



2022-23 Non-Instructional Program Review and Planning

2022-2023 REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

L&L

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

Program/Unit Name

ESL Tutoring

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Nimoli Madan & Heather Hosaka

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

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

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

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Monica Galindo	Academic Department Assistant
Melissa Griggs	Tutoring Center Coordinator
Angeles Rodriguez	Student Support Specialist II
Heather Hosaka	Department Chair and Associate Professor, ESL
Nimoli Madan	Professor, ESL
Yolanda Fernandez	Instructional Support Assistant III
Claudia Hernandez	Student Support Specialist I
Marcela Gomez	ESL Student Advisor

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. 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 link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

Full-Time Staff

Total Number of Full-time Staff

15.00

Part-Time Staff

Total Number of Permanent Part-time Staff

1.00

Number of Classified Staff**FTE of Part-time Staff (2x19 hr/wk=.95)****Number of CAST Staff****FTEF of Part-time Faculty****Number of Administrators****Number of Full-time Faculty****Describe additional temporary hourly or contract staff who support this unit and/or department.
(Include FWS/District Student Workers/Veteran Student Workers)**

We have hired several tutors who are funded by HEERF. These tutors support students in our accelerated ESL classes (compliance with AB 705) and in our community-based classes.

We have FWS and STH Employees that support ESL students in the San Marcos ESL Office, Escondido ESL Office, and ESL Computer Labs as well as embedded in credit and noncredit classes. Hours vary based on FWS award, availability, and needs of the program.

Irene (Bety) Lambert - STH, ESL office & tutoring

Concepcion Gallegos - STH, ESL office

Valarie Yakuta - FWS, computer lab assistant

Stefanny Pino - STH, ESL office

Christine (Christl) Dorsey - STH, tutor

Emilce Sirkin - STH, tutor

Aida Perez-Smith - STH, tutor

Lana Abd Alnour - STH, tutor

Brian Bagaglio - STH, tutor

Ilaria Russo - STH, tutor

Program/Unit Description

Have the services your unit performs changed in any way over the past year?

Our services have changed significantly in the past year. Beginning February 2022, we began offering routine in-person services for the first time since the stay-at-home order in March 2020 while continuing to offer online services. In Fall 2022, our department started offering more in-person classes. Based on this new system of providing both face-to-face and online services to students, we've had an increase in need for assistance both online and in-person in all the services that the department provides to students, such as registration, advising, tutoring, and technology assistance. Because of the HEERF funds, we were able to support our students academic needs, which we have not been able to do in the past.

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

PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

Palomar uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).

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

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

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

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

1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

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

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

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
☐ Yes ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

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

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Thirteen ESL instructors who had embedded tutors in their classes were surveyed via email. Out of those 10 teachers responded to the survey question. All ten "strongly agreed" that the learning in their classroom was positively impacted by the presence of an embedded tutor.

This survey clearly shows the importance of embedded tutoring in ESL classrooms where marginalized students need one on one instruction during class to get "timely" foundational knowledge and skills to comprehend the material they are learning in the classroom.

SAO 2

SAO Title

Students who complete a computer skills workshop will have the option to complete a satisfaction survey after the workshop. This survey will ask students if they found the workshop helpful and if they now can feel comfortable logging in and accessing information in the programs demonstrated in the workshop.

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Results were reported for surveys completed after workshops conducted from Nov 2020 through May 2021. When asked if the workshop was helpful on a scale of 1-5 (5 being very helpful) 44 out of 47 students (94%) chose 5, the highest score. When asked if the student now feels comfortable logging in and using the program, 37 out of 47 students (79%) chose a 4 or 5, indicating they do feel comfortable using the program after they take the workshop. It seems that these workshops are very helpful for the students who take them. We would like to change the survey to a 3 point rating scale for these questions next time.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

No updates.

Link: [IRP website - "Completed PRPs"](#).

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

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

1. Our department obtained money from HEERF funds for tutoring. This helped us support ESL students in accelerated writing, community-based and HyFlex classes. Also, we were able to provide online tutoring for evening students, which is not available through the tutoring center.
2. Our department obtained money through noncredit funds like WIOA and CAEP which allowed us to provide textbooks to students in our in-person classes. We were also able to purchase iPads for our ESL offices to help make our registration process more efficient and serve more students.
3. We have seen an increase in demand for both in-person and online classes. Our staff have helped register students for 63 classes this fall, compared to 53 in 2021. In Fall 2021, our department offered 6 in-person classes. In Fall 2022, we offered 25.
4. We continued to distribute laptops and hotspots to students.
5. We offered workshops to assist students with Canvas and MyPalomar.
6. We have been presenting ESL college orientations to students in levels 901 through 105/975. These presentations were done in English and Spanish. We also invited students from other credit and non-credit classes to attend these Zoom presentations. In Fall 2021, we conducted 10 Orientations: 7 in English and 3 in Spanish, and a total of 205 students from 14 ESL and NESL classes attended.
7. We have participated in 15 outreach events where we provided ESL department information to 177 students. In addition to these, we participated in the San Marcos Boys and Girls Club's Flapjacks for Backpacks and the Avocado Festival in Fallbrook. We also hosted an open house event in Escondido and an in-person registration event at High Tech High in San Marcos.

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

We now have different modalities (online, partially online, HyFlex, and face-to-face) for our classes, which has changed the way that we serve our students. Our services now have to be available online, by phone, in person.

The college does not accept any type of payment in person in Escondido or Fallbrook. In San Marcos, cash payments are only accepted before 5 p.m. This affects students' ability to pay necessary fees (tuition, picture ID, parking, health fee, etc.).

The college still hasn't included our ESL self-guided placement into the college application. We feel that this will help us be in compliance for AB 705 (CHECK WITH TRACY)

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

We are requesting that the college accept cash payments because our many of our students do not have access to a credit or debit card.

We continue to ask that the college include our ESL self-guided placement into the college application. This will remove a barrier for our ESL registration process.

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

PROGRESS ON PRIOR PRP GOALS

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

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

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

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

Increase retention and completion in ESL classes.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

We constantly strive to increase retention and completion in ESL. Orientations and academic advising help students set goals and stay on track, our robust tutoring service offers the academic support our students need to complete the ESL sequence of classes, and our computer lab helps them learn to use the technology they need to be successful in these classes. This semester we are using HEERF to support our students with embedded tutoring, book clubs, SI sessions, and technology support in the Escondido Center computer lab. However, this funding will expire in June 2023. After this, we will need support from the college to fund all our academic support needs to help ESL students with retention and completion.

Goal 2

Brief Description

Increase staff and student worker knowledge of and ability to assist students in completing the CCC apply application and online Palomar application.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Our Student Support Specialists have streamlined the process needed to help students with the onboarding process but we hire new STH and student workers each semester, so the training has to be ongoing.

Goal 3

Brief Description

Continue to facilitate staff communication and discussion of student, classified staff, and department needs with scheduled ESL staff meetings.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☐ Ongoing ☒ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

The classified contract does not allow requiring such meetings. We will continue to hold ESL department meetings, which we have been advised to make optional for staff.

Goal 4

Brief Description

Increase student access to computer labs.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

In Fall 2022 we opened up our computer lab in San Marcos, so this semester students have in-person access to the San Marcos computer lab. However, we do not have STH/Student workers trained to serve students as computer lab assistants in San Marcos, and our lab in Escondido does not have a lab tech, so it is not open for students. We are in the process of hiring a STH computer lab assistant to support students in the Escondido computer lab, and a FWS student to help students in San Marcos.

Goal 5

Brief Description

Update information given to students enrolling in our courses.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Since we are transitioning from the pandemic phase to a "new normal," information about services offered to students has to be constantly updated. Also, as our course offerings change (creation of new non-credit certificates, converting ESL 106 into a mirrored class, offering classes in different modalities) information has to be updated in a timely manner and often explained to students carefully. This goal is this a moving target that we are constantly chasing.

Goal 6

Brief Description

Make the ESL placement tool part of the Palomar application so the process is easier.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

To remove barriers from our on-boarding process, we have been requesting that the college make the ESL placement tool a part of the Palomar application. This is not something that our department can work on alone. We need the support of the college for this endeavor.

Goal 7

Brief Description

Incorporate anti-racist practices in our support services.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Making our services equitable is an ongoing goal and we all are working towards achieving it. Though we have had several PD events that examine the concepts of racism and equity, we need more training that offers tools to actively incorporate practices that promote equity in the services we offer our students.

Goal 8

Brief Description

Offer all services in-person and online.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

In the post pandemic world, our department offers classes in-person and online. For this reason, there is a need to offer all our services - registration, orientations, technology related workshops, tutoring, advising etc. in different modalities. Our staff is struggling to do this at the moment. They cannot serve students online and in-person at the same time. This is particularly challenging for our registration staff during busy times.

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

SP Goal 1 is to "Increase student access, progress, and completion, while decreasing equity gaps." Our unit supports this goal. We strive to remove all barriers in the on-boarding process for our most vulnerable student population. This non-instructional unit in the ESL department also helps students with "progress and completion" by providing tutoring and technology support and orientations and advising.

One strategy that our unit will implement is to offer services that support students online and in person.

[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 have removed one goal because it conflicts with classified contracts and added a goal to our three-year plan. The post-COVID times require us to be flexible. We realize that we will need to serve our students now, both in-person and online. This is going to be a major shift in this unit's practice.

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

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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

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

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

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Noncredit Matriculation Coordinator

Is the position request for AA, CAST, or Classified staff?

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

☒ Full Time ☐ Part Time

CAST

☐

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.)

We request that this position be converted to a CAST position and the Noncredit Matriculation Coordinator be made supervisor of all the classified staff, STH and FWS in ESL. This person will then serve as the link between the faculty and classified and between the classified and the Dean.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This arrangement will help make our department function more effectively by improving communication between faculty and staff and between classified staff working in the ESL department.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

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

Converting this position to a CAST position will help all parts of our department (faculty and classified staff) work harmoniously together. Having an in-house supervisor will also help classified staff resolve issues quickly and easily.

Strategic Plan 2022 Objective

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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

If this position is not created the department will continue to face challenges in these areas.

Staff, CAST, AA request 2

Title of position

Student Support Specialist 1 San Marcos (AM)

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part Time

☐

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.)

Our student support specialist who worked during the day in the San Marcos ESL office retired last December. This position needs to be filled. This person helps register ESL students and makes the on-boarding process for a very vulnerable student population easier.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

In the post COVID times, when we are offering our services online and in person, filling this position has become even more important. We need personnel to help our students who walk into the ESL office as well as those who seek help online.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

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

This position will help students to fill out the CCCapply application online and give students the tools they need to self place and sign up for classes. Student support specialists also help students pay their health and parking fee online and direct students to other college resources that students may need.

Strategic Plan 2022 Objective

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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

We will need to continue to hire STH

Staff, CAST, AA request 3

Title of position

Student Support Specialist Escondido (AM)

Is the position request for AA, CAST, or Classified staff?

Classified

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

☐ Full Time ☒ Part Time

☐

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.)

Our student support specialist who worked during the day in the Escondido ESL office is no longer working with us. We need to get a replacement for this PT student support specialist. The student support specialist helps register ESL students and makes the on-boarding process for a very vulnerable student population easier.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

In the post COVID times, when we are offering our services online and in person, filling this position has become even more important. We need personnel to help our students who walk into the ESL office as well as those who seek help online.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

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

This position will help students to fill out the CCCApply application online and give students the tools they need to self place and sign up for classes. Student support specialists also help students pay their health and parking fee online and direct students to other college resources that students may need.

Strategic Plan 2022 Objective

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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

We will need to continue to hire STH

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 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 ☐ No

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 unique tutoring needs. Students in our accelerated ESL classes and multi-level community based classes benefit from embedded tutors. Accelerated classes have been successful because we have SI sessions and book clubs to help vulnerable students. Also, majority of our students take classes in the evening when there is no tutoring support. We provide Zoom tutoring at night. All these endeavors cost money. We request the college institutionalize our tutoring budget and give our department \$50,000 a year to meet all tutoring needs, including training.

We also need a bigger budget for STH to help in the Escondido ESL office in the morning and evening, and in San Marcos ESL office in the evening. For this we request a budget of \$42,000 per year.

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

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 and 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

Click "+Add Facility Request" below to include additional requests.

Facility Request 1

What are you requesting?

Conversion of H-118 back to a computer lab when tutoring colocation occurs

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

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

H 118 used to be a computer lab which was then converted into a tutoring center because it had the space for line of sight. However, the college has now merged this lab is no longer required for that purpose. We request that the lab be restored to its previous "computer lab" status.

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

ESL students will have more access to computers and instructors

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

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.

d. Timeline of implementation

Two weeks after all details of the tutoring colocation are confirmed

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

We have asked the moving company to give us a quote, but have not gotten it yet.

Do you already have a budget for this request?

No

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

Goal # 4 "Increase student access to computer labs."

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

- | | | | |
|---|------------------------------|------------------------------|------------------------------|
| <input checked="" type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 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

PART 5: OTHER ONE-TIME NEEDS

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

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

☐ Yes ☒ No

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

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

hhosaka@palomar.edu

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

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

FEEDBACK AND FOLLOW-UP

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

Confirmation of Review by Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Dean Fabienne S. Chauderlot

Sign Date

12/19/2022

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

The ESL staff team is very committed to providing excellent services to the students and the PRP demonstrates the many areas in which they support them. The analysis shows the multiplicity of activities and the range of services that are provided by everyone in the ESL front and back offices as well as the tutoring center and via embedded tutoring. It also shows the close connections with the work in the classroom and the coherence in directions and strategies. The PRP provides granular details and data that are regularly collected and analyzed by the Department to best inform their adapting to students' needs and general new challenges. ESL has been particularly impacted by both working remotely and the online migration and the staff have made tremendous efforts to adapt their services to the circumstances, including having to train students to be able to receive the services. This PRP is a great opportunity to reflect these accomplishments. This document provides a very comprehensive overview of many facets of the Department.

Areas of Concern, if any:

It is sometimes difficult to make a difference between instructional and non instructional information. Non-instructional PRPs aim at highlighting the services provided outside academic work, such as workshops, outreach events, tutoring, help to faculty and staff, contribution to the division and, in this case, support by the staff in our ESL offices including their collaboration with student services. This should read less as a second departmental PRP. Information provided in non-instructional PRPs should be focused on what everyone in the staff team does.

Recommendations for improvement:

I recommend separating information to be more in keeping with the intention of having two PRPs for the same department. It could be organized in sections like: direct services to students (front and back offices), outreach, tutoring, online help, clerical support to department... While there is some overlap and much collaboration, we should be able to distinguish what the staff is doing to support instruction independently. I also recommend having a goal that focuses on integrating tutoring further within the general tutoring team now that the ESL tutoring center which was traditionally the core of the non-instructional PRP has been closed for over two years. Our staff has accomplished a lot of work to fulfill that objective and serve the entire Palomar population both within and well beyond the ESL students. Describing department non-instructional efforts to support the transition in this PRP would facilitate the work of our center coordinator and that of the whole team. In terms of staff requests, the position vacated last December has now been filled with a Specialist II, and the Specialist I has been promoted to level II so the San Marcos office is staffed.

Vice President (or President) Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: