

Status: **Reviewed**

Entry #: 260

Date Submitted: 9/14/2020 1:30 PM

## 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 TOP coded as 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  
Nicole Siminski, Faculty Member  
Vickie Mellos, Faculty Member  
Tina Parker, Faculty Member

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

8

**Full-time Faculty (FTEF)**

2.92

**Part-time faculty (FTEF)**

0.64

**Classified and other permanent staff positions that support this discipline**

Monica Galindo: Academic Department Assistant (1 FTE)

Patricia Alvarado: Student Support Specialist (1 FTE)

Claudia Hernandez: Student Support Specialist (1 FTE)

Angeles Rodriguez: Student Support Specialist (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: Student Support Specialist (.45 FTE)

Providencia Gonzalez: Student Support Specialist (.45 FTE)

Melissa Griggs: Tutoring Center Coordinator (1 FTE)

**Additional hourly staff that support this discipline and/or department**

Hourly employees:

Usually we have 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. Right now we have few STM employees due to being fully online. We have only retained those SI Tutors funded through Title V. We have only three FWS students providing basic computer skills assistance in Zoom classes. We are still in process of hiring a third FWS student.

FWS and STM employees:

FWS Diana Cruz (comp lab) 5.5 hrs/wk

FWS Alek Guerrero (comp lab) 4.5 hrs/wk

FWS Zinab Sahial (comp lab) 4 hrs/wk

STM Title V Christl Dorsey 10 hrs/wk

STM Title V Brian Bagaglio 10 hrs/wk

STM Title V Illaria Russo 10 hrs/wk

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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 do they 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.

## Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

We do not currently offer a program in credit ESL.

**How have these factors presented challenges for your program(s)?**

We do not currently offer a program in credit ESL.

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%, 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?**

81.0%

**How did you decide upon the goal?**

We held strong at an 84% success rate for two years but had an 80% success rate in 19-20. Last year our stretch goal was 85%, but during the time of Covid-19, we are adopting a more realistic goal. We also started self-placement in FA19 due to AB705, so we anticipate this may lead to a decline in course success rates over time although it should also result in higher throughput as students take fewer courses in the sequence.

**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?**

Our evening classes have a slightly lower success rate (78% compared to 81%), though the retention is very similar (98% and 97%, respectively). This is not a large enough gap to find significant.

Likewise, both Escondido and San Marcos have similar success (83% and 80%) and retention rates (100% and 97%). Again, these differences are not significant.

**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 and 1% in 19/20.

However, female success rates dropped 6% in the last academic year and are now at 80%. Male success rates are at 79%. Therefore, our gender gap decreased because female success decreased, and our male students did not actually do any better. These percentages appear significant, yet the actual number of students is low, and therefore it is difficult to draw conclusions based on this (a 6% drop is a difference of 7 students).

**Age: Why do you think age differences exist? What do you need to help close the gap?**

Success rates for students aged 20 to 50+ is above 80%. For students 19 and under, the success rate is 71%, which is a significant decrease from the previous five years (all between 80-85%). Our 55+ group has the highest success rate, but they also have the lowest number of actual students. This means that the impact on the success rate is much more significant for each student, making it difficult to draw conclusions from this data.

Our biggest concern is the drop in success rate for our 19 and under students. When looking at the data by course, it seems that this is mainly due to academic classes and 45. This may be due to the fact that these classes have seen significant changes in the last few years due to AB 705, with more accelerated classes being offered and guided self-placement. With a strong economy during this time, students this age may have also been working, or some potential high-achieving students may have decided to work rather than pursue their education at Palomar.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

In 2019, the success rate for Hispanic students was lower (at 72%) than the other success rates of other ethnicities. The success rate for Hispanic students went down by 8% in 2019, as did the success rates for white students, which went down by 9%. Success rates for Asian students stayed constant from 2018. As indicated in discussions above, we feel success rates overall are going down due to the changes with AB 705 and self-placement. With multiple measures placement of high school graduates in transferable courses due to AB 705, many of our Hispanic recent high school graduates may have been placed in higher level transferable courses. Although success rates in these cases may go down, overall throughput for students in shorter higher-level sequences usually increase.

Additionally, as noted in previous PRPs, 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 LEARNING 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 and designing new SLOs, rubrics and assessments for new courses. In Fall 19, we assessed SLOs for ESL 105, 45/945, and 98.1/994. In Spring 20, we assessed SLOs for ESL 20/920. All of our credit courses have at least 2 SLOs and all except for our new courses have assessments and have been assessed and reported in the past 3 years as required.

**Summarize the major findings of your course outcomes assessments.**

Most of the ESL 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.

For ESL 105: 95% of students passed the Writing SLO assessment.

For ESL 45/945: 96% of students passed the Reading SLO assessment.

For ESL 20/920: 100% of students passed both SLO assessments.

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

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

**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?**

Yes

**Please list any questions and describe what you need to integrate work-based learning.**

We are looking into work-based learning for our career-track course and other potential career-related classes. We would like to know more about best practices for this pedagogy and how it can be used to promote student completion in our program and success in their chosen field.

In our Career track classes we currently do: mock interviews and guest speakers from career disciplines, some of which were also working in the industry and could talk about the jobs (F2F classes, not online classes). Students are encouraged to volunteer in their field/related fields, but this is not required.

**How do you engage with the community to keep them apprised of opportunities in your program?**

We work with local high school and community organizations. We are exploring dual enrollment.

## 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**

Completed

**How will you complete this goal?**

We completed this goal in Fall 20. We moved our academic program to a fully accelerated program.

**Outcome(s) expected (qualitative/quantitative)**

We anticipate that more students will move through the credit ESL sequence and move on to English 100 or ESL 110.

**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 number of students using ESL Tutoring Support

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

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

We will improve the 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. We will continue offering SI sessions (started in Spring 20) funded by Title V. We will continue to offer drop in tutoring and tutoring by appointments. We will strive to make online tutoring more accessible.

**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**

8/30/2021

**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 as well as online classes. 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. COVID-19 and the pandemic has resulted in a significant decrease in enrollment, so we hope to increase and rebuild up the program in the next year.

**Outcome(s) expected (qualitative/quantitative)**

More students will enroll in credit courses including our new transfer-level composition class, ESL 110.

**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**

8/30/2021

**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?**

Done last year: We developed noncredit mirrored sections for ESL 101 and 105. The new NESL 975 is being offered for the first time in Fall 20.

Future work: We will develop noncredit mirrored sections for ESL 130, 131, and 31. Course outlines of record will need to be written and submitted for approval. We will also examine the possibility of a new noncredit program for reading skills (NESL 930 and 931).

**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**

8/30/2021

**Goal 5****Brief Description**

Evaluate the feasibility of offering credit online courses

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

Existing

**Goal Status**

Completed

**How will you complete this goal?**

We moved our program fully online due to the Pandemic in Spring 20.

**Outcome(s) expected (qualitative/quantitative)**

All faculty teaching in Spring 21 have been certified to teach online. All ESL courses have been entered for DE approval in META.

**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

**Goal 6****Brief Description**

Increase technical training for our student population to build foundational skills in technology so they are successful when they take online classes.

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

New

**How will you complete this goal?**

Students will receive at least one hour a week of class in the ESL computer lab with their in person classes.

**Outcome(s) expected (qualitative/quantitative)**

Students are better prepared to be successful when they take online classes.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Technical training will increase access, allowing students to take more classes they might otherwise be unable to due to circumstance or location.

**Expected Goal Completion Date**

8/30/2021

**RESOURCES**

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

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

No

***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.***

**Are you requesting new Classified, CAST or AA positions?**

No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

Yes

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.**

1. We would like to note that a number of our staff positions and services are currently fully or partially funded through equity funds, and we would like to ensure that those funds continue to be budgeted towards those positions and services.
2. Additionally, we have SI tutoring that is offered through Title V funds, which we hope will continue as well.
3. We anticipate possible potential costs in the restructuring/relocating of the tutoring center and re-conversion of our computer lab H-118 if our original computer lab tables cannot be brought back.
4. Our printing funds decreased from 4900 in FY2019 to 3900 for FY2020 and FY2021. This is not a problem while we are remote, but when we return to Campus, we will need our regular printing funds again.
5. If we would like to collect apportionment for our tutoring, we will need sufficient General Funds available to pay student peer tutors.

## **NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

### **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

**Will you be requesting any technology (hardware/software) this upcoming year?**

No

**Do you have resource needs that require physical space or modification to physical space?**

Yes

#### **Facilities Requests**

##### **Facility Request 1**

**What are you requesting?**

Conversion of H-118 back to a computer lab if colocation occurs, Conversion of H-222 to a regular ESL classroom

**What discipline PRP plan goal/objective does this request align with?**

Goal 6: Increase technical training for our student population to build foundational skills in technology so they are successful when they take online classes.

**What Strategic Plan 2022 Goal/Objective does this request align with?**

1:2

1:3

2:4

**Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

Now with Tutoring colocation, it is likely that H-118 will no longer be used as a tutoring center, and we'd like it converted back to an ESL computer lab. We actually struggled in the last year without that lab available for all our students and classes who needed help developing computer skills to manage their classes. We would like our special student computer desks back again that were taken out. The computer lab in H-118 had specialized computer desks in which the computers could be pushed down into the desks so that students could work in groups.

We would also need the computers brought back from H-222 as well and the data cables reconnected. It seems like this year while we are not in the lab holding classes would be a great time to try to restore the H-118 computer lab.

**Is there an associated cost with this request?**

No

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?**

## PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?**

Yes

### Requests

#### Item 1

##### What are you requesting?

Funding for electronic versions of novels used in academic ESL classes.

##### Estimated Amount of Request.

\$100.00

##### Will you accept partial funding?

Yes

##### Budget Category

Supplies

##### What PRP plan goal/objective does this request align with?

#2 Increase the use of our ESL Tutoring Center

##### What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

**Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

This request is for Ebook downloads that could be a virtual library for tutors to use as they help students navigate the books in online tutoring sessions. A tutoring account with purchased digital copies would be the most effective way to allow for tutors to share screens with students and guide reading support. This is needed especially now when we are online. Accessing online texts during the Zoom SI and tutoring sessions will make learning easier and reading more meaningful especially for under prepared students.

On ebooks/Apple Books/Books on Google Play the books for our programs hover around \$10. In the academic classes, there are about 7 novels used per semester. \$100 could help us purchase 10 different ebooks for use by our tutors in online tutoring for Academic ESL AB705 accelerated courses. We could create a Tutor Account on Ebooks, Apple Books, or Books on Google Play. Then, our academic ESL tutors could access the account and books during their tutoring sessions.

Costs of current Fall 20 novels:

Americanah \$11.99

Everything I Never Told You \$13.99

Born a Crime \$13.99 (not on Google / only on Apple)

Art of Travel \$12.99

Esperanza Rising \$3.99

Seedfolks \$4.99

Fall Total \$61.94

Spring books cost to be added when determined. Some books may be the same in spring.

**Please upload a copy of the quote, if available.**

**I confirm that the Program Review is complete and ready to be submitted.**

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

tfung@palomar.edu

## Review

### Chair Review

#### Chair Comments

None.

#### Chair Name

Tracy Fung

#### Chair Sign Date

10/29/2020

### Dean Review

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

The detailed and thorough analysis in the PRP is reflective of the commitment of the Chair and faculty in the department to address the multifaceted needs of the ESL student population. There is great communication and transparency with this department and, along with clearly evidence based decision, the programs are very well managed. A remarkable amount of work is accomplished in both instruction and support in this Department.

#### Areas of Concern, if any:

None at this time.

#### Recommendations for improvement:

We will continue to work with the Chair to facilitate smoother collaboration among the staff.

#### Dean Name

Dr. Fabienne S. Chauderlot

#### Dean Sign Date

11/5/2020

### 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:**

strong course success rate and consistently high persistence rates; implementation of AB 705; push to bring students to computer literacy

**Areas of Concern, if any:**

FT FTEF is impacted by release time for chair (dept), TERB Coordinator (college wide), lab coordinators (dept), and tutoring coordinator (dept); why keep discipline course success rate so low when it clearly is much higher?

**Recommendations for improvement:**

work with IRP to track movement of NC students into CR programs (ESL or other) -- the work with mirrored classes may result in a shift here.

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

12/29/2020