

Entry #: 54 - Languages and Literature

Status: Submitted

Submitted: 4/5/2024 9:04 AM

DRAFT**OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS**

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Languages and Literature

Department Name

English as a Second Language

Microsoft_List_ID**Discipline Name**

English as a Second Language (ESL)

Department Chair Name

Heather Hosaka

Department Chair email

hhosaka@palomar.edu

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

Lawrence Hamilton Lawson, Tina-Marie Parker, and Nicole Siminski

Website address for your discipline<https://www.palomar.edu/esl/>**Discipline Mission statement**

Our mission in the ESL Department at Palomar College is to provide access and support for multilingual students of diverse origins, experiences, needs, abilities, and goals in their lifelong learning, college, and career pathways. Our equity-driven curriculum connects language acquisition with relevant life experiences to meet students' unique needs. We provide engaging learning environments and effective student support services for students pursuing their personal, career, and academic goals in a variety of settings.

[\(Click here for information on how to create a mission statement.\)](#)

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.

Biliteracy Certificate of Achievement

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

8

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

2.53

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.80

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Angeles Rodriguez: Academic Department Assistant (1 FTE) 12 mo

Claudia Hernandez: Student Support Specialist (1 FTE) 12 mo

Rosalba Bolwin: Student Support Specialist (1 FTE) 12 mo

Marcela Gomez: ESL Advisor (1 FTE) 12 mo

Yolanda Fernandez: Instructional Support Assistant III (1 FTE) 12 mo

Melissa Griggs: Tutoring Center Coordinator (1 FTE) 10 mo

Carmelino Cruz: Noncredit Matriculation Coordinator (1 FTE) 12 mo

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Lina Cardenas – 4 hours/week during busy times (about 8 weeks of the semester)

Rosalia Rodriguez – hours vary, 10-20 hours/week during busy times (about 8 weeks of the semester)

Bety Lambert – hours vary, 6-12 hours/week for SM morning during busy times (about 8 weeks of the semester)

Irene Lambert (Bety) – 12 hours a week STH

Elena – 6 hours a week

Soonki Chong – 8 hours a week

Maryam Ebrahimiari– 6 hours a week

Christl Dorsey – 5 hours a week

Lana Abd Alnour– 5 hours a week

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

There were no department-level changes, so the data was not unexpected.

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

Stayed the same

Was this expected? Please explain.

There were no department-level changes, so the data was not unexpected.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

Ethnicity

Modality (Online, Face to Face, Hyflex, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Evening classes had slightly higher success rates than daytime classes. These differences were not huge, though (65% compared to 67%).

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Our DE classes had slightly lower success rates than our in-person classes (62% versus 66%). It can be more challenging to communicate with online students and check-in with their progress. It could be helpful if embedded tutors could reach out to individual students to help with this.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Hispanic students are succeeding at much lower rates (60.6%) than White (69.2%) and Asian (73.1%) students. Our Hispanic students are often more likely than our other students to be working full-time or have other substantial outside obligations. We need to look more closely and collect data to truly know the reasons. We can survey all of our students to gain a better understanding. Instructors who teach these classes can meet to review the findings and then come up with and implement strategies to increase the success rate of our Hispanic students.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Quality Quest and POQR, embedded tutoring, tutoring center support, and AB-1705 trainings.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

ESL 93 was not assessed because it was canceled. ESL 94 has not been assessed because this is the first semester it is offered.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[Copy 0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
10 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

N/A

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

N/A - our biliteracy certificate had not started by Sept 2022

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
8 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

No programs to assess

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

No programs to assess

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Our discipline supports students who want to enter the workforce, transfer to a university, or engage in the community.

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.

Additionally, employers are looking for bilingual employees, and the biliteracy certificate program addresses that need and provides evidence of skills that are desirable for both employers and university admissions.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Biliteracy skills

How does your program help students build these KSA's?

Through the biliteracy certificate program, students develop college-level English reading and writing skills as well as intermediate-level skills in another language.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Increase the number of students using ESL Tutoring Support

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are excited to have the ESL Tutoring Center space back, and we have seen many students using it. We would like to enhance tutoring center, embedded tutoring, and online tutoring options. We want to explore models for embedded tutoring in asynchronous online classes.

Prior Year PRP Goal 2

Brief Description

Increase enrollment in our credit courses

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 3**Brief Description**

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

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 4**Brief Description**

Offer support classes to help students be successful in courses in other disciplines

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are currently embedding in a CHDV course as part of a grant-funded apprenticeship program. We are looking at ways to continue this once the funding has ended and also to expand this model as appropriate. As well, we have a Writing Support for the Sciences course that we are running, for the first time, in Fall 2024.

Prior Year PRP Goal 5**Brief Description**

Collaborate with the Library to improve research skills in academic courses

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 6**Brief Description**

Incorporate anti-racist practices in our teaching practices, support services, and curricula

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Prior Year PRP Goal 7**Brief Description**

Expand offerings of transferable ESL courses to sites such as ESC, RB, and FEC. Investigate dual-enrollment opportunities.

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

There is a limit to the FTES offered at sites, but dual enrollment offers a fresh opportunity to find FTES to offer transferable courses at the sites—and in local high schools near those sites. Thus, we've added "investigate dual-enrollment opportunities" to this ongoing goal.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Expand the multilingual credit certificate program to include ASL

How will you complete this goal? Include Strategies and Timeline for Implementation.

We can put the proposal through META in Fall 24 and complete the goal by Fall 25.

Outcome(s) expected (qualitative/quantitative)

This will increase the number of students earning this certificate.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal aligns with objective 10 and 11 of goal #1 of the EFVP: " 10. Offer programs that are continually reviewed to meet student transfer, workforce, and community needs. 11. Develop new certificates, associates, and bachelor's degrees aligned with emerging career opportunities."

Expected Goal Completion Date

9/1/2025

Goal 2

Brief Description

Explore feasibility of AB 1096 (courses in a student's native language) within the credit ESL program.

How will you complete this goal? Include Strategies and Timeline for Implementation.

Fall 24 - learn more about this law and how it has been used in other community colleges.

Spring 25 - discuss, as a department, opportunities as a result of this law. Discuss with other content areas and the college

Fall 25 - decide if this is relevant to ESL and decide whether or not to move forward

Outcome(s) expected (qualitative/quantitative)

This could increase enrollment by opening up class opportunities for students in other languages. As well, if we dovetail this with support classes for other courses, we could increase student success across the college.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal directly aligns with goal #1 of the EFVP: Reimagine and redesign instruction and student services to increase student success. We are reimagining what instruction can look like vis-a-vis this legislation.

Expected Goal Completion Date

Goal 3

Brief Description

Get our transferable, credit online courses badged via the CVC-OEI, online exchange for deployment via Teaching College

How will you complete this goal? Include Strategies and Timeline for Implementation.

Spring 2024 and Fall 2024—Do the work to make our online, transferable credit courses accessible to meet the requirements of the badging process.

Fall 2024 and Spring 2025—Move through the POER process to get our courses badged.

Fall 2025—Begin to offer our transferable, online credit courses via the Teaching College process.

Outcome(s) expected (qualitative/quantitative)

We expect to offer more sections of our transferable, online credit courses via the Teaching College process. We expect more English Language Learners to have access to transfer-level English designed for their unique needs.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal directly aligns with goal #1 of the EFVP: Reimagine and redesign instruction and student services to increase student success. We are reimagining what instruction can look like vis-a-vis this legislation.

Expected Goal Completion Date

8/8/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY**Faculty Request 1****Title of Full-Time Faculty position you are requesting**

Assistant Professor, ESL

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

This faculty position would help with the following: AB-705 work, create and offer more certificate programs, offer more support classes to help students be successful in courses in other disciplines, collaborate with the library to improve research skills in academic courses, expand offerings of transferable ESL courses to sites such as ESC, RB, and FEC, and incorporate anti-racist practices in our teaching practices, support services, and curricula. Many of our goals and work are connected to the college's.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

We had to hire several new part-time instructors this semester due to an increase in student demand for classes. There is a limited pool of qualified applicants at this time.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**Is your department affected by faculty on reassigned time? If so, please discuss.****Are you requesting AA, CAST for Classified Staff?**

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA**Staff, CAST, AA request 1**

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

CAST Director/ESL Staff Manager

Is the position request for AA, CAST, or Classified staff?

CAST

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

Full Time

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.)

We are in need of a supervisor for all the classified staff, STH and FWS in ESL. This person will then serve as the link between the faculty and classified and between the classified and the Dean. This arrangement will help make our department function more effectively by improving communication between faculty and staff and between classified staff working in the ESL department.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

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.

A CAST position/ESL Staff Manager will help all parts of our department. Having an in-house supervisor will also help classified staff resolve issues quickly and easily.

Educational Vision Plan 2035 Objective

1:1	2:3	4:1	5:1
1:2	3:1	4:2	5:2
1:3	3:2	4:3	
1:5	3:3	4:4	
2:2	3:4	4:6	

If the position is not moved forward for prioritization, how will you address this need?

If this position is not created the department will continue to face challenges in these areas.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

We have two vacant 45% positions and two permanent staff (Student Support Specialists) working out of class. We have relied on STH heavily, and some of these positions have been paid by WIOA and CEAP funds, but we were told we would not be guaranteed this funding next year. This would be to the detriment of the department as, in all programs, we need STH to register students and help grow our program. We are requesting an additional \$7,824 to cover STH in ESC and \$12,240 to cover FEC where there is now no permanent staff. We are also requesting an additional \$10,000 to help cover costs of two permanent staff in San Marcos working OOC.

Request 2: We are requesting funds to support our ESL Tutoring center, which is currently funded by WIOA, but we were told we were not guaranteed funding next year. Cost for lab assistants and tutors with benefits: \$126,941.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: 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 PeachJar

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

We would like funds to send out flyers to local K-12 schools through their PeachJar system. This is an online system that charges to advertise at each school, and we would like to do 100 distributions this year (35 for fall, 35 for spring, and 30 for summer). This is one key way that we can let potential students know about our courses and programs, and get the word out in the community about Palomar ESL classes. We have found this type of advertising to be highly effective in the past, and this will be essential with current decreasing trends in enrollment.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

ESL department, staff and coordinators

c. What are the expected outcomes or impacts or implementation?

Increased student enrollment

d. Timeline of implementation

2024-2025

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$2125

Do you already have a budget for this request?

No

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

Increase enrollment in our credit courses

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:1	2:3	4:1	5:1
1:2	3:1	4:2	5:2
1:3	3:2	4:3	
1:5	3:3	4:4	
2:2	3:4	4:6	

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

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

None

Will you accept partial funding?

No

Budget Category

Please upload a copy of the quote, if available.

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

hhosaka@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Heather Hosaka

Date

4/5/2024