Entry #: 68 - Languages and Literature   **Status:** Submitted   **Submitted:** 3/21/2024 1:45 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Languages and Literature

Department Name

English as a Second Language

Microsoft_List_ID

Discipline Name

English as a Second Language - Noncredit (N ESL)

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.

Carmelino Cruz, ESL Matriculation Coordinator
Heather Hosaka, ESL Faculty, department chair
Gary Sosa, ESL Faculty
Vickie Mellos, ESL Faculty
Angeles Rodriguez, ESL ADA

Website address for your discipline
http://www.palomar.edu/esl

Discipline Mission statement

The mission of the ESL Department at Palomar College is to equip students whose first language is not English with the language and cultural proficiencies required for the fulfillment of personal, career, academic, and citizenship goals so that they may participate fully in society. We provide opportunities for students to learn English that is accurate and appropriate in academic and community settings. Our curriculum integrates language acquisition with relevant life experiences so that students engage in critical thinking, problem solving, and strategies for self-sufficiency. In this way, our program connects students to college and career pathways and fosters a commitment to lifelong learning.

(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

Are any of your programs TOP coded as vocational (CTE/CE)?

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
Reading Skills for ESL certificate of completion

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

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

200.64

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

263.41

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
Rosalba Bolwin: Student Support Specialist II (1 FTE) 12 mo
Marcela Gomez: ESL Advisor (1 FTE) 12 mo
Yolanda Fernandez: Instructional Support Assistant Ill (1 FTE) 12 mo
Lidia Zapata: Student Support Specialist I (.45 FTE) 12 mo (until Fall 2023)
Melissa Griggs: Tutoring Center Coordinator (1 FTE) 12 mo
Carmelino Cruz: ESL Matriculation Coordinator (1 FTE) 12 mo

OOC: Audry Medina - Student Support Specialist II (3 days/week)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Irene Lambert (12 hours/week in ESC)
Rosalia Rodriguez (hours vary)
Brisna Torres (until Fall 2023, 8 hours/week)
Concepcion Gonzalez de Gallegos (12 hours/week)
Lina Cardenas (hours vary)
Steffany Pino (8 hours/week)
Maria Refugio (15 hours/week)

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Overall course success rates were consistently between 70 and 80 percent with a slight decrease in Fall 2023. This decrease was expected due to changes we made to course offerings. We decreased the number of graded classes (classes we measure success in) and offered more classes that do not assign grades.

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

Decreased

Was this expected? Please explain.

According to the data provided, classes had 87-100% retention rates. As we transitioned from emergency status to more in person class offerings, a slight decrease in retention was expected.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)   Age
Modality (Online, Face to Face, Hyflex, etc.)   Ethnicity
Gender

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Escondido had slightly higher success rate.

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Modality showed the greatest gap with distance education having a success rate of only 52%. We may need to offer more support and professional development for distance education and consider changing the modality (e.g. more synchronous offerings as opposed to asynchronous).

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Numbers were very similar.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

We noticed that our older students had higher success and retention rates. This may be due to younger students moving into other programs (credit or out of ESL) or taking on new jobs and/or childcare duties. The gap may not necessarily be negative, especially if noncredit younger students are transferring to credit classes.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

We noticed higher success rates among Asian and Hispanics students. The number of Asian and White students as compared to Hispanic students were very low.This difference needs to be explored. Global events such as the war in Ukraine may play a role in this disparity.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We have been offering free textbooks, tutoring and supplemental instruction, academic advising, offsite courses, open lab and computer/technology assistance, reaching out to students who have stopped attending, scheduling and modalities, waiving fees, tuition free courses, office hours.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

NESL 995 is not currently offered.
NESL 982 should be assessed this semester.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[PDF] [0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.pdf](#)
64.3 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement.

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.

From the link "program completions":

Between 2020 and 2021:
Grand Total 132 92

*Other data was not provide on the above link, but by contacting Evaluations:

Numbers for Fall 2022-2023

Approved: 111

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?
No

If you answered no, please explain.
We need to assess for the following PLOs:

ESL PLO
Conversation PLO
Grammar PLO

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls
12 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

For PLOs, students consistently pass the assessments at the rate of 70-80% or higher. Scheduling, bilingual student support, office hours, tutoring, and having lab assistants in computer classes are some factors that contribute to student success.

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

Transitioning from online to in person classes and not being allowed to offer all the classes that students requested (waitlists of 50 in Escondido, for example) or adding these late have presented challenges for our programs. Parking and health fees, especially in Fallbrook, have lead to students going to other programs that are completely free. Lack of free laptops and hotspots has impacted our students' ability to study. Office closures on Fridays and need to fill multiple personnel vacancies may give students less access to support.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

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.

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 have the English language, study, and technology skills needed to pursue content course and career-related courses.

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

Our program offers computer skills classes that teach students to use Canvas and basic documents, we have multi-level basic skills courses, pronunciation, grammar, academic writing, academic listening and speaking.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Prior Year PRP Goal 1

Brief Description

Creating CTESL Pathways

Goal Status

Ongoing

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

The department would like to create more pathways for our noncredit students; however, we need more support from the college.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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.

Prior Year PRP Goal 3

Brief Description

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

Goal Status

Ongoing

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.

Prior Year PRP Goal 4

Brief Description

Increase student use of tutoring support

Goal Status

Ongoing

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

With support from the college, we were able to reopen our ESL Tutoring Center. We received 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.

These funds have also enabled us to hire STH workers to serve in our labs in Escondido and San Marcos to help our noncredit student population acquire computer skills.

Prior Year PRP Goal 5

Brief Description

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

Goal Status

Ongoing

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.

Prior Year PRP Goal 6

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

Ongoing

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 three 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.

Prior Year PRP Goal 7

Brief Description

Increase enrollment and retention

Goal Status

Ongoing

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 and online options. We continue to add classes in San Marcos, Escondido, Fallbrook, and offsite due to student demand. 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.

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

Goal 1: We are no longer offering the Child Development ESL Support Course as we were unable to grow enrollment.

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.

Do you have any new goals you would like to add?

No

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

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 requesting additional full-time faculty?

Yes

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-1705 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 have had to hire several new part-time instructors every 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.

Ratio of full time to part time faculty and the number of projects our department works on each year, as stated above, demonstrates department need for an additional position.

Full-time 3.90 FTEF
Part-time 13.24 FTEF
CTZN 0.15 PT to 0 FT faculty
NABED 3.5 PT to 0 FT faculty

An incredible amount of department work with only 8 FT faculty - our own registration, our own tutoring center, our computer lab, acquiring and distributing textbooks to our students, coordinating adjunct faculty, PD workshops, advising students, evaluating adjunct, outreach events, community based classes.

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

Are you requesting AA, CAST for Classified Staff?

Yes

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 Support Specialist (ESC)

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

Classified

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

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 have been 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?

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.

Educational Vision Plan 2035 Objective

1:1	3:2	4:2	5:2
1:2	3:3	4:4	
3:1	3:7	5:1	

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, outreach, and hours of student support.

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 (FEC)

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

Classified

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

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 Fallbrook 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 Fallbrook ESL students and assisting students in enrolling in ESL courses in Fallbrook. We have been looking to hire someone in this role for Fallbrook since the last person in the position resigned last year. Prior to this, the ESL support specialist in Fallbrook was on leave for over a year, and this has impacted our ability to support and enroll our Fallbrook ESL students.

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?

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 FEC support staff to help with advising, outreach, retention, and matriculation.

Educational Vision Plan 2035 Objective

1:1	3:2	4:2	5:2
1:2	3:3	4:4	
3:1	3:7	5:1	

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, outreach, and hours of student support.

Staff, CAST, AA request 3

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

CAST Director/ESL Staff 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.)

There is a critical need for a supervisor of all the classified staff, STH and FWS in ESL. Because our department has many more staff than others and they work on various campuses, an ESL supervisor could
serve as the link between classified staff and the Dean.

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?

No

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

Having an in-house supervisor will help classified staff to receive more direct support and resolve issues quickly and easily.

Educational Vision Plan 2035 Objective

1:1	2:2	3:1	4:2
1:2	2:3	3:2	4:3
1:3	2:4	3:3	4:4
1:5	2:5	3:4	4:7
2:1	2:6	4:1	

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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

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. We have two vacant 45% positions and two permanent staff (Student Support Specialists) working out of class. We have relied on STH heavily, and some of these positions have been paid by WIOA and CEAP funds, but we were told we would not be guaranteed this funding next year. This would be to the detriment of the department as, in all programs, we need STH to register students and help grow our programs.

We are also in need of funds to support our ESL Tutoring center, which is currently funded by WIOA, but we were told we were not guaranteed funding next year.

ESL has returned to more in person classes compared to last year. 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 wish to continue to use PeachJar to advertise our programs. We currently send electronic fliers to about 25 local schools each semester, and our programs have grown as a result.

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.

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?

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. 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?

No

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

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Heather Hosaka

Date

4/5/2024