Status: **Reviewed**

Entry #: 259

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
2020-2021

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 TOP coded as 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 for 20/21:
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.
Carmelino Cruz, ESL Matriculation Coordinator
Heather Hosaka, ESL Faculty
Gary Sosa, ESL Faculty
Tracy Fung, ESL Faculty
Tina-Marie Parker, ESL Faculty

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)	**Part-time faculty (FTEF)**
2.41	17.30

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 two 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

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
Currently we offer six certificate programs in our noncredit ESL discipline. The learning outcomes of the Noncredit ESL certificate of completion 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. For the new certificate programs, we are creating learning outcomes and will be assessing them in the next two years.

Current: Noncredit ESL certificate of completion
Current: N Adult Basic Education
New certificates for 20/21:
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

Describe your program's plan for assessing program learning outcomes.
Every semester all 904 level students are informed that they will have to take three tests (writing, reading, and speaking). 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.

For the new certificate programs, we are creating learning outcomes and will be assessing them in the next two years.

Summarize the major findings of your program outcomes assessments.
We have tested and evaluated these program outcome assessments (for the NESL Certificate of Completion) 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.

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?
N/A

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 2019 we had 54 approved Noncredit ESL certificates of completion and in Spring 20 we had 30 certificates awarded. Thus, in 2019-2020 84 NESL certificates were awarded. There was a decrease in awards in spring because of the move online due to COVID halfway through the semester.

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?
Decreased

What factors have influenced your completion trends?
There was a decrease in awards in spring because of the move online due to COVID halfway through the semester.

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)?
(There was a decrease in awards in spring 20 because of the move online due to COVID halfway through the semester.)

How have these factors presented challenges for your program(s)?
Because of the pandemic, students are facing numerous challenges that impact their ability to take classes.

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?
Course success rates are not currently calculated for noncredit classes and repetition restrictions do not apply either. Although we would expect to see a much higher success rate for students to pass or show satisfactory progress (P or SP) in noncredit classes, we would expect fewer students to pass (P, not SP) and move to the next level. These courses are noncredit 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?
Course success rates are not currently calculated for noncredit classes. Although we would see a much higher success rate for students to pass or show satisfactory progress (P or SP) in noncredit classes, we would expect fewer students to pass (P, not SP) and move to the next level. As a department, we believe that it would be hard to achieve a high success rate in non-credit courses. The majority of the students who stay in classes until the end show satisfactory progress and complete the class (P or SP), but they do not all master the material, pass the course, and continue to the next level.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We are continuing to write SLOs and assessments for new courses, and we improve our SLO assessments each time we assess. Last year we assessed three 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.

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?
Our NESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Our ESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

NESL courses teach reading, writing, speaking, listening, and critical thinking skills to succeed in their current or future occupations or chosen career pathways.

How does your program help students build these KSA's?
Our NESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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 Harrah's Casino in Valley Center to offer a basic skills ESL course to both Harrah's employees and members of the community in that area. We distribute flyers in the local library and churches to share this opportunity.

We offered a not for credit English course at Dr. Bronner's in 2019.

We also do outreach in K-12 and at community events throughout the area and offer classes in schools, churches, and other community areas. We also have a partnership with the Mexican Consulate in San Diego. We participate regularly in Palomar events such as Tarde de Familia and House of Humanities. We have established courses in new underserved off-site locations, including Vallecitos and Maie Ellis elementary schools.

We are exploring the idea of dual enrollment and business partnerships for courses.

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?
Existing

Goal Status
Ongoing

How will you complete this goal?
We surveyed students to determine their career goals and needs. We have also reached out to content faculty in Welding, Child Development, and HVAC to determine if ESL could support students in these classes. Out of the three, we have been able to create a partnership with Child Development, and are offering ESL95/NESL 995 for the first time in Fall 2020 to support students both currently enrolled in CHDV classes and those interested in CHDV classes in the future.

We plan to review outcomes for this course to determine its efficacy and ways to improve it. We also plan to continue reaching out to CTE faculty in hopes of supporting ESL students in other career pursuits.

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?
Completed in 2019: We put 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. They have been approved by the chancellor's office.

Ongoing in 2020: We are exploring adding a Noncredit Reading Skills certificate for our newly mirrored Reading classes.

Outcome(s) expected (qualitative/quantitative)
Now that these certificate programs are in place we expect an eventual increased enrollment in the noncredit ESL program, increase in completions, and increased revenue for the college due to increased funding for CDCP courses. This increase will be delayed by the move online due to COVID.

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
8/30/2021

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?	**Goal Status**
Existing	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

Goal 4

Brief Description
Increase technical training for our noncredit 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?
Noncredit students will receive at least one hour a week of training in the 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
5/27/2022

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?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ESL Student Advisor (Escondido)

Is this request for a full-time or part-time position?
45%

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled
A 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, as we already have a person in this role in San Marcos. The advisor in SM makes a significant difference in student enrollment and movement from noncredit to credit courses and then into transfer classes.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
No.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This would fulfill goal number 3 on our current PRP - Increase availability of ESC support staff to help with advising, outreach, retention, and matriculation.

Strategic Plan 2022 Objective

1:2   1:3   2:2

If the position is not approved, what is your plan?
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. Current staff will have to continue to travel and use comp time in order to serve these students in a very limited manner.

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 in the future, we will need sufficient General funds funding allocated to pay for student peer tutoring.

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

What discipline PRP plan goal/objective does this request align with?
Goal number 4

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.

This fits with the Noncredit ESL goal #4, "Increase technical training for our noncredit student population to build foundational skills in technology so they are successful when they take online classes." It also aligns with course goals for NESL 982, 983, 984, and program goals for our Noncredit Certificate of Completion in ESL computer skills.

Is there an associated cost with this request?
Yes

Will you fund the request through your budget or other sources?
TBD

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
If facilities can bring back the original desks, there would not be costs involved. If we cannot, we have to figure out how to convert H-118 back into a computer lab and H-222 back into a classroom, and there may be furniture needs involved. We will need facilities and IS work orders for any furniture changes and movement.

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?
No

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.

Areas of Concern, if any:
The need for an additional staff is understandable but it will be difficult to fill this position at this time.

Recommendations for improvement:
None at this time.

Dean Name
Dr. Fabienne S. Chauderlot

Dean Sign Date
11/4/2020

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:
general increase in completions due to changes addressed in curriculum (S20+ due to COVID impact noted)

Areas of Concern, if any:
course success rate (25%) -- perhaps this can redefined for NC?; with respect to course-level assessment methods you mention improving them but don't say how; ESL Student Advisor (45% at ESC) -- not currently funded through CAEP?

Recommendations for improvement:
Have CTESL Coordinator reach out to Dean, CTEE for inclusion in Career Continuum conversation; having ESL as an active member of this conversation should help to provide ESL students with opportunities for internships and stronger connections to employers (at a variety of points along their academic career).

Vice President Name
Shayla Sivert

Vice President Sign Date
12/29/2020