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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

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

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

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Languages and Literature

Department Name

English as a Second Language

Department Chair Name

Tracy Fung

Discipline Name

English as a Second Language - Noncredit (N ESL)

Department Chair email

tfung@palomar.edu

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

Carmelino Cruz, ESL Matriculation Coordinator

Heather Hosaka, ESL Faculty

Gary Sosa, ESL Faculty

Tracy Fung, ESL Faculty

Tina-Marie Parker, ESL Faculty

Monica Galindo, ESL ADA

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

The mission of the ESL Department at Palomar College is to equip students whose first language is not English with the language and cultural proficiencies required for the fulfillment of personal, career, academic, and citizenship goals so that they may participate fully in society. We provide opportunities for students to learn English that is accurate and appropriate in academic and community settings. Our curriculum integrates language acquisition with relevant life experiences so that students engage in critical thinking, problem solving, and strategies for self-sufficiency. In this way, our program connects students to college and career pathways and fosters a commitment to lifelong learning.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The ESL Department's mission state closely aligns with the College's Vision, Mission, and Values statements. The ESL Department is aligned with the College's commitment to academic excellence by working hard to fulfill students' personal, career, academic, and citizenship goals. Those same goals help the ESL Department stay focused on our students and guide us in addressing the holistic and distinct needs of our students. We are committed to transformation for our students because our program is helping students grow by connecting them to college and career pathways that can help them achieve success. In terms of community, the ESL Department prepares students to engage with local and global community members in English appropriately so that they can become the best versions of themselves through the meaningful relationships they cultivate. Our work in our department helps students transform their lives for a better future because of our focus on language acquisition in the context of critical thinking, problem solving, and strategies for self-sufficiency. Also, the ESL department engages with our immigrant and international populations, both local and global students, which ties to the college's value of diversity.

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

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

CN Adult Basic Education

Noncredit ESL certificate of completion

Noncredit computer skills for ESL certificate of completion

Noncredit speaking skills for ESL certificate of completion

Noncredit grammar skills for ESL certificate of completion

Noncredit conversation skills for ESL certificate of completion

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

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

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

8

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

2.41

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

17.3

List the classified and other permanent staff positions that support this discipline.

Monica Galindo: Academic Department Assistant (1 FTE) 12 mo

Patricia Alvarado: Student Support Specialist (1 FTE) 12 mo

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

Angeles Rodriguez: Student Support Specialist (1 FTE) 12 mo

Marcela Gomez: ESL Advisor (1 FTE) 12 mo

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

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

Lidia Zapata: Student Support Specialist (.45 FTE) 12 mo

Providencia Gonzalez: Student Support Specialist (.45 FTE) 12 mo

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

List additional hourly staff that support this discipline and/or department

Hourly employees:

Usually we have FWS and STM Employees at the ESL Tutoring Center, San Marcos ESL Office, Escondido ESL Office, and ESL Computer Lab. 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 1-2 FWS students providing basic computer skills assistance in Zoom classes.

Current FWS and STM employees:

FWS Diana Cruz (comp lab) MW 9-10, 5:30-6:30, 7-8; TTH 9-10

STM Title V Christl Dorsey T 6-7, W 1-2, Th 1:30-2:50

STM Title V Brian Bagaglio MW 12:30-1:30, TTH 6-7

STM Title V John Patterson TTH 7-8 (for 5 weeks)

*New FWS student in hiring process

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Currently we offer six certificate programs in our noncredit ESL disciplines. The learning outcomes of the Noncredit ESL certificate of completion are both clear and comprehensive. These outcomes reflect acquisition of basic language skills learners need to be successful in both the CTE and the academic pathway. For the new certificate programs, we have created learning outcomes and have been assessing them over the past year (20-21), which was the first year we offered their programs. These program outcomes focus on the skills that are developed by students by the end of the program. The INEA (NABED) program will be assessing their outcomes in F21 also.

Current and past: Noncredit ESL certificate of completion

Current and past: N Adult Basic Education

New certificates for 20/21:

Noncredit computer skills for ESL certificate of completion

Noncredit speaking skills for ESL certificate of completion

Noncredit grammar skills for ESL certificate of completion

Noncredit conversation skills for ESL certificate of completion

How do they align with employer and transfer expectations?

Not applicable

Describe your program's plan for assessing program learning outcomes.

We report class and program learning outcomes in TracDat every 3 years for all our courses and programs. We have a noncredit SLO coordinator who coordinates with faculty reporting results each semester. We also report on scheduled SLO assessments and tracking at department meetings.

Summarize the major findings of your program outcomes assessments.

We are currently working on reporting SLO results for all new certificate programs. For our established program, NESL certificate of completion, we have found the assessments to be accurate measures of what we expect our students to do when they complete the program. For these program outcomes, most recently, we had an average success rate of 89%. For our new programs, we are working on revising and setting up the most effective program outcomes. The courses all already have effective SLOs that have been assessed, but the new programs have new program outcomes, some of which we feel should be revised slightly to best reflect the student outcomes of these new programs.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

In noncredit, our classes prepare students to take general education classes. Our courses support Communication A and B (written and oral communication), Critical A and B (critical thinking and information literacy), and Community A (Intercultural knowledge).

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

In noncredit, our classes prepare students to take general education classes. Our SLOs frequently assess students gaining of written and oral skills, critical thinking and information literacy skills, as well as intercultural knowledge. As indicated in our SLO assessment analysis, students are successfully completing these outcomes.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Total Noncredit ESL Program Completions:

AY 20-21 - 62 total for Fall, 71 for Spring, Total = 133 (during the pandemic - these numbers are excellent!)

AY 19-20 - 84 total

AY 18-19 - Fall 18 - 36, Spring 19 - no info

AY 17-18 - 87 total ESL plus 9 INEA completions

AY 20-21 breakdown of types of certificates awarded.

Fall 20:

Noncredit ESL -28

Speaking skills for ESL – 9

Computer skills for ESL - 4

Grammar skills for ESL – 8

Conversation skills for ESL – 13

Spring 21:

Noncredit ESL - 19

Speaking skills for ESL - 3

Computer skills for ESL - 21

Grammar skills for ESL - 4

Conversation skills for ESL – 24

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

There was an increase for Fall 20 because of the addition of 4 new noncredit certificate programs.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for program completion?

7

Why did you choose this standard?

This is the number indicated by this PRP document (see above question).

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

10

How did you decide upon your stretch goal?

We have new programs, and we're hoping to see them expand their number of completions in the next year.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Stayed the same

Were these trends expected? Please explain.

*Please note that these trends are prior to the pandemic.

Our enrollment trends have slightly increased from Fall 2015-2019. In Fall 2015 we had 2,030 students enrolled and in F19, we had 2,171, so there was a slight increase. The enrollments from Fall 2015-2019 were as follows: 2,030, 2,077, 1,952, 1,989, and 2,171.

Our Efficiency trends based on WSCH per FTEF have stayed fairly consistent over the past 5 years with some slightly higher and lower years. The WSCH per FTEF has ranged from 340.55 to 401.75. WSCH per FTEF numbers have been as follows from F15-F19: 340.44, 393.55, 401.75, 368.81.

Program Information Summary

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

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

We have added four certificate programs, which have increased our number of completions. We have also been offering classes in different modalities, doing creative advertising, offering workshops for staff and faculty, and online training for teachers.

Enrollment trends note: There has been an increase in enrollment in the data that we have available, from Fall 2015-2019. We expect enrollment to be significantly lower, due to the pandemic, when it is reported.

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

Because of the pandemic, students are facing numerous challenges that impact their ability to take classes. Student level of computer literacy presents some of these challenges. Moving to digital forms without having an option of doing paper forms prevents students from applying to the college, for certificates, and doing other required procedures like sending proof of COVID vaccination.

We need an easier way for students to apply online and complete forms, make payments to the college, for students to apply for certificates, and receive placement. We would like the college to support us in finding ways to help students overcome these barriers.

Due to the pandemic and frequent policy changes, it is difficult to make our planning concrete. It is also difficult to communicate frequent changes to students. The pandemic has resulted in challenges, such as loss of employment and illness, for students in attending classes and registering as well.

Classes that are cancelled prior to the start of the semester impact our programs because our students tend to enroll once classes start, which reduces our future class offerings. In Fall 2020, many classes were cancelled. This impacts staff, faculty, and student morale and affects our program retention.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

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

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

50.0%

Why did you choose this standard?

Course success rates historically have not been calculated for noncredit classes.

However, Fall 2020 was the first year of grading for NC, and we received our first year of data with overall success rates of 57% in Fall 20 and 66% in Spring 21.

Although we would expect to see a much higher success rate for students to pass or show satisfactory progress (P or SP) in noncredit classes, we would expect fewer students to pass (P, not SP) and move to the next level. These courses are noncredit ESL courses which can be repeated. Learning a second language takes time and often students need to repeat levels to strengthen their English skills before they move to the next level of language proficiency. We would not expect to have the same course success rates in NC as in our credit courses.

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

Increased

Was this expected? Please explain.

Course success rates historically have not been calculated for noncredit classes.

However, Fall 2020 was the first year of grading for NC, and we received our first year of data with overall success rates of 57% in Fall 20 and 66% in Spring 21.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

Although we would see a much higher success rate for students to pass or show satisfactory progress (P or SP) in noncredit classes, we would expect fewer students to pass (P, not SP) and move to the next level. As a department, we believe that it would be hard to achieve a very high success rate in non-credit courses, although we would expect to see high retention rates.

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

Increased

Was this expected? Please explain.

Retention rates historically have not been calculated for noncredit classes.

However, Fall 2020 was the first year of grading for NC, and we received our first year of data with overall retention rates of 100% in Fall 20 and 93% in Spring 21.

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

Gender

Age

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Success rates for female students are 59.4-66.5. Success rates for male students are 35.6-54.8%. For unknown/unassigned students, rates are 73.1-78.6%. Retention rates are close to the same with female 93.2-100%, male 92.9-100%, and unknown/unassigned 92.9-100%.

We have much fewer male students in our classes. Our guess is that the profile of these male and female students are very different, for example, many of our female students do not work. We also offer more of the classes we have data for during the day, which is when it is difficult for working students to attend. Perhaps, because it may be uncomfortable to be one of the few males in a classroom, we should focus on outreach to working males and establishing a strong sense of community in the classroom.

Age: Why do you think age differences exist? What do you need to help close the gap?

Success rates for 20-24 year olds are 33%-47.4%, for 25-49 they are 61.5%=66.5%, and for 50+ they are 53.2-70.2%. Retention is also slightly lower for 20-24 year olds (in spring it was 89.5% versus 93-94% for other age groups).

In our noncredit classes, we don't have a lot of students in this age range. Our guess is that these students are facing more financial difficulties as young people working in entry-level jobs. Noncredit classes are not eligible for financial aid or the Promise program. To qualify for financial aid, students have to take credit classes. We also wonder if some of our young ESL students may feel that doors are closing for them and that there aren't opportunities for them. We think that continued outreach in our local high schools is essential.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Success rates for Asian students are 52.4-66.7%. For Hispanic students they are 52.8-66.5%, and for White students they are 67.9-80.6%. Retention rates are 92-100%, with Asian students at 100%, Hispanic student as 92-100%, and White students at 96.8-100%.

While enough data isn't available to determine why these differences exist, we can help student success and retention by continued outreach in immigrant communities, orientations, offering services in Spanish and other languages, support staff services, and offering flexible course offerings such as online classes with optional Zoom or Hyflex.

Racial data is broad and doesn't give us a lot of information. It would be good to have more qualitative data.

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

There were no differences in location, time of day, or online/in person due to all classes being asynchronous online.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Noncredit courses that have reported results in the past year include: NESL 961-964, 941, 983, 994, 972, 903, 901, 902, 923, 984, and 900. In reviewing the result summary of the most recent findings in all non-credit courses, all courses demonstrated successful outcomes with 70% or more passing. In many courses, we saw an 80-90% success rate.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Over the past year, in our transition to online learning, we have been working on best practices for student learning on Canvas. One obstacle has been doing SLO assessments that require the use of multiple skills or steps, such as speaking, listening, and writing on Canvas. As a department, it will be beneficial to continue reviewing our course materials and SLO assessments, discussing best practices for online learning and assessments.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We can continue to make improvements to our courses based on feedback with difficulties students encountered during SLO assessments in online classes. For example, in our assessment of several sections of NESL 972, it was difficult for students to move back and forth from a calendar page to an answer sheet. Students also struggled with things like font size, zooming in and out, and scrolling. Making information easily visible and accessible to students who often struggle with computer literacy is a department priority.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

No

If you answered no, please explain.

All NESL and NCTZN course SLOs have been assessed. NABED SLOs have not, but they are being assessed this semester, Fall 21.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We examine our class schedule very carefully to offer classes that students demand and at times that are most convenient to our students. Our department also responds to the needs of the community we serve by offering classes as needed in the community. Most of our students work or have other commitments during the day. It is for this reason that we primarily schedule all classes either in the early morning or late evenings. Student surveys and our own experience reflect this schedule works best for our student population. More recently, we have surveyed our students regarding their preferences for online or in person classes so that we can reflect those needs in our course offerings as well.

How do you work with other departments that require your course(s) for program completion?

Not applicable

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Not currently. We have made many curricular changes in the past 5 years, and we are monitoring those for their effectiveness and for student success.

Are there courses that should be added or removed from your program - please explain?

We are currently deactivating the following course: NESL 996 - we have not offered this as the credit course it mirrors counts for UC/CSU Humanities units.

How is the potential need for program/course deactivation addressed by the department?

We review departmental needs for course deactivation along the standard college course review timelines.

Are there areas you would like to expand?

We are working with Reading faculty to begin a noncredit reading skills certificate program in the future.

Describe any data and/or information that you have considered as part of the evaluation of your program.

N/A

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We began discussing equity and antiracism in our department meetings in spring and expanded that to a antiracism work group that met in summer which is now offering ESL antiracism and equity workshops this fall.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

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

Our NESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

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

Our NESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

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

Our NESL courses prepare students to pursue content courses and specific career-related classes. Our program therefore feeds students into their desired areas of study or work.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

We do outreach in K-12 and at community events throughout the area and offer classes in schools, churches, and other community areas. In the past such areas have included Dr. Bronners and Harrah's Casino. We also have a partnership with the Mexican Consulate in San Diego. We participate regularly in Palomar events such as Tarde de Familia and House of Humanities and Path to Palomar. We have offered courses in underserved off-site locations, including Vallecitos and Maie Ellis elementary schools.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Creating CTESL Pathways

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

In Spring 2019, we surveyed students to determine their career goals and needs. We reached out to content faculty in Welding, Child Development, and HVAC to determine if ESL could support students in these classes. Out of the three, we have been able to create a partnership with Child Development, and are continuing to offer ESL95/NESL 995 to support students both currently enrolled in CHDV classes and those interested in CHDV classes in the future. We plan to review outcomes for this course to determine its efficacy and ways to improve it.

We need more support from administration, buy-in from other departments, as well as funding to expand other CTESL pathways.

Outcome(s) expected (qualitative/quantitative)

Develop and offer Integrated Education and Training (IET) courses which combine noncredit ESL support courses with career training and content courses. This will increase retention and success among ESL students in these areas.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our mission statement because it seeks to equip students with "language and cultural proficiencies required for the fulfillment of ... career... goals so that they may participate fully in society." Also it "connects students to ... career pathways and fosters a commitment to lifelong learning." By offering IET courses, we can increase "access to our programs and services" for ESL students pursuing content or career courses. Such support courses promote equity by meeting a need of students whose first language is not English but wish to take non-ESL courses at the college.

Expected Goal Completion Date

12/15/2023

Goal 2

Brief Description

Increase availability of ESC support staff to help with advising, outreach, retention, and matriculation.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

There is a need to hire advising support staff, especially in Escondido. This staff will be available to help students with advising, outreach, retention, and matriculation. Outcome(s) expected (qualitative/quantitative) The expected outcome of this goal is to increase enrollment, retention, and completion. This will also help students with identifying their career and academic pathways.

Outcome(s) expected (qualitative/quantitative)

This goal will help with the "on-boarding" part of pathways. Students will get support identifying meta majors most suited for them.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The expected outcome of this goal is to increase enrollment, retention, and completion. This will also help students with identifying their career and academic pathways.

Expected Goal Completion Date

5/2/2022

Goal 3**Brief Description**

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Noncredit students will receive at least one hour a week of training in the computer lab with their in-person classes.

Outcome(s) expected (qualitative/quantitative)

Students are better prepared to be successful when they take online classes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Technical training will increase access, allowing students to take more classes they might otherwise be unable to due to circumstance or location.

Expected Goal Completion Date

12/16/2022

Goal 4**Brief Description**

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

Is this a new or existing goal?

New

How will you complete this goal?

We will offer DEI teacher and staff workshops that equips our department with tools to put antiracism into practice so our diverse student populations feel supported and a sense of belonging. We will work on syllabi and curriculum.

Outcome(s) expected (qualitative/quantitative)

Workshops to help instructors incorporate this knowledge into their teaching and curriculum. Book clubs and discussion groups to help faculty grapple with and address these issues.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This would foster a culture of inclusion and belonging while striving to address inequities. In order to offer a caring and supportive environment that address the distinct needs of our student population.

Expected Goal Completion Date

8/31/2022

Goal 5**Brief Description**

Increase student use of tutoring support

Is this a new or existing goal?

New

How will you complete this goal?

We will improve the faculty referral process for students to receive tutoring. Also, we need to continue to advocate for the hiring of tutors to ensure students are able to have tutoring appointments. We will also continue to provide training and support to our tutors so that our students receive quality tutoring and want to come back. We will continue to offer drop in tutoring and tutoring by appointments. We will strive to make online tutoring more accessible.

Outcome(s) expected (qualitative/quantitative)

The most important outcome would be improved overall student success as well as increases in student success and retention data.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

When students are able to successfully complete their ESL courses, they will be better prepared to fulfill their personal, career, and academic goals. In addition, increased tutoring aligns with our mission to provide students with opportunities to learn English that is accurate and appropriate in academic and community settings.

Expected Goal Completion Date

8/31/2022

Goal 6**Brief Description**

Increase enrollment and retention

Is this a new or existing goal?

New

How will you complete this goal?

We will offer courses at times and locations that are likely to fill as well as online classes. Also, we will seek support to promote the non-credit program in the community. In addition, we will continue to use counseling and our ESL specialists to give non-credit students information about enrollment. COVID-19 and the pandemic has resulted in a significant decrease in enrollment, so we hope to increase and rebuild up the program in the next year.

Outcome(s) expected (qualitative/quantitative)

More students will enroll in ESL noncredit courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Our mission is to provide students with opportunities to learn English that is accurate and appropriate in academic and community settings, and fulfill personal, career, and academic goals, and they can only do that if we have courses they can enroll in.

Expected Goal Completion Date
8/31/2022

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)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ESL Student Advisor (Escondido)

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

45

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

A 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.

By hiring an ESL student advisor, many objectives from the Strategic Plan 2022 can be met.

Objective 3: Per the College's 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%.

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, as we already have a person in this role in San Marcos. The advisor in SM makes a significant difference in student enrollment and movement from noncredit to credit courses and then into transferable classes.

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.

This would fulfill one of our goals on our current PRP - Increase availability of ESC support staff to help with advising, outreach, retention, and matriculation.

Strategic Plan 2022 Objective

1:3

If the position is not approved, what is your plan?

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. Current staff will have to continue to travel and use comp time in order to serve these students in a very limited manner.

Staff, CAST, AA request 2

Title of position

ESL Student Support Specialist (Escondido)

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

45

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

A part-time ESL Support Specialist in Escondido in the mornings helps meet district, department, and discipline goals related to increased enrollment, retention, pathways from credit to noncredit, and integrated student support.

By hiring an ESL support specialist, many objectives from the Strategic Plan 2022 can be met.

Objective 3: Per the College's 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%.

This staff person would play an important role supporting ESC morning ESL students and assisting students in enrolling in ESL courses in ESC. We are looking to hire someone in this role for Escondido, as the person currently in this role is leaving at the beginning of November.

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?

Yes

What funding would support this position?

The current position was funded by noncredit grant funds

Describe how this position helps implement or support your three-year PRP plan.

This would fulfill one of our goals on our current PRP - Increase availability of ESC support staff to help with advising, outreach, retention, and matriculation.

Strategic Plan 2022 Objective

1:3

If the position is not approved, what is your plan?

The person currently in this position is leaving at the beginning of November and needs to be replaced. STM hourly will need to be hired and cover these hours until we have a person in place.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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.

ESL has returned to some in person classes and in person advertising/events in Fall 21, and we will require additional funds for noninstructional supplies and printing, mailing, printing flyers, etc, but we have a very reduced budget this year.

The current budget is not feasible to run a department our size once we return to in person services, which is imminent. We will have offices and computer labs running again hopefully soon, but we'll need noninstructional funds for the supplies those offices need. Even online this budget is a bit problematic despite the needs being much smaller while remote, as we are still doing in-person advertising and events and marketing, as well as mailings for some of the online classes.

We don't have a need for hourly employees while remote (but that may change), and tutoring changes make that portion of the budget a little unclear, and instructional supplies funds looks like they should be fine, but we urgently need funding for noninstructional supplies and printing, creative services printing, mail services, facilities and mileage.

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

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](#).

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 review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

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

Yes

Technology Request

Technology Request 1

What are you requesting?

4 ipads for ESL registration assistance

Provide a detailed description of the item 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.

The ESL registration office provides support for non-native speakers going through the registration process, a process with a number of barriers for students including completion of CCCapply and the Palomar application, etc. Staff have observed that students find it easier to navigate these processes with their phones than computers if they don't have computer skills, so we feel the use of ipads will simplify the process for students to receive registration assistance in person. These can also be used easily for outdoor registration events. This aligns with our department PRP goal: Increase enrollment and retention.

Each ipad is currently \$580 on amazon, and we would request 2 for ESC registration and 2 for SM registration.

Estimated Amount of Request.

\$2,320.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$0.00

Do you already have a budget for this request, or will you need additional funds?

No

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

Increase enrollment and retention

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

1:3

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

2

Do you think that your request for technology will require changes to a facility?

No

Technology Request 2

What are you requesting?

Hyflex equipment for 3 classes

Provide a detailed description of the item 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.

This request was already submitted 9/15 through the dean for 3 faculty members who want to try the hyflex equipment in their in-person/hybrid classes. We would like the equipment in 3 ESL classrooms - H-121 (our computer lab) plus another H building ESL classroom, and an ESL classroom in ESC. This aligns with our department PRP goal: Increase enrollment and retention. We hope that this will improve retention for students in our F2F classes.

Estimated Amount of Request.

\$0.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$0.00

Do you already have a budget for this request, or will you need additional funds?

No

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

Increase enrollment and retention.

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

1:3

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

1

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

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

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean 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 dean and chair with feedback.*
 - *The dean 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 4: Facilities Requests

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 when tutoring colocation occurs, Conversion of H-222 to a regular ESL classroom

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

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

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

1:3

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.

This request was also on last years PRP and remains the most important request for ESL.

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 2019 without that lab available for all our students and for classes who needed help developing computer skills. We would like for our special student computer desks that were taken out to be brought back in. 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 due to the pandemic would be a great time to try to restore the H-118 computer lab.

Is there an associated cost with this request?

No

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

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

Yes

Requests

Item 1

What are you requesting?

Calendly Premium account funding

Estimated Amount of Request.

\$768.00

Will you accept partial funding?

No

Budget Category

Operating Expenses

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

Increase enrollment and retention.

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

1:3

Provide a detailed description of the item 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.

Our ESL staff meet with students one-on-one to provide bilingual advising, computer skills, and registration assistance. They currently use the Calendly system in order to allow students to easily make appointments, but they are using the free version of Calendly which only allows for one appointment type. When we move back to in-person services, they will need for students to make either in-person or online appointments with different instructions for each appointment type, which requires a Calendly premium account. This aligns with our department PRP goal: Increase enrollment and retention.

Calendly Premium is \$8/user/month, and we would like to request for a year, so that would be \$96/year/staff person. We have 8 staff who would need to make these types of appointments.

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Funding for PeachJar Advertising

Estimated Amount of Request.

\$2,125.00

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

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

Increase enrollment and retention.

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

1:3

Provide a detailed description of the item 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.

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

Please upload a copy of the quote, if available.

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

Yes

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

tfung@palomar.edu