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| **Department: English as a Second Language** | **Date 02/04/15** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**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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| **List everyone who participated in completing this Program Review and Planning Document.**  **Colleen Bixler, Marty Furch, Lee Chen, Nimoli Madan, Carol Lowther, Gary Sosa, Tracy Fung, Lawrence Lawson, Mark Poupard, Jerrie Raymer, Monica Galindo, Carmelino Cruz and Marcela Gomez.** |

**Resources Requested for Academic Year 2014-2015: Identify the resources needed to achieve the department’s goals and plans.   
RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THIS FORM.**

**STEP I. Resources Requested for FY 2014-15: I**dentify all additional resources you will need to achieve goals, plans and strategies. 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. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step II.

**\***Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
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| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **One (1) Dell Laptop (Latitude E6540)** | **600010** | **Goal #1 for non credit and Goal # 3 for credit. Strengthen pathways for non-credit and credit ESL students to take college level courses.** | **Objective 2.2,2.3 &2.4** | **This computer will be used by the ESL Student Specialist to give orientations to ESL students in Fallbrook and other off-campus sites as needed.** | **$1716.18** |
| **b2.** | **1 portable projector**  **HITACHI - CP-WX4022WN** | **600010** | **Goal #1 for non-credit and Goal # 3 for credit. Strengthen pathways for non-credit and credit ESL students to take college level courses.** | **Objective 2.2,2.3 &2.4** | **This portable projector will be used by the ESL Student Specialist to give orientations to ESL students in Fallbrook and other off-campus sites as needed.** | **$1294.92** |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **CELSA test liscense for Fallbrook and Romona** | **400010** | **#2 (NESL) and #3 in credit increase student enrollment** | **#2** | **We need to pay the CELSA license so that we are able to use the CELSA test for placement purposes at the Fallbrook site. This test is used during registration to help assess student levels because we are unable to use the COMPASS test at this site. IS has tried, but it doesn't work so we are forced to use an alternative placement device. This test is absolutely essential because without it we can't place students into appropriate ESL levels at the Fallbrook site. Thus it provides access to placement and appropriate learning for the Fallbrook ESL student community.** | **$370** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category**  **)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Additional funds for printing outreach materials** | **500010** | **Goal #3 in credit and #2 in non credit ESL** | **2.2** | **We need money to print flyers and information sheets to advertise and recruit for the ESL program. We also need money for signs and posters which will help students locate our services.** | **$1,500** |
| **d2.** | **Additional funds for Printing instructional material** | **500010** | **Goal #1 & 3 in NC and Goal #1, 3, and 4 in credit** | **1.5** | **Since we have limited funds for printing, these funds will be sued to print instructional materials designed by teachers for students. They will help students acquire necessary language-related knowledge and skills.** | **$2,000** |
| **d3.** | **Focus on Grammar (software)** | **500010** | **#1 (NESL) strengthen pathways for noncredit students to advance in the college and goal #1 in credit** | **Goal 1: Student Learning: Support excellence in instruction and academic programs and services to improve student learning** | **The upgraded version of this program will replace the current licenses we have, which no longer work on the computers in the Humanities Building. This learning tool for students spans 5 levels of ESL. The interactive nature and overall quality of the programs make it particularly advantageous as a complement to classroom instruction.** | **$10,000** |
| **d4.** | **My English Lab: Writing**  **(software)** | **500010** | **#1 in credit** | **Goal 1** | **Offering 4 levels of writing instruction specially designed for ESL learners, this program will support our students enrolled in academic writing classes. Students and faculty have requested this type of software for years. This particular one covers lower level writing skills to advanced writing skills. The addition of this instructional software will provide excellent support of our students' learning in our computer classroom setting.** | **$7,500** |
| **d5.** | **Quia website annual subscription renewal for the ESL Tutoring ProgramGoal #2 in both the noncredit and credit disciplines** | **500010** | **Goal #2 in noncredit and # 2 in credit disciplines** | **1.1, 1.2, 2** | **The ESL Department needs to use this site for operational needs of the ESL Tutoring Program such as tutor training and hiring (a comprehensive, password-protected online test as part of the comprehensive evaluation of a tutor candidate during the interview process, for example). Cost is annual.** | **$49.00** |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **4 STH workers** | **230010** | **#2 in NESL and #3 in cedit ESL** | **Goal #2** | **Last Spring our 45% ESL Program Assistant in Fallbrook took an out-of-class assignment in Counseling, and this semester our FT ESL Program Assistant in Escondido was hired at the main campus to fill a 1 1/2 year vacancy in our department, now leaving us with a vacancy in our Escondido program. We have to hire STH to cover the offices now.**  **The person in this position plays an integral role in the enrollment of our ESL students in Palomar College classes. These responsibilities include scheduling and conducting ESL placement testing and assisting both credit and noncredit ESL students with enrollment. As a result, the person in this position significantly impacts ESL enrollment each semester. ESL Program Assistants perform similar functions to Admissions for our ESL students, and the health of our program and numbers of our students and classes are directly related to our office support staff.**  **It is absolutely essential for us to have workers to staff our offices in Escondido and Fallbrook.** | **$10,600** |
| **f2.** | **10 tutors - A total of 5400 hours per fiscal year including summer session are needed for these ESL tutors to be embed in classes as well as provide tutorial services in the ESL Tutoring Center and the TLC; the estimated hours cover both regular semesters and a summer session per school year.** | **230010** | **Goal # 3 in non-credit and goal #2 in credit** | **1.1, 1.2** | **The noncredit discipline of the ESL Department, in its current program analysis, points to the "availability of highly-qualified ESL tutors" as one of the discipline's major strengths. As well, the credit side of the house reports in its PRP, "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." The credit faculty specifically cites "[g]etting financial support for the ESL tutoring center" as one of their challenges. For their goal of offering learning communities and accelerated courses, the credit faculty stipulates "[hiring] additional tutors trained specifically for academic writing and reading (and to work with accelerated learners). They further set a special discipline goal for " [increasing] the use of ESL tutoring" and list these implementation strategies:**  **1. Hire a full-time 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.**  **To gauge whether this outcome has been achieved, the ESL credit faculty would like to see "[i]ncreased numbers of embedded tutors as well as availability of tutors in the tutoring center [and increased] numbers of student appointments made with tutors."**  **\* 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.**  **\* Our goal of increasing ESL tutoring also 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.**    **\* The ESL Tutoring Program continues to contribute to the higher student success rate and retention rate in the Academic ESL program. The latest Research and Planning study found that the Pass Rates for ESL-tutoring users surpassed that of their non-user counterparts:**  **ENG-100: 91% versus 70%;**  **ESL-45: 83% versus 73%;**  **ESL-55: 88% versus 71%;**  **ESL-101: 92% versus 80%;**  **ESL-102: 90% versus 82%;**  **ESL-103: 100% vesus 81%.**    **\* The tutoring program also explains how in spite of the increase of 25% in 4 years of total FTEF taught by part-time faculty, retention and success rates have continued to rise. With the absence of office hours and availability associated with part-time faculty, students can at least seek help in the tutoring center.**  **\* SARS-Grid's "Unduplicated Count of Students Reports" indicate that 255 unique students utilized the ESL Tutoring Center during the spring 2014 semester. That number jumped 16% to 296 during the just finished fall 2014 semester.**  **\* Not only students who are taking ESL courses, but also non-native students not currently taking an ESL course, have sought our tutorial services.**  **\* Currently, the ESL tutors are paid from a budget that is a combination of grants and general funds, as follows:**  **$20,000 from BSI funds for 14-15 plus an earmarked $20,000 in general funds.**  **The department requested a total of $75,600 for tutoring for this next fiscal year. At present, ESL Tutoring has not yet spent out its budget as stated above. For the time being then, since the GF will rollover, ESL's request is for $20,000, which will be covered by BSI. Any additional funds needed will be requested through BSI.** | **$20,000** |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP II. Prioritize Resource Requests.** Now that you have completed Step I, prioritize all of your resource requests 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 six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step I** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **4 STH workers** | **230010** | **#2 in NESL and #3 credit ESL** | **Goal #2** | **Last Spring our 45% ESL Program Assistant in Fallbrook took an out-of-class assignment in Counseling, and this semester our FT ESL Program Assistant in Escondido was hired at the main campus to fill a 1 1/2 year vacancy in our department, now leaving us with a vacancy in our Escondido program. We have to hire STH to cover the offices now.**  **The person in this position plays an integral role in the enrollment of our ESL students in Palomar College classes. These responsibilities include scheduling and conducting ESL placement testing and assisting both credit and noncredit ESL students with enrollment. As a result, the person in this position significantly impacts ESL enrollment each semester. ESL Program Assistants perform similar functions to Admissions for our ESL students, and the health of our program and numbers of our students and classes are directly related to our office support staff.**  **It is absolutely essential for us to have workers to staff our offices in Escondido and Fallbrook.** | **$10,600** |
| **2.** | **10 tutors - A total of 5400 hours per fiscal year including summer session are needed for these ESL tutors to be embed in classes as well as provide tutorial services in the ESL Tutoring Center and the TLC; the estimated hours cover both regular semesters and a summer session per school year.** | **230010** | **Goal # 3 in non-credit and goal #2 in credit** | **Objective 1.1, 1.2** | **The noncredit discipline of the ESL Department, in its current program analysis, points to the "availability of highly-qualified ESL tutors" as one of the discipline's major strengths. As well, the credit side of the house reports in its PRP, "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." The credit faculty specifically cites "[g]etting financial support for the ESL tutoring center" as one of their challenges. For their goal of offering learning communities and accelerated courses, the credit faculty stipulates "[hiring] additional tutors trained specifically for academic writing and reading (and to work with accelerated learners). They further set a special discipline goal for " [increasing] the use of ESL tutoring" and list these implementation strategies:**  **1. Hire a full-time 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.**  **To gauge whether this outcome has been achieved, the ESL credit faculty would like to see "[i]ncreased numbers of embedded tutors as well as availability of tutors in the tutoring center [and increased] numbers of student appointments made with tutors."**  **\* 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.**  **\* Our goal of increasing ESL tutoring also 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.**    **\* The ESL Tutoring Program continues to contribute to the higher student success rate and retention rate in the Academic ESL program. The latest Research and Planning study found that the Pass Rates for ESL-tutoring users surpassed that of their non-user counterparts:**  **ENG-100: 91% versus 70%;**  **ESL-45: 83% versus 73%;**  **ESL-55: 88% versus 71%;**  **ESL-101: 92% versus 80%;**  **ESL-102: 90% versus 82%;**  **ESL-103: 100% vesus 81%.**    **\* The tutoring program also explains how in spite of the increase of 25% in 4 years of total FTEF taught by part-time faculty, retention and success rates have continued to rise. With the absence of office hours and availability associated with part-time faculty, students can at least seek help in the tutoring center.**  **\* SARS-Grid's "Unduplicated Count of Students Reports" indicate that 255 unique students utilized the ESL Tutoring Center during the spring 2014 semester. That number jumped 16% to 296 during the just finished fall 2014 semester.**  **\* Not only students who are taking ESL courses, but also non-native students not currently taking an ESL course, have sought our tutorial services.**  **\* Currently, the ESL tutors are paid from a budget that is a combination of grants and general funds, as follows:**  **$20,000 from BSI funds for 14-15 plus an earmarked $20,000 in general funds.**  **The department requested a total of $75,600 for tutoring for this next fiscal year. At present, ESL Tutoring has not yet spent out its budget as stated above. For the time being then, since the GF will rollover, ESL's request is for $20,000, which will be covered by BSI. Any additional funds needed will be requested through BSI.** |  |
| **3.** | **CELSA test license for Fallbrook and Ramona** | **400010** | **#2 (NESL)**  **increase student enrollment and #3 in credit** | **#2** | **We need to pay the CELSA license so that we are able to use the CELSA test for placement purposes at the Fallbrook site. This test is used during registration to help assess student levels because we are unable to use the COMPASS test at this site. IS has tried, but it doesn't work so we are forced to use an alternative placement device. This test is absolutely essential because without it we can't place students into appropriate ESL levels at the Fallbrook site. Thus it provides access to placement and appropriate learning for the Fallbrook ESL student community.** | **$370** |
| **4.** | **Additional funds for printing outreach materials** | **500010** | **Goal # 3 in credit and #2 in non-credit.** | **2.2** | **We need money to print flyers and information sheets to advertise and recruit for the ESL program. We also need money for signs and posters which will help students locate our services.** | **$1500** |
| **5.** | **Additional funds for Printing instructional material** | **500010** | **Goal #1 &3 in NC and Goal #1, 3 and 4 in credit** | **1.5** | **Since we have limited funds for printing, these funds will be used to print instructional materials designed by teachers for students. They will help students acquire necessary language-related knowledge and skills.** | **$2000** |
| **6.** | **Focus on Grammar (software)** | **500010** | **#1 (NESL) strengthen pathways for noncredit students to advance in the college and goal #1 in credit** | **Goal 1: Student Learning: Support excellence in instruction and academic programs and services to improve student learning** | **The upgraded version of this program will replace the current licenses we have, which no longer work on the computers in the Humanities Building. This learning tool for students spans 5 levels of ESL. The interactive nature and overall quality of the programs make it particularly advantageous as a complement to classroom instruction.** | **$10,000** |
| **7.** | **One (1) Dell Laptop (Latitude E6540)** | **600010** | **Goal #1 for non credit and Goal # 1 for credit Strengthen pathways for Non credit and credit ESL students to take college level courses** | **Objective 2.2,2.3 &2.4** | **This computer will be used by the ESL Student Specialist to give orientations to ESL students in Fallbrook and other off-campus sites as needed.** | **$1716.18** |
| **8.** | **My English Lab: Writing**  **(software)** | **500010** | **# 1 (Credit) increase enrollment [retention, and success] in ESL credit classes** | **Goal 1: Student Learning: Support excellence in instruction and academic programs and services to improve student learning** | **Offering 4 levels of writing instruction specially designed for ESL learners, this program will support our students enrolled in academic writing classes. Students and faculty have requested this type of software for years. This particular one covers lower level writing skills to advanced writing skills. The addition of this instructional software will provide excellent support of our students' learning in our computer classroom setting.** | **$7,500** |
| **9.** | **1 portable projector**  **HITACHI - CP-WX4022WN** | **600010** | **Goal #1 for non credit and Goal # 1 for credit Strengthen pathways for Non credit and credit ESL students to take college level courses** | **Objective 2.2,2.3 &2.4** | **This portable projector will be used by the ESL Student Specialist to give orientations to ESL students in Fallbrook and other off-campus sites as needed** | **$1294.92** |
| **10.** | **Quia website annual subscription renewal for the ESL Tutoring ProgramGoal #2 in both the noncredit and credit disciplines** | **500010** | **Goal #2 in noncredit and # 2 in credit disciplines** | **1.1, 1.2, 2** | **The ESL Department needs to use this site for operational needs of the ESL Tutoring Program such as tutor training and hiring (a comprehensive, password-protected online test as part of the comprehensive evaluation of a tutor candidate during the interview process, for example). (annual fee)** | **$49** |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
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| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP III. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve your goals, plans and strategies. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **ESL Program Assistant Escondido ESL Office (Position Authorization submitted 12/2014)** | **212210** | **#3 in NESL and cedit ESL #2 in NESL and #1 and #3 in credit ESL** | **Goal #2 Implement effective pathways that support student access, progress, and completion** | **In the year since our previous PRP requests, an essential ESL staff member, the ESL Program Assistant who assists our students in the Escondido ESL office, left his position. Thus, we have an urgent need to fill this vacant position.**  **The person in this position plays an integral role in the enrollment of our ESL students at the Escondido Center. These responsibilities include scheduling and conducting ESL placement testing and assisting both credit and noncredit ESL students with enrollment. As a result, the person in this position significantly impacts ESL enrollment each semester. ESL Program Assistants perform similar functions to Admissions for our ESL students, and the health of our program and numbers of our students and classes are directly related to our office support staff.**  **Currently, this is a 40 hour/week position that is being partially addressed by short-term hourly workers. We cannot possibly provide the same service or assistance to our students, and as we continue in this situation, particularly if it continues for a lengthy period of time, we run the risk of our class enrollments and student retention being impacted by the lack of availability of office staff to assist with ESL student questions, testing and enrollment.**  **We are hopeful that this vacant position will be filled soon. While it remains vacant, there is no full time classified personnel to meet the complex needs of our basic skills ESL students in Escondido.** | **$73,420** |
| **2.** | **ESL Student Specialist, (45% position vacant since 2010; requesting additional 55% to make it a 100% 12-month position)** | **212210** |  | **Goal 1,**  **Obj. 1.1: Implementing a coordinated outreach plan and Obj. 1.6: Defining career pathways for all disciplines and programs.** | **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. However, as of March 2010, there has not been an ESL Specialist at the Escondido Center, as there is on the San Marcos campus. The job responsibility of the ESL Student Specialist is to perform regular ESLcommunity outreach and class orientations which introduce the students to all aspects of the ESL program, credit and non-credit. The ESL student specialist plays a vital role in helping our students transition from non credit to credit classes. He/ She meets individually with students who are completing the highest level of noncredit ESL and assists them in understanding and enrolling in credit ESL classes. A person in this position helps students plan their academic goals and learn strategies to overcome obstacles that prevent students from advancing on their career pathway. ESL office staff are not trained to provide these vital services to students.**  **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.** | **$75,909** |
| **3.** | **Tutorial Specialist for the ESL Tutoring Center, 100%, 11-month** | **212210** | **Goal #2 in both the noncredit and credit disciplines** | **Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.**  **Objective 1.2: Develop and implement model for establishing career pathways for all disciplines and programs.**  **Objective 2.5: Develop and implement enhanced technologies (student portal, an online education planning tool, and an) to support student success.** | **In its latest PRP, the credit discipline of the department cites the ESL Tutoring Center as a "major strength" of the discipline, pointing out that "both embedded and appointment-based tutors … help our students succeed in their courses. "**  **It is further pointed out that "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."**  **As well, in its latest PRP, the noncredit side of the dept. specifically points to "no classified support for the ESL tutoring program" as one of the discipline's weaknesses. The noncredit faculty then specifies "fund[ing] and hir[ing] an ESL Tutorial Specialist to coordinate the ESL Tutoring Center" as one of their implementation strategies for the discipline's goal of strengthening pathways for NESL 304 students to advance in college.**  **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 the ESL Tutoring Center during the fall 2011 semester, the fall 2012 semester, and the fall 2013 semester. They found reliable data that support the finding that ESL-tutoring users passed the following courses at a higher percentage rate than nonusers: ESL 45, 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 100 or so man-hours of open tutoring per week in San Marcos and 12 man-hours of open tutoring per week in Escondido. The ESL tutors also run English Learners' Friday workshops, the Study Hall hours, and evening workshops. They work closely together to produce a monthly newsletter called "Every Student Learns."**  **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 or so 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, summer bridge, learning communities, computer-assisted SI, handout-assisted SI, targeted assistance for “early alert” students with ESL needs, embedded tutoring in CTE for contextualized ESL, etc.**    **Specifically, our Tutorial Specialist will perform more duties than are listed in this job description (http://www2.palomar.edu/hr/jobdescriptions/classified/TutorialSpecialist.pdf).**  **For example, with the PAT system in place in our ESL Tutoring Center, this person will be charged with**  **• Setting up the courses for which we wish to track data at the beginning of every single semester**  **• Ensuring students using the ESL Tutoring Center sign in and sign out of the PAT system accurately**  **• Looking up sensitive information such as a student’s ID number in PeopleSoft**  **• Running various tracking reports using the PAT system and/or SARS-Grid for data analysis at the end of every single semester so that evidence of our district-wide impact on the students can be provided**  **• Making appointments for students seeking tutorial assistance using SARS-Grid or another similar program**  **• Actually tutoring students because he or she will be the only FT classified employee working in the ESL Tutoring Center and because he or she will also have expertise in the field of ESL Tutoring**  **• Having a supervisory role over short-term temporary and student workers and assisting the program coordinator in tutor scheduling, tutor hiring, tutor training, tutor evaluation, and program outreach efforts**  **\* Producing the monthly newsletter for the ESL Tutoring Center**  **In short, between the duties specified in the position description and the extra ESL-specific responsibilities, there will be enough to keep this person busy for a 40-hour week. Besides, if the college is obliged to hire and pay for more FT employees to manage its new programs, then the ESL Tutoring IS one of the college’s new programs. As such, it should not be staffed entirely by temporary short-term workers. ESL Tutoring is one integral part of the college’s instructional support and student success system. That system includes the TLC, the S. T. A. R. Center, the STEM Center, the English Writing Lab, and the Math Center, all of which have FT classified support personnel. Therefore, there is no reason to delay this position request of ours.**  **Without a tutorial specialist to perform a variety of functions supporting the operations of the ESL Tutoring Center, provide guidance and assistance to students in need of tutorial services and provide assistance in the operations and services of the supplemental instruction and embedded tutor programs, ESL tutors, students, and faculty will battle with a certain amount of frustration, disappointment, and disconnect when it comes to the ESL tutoring operations.**  **We are encouraged, however, by the position's #13 ranking on the IPC Position Priorities List (2013-2014), and we eagerly await the materialization of this position without any further delay.** | **$73,958** |
| **4.** | **Noncredit Matriculation Supervisor (new position but requested in prior PRPs.)** | **212100** | **NC ESL #1 and 2, Credit ESL #3** | **Goal #2Strengthening educational, business, and community partnerships to increase college**  **connections and student learning experiences.** | **The Department desperately needs a NCM Supervisor. The Strategic Plan includes the core values of access to our programs and services as well as equity of all in our policies and procedures. A Noncredit Matricuation Supervisor would be a clear demonstration of those values.**  **The NCM Supervisor would oversee not only our large, off-site Literacy Program, but will also supervise the NCM Assistant, the ESL Student Specialists, and the NCM Office Hourly Employee. Other than performing supervisory duties, the supervisor would be the liason between the different organizations involved in the Literacy Program and with the State with regards to the Non-Credit Matriculation budget. The Department needs someone who will monitor the budget and maintain contact with the State regarding disbursements, changes, and yearly reports. Currently, all these duties are shared by the Dean, Chair, and the ADA.**  **Additionally, the Department offers a Certificate of Completion for students who complete the Literacy Program. The supervisor would be responsible for the documentation and research involved in order for students to qualify for this Certificate from the College. Moreover, the supervisor would help with the outreach efforts of the Department, which would help increase our enrollment numbers and positive attendance hours reported to the State.**    **By not having someone in this position, others in the department must bear the load. We pay overtime to the ESL ADA to work on the noncredit matriculation budget. Since the NCM Assistant is not able to supervise the ESL Student Specialist, the chair must do so. Also the department awards students certificates of non-credit ESL completion. A student who applies for the certificate must be looked up on PeopleSoft in order to verify what courses they've taken. Currently, the chair has to do this for more than 90 students, and it takes hours.**  **We serve over 2,000 non-credit ESL students, so to say that we desperately need someone in this position is not an overstatement..** | **$86,750** |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**