrative staff hires.
This staff person would play an important role in assisting students in Escondido in enrolling in ESL and NESL classes. Our program assistants make a significant difference in student enrollment and movement from noncredit to credit courses, and they manage our assessment, enrollment, etc. The person in this role would be bilingual, and would serve our college's diverse students body and community.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
We currently have been filling this role with a student worker who recently converted to a part-time STM staff person. Difficulties of not having a permanent staff person in this role include issues in providing timely assessment, onboarding, and registration assistance for new and continuing students, assigning

keys, representation at department meetings, level of involvement in the college, and level of understanding of college and department practices and policies. This position requires extensive knowledge of college pathways and programs, noncredit, credit, registration, enrollment, assessment, etc.

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

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	Chair Sign Date
Tracy Fung	10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
ESL Non-Credit has worked very hard in this review period to build certificates that will receive CDCP funding. Good work on increasing number of certificate completions.

Areas of Concern, if any:
Course success rates were listed at 25% and with stretch goal of 30% but the course assessment narrative has much higher outcomes - is this a mistake or am I misinterpreting this?

Recommendations for improvement:
With the current financial situation of the college, I recommend thinking of different ways in addition to more staffing in order to promote and support ESL at Escondido.

Dean Name	**Dean Sign Date**
Pearl Ly	11/2/2019

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:
Increased completions are really impressive! Appreciate the stretch goals, I know this is a challenge. Good goals as well.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**
Jack S. Kahn Ph.D.	1/19/2020