2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Languages and Literature

Department Name

English as a Second Language

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

English as a Second Language (ESL)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Heather Hosaka

Department Chair email

hhosaka@palomar.edu

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

Tracy Fung - tfung@palomar.edu - Professor English as a Second Language
Lawrence Lawson - llawson@palomar.edu - Associate Professor English as a Second Language
Nicole Siminski - nsiminski@palomar.edu - Assistant Professor English as a Second Language

Website address for your discipline

https://www.palomar.edu/esl/

Discipline Mission statement

Our mission in the ESL Department at Palomar College is to provide access and support for multilingual students of diverse origins, experiences, needs, abilities, and goals in their lifelong learning, college, and career pathways. Our equity-driven curriculum connects language acquisition with relevant life experiences to meet students' unique needs. We provide engaging learning environments and effective student support services for students pursuing their personal, career, and academic goals in a variety of settings.

(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 ○ No

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

List all degrees and certificates offered within this discipline.

New Fall 2022 - Biliteracy certificate of achievement

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

8

Enter a number.

Link: Permanent Faculty and Staff Count

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

3.36

Link: FTEF Data

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.24

Link: FTEF Data

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Monica Galindo: Academic Department Assistant (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
Yolanda Fernandez: Instructional Support Assistant lll (1 FTE) 12 mo
Lidia Zapata: 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. Include weekly hours.

Concepcion Gallegos, 12 hours/week
Stefanny Pino, 10 hours/week
Irene Bety Lambert, 10 hours/week

Christine (Christl) Dorsey - STH, tutor, 5 hours/week
Emilce Sirkin - STH, tutor, 5 hours/week
Aida Perez-Smith - STH, tutor, 5 hours/week
Lana Abd Alnour - STH, tutor, 5 hours/week
Brian Bagaglio - STH, tutor, 5 hours/week
Ilaria Russo - STH, tutor, 5 hours/week

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](#). 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? Please explain.

We have established clear learning outcomes for this program that cover the central objectives of the courses in the program. This is a new certificate this academic year.

How do they align with employer and transfer expectations?

Employers are looking for bilingual employees, and this certificate program addresses that need and provides evidence of skills that are desirable for both employers and university admissions. All the courses in the certificate transfer to UC/CSU.

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

Program learning outcomes are built into the courses so that students who pass these courses are required to meet program outcomes.

Summarize the major findings of your program outcomes assessments.

This is a new certificate this academic year, and we have not yet assessed program 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: **Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

This is a new certificate this academic year, and we do not have completion data yet.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

N/A

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.

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.

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.

This is a new program for Fall 22.

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

This is a new program for Fall 22.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

Our discipline approaches the institutional standard course success rate of 70%. Our success rate in the past has hovered around 80%. In Fall 2020, our overall success rate fell significantly. 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. In Fall 2021 the course success rate went up 3% to 68%, and we hope to continue to see it rise as we offer more face-to-face classes and support.

What is your stretch goal for course success rates?

70.0%

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 higher, 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, online courses, and numerous new challenges. We are setting our stretch goal at 70% as we work towards meeting the college standard.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

In AY 21-22, we assessed SLOs for the following credit ESL courses: ESL 12, 13, 14, 9, 10, 45, and 98.1. Some assessments had to be modified to be done in an online environment. We had pass rates of 71-100%.

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⦿ Yes ○ No

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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 O*net Link below) 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. Employers are looking for bilingual employees, and this new biliteracy certificate program addresses that need and provides evidence of skills that are desirable for both employers and university admissions.

Link: https://www.onetonline.org/

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

Biliteracy skills

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

Through the biliteracy certificate program, students develop college-level English reading and writing skills as well as intermediate-level skills in another language.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
○ Yes ◉ No

Do you want more information about or need assistance integrating work-based learning into your program?
○ Yes ◉ No

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

We regularly do outreach in K-12 and at community events throughout the area. This spring we will offer a credit ESL course specifically for the Fallbrook community through the Fallbrook center, so we are engaging with that community to apprise them of that learning opportunity.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Increase the number of students using ESL Tutoring Support

Goal Status

○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 2

Brief Description

Increase enrollment in our credit courses

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 3

Brief Description

Create more mirrored courses

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have created our last noncredit mirrored course and added it to our program (NESL 976).

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.

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Our academic courses usually meet in our ESL computer labs, and our department is continuing to request that H-118 be returned to a full ESL computer lab in order to meet the demand.

Goal 5

Brief Description

Create and offer a multilingual credit certificate program

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This is a new biliteracy certificate program in Fall 22.

Goal 6

Brief Description

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

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This is a new noncredit certificate program in Fall 22.

Goal 7

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 8

Brief Description

Collaborate with the Library to improve research skills in academic courses

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 9

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 10

Brief Description

Expand offerings of transferable ESL courses to sites such as ESC, RB, and FEC.

Goal Status
○ Completed ⦿ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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

Many of our goals and work are connected to the college's vision for success including our development of ESL transferable courses such as ESL 110. Our department has begun a new biliteracy certificate program, which will help the college in the following goal: VFS-1B.

Click here to access the Strategic Plan 2022.

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

We completed some of our goals related to beginning new programs and mirrored courses. We also have set up a new goal of expanding our offerings of transferable ESL courses to sites such as ESC, RB, and FEC.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors

(retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

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

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
⊙ Yes ○ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor, ESL

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

This faculty position would help with the following: AB-705 work, create and offer more certificate programs, offer more support classes to help students be successful in courses in other disciplines, collaborate with the library to improve research skills in academic courses, expand offerings of transferable ESL courses to sites such as ESC, RB, and FEC, and incorporate anti-racist practices in our teaching practices, support services, and curricula. Many of our goals and work are connected to the college's.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

We had to hire several new part-time instructors this semester due to an increase in student demand for classes. There is a limited pool of qualified applicants at this time.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional

career education needs for this discipline.

[text box]

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

[text box]

Are you requesting AA, CAST for Classified Staff?
○ Yes ◉ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ◉ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
⊙ Yes ○ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

This request was also on the previous two PRPs 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. With the return of in-person classes, we need the 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 (they are being stored by facilities), so we will need to cover moving costs. We would also need the computers brought back from H-222 as well and the data cables reconnected in H-118.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Facilities and IS

c. What are the expected outcomes or impacts of implementation?

Improved access to technology for ESL students in classes

d. Timeline of implementation

As soon as possible

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Moving costs are currently being requested.

Do you already have a budget for this request?

No

What 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?

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

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

We would like for our special student computer desks that were taken out to be brought back in (they are being stored by facilities), so we will need to cover moving costs. We would also need the computers brought back from H-222 as well and the data cables reconnected in H-118.

Will you accept partial funding?
○ Yes ⊙ No

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 ○ No

Requests

Item 1

What are you requesting?

Funding for PeachJar

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

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.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

ESL department, staff and coordinators

c. What are the expected outcomes or impacts or implementation?

Increased student enrollment

d. Timeline of implementation

AY 22-23

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$2125

Do you already have a budget for this request?

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?

☐ 1:1	☐ 1:2	☑ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

If you have multiple requests for facilities and had to prioritize, what number would you give this?

(1 = Highest)

1

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

None

Will you accept partial funding?

○ Yes ⊙ No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Calendly Premium account funding

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

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 7-8 staff who would need to make these types of appointments.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

ESL staff and students.

c. What are the expected outcomes or impacts or implementation?

Increase enrollment in our credit courses.

d. Timeline of implementation

AY 22-23

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

$768.00

Do you already have a budget for this request?

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?

☐ 1:1   ☐ 1:2   ☑ 1:3   ☐ 1:4

☐ 1:5   ☐ 2:1   ☐ 2:2   ☐ 2:3

☐ 2:4   ☐ 3:1   ☐ 3:2   ☐ 3:3

☐ 3:4   ☐ 3:5   ☐ 4:1   ☐ 4:2

☐ 4:3   ☐ 5:1   ☐ 5:2

Refer to the Palomar College STRATEGIC PLAN 2022

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

2

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

None

Will you accept partial funding?

○ Yes ◉ No

Budget Category

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.**

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