

Entry #: 19 - ---ESL (non-instructional)

Status: Incomplete

Submitted: 3/20/2024 4:38 PM

2023-2024 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

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

ESL

Program/Unit Name

---ESL (non-instructional)

Name of Person responsible for the Program/Unit

Nimoli Madan, Heather Hosaka and Tracy Fung

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

Webpage URL 1

Unit webpage

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

Webpage URL 2

Unit webpage

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

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

Participant	Title
Tracy Fung	ESL Professor/ ESL Computer Lab coordinator
Nimoli Madan	ESL Professor/ ESL Tutoring Coordinator/ ESL Computer Lab Coordinator
Marcela Gomez	ESL Student Advisor
Claudia Hernandez	Student Support Specialist

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**

7.00

Number of Classified Staff

7.00

Number of CAST Staff

0.00

Number of Administrators**Number of Full-time Faculty**

8.00

Part-Time Staff**Total Number of Permanent Part-time Staff**

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)**FTEF of Part-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 3 STH computer lab support staff, 13 tutors (10 STH, one student worker, one FWS and one volunteer) and 6 STH who work in our ESL offices. We currently also have one out-of-class person working in our office 3 days a week.

Program/Unit Description

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

This unit includes three registration offices, a tutoring program and 2 computer labs. The ESL program has grown considerably in the last year so our registration staff, especially in Escondido, has been very busy. Also, we opened our tutoring center after COVID in Fall 2023 and started building our tutoring program again. We have increased the number of ESL classes using our Escondido computer labs, and beginning Spring 24, we reopened our San Marcos ESL computer lab in the evenings, so that our San Marcos evening students are able to use this resource. ESL advising continues to offer both online and in-person appointments and orientations.

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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

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

SAO 1

SAO Title

Embedded Tutor Impacts

Assessment Status

Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

This SAO was last assessed in 2021 and will be assessed again this semester, Spring 24. Results will be available in Fall 24. ESL instructors who have embedded tutors in their classes will be surveyed via email. They will be asked about the effectiveness of embedded tutoring in their classes in supporting students' language learning needs.

Next planned assesment

This semester, Spring 2024.

SAO 2

SAO Title

ESL Computer Lab In-Person Survey

Assessment Status

Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

We are changing our computer lab SAO since we have moved back in person after COVID and we'd like to assess the helpfulness of our lab for in-person students. Our new SAO will be assessed this semester, Spring 24. Our previous SAO has been sunsetted. Results for this new SAO will be available in Fall 24. Students who use the computer lab in Spring 24 will have the option to complete a satisfaction survey asking students if they found the lab and lab staff helpful and soliciting feedback.

Next planned assesment

This semester, Spring 2024.

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.

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!

Computer Lab

1. Extended use of the San Marcos computer lab. San Marcos evening computer lab use for evening classes resumed Spring 24.
2. Online workshops to assist students with Canvas and MyPalomar.

Tutoring Center

1. Tutoring center reopening. In Fall 2023 there were 210 online tutoring sessions and 140 in person tutoring sessions. This semester we grew our tutoring program. We have 11 tutors, a FWS and a volunteer tutoring our students. We have tutors embedded in 18 ESL classes. We are offering extended hours for tutoring by appointment and drop in tutoring at the San Marcos campus, and this semester, we are also offering an hour of drop-in tutoring at the Escondido center in the evenings.
2. Spring 24 ESL tutor training included new DEIA training for tutors. This is a 30 minute module in a three hour training that addressed the diversity, equity and inclusion and the importance of being aware of these concepts in tutoring.
3. Spring 24, we organized a new "take home a free book" event in the tutoring center which brought in a lot of foot traffic.
4. ESL Tutoring participated in the all-college tutoring open house in Fall 23 and Spring 24, as well as in the Spring 24 Tutoring Expo.

Registration and Placement

1. Placement tool work with IRP – survey results reported in Dec 2023. Ongoing work on placing self-placement into MyPalomar.
2. In Summer 23, Fall 23, and Spring 24, the Escondido ESL office assisted approximately 600+ students in their completion of the CCCapply and Palomar application.
3. In Fall 23 and Spring 24, Escondido ESL offices provided registration services in order to open new classes for students waiting on large student waitlists. In Spring 24, five late start classes were added in ESC after the beginning of the semester.

4. In Summer and Fall 23 and Spring 24, the San Marcos ESL office assisted 325 returning and new students completing the CCCApply and Palomar application in addition to the helping current continuing students with their registration needs.
5. In Spring 2024, Staff at FEC enrolled 67 students. Out of these, 70% were new students and 30% were returning students.

Orientations and Outreach

1. English College orientations to students in levels 903 through 105/975 in Fall 2022 with a total of 120 students from 12 ESL/ NESL classes (fewer orientations since MC was doing OOC during this time)
2. Fifteen outreach events between Fall 2022 and Spring 2023 semesters with a total of 331 attendees. These events included: onboarding services for senior and junior H.S. students (ESL college orientations, ESL Self-Placement + results, CCCApply + Palomar application, Palomar Promise application), Community Resource Fairs/Open House at Elementary and Middle schools and Palomar College's events such as Tarde de Familia and Palomar Makes It Possible, Parent ESL and College Orientations at Elementary and Middle schools and community organizations
3. In Fall 23, 22 English/Spanish orientations for NESL 901-975. A total of 380 students attended from 25 classes (San Marcos morning and evening, Escondido morning and evening, Fallbrook evening, and online).
4. Spring 24 AB-1705 ESL coordinator presentations to: Palomar counseling, High school counselors (HS counselor's conference), and a campus-wide EPCC presentation

ESL Noninstructional DEIA Work

1. ESL staff have attended PD such as the Palomar Diversity, Equity, Inclusion, and Accessibility Speaker Series and Cultivating Belonging and participated in the 2024 Social Justice Community Festival.
2. Our ESL ADA and Noncredit Matriculation Coordinator, along with other colleagues, presented a workshop during Hispanic Heritage Month. They shared about our indigenous roots as Oaxaqueñas and Oaxaqueños. The presentation and panel provided an overview of the diversity of indigenous cultures and dealing with multiple identities.
3. Our ESL Noncredit Matriculation Coordinator co-facilitated the Transforming HSI Book Club.
4. Additionally, our ESL Noncredit Matriculation Coordinator served as the Acting Chief Diversity Officer for a year.
5. Our ESL ADA and Noncredit Matriculation Coordinator, along with other colleagues, presented a workshop during Hispanic Heritage Month. They shared about our indigenous roots as Oaxaqueñas and Oaxaqueños. The presentation and panel provided an overview of the diversity of indigenous cultures and dealing with multiple identities.
6. Here are additional PD sessions that our staff have attended: Disability Rights are Civil Rights; Family-Based Immigration Petition Webinar; Sexual Harassment Prevention for non-Managers; Know Your Rights; Higher Education Legal Services Overview; Hispanic Heritage Month: ¡De Aquí y de Allá! Undocumented Student Action Week: Non-Immigrant Visas and How to Access In-State Tuition; Anti-Racism: A Student Plan of Action; Undocumented Student Panel; The DREAM Path-Navigating the CA DREAM Act Application and Residency

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?

AB-1705 has impacted placement and course offering, and tutoring. AB-1705 funds are supporting tutoring and accelerated ESL classes.

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

N/A

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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

Goal 1

Brief Description

Increase retention and completion in ESL classes.

Choice

Ongoing

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. Our ESL office provides bilingual support for ESL students in classes who have questions and concerns.

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 (required as new updates and new hires occur).

Choice

Ongoing

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. Also, changes to the Palomar application and changes to CCCapply occur regularly.

Goal 3

Brief Description

Increase student access to computer labs.

Choice

Ongoing

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 labs have reopened and numbers of classes using them are increasing. We anticipate continued future growth.

Goal 4

Brief Description

Update information given to students enrolling in our courses.

Choice

Completed

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 have transitioned back to offering in-person and online classes and we do not have major curricular changes occurring at this time, so this goal has been completed.

Goal 5

Brief Description

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

Choice

Ongoing

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.

This is in process this semester. Despite the placement of the ESL placement tool into the Palomar application, our department will need to continue to have an option to use paper placement with some ESL students in order to remove enrollment barriers for those students. Those placements can be entered into test tables by ESL staff.

Goal 6

Brief Description

Incorporate anti-racist practices in our support services.

Choice

Ongoing

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.

New in spring 24: ESL tutor DEIA training.

Our ESL ADA and Noncredit Matriculation Coordinator, along with other colleagues, presented a workshop during Hispanic Heritage Month. They shared about our indigenous roots as Oaxaqueñas and Oaxaqueños. The presentation and panel provided an overview of the diversity of indigenous cultures and dealing with multiple identities.

Our ESL Noncredit Matriculation Coordinator co-facilitated the Transforming HSI Book Club.

Additionally, our ESL Noncredit Matriculation Coordinator served as the Acting Chief Diversity Officer for a year.

ESL staff have attended PD such as the Palomar Diversity, Equity, Inclusion, and Accessibility Speaker Series and Cultivating Belonging and participated in the 2024 Social Justice Community Festival. Here are additional PD sessions that our staff have attended:

Disability Rights are Civil Rights

Family-Based Immigration Petition Webinar

Sexual Harassment Prevention for non-Managers

Know Your Rights

Higher Education Legal Services Overview

Hispanic Heritage Month: ¡De Aquí y de Alla!

Undocumented Student Action Week: Non-Immigrant Visas and How to Access In-State Tuition; Anti-Racism: A Student Plan of Action; Undocumented Student Panel; The DREAM Path-Navigating the CA DREAM Act Application and Residency

Goal 7**Brief Description**

Offer all services in-person and online.

Choice

Completed

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 are doing this. We have met this goal. We would like to continue to offer all services in-person and online, but there are no new actions we need to take with this at this time.

The Vision Plan 2035 includes the College's Educational Vision Plan. Review the goals and objectives in the plan and identify 1-3 objectives that your unit supports. Describe how your unit helps to support those objectives.

SP Goal 1 is to "Reimagine and redesign instruction and student services to increase student success." Our unit supports this goal. We strive to remove all barriers to student success for our most vulnerable student population. This non-instructional unit in the ESL department also contributes to student success by providing redesigned student-population specific registration, tutoring and technology support and orientations and advising.

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

We have made a lot of progress in offering services both online and in-person as well as in providing information for students about our classes and sequences. These goals have been completed. A lot of our important goals continue as on-going work.

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 [Vision Plan 2035](#)

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Student Support Specialist Escondido (AM) 45%

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

Classified

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

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 left a couple of years ago during COVID. We need to get a replacement for this PT student support specialist position. 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?

We are seeing tremendous growth in the Escondido ESL programs and filling this position has become even more important. We need personnel to help our growing Escondido ESL student population register for classes.

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

No

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

This 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.

Vision Plan 2035 Goals and Objectives

3:1

3:4

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

With continued short-term hourly support.

Staff, CAST, AA request 2**Title of position**

Student Support Specialist Fallbrook 45%

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

Classified

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

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 in the Fallbrook office retired in Fall 23. We need to get a replacement for this PT student support specialist position. 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?

This is the only permanent ESL staff person in the Fallbrook office. We need permanent personnel in place in Fallbrook to help our vulnerable ESL student population register for classes there.

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

No

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

This 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.

Vision Plan 2035 Goals and Objectives

3:1

3:4

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

With continued short-term hourly support.

Staff, CAST, AA request 3**Title of position**

CAST ESL Manager

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

CAST

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

Full 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.)

We request that this position be a CAST position 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?

No

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

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

Vision Plan 2035 Goals and Objectives

5:2

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.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2021, 2022, 2023. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Our noninstructional unit has ongoing significant budgetary needs in the areas of tutoring, lab support, and short-term hourly staffing for our registration offices.

Our budget estimate is \$127,000 for tutoring and computer lab:

105,000 for tutoring

22,000 for the computer lab.

We request the college institutionalize our tutoring budget or at least a part of our tutoring budget.

For our ESL registration office short-term hourly support in academic year 2024-2025, we require \$32,450 (already budgeted for our current staff support) and an additional \$30,064 to help cover Fallbrook and Escondido vacant positions. This is a total of \$69,664 for ESL short-term hourly staff.

Our department would also benefit from receiving funding for swag type items for outreach events.

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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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

We need new computers for Carmelino Cruz and Marcela Gomez.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Carmelino Cruz and Marcela Gomez

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

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

The computers that Marcela and Carmelino have at this time are out of warranty and unreliable. They are having issues functioning. New computers are needed in order for them to provide information to students during advising.

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

Current and potential ESL and INEA students

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

Improved quality of advising for current and potential ESL and INEA students. More functional computers will remove barriers by speeding up the process and allowing for more timely, streamlined, and professional appointments.

d. Timeline of implementation

ASAP

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

Unknown

Do you already have a budget for this request?

No

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

What Vision Plan 2035 Goal/Objective does this request align with?

1:2

1:3

If you have multiple requests for technology and had to prioritize, what number would 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)?

Reduced need for IS to constantly come and fix or make the computers run again.

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

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?

No

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

No

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

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:

Leanne Maunu

Sign Date

4/29/2024

FEEDBACK

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

I appreciate the detailed feedback and discussion of the department's non-instructional needs. It was helpful to get an overview of the needs in the areas of the ESL Tutoring Center, the Computer Labs at San Marcos and Escondido, and the ESL Offices. For the two SAOs, it's nice to see that they will both be assessed this semester. The ESL Tutoring Center has also done a great job of expanding its services and the number of tutors that are supporting students; it's also great to see that DEIA work is now part of the tutor training. The outreach and orientation work is also significant work that directly impacts students.

It is also nice to see that the program is growing, that the offices have helped over 990 students apply and/or register, and that two of the department's goals have been met. So that the department can support their students, I support their requests for a 45% Student Support Specialist for the Escondido Office and the Fallbrook Office, for a CAST ESL Manager, and for computer replacements for two of their classified professionals.

The department is doing wonderful work supporting their students, and I commend them for providing such a holistic approach with their wraparound services.

Areas of Concern, if any:

None

Recommendations for improvement:

One suggestion is to see if you can work with Institutional Research and Planning (IRP), if you're not already doing so, to help design the surveys to assess embedded tutoring and the computer lab. Will the computer lab assessment also just be done at San Marcos, or will you also assess the Escondido Center lab?

For the CAST ESL Manager position, do you have a more concrete idea of what the person will do? Besides supervising staff, would the person assist with orientations and outreach or other needs that the department has?

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: