

Program Review & Planning (PRP)

ANNUAL UPDATE

Part 1: General Information

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

- 1) updates to Service Area Outcomes assessment cycle or unit data;
- 2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
- 3) a review of progress on your three-year plan's goals.

Date:	10/14/2019
Unit Name:	ESL
Department Name:	English as a Second Language
Division Name:	Language and Literature
Name of person responsible for the Program/Unit:	Nimoli Madan (ESL Tutoring Coordinator) Tracy Fung (ESL Computer Lab Coordinator and ESL Department Chair)
Website address for your unit:	https://www2.palomar.edu/pages/esltutoring/

Please list all participants in this Program Review:

Name	Position
Nimoli Madan	ESL Tutor coordinator
Melissa Griggs	ESL Tutoring Center Coordinator
Tracy Fung	ESL Computer Lab Coordinator and ESL Department Chair

SECTION 1: Staffing Updates and Services Updates**Staffing**

Using the table below, describe any changes you have experienced in staff in the past year.

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	1 – ESL tutoring 1 – ESL comp lab 3 – ESL office centers	Total Number of Permanent Part-time Staff	1 45% staff person at FEC
Number of Classified Staff	6	FTE of Part-time Staff (2X19 hr/wk = .95)	.45
Number of CAST Staff		FTEF of Part-time Faculty	
Number of Administrators			
Number of Full-time Faculty	1 Tutoring Coordinator 1 Comp Lab Coordinator		

Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)

Note on above: The FTE associated with the tutoring center = 1.6, all of which is funded with BSI/Integrated funds. 1.0 is for the ESL Tutoring Coordinator, while .6 refers to the faculty release time for the faculty lead.

The ESL Tutoring Center currently employs 10 tutors who are hired as short-term hourly. We also employ 2 Federal Work Study students to work as front desk assistants.

The ESL Computer lab currently employs 1 FT staff person and 4 FWS students who assist in the ESC and SM computer labs.

The ESL Office (center) includes 2 FT staff in SM and 1 FT staff person in ESC. We also have one 45% staff person at FEC, and these people receive additional support from an additional 5 FWS and STM part-time employees.

Program/Unit Description**Has the services your unit performs changed in any way over the past year?**

In addition to the services the tutoring center has been providing, we have added book clubs and conversation clubs.

The ESL office continues to provide support to ESL students in assessment and registration.

The ESL computer lab continues to provide support for ESL classes and student using the ESL labs as well as student completing CCCapply and online college applications and now online parking permit purchases.

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PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes Update

GOT SERVICE AREA OUTCOMES?

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:

- 1) Login to Nuventive Improve (TracDat): <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password will get you in.
- 2) Update or add your SAOs and assessment plans.

NEED HELP?

TracDat:

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?	YES X	NO
If NO, describe why and identify a data by which they will be entered.		

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessment's document why (e.g., SAO was assess last year).

1) 70% of the instructors surveyed feel that the learning in their classroom was positively impacted by the presence of an embedded tutor

This SAO was created this semester and will be assessed during week 15 of the semester. data will then be entered into TRACDAT and discussed by the ESL tutoring center staff.

2) 70% of students surveyed "Strongly agree" or "agree" that their tutoring session helped them understand the material better.

This SAO was created this semester and it will be assessed in Spring 2020.

3) 82% of the 153 students who were surveyed felt that the programs in the ESL computer lab usually or always were useful for building their English skills. This was assessed in spring 2019.

4) 73% of the 153 students who were surveyed felt that the instructional or student assistant was always or usually helpful. It should be noted that this result would actually be even higher because 30 students said the question was not applicable, and there are a few classes who use the lab but do not have an assistant due to funding or scheduling restrictions. This SAO was assesed in Spring 2019.

3) SAOs for the ESL office center are in the process of being developed and assessed. This was not an identified service area for a PRP, so this is not something that has been worked on in the recent past. These will be developed and assessed in the 2019-2020 academic year.

SECTION 2: Other Assessment Data

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.

This semester we added small group tutoring sessions to our one on one tutoring sessions. The book clubs and conversation clubs that we now offer lend themselves to group tutoring. Our hope is to serve more students with less resources.

SECTION 3: Achievements and Other Relevant Information

Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!

1. We have moved to a location where we are able to serve our students better. We have an area that faculty can use so they have a presence in the tutoring center, we have a room that is big enough to accommodate more students and which makes it possible for us to give students some quiet place to work and we are now located right next to the ESL office so students have easy access to our services.

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2. We have started book clubs and conversation clubs that help students.
3. The ESL tutoring center and computer lab switched locations in order to allow for faculty line-of-sight in the tutoring center.
4. The ESL computer lab received funding and digital cameras to use with the computers to allow for students to record themselves and work on their speaking and English presentation skills.

Describe provide an update on recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?

There have been no new changes since we wrote our comprehensive review.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?

There have been no new changes since we wrote our comprehensive review.

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PART 3: Progress on Goals

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If the unit has experience barriers for impel in implementing the goals, describe those challenge

Goal #1

Goal from Comprehensive Review	Bring all processes and procedures in compliance to collect apportionment.		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress X	Completed
Describe Progress	We have <ol style="list-style-type: none"> 1. Created an area for faculty oversight 2. Created a process for faculty to recommend students to tutoring 3. Created an in-house discipline specific tutor training program 4. We are in the process of creating processes and procedures to enroll students for tutoring sessions 5. The college is in the process of automating the process of tracking the hours students spend with tutors 		
Describe Barriers to implementation	<ol style="list-style-type: none"> 1. We have not been able to implement a “perfect” system for enrolling students in the tutoring class. We are still working through this with Admissions. 2. We are working with the college to automate a system to track hours that students spend with tutors. 		
Describe Outcomes (if any)	We see more student presence in the ESL tutoring center.		

Goal #2

Goal from Comprehensive Review	Create a conversation club that would meet once a week in the tutoring center.		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress	Completed X
Describe Progress	We offer a conversation club on Fridays this semester.		
Describe Barriers to implementation	We do not have the funds to create enough board games for our students. they are attracted towards games that look “professional” even though they are created in-house. We just need funds for printing the board games.		
Describe Outcomes (if any)	High intermediate and advanced level ESL students had expressed a need for conversation practice and we are meeting this need. So far we have always had a group of students interested and ready to participate in a conversation club.		

Goal #3

Goal from Comprehensive Review	Increase the success and retention of students in ESL classes.		
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Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress X	Completed
Describe Progress	We have started discipline specific tutor training but for tutors to help with retention, they have to take on the role of advisors. We need funds to train tutors and give them opportunities to explore college resources.		
Describe Barriers to implementation	Time and funds		
Describe Outcomes (if any)			
Goal #4			
Goal from Comprehensive Review	Increase information available and given to students trying to enroll in our courses (ESL Office goal)		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress X	Completed
Describe Progress	We are seeking to provide additional information to students trying to make an informed choice prior to enrollment in classes. This is also key in AB 705 implementation.		
Describe Barriers to implementation	ESL students must be able to understand and use the information given to them.		

Goal #5			
Goal from Comprehensive Review	Increase staff and student worker knowledge of and ability to assist students in completing the CCCApply application and online Palomar application in order to help students complete the online registration process.		
Goal Status (insert an "X" in box most closely aligned with the status of this goal).	Not Started	In Progress X	Completed
Describe Progress	We are moving towards helping more ESL students complete the full online application process in order to encourage their full participation in the college and use of college resources.		
Describe Barriers to implementation	ESL students have varying levels of computer skills and the application system is complex.		

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here access [Strategic Plan 2022](#).

Goal 1 Objective 3 states, "Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%."

The ESL tutoring center is instrumental in, "Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan." Most of the students we serve are students who are highly vulnerable. They have little or no formal education and come from families that have not had the American College experience. Thus they need support and need resources that can help them not only acquire the language but also guide them through college. This includes but is not limited to identifying resources that they can use, helping motivate students

And establishing a sense of belonging in this student population. The ESL tutoring center is a safe place. Students know they can go there and they will always find a friendly face and get willing help. They know that the staff will help them with computer skills, or to make an appointment with a counselor. They can grab food from the grab and go refrigerator stocked by the food pantry on campus.

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

We added two goals, since the ESL Office service area and the ESL Computer lab service area have now been added to our ESL non-instructional PRP.

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PART 4: RESOURCES**

Reflect upon the three year plan you created as part of your comprehensive review, your annual update, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). 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 Strategic Plan. Click here to access the [Strategic Plan 2022](#).

SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan or your annual update, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

We are not reallocating any resources. We do want some additional funding to create materials for our book club. This money will be used to pay printing services for creating more board games.

SECTION 2: Need for Additional Resources**STAFFING**

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<u>Strategic Plan 2022 Goal/Obj.</u>	New / Vacant / Modified / Temporary	Describe Need:
1) Tutoring Coordinator		Goal 1 Objective 3 states, "Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%."		In 2015, we were able to hire a Tutoring Coordinator using BSI funds. We would like to convert this position to a general fund position and change it from a 11 month to a 12 month position.
2) 45% ESL Program Assistant (Escondido)		Strategic Plan 2019 - Year 3 Objective 2.2: Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans. Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community. Objective 4.1 Monitor the college's staffing plan related to		An ESL Program Assistant in Escondido would help meet district, department, and discipline goals related to pathways, increased enrollment goals, transition from credit to noncredit, and integrated student support. This staff person would play an important role in assisting students in Escondido in enrolling in ESL and NESL classes. Our program assistants make a significant difference in student enrollment and movement from noncredit to credit courses, and they manage our assessment, enrollment, etc. The person in this role would be bilingual, and would serve our college's diverse student body and Community. We currently have been filling this role with a student worker who recently converted to a part-time STM staff person. Difficulties of not having a permanent staff person in this role include issues in providing timely assessment, onboarding, and registration assistance for new and continuing students, assigning keys, representation at department meetings, level of involvement in the college, and level of understanding of college and department practices and policies. This position requires extensive knowledge of college pathways and programs, noncredit, credit, registration, enrollment, assessment, etc.

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		faculty (75/25 and FON), classified, and administrative staff hires.		(This request is also listed on our NESL Instructional PRP under staff)
3) ESL Student Advisor (Escondido)		Strategic Plan 2019 - Year 3 Objective 2.2: Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans. Objective 2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705 which requires colleges to: 1) utilize high school performance data for placement 2) facilitate student completion of transfer-level English and Math coursework within one year of entry, and 3) assist students enrolled in ESL in entering and completed degree and transfer English requirements within 3 years.		The Escondido evening program is the largest program of all programs in ESL, and an ESL student advisor in Escondido would help meet district, department, and discipline goals related to pathways, acceleration, AB705, increased enrollment goals, pathways from credit to noncredit, and integrated student support. This staff person would play an important role in advising and assisting students in enrolling in ESL and completing degree and transfer requirements in a timely manner. We are looking to hire someone in this role for Escondido with a majority of the working hours in the evening time, as we already have a person in this role in San Marcos. Our huge non-credit and credit evening population does not have easy access to this crucial student service. The advisor in SM makes a significant difference in student enrollment and movement from noncredit to credit courses and then into transfer classes. We do not currently have anyone, including part-time staff, in this position. This position requires extensive knowledge of college pathways, noncredit, credit, registration, enrollment, assessment etc. (This request is also listed on our NESL Instructional PRP under staff)

TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.

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				3) operational maintenance and support.	
1)					
2)					
3)					

EQUIPMENT (Other than technology)

If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

OTHER RESOURCES

If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)		Goal 1, objective 3 states the objective to "implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%..."	\$500	Textbooks or novels being used in classes for tutors to refer to when tutoring students. Since the books change almost every semester, we need to buy books every year for the tutoring center.	
2)		Goal 2, objective 3 states that "Establish communities of practice or similar opportunities for faculty and staff to engage in deeper conversation and activities addressing such topics as equity, student learning,	\$400	Refreshments for four tutor training sessions	

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		appropriate student placement recommendations and support for students to complete transfer-level English and math in one year.”			
3)					

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PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council

Person/Group/Council Who Reviewed PRP

Date

Feedback

1. Progress on Goals.

2. Areas of Concern, if any:

3. Assistance/Guidance for addressing barriers for goal completion.

SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					