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 - Noncredit (N 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.

Vickie Mellos, Professor
Tina Parker, Assistant Professor
Gary Sosa, Professor
Monica Galindo, Academic Department Assistant
Marcela Gomez, ESL Advisor

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.

CN Adult Basic Education
Noncredit ESL certificate of completion
Noncredit computer skills for ESL certificate of completion
Noncredit speaking skills for ESL certificate of completion
Noncredit grammar skills for ESL certificate of completion
Noncredit conversation skills for ESL certificate of completion

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?

4.26

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.)

10.19

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 I (1 FTE) 12 mo
Angeles Rodriguez: Student Support Specialist II (1 FTE) 12 mo
Marcela Gomez: ESL Advisor (1 FTE) 12 mo
Yolanda Fernandez: Instructional Support Assistant III (1 FTE) 12 mo
Lidia Zapata: Student Support Specialist I (.45 FTE) 12 mo
Melissa Griggs: Tutoring Center Coordinator (1 FTE) 10 mo

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

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.

Currently we offer six certificate programs in our noncredit ESL disciplines. The learning outcomes of our certificate programs are both clear and comprehensive. These outcomes reflect acquisition of basic language and computer skills
learners need to be successful in both the CTE and the academic pathway. These are our certificate of completion programs:

Noncredit ESL certificate of completion
Noncredit Adult Basic Education
Noncredit computer skills for ESL certificate of completion
Noncredit speaking skills for ESL certificate of completion
Noncredit grammar skills for ESL certificate of completion
Noncredit conversation skills for ESL certificate of completion

How do they align with employer and transfer expectations?

n/a

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

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

Summarize the major findings of your program outcomes assessments.

We have reported SLO results for all new certificate programs. For our established program, NESL certificate of completion, we have found the assessments to be accurate measures of what we expect our students to do
when they complete the program. For these program outcomes, most recently, we had an average success rate of 89%.

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.

Total Noncredit ESL Program Completions:
AY 21-22 - 92 total
AY 20-21 - 62 total for Fall, 71 for Spring, Total = 133
AY 19-20 - 84 total
AY 18-19 - Fall 18 - 36, Spring 19 - no info
AY 17-18 - 87 total ESL plus 9 INEA completions

Certificates Awarded:

2021-2022

Noncredit ESL	27
Speaking skills for ESL	4
Computer skills for ESL	22
Grammar skills for ESL	14
Conversation skills for ESL	25

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?

In order to achieve the Speaking Skills for ESL, students need to pass N ESL 920. N ESL 920 was offered in the middle of the day, and typically our ESL students take classes in the morning and evening. Also, the pandemic affected our enrollment in these classes and programs. The return to in-person was slow, and this affected the number of completions.

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.

We offer classes in different modalities: online, hybrid, and face-to-face. We consider what classes to offer by polling students to find out what classes they want and what modality is preferred. We offer assistance to students to complete the certificate applications. Our staff is available in different modalities (in-person, over the phone, by email, and on Zoom) for the convenience of our students.

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

Due to the pandemic and frequent policy changes, it is difficult to make our planning concrete. We had to make last minute changes about office closures and class modality. There are limited student support services in the evening on our campuses.
Payment options has been an issue. Our students don't have debit or credit cards and cash payments are not accepted.

It is also difficult to communicate frequent changes to students. The pandemic has resulted in challenges, such as loss of employment and illness, for students in attending classes and registering as well.

Student level of computer literacy presents some of these challenges. Moving to digital forms without having an option of doing
paper forms prevents students from applying to the college.

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

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?

50.0%

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?

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

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Our current success rate is 70%, and we hope to improve upon our current success.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

In reviewing the result summary of the most recent findings in all non-credit courses, all courses demonstrated successful outcomes with 70% or more passing. In many courses, we saw an 80-90% success rate.

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

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)

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

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

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

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-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 do outreach in K-12 and at community events throughout the area and offer classes in schools, churches, and other
community areas. We also have a partnership with the Mexican Consulate in San Diego. We participate regularly in Palomar events such as Tarde de Familia and House of Humanities and Path to Palomar. We have offered courses in underserved off-site locations, including Vallecitos and Maie Ellis elementary schools.

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

Creating CTESL Pathways

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 Child Development ESL Support Course is still being offered, though we do hope to see enrollment grow and be able to expand our offerings. We have also submitted proposals to change the Career Track ESL class into two separate Career Skills courses - Career Exploration and Working in the U.S. We are also meeting with the Dean of Industries and Trade to explore options for ESL support in occupational courses.

Goal 2

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.

We have been offering workshops for faculty and staff to approach our work with an antiracist lens. We have revised some CORs utilizing this lens, and we have been able to discuss approaches to difficult situations. We hope to continue offering the workshops as well as expand our work to include student voices.

Goal 3

Brief Description

Increase student use of 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.

We received HEERF funds to enable us to embed tutors in community based multi level classes - Fallbrook church, High Tech High and Ramona. Also, we offer zoom tutoring in the evening for our evening students because these services are not offered after 6 pm by the college tutoring center. HEERF funds have enabled us to hire a STH to serve as a lab tech in Escondido and help our non credit student population acquire computer skills.

Goal 4

Brief Description

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

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.

Though this is a continuing goal, we would also like to include increasing the availability of support staff at the Fallbrook Educational Center. Currently, we have hired STH employees and FWS students to assist with meeting this goal.

Goal 5

Brief Description

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

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.

ESL Support has been providing workshops to students on Canvas, and MyPalomar for the the past two years. We are also considering offering a bilingual basic computer skills course. We are offering lab hours for students to complete their homework and practice their skills.

Goal 6

Brief Description

Increase enrollment and retention

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.

Now that many more students have returned to campus, we are working to determining the best balance among full FTF, hybrid, hyflex and online options. At the Escondido Center, due to a surge in demand, we opened 7 new 12-week classes in the fall. We have continued with our outreach efforts by attending events in the community, such Tarde de Familia and open houses at local schools. We have continued to send local school electronic flyers through PeachJar to inform parents of our courses. Our staff have increased accessibility to our students for general questions and enrollment by diversifying the options - phone, email, Calendly - of how students can contact them.

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 certificate courses, which will help the college in the following goal: VfS Goal 1, Completion.

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.

Goal 4 is a continuing goal, but we would also like to include increasing the availability of support staff at the Fallbrook Educational Center. Currently, we have hired STH employees and FWS students to assist with meeting this goal.

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.

Refer to data and other analysis earlier in this document.

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

Are you requesting AA, CAST for Classified Staff?
⊙ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

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.

Title of new position

ESL Student Advisor (Escondido)

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
Classified	◉ 45%

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

An ESL student advisor in Escondido would help meet district, department, and discipline goals related to pathways,
acceleration, AB705, increased enrollment goals, pathways from credit to noncredit, and integrated student support.

By hiring an ESL student advisor, many objectives from the Strategic Plan 2022 can be met. Objective 3: Per the College's goals and Student Equity and Achievement Plan,
implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%.

This staff person would play an important role in advising and assisting students in enrolling in ESL and completing degree and transfer requirements in a timely manner. We are looking to hire someone in this role for Escondido, as we already have a person in this role in San Marcos. The advisor in SM makes a significant difference in student enrollment and movement from noncredit to credit courses and then into transferable classes.

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

No

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

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

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

Strategic Plan 2022 Objective

☐ 1:1	☐ 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 https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

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

We do not currently have anyone, including part-time staff, in this position. This position requires extensive knowledge
of college pathways, noncredit, credit, registration, enrollment, assessment etc. Current staff will have to continue to
travel and use comp time in order to serve these students in a very limited manner.

Staff, CAST, AA request 2

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.

Title of new position

ESL Student Support Specialist (Escondido)

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
◉ 45%

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

A part-time ESL Support Specialist in Escondido in the mornings helps meet district, department, and discipline goals
related to increased enrollment, retention, pathways from credit to noncredit, and integrated student support.
By hiring an ESL support specialist, many objectives from the Strategic Plan 2022 can be met.
Objective 3: Per the College's goals and Student Equity and Achievement Plan, implement strategies designed to
increase persistence and completion while at the same time
decreasing equity gaps by 40%.
This staff person would play an important role supporting ESC morning ESL students and assisting students in
enrolling in ESL courses in ESC. We are looking to hire someone in this role for Escondido since November 2021.

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

No

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

What funding would support this position?

The position was funded by noncredit grant funds.

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

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

Strategic Plan 2022 Objective

☐ 1:1	☐ 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 https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

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

STM hourly employees have been covering this vacancy until and this impacts our hourly budget.

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

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 more in person classes compared to Fall 2021. We have more in person advertising/events in Fall 2022 and Spring 2023, and we will require additional funds for noninstructional supplies and printing, mailing, printing flyers, etc,

With our return to in person classes and onsite services we have more needs for the ESL Offices and Computer Labs. Therefore, we have a higher need for funds for noninstructional supplies (40000s) and printing (50000s).

We also have an increase in need for hourly funds (23000s). We need help with office and computer lab coverage and assistance with student registration especially now that we are back to in person services.

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 due to tutoring colocation.
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 last year's PRP and remains the most important request for ESL.

With Tutoring colocation, H-118 will no longer be used as the ESL tutoring center, and we'd like it converted
back to an ESL computer lab. We actually struggled 2019 without that lab available for all our students and for classes who needed help developing computer skills. This Fall 2022, we've needed to use H-118 as is for our classes due to the increase in face-to-face classes and services. However, the arrangement of H-118 is not ideal for our students.

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.

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

We hope this can occur during winter break before our Spring 2023 classes begin.

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

One-time cost of $800 for moving company to move furniture and computers.

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)

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. 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

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

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

gsosa@palomar.edu