Status: **Reviewed**

Entry #: 4

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2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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. With that in mind, please answer the following questions.

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.

BASIC UNIT INFORMATION

Program/Unit Name
ESL

Department Name
English as a Second Language

Division Name
Languages and Literature

Name of Person responsible for the Program/Unit
Nimoli Madan and Tracy Fung

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
www.palomar.edu/esl

Webpage URL 2

Unit webpage
https://www2.palomar.edu/pages/esltutoring/

Please list all participants and their respective titles in this Program Review

Participant	Title
Melissa Griggs	Tutoring Center Coordinator
Tracy Fung	ESL Department Chair, ESL Computer Lab Co-Coordinator
Nimoli Madan	ESL Tutor Coordinator, ESL Computer Lab Co-Coordinator
Marcela Gomez	ESL Student Advisor
Yolanda Wilson	Instructional Support Assistant III
Claudia Hernandez	Student Support Specialist I
Carmelino Cruz	ESL Matriculation Coordinator

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: Permanent Employees Staff Count

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff	**Part-Time Staff**
Total Number of Full-time Staff 7.00	**Total Number of Permanent Part-time Staff** 2.00
Number of Classified Staff 9.00	**FTE of Part-time Staff (2x19 hr/wk=.95)** 0.90
Number of CAST Staff	**FTEF of Part-time Faculty**
Number of Administrators	
Number of Full-time Faculty 0.87	

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

We have hired three tutors who are funded by Title V. These three tutors support students in our accelerated ESL classes (Compliance with AB 705)

Usually we have FWS and STM Employees at the ESL Tutoring Center, San Marcos ESL Office, Escondido ESL Office, and ESL Computer Labs. Hours vary based on FWS award, availability, and needs of the program.

Right now we have few STM employees due to being fully online. We have only retained those SI Tutors funded through Title V. We have only three FWS students providing basic computer skills assistance in Zoom classes.

FWS and STM employees:
FWS Diana Cruz (comp lab) 5.5 hrs/wk
FWS Alek Guerrero (comp lab) 4.5 hrs/wk
FWS Zinab Sahial (comp lab) 4 hrs/wk
STM Title V Christl Dorsey 10 hrs/wk
STM Title V Brian Bagaglio 10 hrs/wk
STM Title V Illaria Russo 9 hrs/wk

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

ESL Tutoring:
In Spring 2020, when the college went remote, so did ESL tutoring. Since then we have not been allowed to hire hourly tutors or FWS students (for tutoring). We recently received permission and are looking at hiring and training FWS for online tutoring for Spring 21. Our Tutoring Center Coordinator has been providing tutoring services and the three tutors we were able to hire for limited hours and who are funded by Title V provide embedded tutoring and SI sessions in our accelerated academic ESL classes.

This change has especially impacted our non-credit students. It is difficult to provide one-on-one help to our low level students who need help with language learning, study skills and technology. Students are struggling and we have lost a number of low level ESL classes because technology and language learning are both very challenging for students at this point.

New staff hire:
For our ESL office/registration staff, we have had one additional hire: Providencia Gonzalez, 45%, Escondido ESL Office, Student Support Specialist.

Other staff positions in ESL have remained the same:
The ESL Tutoring Center currently has 1 FT staff person (11 month employee).
The ESL Computer lab currently has 1 FT staff person (and 3 FWS students who assist in Zoom classes).
The ESL Office (registration center) includes 2 FT staff in SM and 1 FT staff person in ESC. We also have one 45% staff person at FEC and now our additional one 45% staff person in ESC. Now that we are remote, these office staff/registration and placement assistance staff no longer receive additional support from FWS and STM part-time employees that they used to receive. In the past, we had 5+ FWS students plus STM part-time employees)

Program/Unit Description

Have the services your unit performs change in any way over the past year?
All tutoring, registration, advising, and computer skills support (computer lab) operations are now remote.

We offer tutoring via zoom and have been able to help students in accelerated classes with foundational knowledge and skills by embedding SI leaders in those classes. SI sessions in accelerated ESL classes are funded by Title V. We no longer have a physical tutoring center where students can go and ask for help. However, we have a very limited in hours virtual study hall, drop in tutoring and tutoring by appointment - all done in Zoom.

All registration and placement support services provided by our ESL offices in SM, ESC, and FEC have moved remote. Staff assist students via the phone by use of Jabber and through one-on-one Zoom appointments scheduled through Calendly.

All computer lab services support of student basic computer skills has moved remote. Our computer lab staff person offers workshops 3x/week for students to receive guidance using MyPalomar and Canvas and meets with students one-on-one in Zoom to assist with computer skills questions. Additionally, we offer computer skills assistance in Zoom classes for students (like the lab used to offer) with our computer staff person who assists our computer skills classes, and FWS students, who assist in Zoom classes as well. Students can also make appointments for one on one assistance with our lab staff person using Calendly.

All our advising services have moved remote and are conducted through Zoom and phone appointments which can be made through Calendly.

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PROGRAM/UNIT ASSESSMENT

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 Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve 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 Nuventive Improve: 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.

A template for entering SAOs can be found on the IR&Ps Non-instructional Program Review and Planning website

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
Yes

SAOs Summaries / Reflection

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 assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title
Embedded Tutoring

Assessment Status
Assessed

SAO Summary and Reflection
Our desired outcome was that 70% of the instructors surveyed feel that the learning in their classroom was positively impacted by the presence of an embedded tutor. Thirteen ESL instructors who had embedded tutors in their classes were surveyed via email. The short, easy to use survey is attached. Out of those 10 teachers responded to the survey question. All ten "strongly agreed" that the learning in their classroom was positively impacted by the presence of an embedded tutor. We feel embedded tutoring should continue in our classes because it benefits all our students.

SAO 2

SAO Title
Computer Workshops

Assessment Status
Not assessed

Next planned assessment
We are designing a new computer lab SLO and assessing it this year based on the new online Zoom workshops that our computer lab services are offering for online students.

OTHER ASSESSMENT DATA

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

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!
1. We are able to provide all services remotely by using Zoom, Calendly, phone, email and Jabber.
2. Our computer lab Instructional Support Assistant III holds regular Zoom workshops to help students with MyPalomar and Canvas. These workshops have helped make students who have very little technical capabilities more independent learners.
3. We got new headphones for our computer labs.
4. Our office staff presented the Palomar College ESL program to the students of Fullerton Adult Ed via a Zoom open house.
5. We re-did the ESL website and made it more user friendly and informative so students who access it remotely can find information with ease.
6. We created an online self-placement process.
7. We have taken all of our students through CCCapply and helped them learn to register online.
8. We have created videos and PowerPoint presentations in English and Spanish that students can access on our website, which serve as instructional guides.
9. ESL tutoring has created an easy to use flier for students to "click and go" to access tutoring services.
10. We developed marketing materials highlighting department noncredit certificate programs.
11. We developed a self-paced on-line ESL tutor training unit in Canvas which is the discipline specific part of the CRLA certification.
13. ESL tutoring created and presented a video about tutoring to the "promise" students.
14. Our Computer Instructional Support Assistant III created and presented workshops on "MyPalomar" to promise students.
15. The department partnered with the Foundation to do local distribution events to distribute computers to students taking ESL Computer Skills classes this fall.

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?
1. College moving to distant learning due to COVID.
This move was sudden and it was very difficult for most ESL students to access our services because many of our students do not have neither the technical knowledge nor access to technology (computers, internet etc.) to learn online.
2 AB 705
In Fall 2020 ESL became completely compliant with AB 705. All our academic writing classes are now accelerated. Students now complete a sequence of ESL writing classes in 3 semesters instead of 5 semesters. This also impacted our placement processes as we moved to guided self-placement.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?
We have a request for the college to exempt ESL students enrolling in NBASC 904 (ESL tutoring) from paying the health fee for this class.

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and sumarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal
Increase retention and completion in ESL classes.

Choice
In progress

Describe Progress
ESL has lost many classes and students after going remote. Our office staff, tutoring staff, advisors and computer lab staff are all working hard to combat this negative impact. Some of the strategies we are using are: to make phone calls and encourage students to return to classes or sign up for the next semester, to refer students to resources available in the college and the community, to inform students about the tutoring services available remotely that continue to provide academic support needed for student success, to provide SI leaders for small group tutoring to help students succeed in accelerated ESL classes, and to motivate students to complete by informing them about non-credit ESL certificates.

Describe Challenges
1. Students lack access to and knowledge of academic technology, so they have difficulty accessing online classes
2. At times, staff has lacked appropriate equipment to serve students remotely. For example, our staff did not have adequate headphones to communicate effectively on Jabber.
3. ESL students speak different first languages. Though all our staff are bilingual, we get students who speak a variety of languages. Thus, at times it becomes very difficult when students have almost no English at all and need to be assisted online.
4. Staff have difficulty interacting with students through online platforms because students have no technical skills and very low language ability. In a face to face conversation, staff can use gestures etc. to convey meaning but this gets harder on Zoom and very frustrating for our linguistically and technically challenged students.
5. It is difficult to be available for international students (who are taking classes while staying in their home countries) because of the time difference.
6. Sickness and constant job changes are challenging for students.

Describe Outcomes (if any)
Increase student retention in ESL classes and increase the number of students earning certificates in the noncredit ESL program.

Goal 2

Goal
Streamline tutoring processes in preparation to collect apportionment.

Choice
In progress

Describe Progress
Since we are online this semester, and since we do not hire student tutors who are paid by general funds, we are not in compliance to collect apportionment. However, we have started collecting data and keeping records of tutoring sessions in a common folder.

Describe Challenges
1.Our college is having discussions about co-locating tutoring centers. Since we do not know where we will be co-located, it is hard for us to make plans about collecting apportionment.
2. Hiring and training student tutors who deliver quality tutoring service will be a challenge.
3. The college is still working on a computerized system (PAT 2.0) that will help with data collection. Collecting "paper/pencil" data and enrolling each student individually has been hard and time consuming.

Describe Outcomes (if any)
Get apportionment which will help finance a robust tutoring program.

Goal 3

Goal
Increase information available and given to students trying to enroll in our courses.

Choice
In progress

Describe Progress
1. We have worked on creating a website that is informative and easy to navigate.
2. Office staff is developing a Facebook page for the San Marcos ESL program and Escondido also has a Facebook page
4. When students register, they are sent an email with links to college resources.
5. Faculty and staff have collaborated to create bilingual fliers.

Describe Challenges
1. Students do not have email addresses.
2. Student phone numbers keep changing.
3. Staff is not able to provide information in person and communicating over the phone or Zoom has been very time consuming and difficult.
4. Students do not know about the Palomar email and thus they don't access it.

Describe Outcomes (if any)
A streamlined process to inform students about assistance, training and resources available to support them access, persist and complete their courses.

Goal 4

Goal
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.

Choice
In progress

Describe Progress
1. For staff, John Lewis originally provided training regarding helping students through the CCCapply application. In Fall, 19, Yolanda Wilson prepared documents explaining how to address common issues and presented those at a department meeting. Staff have been supporting each other in addressing issues that arise. In Fall 19 we moved to assisting all SM students completing the CCCapply, and in Spring 20, especially because of the move to remote work, we moved to having all students including low level noncredit students, complete the CCCapply application.

2. Due to remote work, students now receive one on one bilingual assistance from ESL staff via Zoom or phone in order to complete the CCCapply application.

3. During the Fall 19 and Spring 20 semesters, student workers were trained on how to fill out CCCApply and Palomar applications to help students with the process. However, we are currently unable to work on this goal for student workers because we are working remotely and student workers are no longer assisting students with the CCCapply application or the online Palomar application.

Describe Challenges
Staff face many challenges in assisting students to complete the application online via Zoom or phone. This is a difficult application process for students and not easy to do without in person support for students who are linguistically and technologically challenged.

Another challenge has been the use of the Jabber phone system and remote phone capabilities since it took a while to be set up with the Jabber system and then the system resulted in very poor phone call reception and quality, and then there was a delay in the approval and ordering of headsets for the staff using the Jabber system.

Because of all the challenges involved in helping students with the CCCapply remotely, we feel this has become a barrier to students access to online courses and willingness to take online courses, impacting enrollment during this time.

Describe Outcomes (if any)
Our desired outcome at the end of this process is that all our ESL students, noncredit and credit have a CCCapply application on record, and new students are easily able to receive the assistance they need to complete this process as well.

Goal 5

Goal   **Choice**
Continue to facilitate staff communication and discussion   In progress
of student, classified staff, and department needs with
scheduled ESL staff meetings.

Describe Progress
1. We have begun regular ESL staff meetings to discuss staff and department issues and needs due to COVID.
2. We would like to continue to make these types of meetings and discussions a regular part of our work in order to continue to continue to improve our communication and promote a collaborative working environment as well as to facilitate a smooth production of services for our students.

Describe Challenges
While these are much easier to arrange while we are on Zoom, when we are back in person, it may be tricky to make arrangements as many staff work in different sites or at different times.

Describe Outcomes (if any)
Improved and streamlined services in which all our students receive the assistance they need. A collaborative and cooperative working environment for staff.

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.
SP Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps. (Guided Pathways: Get on the Path, Stay on the Path)

Our unit supports this goal in various ways:
1. We assist under prepared students by helping them fill out the CCCapply and register for appropriate classes.
2. We have increased access by making the ESL self placement process available to students online.
3. We have worked on our website and made it more user friendly so it is more accessible.
4. Our department has created certificate programs and our staff promote the same. Staff help students understand how they can get a certificate and which classes they need to take to do so.

Describe any changes to your goals or three-year plan as a result of this annual update.
We have updated and adapted our goals, progress, and challenges based on our current COVID-impacted environment.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?
Yes

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

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Tutoring Coordinator

Is this request for a full-time or part-time position?
11 mo to 12 mo position change

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.
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.

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

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

Describe how this position helps implement or support your three-year PRP plan.
The staff person in this position currently contributes and helps in our department work towards achieving all of our PRP goals and plans, many of which relate to tutoring (especially goals 1 and 2). She is our only ESL staff person in tutoring.

Strategic Plan 2022 Objective

1:3   2:3

If the position is not approved, what is your plan?
Continue in our current set up with our staff person working an 11 month schedule.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

1. We would like to note that a number of our staff positions and services are currently fully or partially funded through equity funds, and we would like to ensure that those funds continue to be budgeted towards those positions and services.

2. Additionally, we have SI tutoring that is offered through Title V funds, which we hope will continue as well.

3. We anticipate possible potential costs in the restructuring/relocating of the tutoring center and re-conversion of our computer lab H-118 if our original computer lab tables cannot be brought back.

4. Our printing funds decreased from 4900 in FY2019 to 3900 for FY2020 and FY2021. This is not a problem while we are remote, but when we return to Campus, we will need our regular printing funds again.

5. If we would like to collect apportionment for our tutoring in the future, we will need sufficient General funds funding allocated to pay for student peer tutoring.

<u>Reminder: Data does not autosave. Save this content before moving to the next section or closing form.</u>

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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

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

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your director no later than 10/30/2020.*
  - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the director with feedback.*
  - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

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

Facilities Requests

Facility Request 1

What are you requesting?
Conversion of H-118 back to a computer lab if colocation occurs

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

What Strategic Plan 2022 Goal:Objective does this request align with?

1:2   1:3   2:4

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Now with Tutoring colocation, it is likely that H-118 will no longer be used as a tutoring center, and we'd like it converted back to an ESL computer lab. We actually struggled in the last year without that large lab available for all our students and classes who needed help developing computer skills in order to manage their classes. We would like our special student computer desks back again that were taken out. The computer lab in H-118 had specialized computer desks in which the computers could be pushed down into the desks so that students could work in groups.

We would also need the computers brought back from H-222 as well and the data cables reconnected. It seems like this year while we are not in the lab holding classes would be a great time to try to restore the H-118 computer lab.

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

Is there an associated cost with this request?
Yes

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

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

PART 4: ONE TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

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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:
Fabienne Chauderlot

Date Reviewed
11/6/2020

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The program review and planning document reflects the solid organization and sound management of this unit. Data is always readily available, well organized and often founded on surveys that give a direct real time insight. The Director and the team members should be commended for the quality of the analysis and the creativity of the services provided to students who require such a broad range of types of support.

Areas of Concern, if any:
There have been sensitive dynamics among the team members and issues are resolved but reappear.

Recommendations for improvement:
Include as a goal a systematic review of the roles and responsibilities so as to encourage everyone in facilitating smoother relations during the next cycle and consolidating the longer term improvement.

Enter your email address to receive a copy of the PRP to keep for your records.
tfung@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.
Yes

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:
practical support for students in terms of computer literacy and assistance with online registration, tutoring, etc.; transition to online was particularly stressful for ESL students -- department moved to provide support materials in several areas; success with implementation of AB 705; seeing COVID as an opportunity for improving services, some of which may continue after the return to campus.

Areas of concern, if any:
the scope of this non-instructional PRP -- is it tutoring? is it computer labs? should these be separated?
collection of apportionment

Recommendations for improvement:
1. define scope of non-instructional PRP (admin level)
2. apportionment requires implementation of PAT 2.2 (should be nearly there...) and then use of GF for tutors. Embedded tutoring can be supported by nonGF.

VP Name:
Shayla Sivert

Signature Date:
12/30/2020