**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Eng Second Lang (Credit)** | **Date** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Tracy Fung, Carol Lowther, Linda Haley, Colleen Bixler, Jerrie Raymer, Lawrence Lawson, Marty Furch, and Gary Sosa, Nimoli Madan, and Lee Chen** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **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.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission statement of the ESL department correlates directly with that of Palomar college. The department offers an engaging teaching/learning environment, supporting diverse students’ educational needs and their pursuits, and encouraging a commitment to life-long learning and contribution to society.**  **Our goal is to provide a stimulating, real-life learning environment for our students to acquire the academic language and cultural skills they need to be successful in their future careers and in their lives as members of our community. Our mission is more than a stated goal: it is a natural by-product of the principles and methodologies that encompass ESL pedagogy. Providing authentic and comprehensible language input and using an eclectic array of teaching techniques to appeal to individual learning differences are the professional standards we bring into the classroom every day. Our students are a true cross-section of the community since many members of our community still live in the shadows due to language, cultural and financial reasons. Many of our students make their first step into public education in our non-credit classes. The ESL department has been committed to not only providing a first-class education to all students (regardless of their skill level), but to also offering regular, comprehensive orientations on the variety of student services available and on the wide-range of vocational and academic opportunities at Palomar College. Our mission is to equip students whose first language is not English with the language and cultural proficiencies required for the eventual fulfillment of personal, career, academic, and citizenship goals so that they may participate fully in society. We provide students with the ability to use English that is accurate and appropriate in a variety of academic and non-academic settings. We also provide learning environments that foster the development of language fluency and the commitment to lifelong learning. By integrating language acquisition with relevant life experiences, we stress the importance of critical thinking, problem solving, and self-sufficiency.** |

**STEP I. Review and Evaluation of Year 1  
In this section,evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans.For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum(Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **In Fall 2012-Spring 2013, we put ESL 101, ESL 102, and ESL 131 into a yearlong learning community with Reading 110. We ran this learning community again Fall 2013-Spring 2014. We did this because the first year of this yearlong learning community seemed to be successful, and we wanted to try it for a second year.**  **Additionally, in the past year, we identified a potential need for accelerated pathways through our academic writing sequence in addition to our current sequence. This learning community supports Objective 1.5 of the Strategic Plan which is to "Increase the percentage of students beginning remediation in their first year at the**  **college and completing their remediation within three years."**   1. **How did you implement and evaluate those curriculum changes?**   **In response to losing students in the ESL 101 - English 100 sequence, we created a yearlong learning community. For Fall, we put ESL 101 and ESL 131 together into a learning community. For spring, we put ESL 102 into a learning community with Reading 110. We worked with Reading to make this a reality. We evaluated the results by looking at how many students get English 100 eligibility and then enroll in English 100.**  **We are currently in the beginning stages of exploring department-wide acceleration options, and one department member has just taken a sabbatical investigating the possibilities of an accelerated sequence possibility. Additionally, members of the department are participating in the California Acceleration Project, Acceleration in Context and attending workshops to learn how to accelerate curriculum.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you maderegarding class scheduling?**   **In Fall 2011, we made curriculum changes [adding ESL 45, ESL 55, ESL 12, ESL 13, ESL 14, and NESL 304 and removing ESL 34, ESL 35, and ESL 36]. Since that was our first semester offering new courses, we were unsure of what would happen with enrollment. We are continuing to adjust the schedule to offer these classes at times that would best meet our students' needs. These schedule considerations include offering these classes in the morning,afternoon and evening during time slots that are most popular.**  **Also, due to the current economic situation and the ever-increasing costs of attending a community college or their own limited time because of the need to work, some of our students have been unable to take more than one class per semester. This affects the enrollment in special skills classes such as pronunciation, reading, and grammar; as a result, we had to cancel quite a few classes in the Fall. This may necessitate a change in the rotation of our offering these sequenced classes.**  **In the future, we would like to offer additional tracks of ESL that are linked courses (both ESL and mainstream courses) and accelerated courses to increase the speed at which students move through the program. Since not all students are suited for accelerated learning, we would need to open additional sections.We would like to offer accelerated courses at various times of the day to allow students with differing schedule limitations to participate in the accelerated program.**   1. **How did you implement and evaluate those class scheduling changes?**   **Course offerings have become more stable as our students and faculty have adjusted to the major curriculum and course changes that began in Fall 2011. Despite a college-wide softening of enrollment, in Fall 2013, we cancelled only one special topics class due to low enrollment, and we had healthy enrollment in all our special topic classes this semester (Spring 2014). We hope to continue to encourage students to take these special topics classes by continuing to adjust our class scheduling to meet the needs of the student populations that we serve.**  **Also, our class schedule was adjusted to accommodate a new learning community in the ESL department. We developed this new learning community in response to data we received that showed we were losing students in our long ESL writing course sequence. Thus, we developed a learning community, LEAPstart, to shorten the sequence while still producing impressive outcomes. We hope to see more students achieve English 100 eligibility in one year.**  **Leapstart is a unique learning community in that it is a year-long learning community. Students begin in the fall semester in two linked classes: ESL 101 [Written Communication I] and ESL 131 [Academic Reading II]. In addition to these courses, students partake in six college success workshops--for example reading, motivation, and test-taking strategies, among other topics. Field trips are also offered to build trust and comaraderie among the group. After one semester, those students who pass both ESL 101 and ESL 131 move on to ESL 102 [Written Communication II] and Reading 110 [Power Reading] for the spring semester. During that semester, studentsparticipate in additional workshops. At the end of the year, the LEAPstart faculty make the determination if students are ready for English 100 and make recommendations.**  **We evaluated the effectiveness of this scheduling change by tabulating how many students passed ESL 101 in the first semester and how many earned English 100 eligibility after a year of LEAPstart as opposed to how many students, historically, have passed ESL 101 after the first semester and have passed into English 100 one year after beginning ESL 101.**  **After the first semester of LEAPstart, 87.5% [21/24] passed ESL 101, a slight increase over the historic average of 84% [138/165].**  **After the first year of LEAPstart, 54% [13 of the original 24 students] were awarded English 100 eligibility. (Historically, 15-20% of students in ESL 102 receive eligibility for English 100.) Of those 13 students who finished LEAPstart in spring 2013, 92% [12/13] students attempted English 100 in summer 2013 or fall 2013. According to IRP data, the historical English 100 attempt rate for students who passed ESL 102is 42%.**  **The next step, after the Fall 2013 semester, will be to track the LEAPstart students to see their level of success with English 100.**  **Of the initial 24 LEAPstart students: one student dropped out;two students failed; three students took the Mira Costa assessment and due to their lower cut scores, skipped into English 100;and five students received ESL 103 or English 50 eligibility. During the Spring 2013 semester, we added two more students to the LEAPstart roster, one of whom earned English 100 recommendation and one of whom earned an English 50 recommendation. Their results aren't included in the overall percentage as they joined after the ESL 101 start date.**  **The data provide cautious optimism that the learning community program works. It also supports the notion of acceleration in ESL (as these learning community courses are essentially accelerated courses).**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We have not been able to replace an instructor who only taught credit classes since she retired in 2009, and one of our faculty members who taught credit classes is now serving as an interim dean. Also, many of our faculty are also serving the college (basic skills, union, learning outcomes) or the department (tutoring, computer labs, department chair) and have reassigned time. With almost 73% of our credit courses being taught by part-timers, we need two additional full-timers whose full load is in credit ESL.**   1. **Whatis the current status of the plan you articulated?**   **Since the previous PRP, we have hired one additional full-timer, although her load is only 50% in credit ESL since her primary assignment is in Fallbrook, coordinating the noncredit courses offered there. We still need at least one more full-timer with a full load in teaching credit ESL.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$155**   1. **How were those funds spent?**   **We spent this money to buy 4 voice recorders**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **ESL Tutorial Specialist100%, 11 months**   1. **Describe the impact of thesefunds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Students directly affected by the purchases of the 4 voice recorders are the students in the two pronunciation classes, ESL 9 and ESL 10, a total of approximately 50 students a semester. These students check out and use the recorders to complete homework assignments and tasks as well as to develop the skills addressed by the ESL 9 and 10 student learning outcomes. The ESL 9 SLO states that, "Students will demonstrate an ability to pronounce common and simple English words and sentences clearly and intelligibly using a beginning knowledge of English vowels and consonants and rules of intonation, linking, and stress" and the ESL 10 SLO states that, "Students will use rules of standard English pronunciation to correctly produce sounds, syllables, words, phrases, sentences, and discourse." Students use these recorders to monitor and improve their acquisition of specific pronunciation patterns required by the SLOs.**  **These recorders also may be used to record the final speaking project assessments that assess ESL 9 and 10 student learning outcomes. Additionally, the recorders are available not only to pronunciation students, but to all ESL students through the computer lab, A-19.**   1. **Number of students affected**   **Approximately 50 students a semester in pronunciation classes are directly affected by the purchase of the recorders, although the recorders are available for the use of all ESL students through the ESL computer lab, A-19.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **1. 5-year replacement computers for the ESL lab in Escondido**  **2. 5 levels of Focus on Grammar interactive (site license which includes instructor tools) to replace the very outdated Focus on Grammar software currently used in our computer labs**  **Credit courses such as ESL 45 and ESL 55 frequently require the use of ESL computer labs and the use of ESL computer programs in the development of language skills. Focus on Grammar in particular is necessary in the development of advanced language skillsand the ability to meet our SLO writing outcomes, which all have a grammar component.**  **3. Headphones for the ESL computer classrooms in San Marcos and Escondido**  **Credit courses such as ESL 45 and ESL 9 or 10 frequently require the use of ESL computer labs and the use of ESL computer programs in the development of language skills which are assessed by our SLOs. Functional headphones are required to use such programs.**  **4. Once ESL moves into the humanities building, we will have two ESL labs. We will need additional funding for the annual security system cost for the ESL computer labs in San Marcos**  **5. Tutorial Specialist for the ESL Tutoring Center, 100%, 11-month**  **The ESL Tutoring Program continues to contribute to the higher student success rate and retention rate in the Academic ESL program. Research and Planning did two consecutive studies to analyze the data of academic credit students visiting A-13, the ESL Tutoring Center, during the fall 2011 semester and the fall 2012 semester. They found reliable data that support the finding that A-13 users passed the following courses at a higher percentage rate than A-13 nonusers: ESL 55, ESL 101, ESL 102, ESL 103, and even English 100. The tutoring program also explains how in spite of the increase of total FTEF taught by part-time faculty, retention and success rates have continued to rise.**  **The ESL Tutoring Program offers services including partially or wholly embedded tutoring in San Marcos, Escondido, and Fallbrook; offering 144 man-hours of open tutoring per week in San Marcos and 10 man-hours of open tutoring per week in Escondido.We need a FT Tutorial Specialist to serve the operational needs of the ESL Tutoring Program as well as the ESL Tutoring Center. We cannot depend fully on the 10 short-term employees and not a single classified support person to serve our current and future needs, especially as we expand our services to include group tutoring, workshops, computer-assisted SI, handout-assisted SI, targeted assistance for “early alert” students with ESL needs, embedded tutoring in CTE for contextualized ESL, etc. ESL Tutoring should not be staffed entirely by temporary short-term workers. We hope by granting this position, the college willdemonstratesupport for an integral part of the college’s instructional support system.**  **6. ESL Student Specialist in Escondido to orient and help students understand the available ESL classes.(45% position vacant since 2010; requesting additional 55% to make it a 100% 12-month position)**  **We have asked for this position each year for the past several years because this position is vital to the success of the credit ESL program at the Escondido center. Students completing our noncredit ESL program and moving into credit classes frequently require extra guidance and assistance, particularly in understanding the nature of credit classes and how to become a credit student. During the time when we had a student specialist in Escondido, we saw increases in enrollment in credit ESL classes. Currently, the enrollment in our credit ESL classes is suffering. We need this position to increase credit ESL enrollment in Escondido. As in the past, the Specialist will meet with students who are completing the highest level of noncredit ESL and assist them in understanding and enrolling in credit ESL classes.**  **7. Instructional Support Assistant I for the Escondido ESL computer lab (11-month position)**  **The Escondido ESL computer lab is maintained and run by student workers who are unable to effectively monitor and take care of the lab.The lab currently struggles with costly replacements of headphones frequently due to the lack of lab staff.** |

**STEP II.Evaluation of Program& SLOACData**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past sixyears(2007-08 through2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**).Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates(<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describeyour analysis and observations.**  **1. Our enrollment dropped in 2011 when we changed our course offerings. We created NESL 304 and ESL 45 and 55. These classes replaced ESL 34, 35 and 36 respectively. However, there is a slight increase in enrollment in 2012-13 as compared to 2011-12. The retention rate is consistently high over the last six years. Specifically in 2012-13 the overall retention was 95.3%. Also, the pass rate has been steadily increasing over the six years. it has increased from 74.4% in 2007-08 to 81.5%in 2012-13.**  **The enrollment at census between 2011-12 and 2012-13 has picked up a bit. We're not at the point we were in 2010-11, but we switched one course from credit to non-credit, so the lower enrollment makes sense on that level. Still, the slight uptick is promising. However, we had more seats available in 12-13 than in 11-12 (25 more), so it's a bit discouraging that our enrollment at census was about 1.5% lower than in the previous academic year. Our enrollment percentage has consistently dropped over the past four years, so we've got to create a plan that reverses that trend. One strategy might be to institute retention measures at the very beginning of the semester so that we don't lose students in the first few weeks. Making sure the bookstore has all of our books on the first day of class (or before) is crucial in this endeavor because when the books aren't there, students get frustrated, and student success suffers.**  **Another observation from the data is that the total number of FTEF taught by part-time faculty has decreased. That's a positive trend as we want to increase the percentage of students in the credit courses who are taught by full-time faculty as full-time faculty have the time and resources available to mentor these students.**  **Weekly student contact hours are down between 2011-12 and 2012-13, and that is also a trend that we need to reverse. We need to do a better job recruiting and retaining students as well as matriculating students from non-credit into credit.Our office staff positions and ESL student specialist positions are key in recruitment, rentention, and assisting students in the transition from non-credit to credit.**  **Another troubling observation is that while FTEF by full-time faculty is up, WSCH per full-time faculty is down. That's another trend we need to work to reverse.**  **Looking at the pass rates for ESL over the past five academic years, the trend is quite positive. We've made gains in pass rate each year since 2007-08 in the day programs and since 2009-10 in the evening programs. These statistics show that our measures to increase completion in the ESL sequence have been bearing some fruit. Our overall retention rate, however, has stumbled a bit in the 2012-13 year, dipping to 96% from 98% in 2011-12 for the day programs and to 95% from 96% in the evening programs. Retention in the 90s is still remarkably high. These numbers are a positive sign that our 'high touch' practices in the ESL department are paying off.**  **Does this datareflect your planning, goals, and activities? If not, why?**  **This data reflects our planning in the credit enrollment dropoff between 2010-11 and 2011-12. We lost over 100 enrollments, and that's because we transferred an entire credit class to the non-credit side. Therefore, that dip in enrollment was anticipated.**  **The FTEF by part-time faculty also reflects our planning. We aimed to increase the amount of FTEF by full-time faculty, pulling full-time faculty from the non-credit side over to the credit side. These numbers show that we have been successful in this endeavor. By adding another full-time colleague to our department, whose sole focus is credit ESL, we'll be able to improve these numbers even more.** |
| 1. **SLOACs. Using the comprehensive SLOACreports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level.Link to SLOAC resources:**<http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **ESL 55: This SLO was assessed in Spring 2012 with eighty-two students writing the composition. Almost 90% received 70% or higher and 50% received 80% or higher so the results were higher than anticipated.**  **ESL 45: In Fall 2012 two of the three sections of ESL 45 were assessed and a total of 35 out of 47, or 74.5%, passed the in-class writing assessment with a C or higher. 24 out of 47, or 51%, received a B or higher.**  **ESL 45: In Spring 2013, all 3 sections of ESL 45 were assessed. A total of 34 out of 51 students passed according to the rubric, for a passing rate of 66%. One class had an 80% pass rate, another a 73% pass rate, and the third brought down the average with a 50% pass rate. There were 7 A grades, 15 B grades, and 12 C grades.**  **ESL 13: In Fall 2013, two sections of ESL 13 were given a timed-writing assignment on the same topic. 90% of the students were able to use 5 or more modals correctly.**   1. **Course SLOACs:What did you learn from your course SLO assessments?What will you maintain and/or change because of the assessment results?**   **ESL 55: The results were significantly higher and more positive than expected.**  **ESL 13: We found that since the students were able to choose the modals they used in their writing, there were very few errors. This may be because we were assessing grammar that they already knew. We feel it might be better to assesss a different topic that is taught in the course, for example, the present perfect tense.**  **ESL 45: The pass rate was extremely low due to some significant problems with the assessment method. The assessment used was not similar to the types of exercises done in the class and actually confused the students. This assessment will need to be examined and rewritten.**   1. **Program SLOACs:What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Our current ESL Program SLO is affiliated with our non-credit classes and certificate. Our credit course sequence does not currently have a certificate program and is not currently designated a program.** |
| 1. **OtherRelevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **Research by IRP has informed evaluation of our first learning community program. Student Success task Force recommendations have also influenced how we assess our programs.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of datais based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **Students are and will be impacted because of curricular changes designed to move students through the sequence more quickly (while providing the proper academic training). We hope to offer more accelerated courses and learning communities. The negative impact on students might be the requirement of taking more credits during a semester, but the positive impact on students will be that they'll move through the sequence quicker and get more academic support.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112).Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **We frequently adapt our curriculum to better serve our students and their goals as is reflected in our current pursuit of acceleration and the addition of learning communities. The majority of our full-time faculty and many of our part-time faculty have participated in on-course workshop training, which has led to a smaller group of ESL faculty putting together a widely-used blackboard-accessible database of personalized department on-course strategies and activities (TIDES). A second major strength of our discipline is our tutoring center, which includes both embedded and appointment-based tutors who help our students succeed in their courses. Finally, the ESL Department is involved in a lot of campus-wide projects [Summer Bridge is a prime example], so we're able to advocate for the needs of our students.**   1. **Weaknesses**   **The ESL department offers numerous courses in both credit and non credit ESL. However, our departments continues to operate with a high ratio of part time faculty. Having such a huge majority of faculty not totally committed to the college or unable to dedicate their time to the needs of the students, department and college is definitely a weakness. Also, student matriculation from Non-Credit to Credit can be problematic due to our students' inability to afford college classes.**   1. **Opportunities**   **We have the opportunity to offer more accelerated courses and learning communities. These courses will help our students be more successful as they transition to English 100 and other 'mainstream' courses.**   1. **Challenges**   **Student matriculation from Non-Credit to Credit is problematic. Many of our students can not afford to take credit classes and some do not have the opportunity to explore the options available to them in a community college setting.**  **The tutoring center is a very important part of our department. Tutors help with student success and retention and the service they provide to ESl learners is unparalelled. However, we do not have optimum funding to hire a tutoring specialist and additional tutors for a service that has high demand. Getting financial support for the ESL tutoring center is imperative to the success of our students.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’stop priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Offer learning community and accelerated courses.** |
| **Plans/Strategies for implementation** | **1. Develop an accelerated curriculum for ESL 55 and ESL 102.**  **2. Develop a lab-based writer's workshop to supplement the accelerated courses.**  **3. Hire additional tutors trained specifically for academic writing and reading (and to work with accelerated learners).** |
| **Outcome(s) expected (qualitative/quantitative)** | **We hope to see faster movement through the ESL sequence (higher numbers of students completing the accelerated path). We want to enable more students to reach English 100.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase the use of ESL tutoring.** |
| **Plans/Strategies for implementation** | **1. Hire a Tutorial Specialist for the ESL Tutoring Center.**  **2. Hire tutors trained specifically for academic writing and reading (and to work with accelerated learners).**  **3. Work with faculty to increase faculty referrals of students.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increased numbers of embedded tutors as well as availability of tutors in the tutoring center. Increased numbers of student appointments made with tutors.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Increase enrollment in credit courses.** |
| **Plans/Strategies for implementation** | **1. Hire an ESL Program Assistant for the San Marcos ESL morning program.**  **2. Hire an ESL Student Specialist for the Escondido Center.**  **3. Increase outreach and advertising.** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Increase in the number of students moving from non-credit to credit ESL classes.**  **2. Increased outreach and advertising will help us recruit more students and increase enrollment.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our learning community and acceleration goals align with Palomar's mission as they encourage an engaging teaching and learning environment as well as helping students be successful in transfer-level courses.**  **Our goal of increasing credit enrollment aligns with Palomar's mission in the area of addressing educational needs of basic skills students and transfer-level students of diverse origins.**  **Our goal of increasing ESL tutoring aligns with Palomar's mission to help our students achieve the learning outcomes necessary to contribute as individuals and global citizens and pursue transfer-readiness and general edcucation.**   1. **How do your goals align with the College’s Strategic Plan Goals?See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our learning community and acceleration goals align with the College's Strategic Plan Objective 1.5: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years as well as Objective 1.6: Define career pathways for all disciplines and programs.**  **Our goal of increasing credit enrollment aligns with the College's Strategic Plan Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies.**  **Our goal of increasing ESL tutoring aligns with the College's Strategic Plan Objective 1.5: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a.Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:***[***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\*Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below.*Click here for examples of technology:***[***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\*Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Fundsfor Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below.Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\*Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Fundsfor Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below.Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\*Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Fundsfor temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\*Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified andadministrative(contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Numberfor Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**