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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 (ESL)

Department Chair email

tfung@palomar.edu

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

Tracy Fung, Faculty Member

Lawrence Lawson, Faculty Member

Nicole Siminski, Faculty Member

Vickie Mellos, Faculty Member

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?
No

Are any of your programs TOP coded as vocational (CTE/CE)?
No

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?

2.92

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

0.63

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)

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 do they align with employer and transfer expectations?

We do not currently offer a program in credit ESL.

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.

All credit courses in ESL support GE/ILOs and map to them in Nuventive including: Communication A, B, and C, Community A and B, Critical A and B.

ESL courses that meet GE requirements include:

ESL 106 (Humanities GE)

ESL 110 (Transfer-level Composition GE)

Our courses support GE/ILOs through the types of tasks and assignments students are engaged. For example, we have specific units on evaluating sources in both ESL 106 and ESL 110. As well, In ESL 106 and ESL 110, students are tasked with reading, summarizing, and responding to complex texts which activates their critical thinking skills and their ethical reasoning because they have to make decisions about validity, honesty, and integrity. This work allows students to engage with critical thinking; students are also able to evaluate sources within the college database, and those skills connect to their growing information literacy skills. Material (such as novels, textbooks, articles, videos, etc.) is selected to foster intercultural knowledge. Writing, editing and revision are crucial components of ESL 106 and ESL 110; as a result, these courses are deeply connected to GE/ILO 1A regarding written communication.

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.

All credit courses in ESL support GE/ILOs and map to them in Nuventive including: Communication A, B, and C, Community A and B, Critical A and B.

ESL courses that meet GE requirements include:

ESL 106 (Humanities GE)

ESL 110 (Transfer-level Composition GE)

These courses (106 and 110) reported SLO assessment results in 2021 based on work done in 2020 and had pass rates of 86% and higher for SLOs based on writing and summarizing, both of which address the Communication A and Critical A and B GE/ILOs.

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)

Decreased

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.

Our enrollment trends decreased from Fall 2015-2018 (547 to 249) and stayed almost the same from Fall 2018-2019 (249 to 239). As we added noncredit mirrors to our credit courses, the enrollments in credit went down and this was expected as we were not losing students, we were providing them an alternative option - a noncredit option, which was helpful for them and actually resulted in increased enrollment overall (noncredit + credit enrollment in classes). When enrollment is pulled including ESL credit courses with their mirrored noncredit course enrollment added, then ESL enrollment dropped from 690 in F15 to 439 in F18 and then rose to 529 in F19, so the decrease is seen to be much smaller with an upward trend in F19.

Our Efficiency trends based on WSCH per FTEF have stayed the same over the past 5 years. In F15 WSCH/FTEF has stayed around 350-360 with low of 349.55 in F15 and high of 371.77 in F18. The most recent year, F19, it was at 363.33.

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 do not currently offer a program in credit ESL with completions or program outcomes.

However, we do have an ESL sequence of courses that leads students through TLE (Transfer-level English) and, per AB705, we should monitor and set throughput goals. We are able to use the new CCCC transfer-level dashboard to check our ESL transfer-level completion rates: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>.

ESL is required to consider our 3 year throughput data. Our 3 year throughput in ESL has been between 46-53% over the past 5 years. Three year completion data requires 3 years of data to consider, so we need to wait for more years of data before looking at any 2018/19 and 2019/20 throughput data. Our throughput numbers (1 year completion) have risen steadily over the past 5 years to a high of 36% for 2018-2019. Based on the current situation in the world with the pandemic, our department has set a 3-year throughput goal of 50% as we hope to maintain the throughput we have had in the past despite the many challenges our students currently face with the current pandemic.

ESL came into compliance with AB705 in Fall 20, so we have a bit of a wait to determine the effectiveness of our AB705 changes, which are unfortunately also impacted by trends related to the pandemic.

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

The ESL Department functions like a program because we move students through a credit course sequence that leads to transfer-level English equivalent in ESL, so we will answer this question thinking about our sequence as though it were a program.

The challenges our program has faced include the pandemic, the transition to online instruction, AB705 requirements, changes to laws that impact international students, changes to immigration laws, changes to travel policy changes, and lack of technology resources and/or skills. Unlike other programs, the ESL Department primarily serves international, immigrant, and refugee communities and any changes in laws or policies affecting those groups have a large impact on the enrollment, retention, and success rates of our students. When students are fearing deportation, it can be hard to focus entirely on academics.

Laws, visa requirements, and Department of Education policies related to international, refugee, and immigrant students changed abruptly and caused uncertainty, confusion, and fear for our students and programs. As a result, success rates could have been impacted by that stress.

In addition, students in our classes experienced close contact with COVID-related illnesses and deaths; as a result, the stress had a huge impact on student success. As well, with schools, businesses, and other facilities closing in our surrounding community, responsibilities that students had to take on at home increased dramatically (i.e., childcare, elder care, work commitments, housing and food instability, etc.). Technology solutions were also happily received, but in some cases, specific technology solutions (such as hotspots) were slow in coming. In addition, while we were grateful to receive the support, early laptops donated to students were problematic as they could not run all of the programs students needed to be successful in our courses.

In addition to the challenges students faced, instructors also faced significant challenges during this period. They faced similar issues in terms of school closures, COVID-related issues, and technology issues. In addition, some instructors faced difficulties with online instruction in terms of the technologies required. This could have also had an impact on student success.

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

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

Decreased

Was this expected? Please explain.

Our course success rates remained strong and above 80% for the past 4 years, but in Fall 20, our rates fell to 70%. While unfortunate, this is not entirely surprising due to a number of difficulties our students faced during a the pandemic. While the transition online and the pandemic has had an impact on success, it has opened up access to more students in our community. In addition, AB-705 and an increase in accelerated courses has the potential to slightly impact student success rates in a negative way; however, the expectation is that it will impact throughput positively, which is the goal of AB705 implementation.

As well, while hitting 70% is a low mark for the ESL Department, 70% is hitting exactly at the College's goal for success rates. We're certainly not pleased and will do work to increase this number, but, overall, our students are adequately succeeding in our courses.

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

Decreased

Was this expected? Please explain.

Our retention rates stayed consistently in the 90% for 4 years straight, but went down slightly into the 80s in Spring 2020 (87% and Spring 2021 (83%). Our Fall semesters continued to stay in the 90% for 2020, even Fall 2020, which had a retention rate of 90%, an amazing accomplishment during a pandemic while offering online classes only.

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?

In Fall 20, there was a drop in success rates for male students, from 78.4% in Fall 19 to 56.4% in Fall 20. Female students did not show the same significant drop as their success rates went from 79.7% to 76% over the same period of time.

Retention rates for male students also went down from Fall 19 to Fall 20, from 95.9% to 87.3%.

We believe these rates are in some way due to the impact of the pandemic, and we need to consider the best ways to meet the needs of the students during this time.

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

In Fall 20, the group with the lowest success rates were ages 20-24 with a success rate of 61.4%. This same group also showed the lowest success rates in our noncredit classes. Ages 19 and under had success rates of 66% and ages 25 to 49 has success rates of 76.6%. The highest success rates were for students ages 50+ with 81.8% success rates.

We believe these rates are in some way due to the impact of the pandemic, and we need to consider the best ways to meet the needs of the students during this time.

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

In Fall 20, the group with the lowest success rates were Hispanic students (86) with a success rate of 51.2%. This was a significant drop from a success rate of 71.5% in Fall 19. In Fall 20, Asian students (69) had a success rate of 82.6% and white students (33) had a success rate of 97%. Success rates went down overall as well.

Retention rates also went down significantly for Hispanic students in Fall 20 (from 95.9% in Fall 19 to 84.9% in Fall 20). Other groups did not go down significantly.

We believe these rates are in some way due to the impact of the pandemic, and we need to consider the best ways to meet the needs of the students during this time.

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.

ESL best practices for online courses include optional Zoom sessions, using OER, sharing materials across the program and courses, providing multiple methods of student interaction with the teacher, and connecting students to the student support services they need.

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?

70.0%

Why did you choose this standard?

Our discipline consistently remains well above the institutional standard course success rate of 70%. Our success rate in the past has hovered around 80%, which we attribute to our outstanding faculty, engaging curriculum, and high-quality support services offered through our ESL tutoring center. In Fall 2020, our overall success rate fell to 70.4%. Fall 2020 was the first semester of complete compliance with AB705 including offering accelerated courses only. It was also the first full semester during the pandemic, so all courses were offered online only.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Although in the past we were able to maintain success rates above 80% for many years straight and we set our stretch goal at 81%, the pandemic has significantly impacted our students and therefore, their success rates. We need to reframe our stretch goal in the context of a pandemic and online courses, and numerous new challenges.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

Credit courses that have reported SLO results in Nuventive in the past year include: ESL 105, 106, 110, 95, 20, 45, and 98.1.

In reviewing the result summary of the most recent findings in all credit ESL courses, all courses demonstrated successful outcomes with 70% or more passing. In many courses, we saw an 80-100% 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 assessing SLOs on Canvas. One obstacle for credit classes has been the use of timed in class writing assessments. As a department, it will be beneficial to continue reviewing our SLO assessments and outcomes and discuss best practices for doing these assessments online.

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 are working on making improvements to our courses based on concerns that arise when reporting assessments. One thing that we have found, particularly during the pandemic, is that not all students complete the course and take the final SLO assessments. This is something for us to consider as we look at online courses and student retention.

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.

Yes

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. Many 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?

N/A

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 2 years due to AB705, and we are monitoring those for their effectiveness and for student success and throughput

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

We are currently deactivating the following courses that we no longer offer:

ESL 55 (not needed due to AB705 changes)

ESL 101 (not needed due to AB705 changes)

ESL 102 (not needed due to AB705 changes)

ESL 98.2 (not offered for many years)

ESL 97 (not offered for many years)

Are there areas you would like to expand?

We are looking at offering a biliteracy certificate in conjunction with the WL department.

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

We looked at throughput data for our AB705 ESL course sequence.

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 ESL 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 ESL 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 ESL 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 noncredit 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 noncredit 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

Increase the number of students using ESL Tutoring Support

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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 offering SI sessions (started in Spring 20) funded by Title V. 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 the credit 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 settings.

Expected Goal Completion Date

8/31/2022

Goal 2

Brief Description

Increase enrollment in our credit courses

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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 credit program in the community and abroad. In addition, we will continue to use counseling and our ESL specialists to give non-credit students information about enrolling in credit courses. 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 credit courses including our new transfer-level composition class, ESL 110.

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 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

Goal 3

Goal Status

Completed

Brief Description

Create more mirrored courses

Is this a new or existing goal?

Existing

How will you complete this goal?

Done last year: We developed noncredit mirrored sections for ESL 101 and 105. The new NESL 975 was offered for the first time in Fall 20.

Future work: We developed noncredit mirrored sections for ESL 131, and 31. Course outlines of are currently being submitted for approval.

Outcome(s) expected (qualitative/quantitative)

Adding mirrored courses will help increase enrollment in our credit courses and could lead to an increase in numbers of sections and courses offered. Although it will initially appear as a decrease in credit numbers, it would lead to an overall increase in student numbers (noncredit + credit) and eventually lead to more students moving from noncredit to credit over time as they are able to reach higher language levels as noncredit students prior to moving into our credit 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 settings, and fulfill personal, career, and academic goals, and more students can achieve that goal at higher levels if we offer additional mirrored courses.

Expected Goal Completion Date

8/31/2022

Goal 4**Brief Description**

Increase technical training for our 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?

Students will receive at least one hour a week of class in the ESL 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

8/31/2022

Goal 5

Brief Description

Create and offer a multilingual credit certificate program

Is this a new or existing goal?

New

How will you complete this goal?

We will collaborate with the World Languages Department to select courses and outcomes.

Outcome(s) expected (qualitative/quantitative)

To be able to obtain a certificate that shows academic proficiency in two or more languages.

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

Students will be able to develop their skills fully in two languages and take on key responsibilities in the community. Being recognized as bilingual opens up benefits for students in terms of careers and also the community in terms of the role these students play in community engagement.

This goal also fosters a culture of inclusion and belonging.

Expected Goal Completion Date

8/31/2022

Goal 6**Brief Description**

Create and offer a certificate in reading in collaboration with the Reading discipline

Is this a new or existing goal?

New

How will you complete this goal?

We will collaborate with the Reading discipline to offer a certificate in Reading that starts in Reading and concludes in ESL.

Outcome(s) expected (qualitative/quantitative)

To be able to obtain a certificate that shows reading proficiency.

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

This goal shows a commitment to lifelong learning. The certificate will help students acquire academic reading skills to be able to take and successfully complete credit courses that could lead to certificates, AA/AS degrees, and/or transfer.

Expected Goal Completion Date

8/31/2022

Goal 7**Brief Description**

Offer support classes to help students be successful in courses in other disciplines

Is this a new or existing goal?

New

How will you complete this goal?

We will develop curriculum for support classes for other disciplines such as Child Development, Math, etc. We will work with other departments to decide how our courses can address the holistic needs of our shared students.

Outcome(s) expected (qualitative/quantitative)

We will create support classes in a variety of disciplines. This will give students the required English skills to help them potentially pass the courses in other disciplines.

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

These course can address the holistic needs of our shared students. These courses can also connect students to college and career pathways. As well, these courses can foster a love of lifelong learning.

Expected Goal Completion Date

8/31/2022

Goal 8**Brief Description**

Collaborate with the Library to improve research skills in academic courses

Is this a new or existing goal?

New

How will you complete this goal?

We will collaborate with librarians to create modules and support services specific to research skills used in our academic courses.

Outcome(s) expected (qualitative/quantitative)

We expect to have some modules we can plug in to Canvas to explore research skills. In addition, we plan to have support services tailored to the research needs of our academic students.

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

These interventions will help student success in terms of transfer readiness and general education. This will also help them learn English that is appropriate and accurate in academic settings.

Expected Goal Completion Date

8/31/2022

Goal 9**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 anti-racism 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

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?

No

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 in our credit courses

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 since more students will be able to take these classes: Increase enrollment. We hope that this will also 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 in our credit courses

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

Facilities Requests

Facility Request 1

What are you requesting?

Conversion of H-118 back to a computer lab when 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 year's 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 struggled in 2019 without that lab available for all our students and support services 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 in H-118. 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)?**Do you have resource needs that require physical space or modification to physical space?**

Yes

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?

Funding for PeachJar Advertising

Estimated Amount of Request.

\$2,125.00

Will you accept partial funding?

No

Budget Category

Operating Expenses

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

Increase enrollment in our credit courses

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.

Item 2

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 in our credit courses

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.

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.