Non-Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL AREAS

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 as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC UNIT INFORMATION

Academic Year
2018-2019

Division Name
Languages and Literature

Unit Name
ESL Tutoring Center

Name Person Responsible for the Program/Unit
Nimoli Madan

Please list all participants in this Program Review:

Name	Position
Nimoli Madan	Tutor Coordinator
Melissa Griggs	Tutoring Center Coordinator

Website address for your program or unit
https://www2.palomar.edu/pages/esltutoring/

Program/Unit Mission Statement

(click here for information on how to create a mission statement)

What is your Program/Unit's mission statement?
The mission of the ESL Tutoring Center is to support students both inside and outside the classroom, by providing comprehensive individually focused support that helps ESL students acquire English language skills necessary for fulfillment of their unique personal, career, academic, and citizenship goals. The ESL

Tutoring Center offers students personalized tutoring, mentoring, embedded tutoring, and skillshops that help students become independent and successful lifelong learners.

Describe how your mission aligns with and contributes to the College's Vision and Mission.
The Palomar College mission statement states that the mission of this school is to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals." A diverse student population needs individually focused support that meets each individual student's unique learning needs. This support is provided by the ESL Tutoring Center.

Program/Unit Description

Staffing

Total Number of Full-time Staff
1

Total Number of Permanent Part-time Staff

Number of Classified Staff
1

FTE of Permanent Part-time Staff

Number of CAST Staff

FTEF of Part-time Faculty

Number of Administrators

Number of Full-time Faculty
1

What additional temporary hourly or contract staff support this unit and/or department?
Note on above: The FTE associated with the center = 1.6, all of which is funded with BSI/Integrated funds. 1.0 is for the ESL Tutoring Coordinator, while .6 refers to the faculty release time for the faculty lead.

The ESL Tutoring Center currently employs 10 tutors who are hired as short-term hourly. We also employ 2 Federal Work Study students to work as front desk assistants.

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. You have three options to submit your organizational chart:

1. Upload the document (under 5 MB)
2. Provide URL to document.
3. If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

How will you submit your organizational chart?
Upload Document

Upload Organization Chart

ESL Center Org Chart.pdf

Program/Unit Description

Who utilizes your services?
Students who require assistance with reading, writing, speaking and listening skills in the English language utilize our services. This can range from a low level student who wants to learn to pronounce simple words, to students writing research papers for content area courses.

What services does your program/unit provide (Describe your program/unit)?
We offer students individualized tutoring that meets each student's unique needs, mentoring, embedded tutoring, tutoring support for Summer Bridge students, and skillshops. The center also holds textbooks used in class and assignments that students can borrow, and gives students access to desktop computers, books and novels, and GoPrint services.

PROGRAM/UNIT ASSESSMENT

Service Area Outcomes

Service Area Outcome 1

Describe this Service Area Outcome
Students in ESL writing classes who avail themselves of the service offered by the ESL Tutoring Center have higher success rates than their peers who do not take advantage of the ESL tutoring assistance.

When was this SAO last assessed?
2011

What did you learn from the last assessment?
Data showed that students who used ESL tutoring had a higher success rate than students who do not.

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.
We are satisfied with these results, which prove that this is a much needed service to support our students. We plan on assessing the quality of the services we offer and on how satisfied faculty and students are with the same in the coming years.

Other Assessment Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:

Quantitative Data

Measure	2015	2016	2017	2018	Definition/Description of Measure
Number of students seeking tutoring sessions	475	462	467	386	Total number of unique students seeking tutoring sessions during academic year. Data taken from SARS Anywhere.

Number of classes with an embedded tutor	24	27	44	35	Total number of classrooms with an embedded tutor.
Number of attended tutoring session	3402	3013	2711	2372	Total number of tutoring sessions during academic year. Data taken from SARS Anywhere.

Are there any comments or notes about this quantitative data?
The data shows a decline in the number of attended tutoring sessions and in the number of students seeking tutoring sessions. There could be a couple of reasons for this trend:
1. More classes have embedded tutors now and students may be getting help from them.
2. Our enrollment has declined.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
In Fall 2018, instructors with an embedded tutor in their class were asked to complete a survey to assess the effectiveness of the embedded tutor in their classroom. Of the 11 instructors who responded to the survey, 10 requested an embedded tutor the following semester. Ten out of the eleven instructors surveyed agreed that having an embedded tutor helped their students' performance.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.
We will implement a survey for students to assess how satisfied they are with tutoring services, and we will implement this survey by Fall 2019. We also plan to survey students in classes that have embedded tutors to see how effective embedded tutoring is from student perspective.

Achievements and Other Relevant Information

Achievements

Describe Achievement

Improved tutor training by adding discipline specific training

Expanded embedded tutoring by offering the same in many of our community-based classes like the church in Fallbrook, the library in Rancho Penasquitos and Harrah's Casino.

Helped other department by offering embedded ESL tutoring to the classes that had a need for the same. This semester we provided an ESL embedded tutor for a class in the child development department.

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?
One big change that is coming is that we will be able to collect apportionment for tutoring. We will have to make certain changes in the procedures we use to be in compliance with all requirements for this. The changes involve:
1. Tutors will be students either at Palomar or in some other school.
2. Tutors will have CRLA certification.
3. Students will be referred to tutoring by teachers.

4. There will be increased faculty presence in the tutoring center.

In addition to (or in response to) the changes listed above, what in-house policies, procedures, and processes need to be updated, created, or deleted?
1. We need to develop an in-house discipline specific training program.
2. We need to create a physical area for faculty so they can provide oversight at the center.
3. There is a need for a system by which faculty can easily recommend students for tutoring.
4. We need to create a system to enroll students in tutoring sessions.

PROGRAM/UNIT EVALUATION AND THREE YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?

2. What are our best opportunities?

3. What is our preferred future, what do we aspire to do?

4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

Overall Evaluation of Program

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths
1. We have excellent tutors who are sensitive to the needs of our students.
2. We offer embedded tutoring, which makes it easier for our students to get the extra support they need at the time they need it. It also helps shy students seek tutoring services in the tutoring center because they know a tutor who is offering services there.
3. We have a good system of making appointments for students and ensuring students keep them.
4. We have started using drop-in tutoring this semester, which has been highly effective.
5. We offer skillshops that support student learning.

Opportunities
1. Change our schedule so as to maximize the help we can give our students.
2. Make classroom assignments and text books available to students in the tutoring center.
3. Create fun activities like book clubs and conversation clubs as supplementary instruction.

Aspirations
1. We aspire to have an appropriate area dedicated to ESL tutoring with stable and continuous funding. This area would have a couple enclosed rooms where students would be able to listen to audio recordings

to improve their listening skills, practice pronunciation or practice conversational English with other students. These rooms would also be used by students for group study. The other three aspirations are dependent on this being fulfilled.
2. Increase student participation in the tutoring center.
3. Increase faculty involvement in tutoring.
4. Find creative ways to create a sense of community through tutoring.

Results
The results we would like to see will be increased student participation and engagement in tutoring and tutoring-related activities like skillshops and conversation groups or book clubs.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Bring all processes and procedures in compliance to collect apportionment.

Is this a new or existing goal?
New

How will you complete this goal?
1. Create an area for faculty oversight
2. Create a process for faculty to recommend students to tutoring
3. Create an in-house tutor training program
4. Create processes and procedures to enroll students for tutoring sessions
5. Track the hours students spend with tutors

Timeline for Implementation
August 2019

Outcome(s) expected (qualitative/quantitative)
We expect to be able to collect apportionment on at least 50% of the students using the tutoring center.

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.
At present we do not have any space for faculty in the tutoring center. We have identified another area where we would like to move so we can collect apportionment, but we do not know if the move will be economically feasible.

Of the resources described above, which ones are reallocated and which ones are new or needed?

The move to a new area is needed and will need to be paid for.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?
The Palomar College strategic plan states the objective to," Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans." This goal aligns with the same in three ways:
 1. Increased faculty involvement in the tutoring center
This will encourage students to use tutoring services more often and thus accelerate their learning. It will also help faculty connect with tutors and they will be more open to sharing their assignments etc with the center. This increased involvement will benefit students and help them persist and accelerate their learning.
2. Trained tutors
Tutors who have both general CRLA training as well as discipline specific training will be able to help students in a more efficient manner.
3. Faculty recommendation for students to get tutoring support
When faculty recommend tutoring, students who need it most are more likely to seek this support. Else struggling students lack success skills and persistence.

Expected Goal Completion Date
8/26/2019

Goal 2

Brief Description
Create a conversation club that would meet once a week in the tutoring center.

Is this a new or existing goal?
New

How will you complete this goal?
1. Create conversation board games
2. Create flyers and advertise through word of mouth
3. Have teachers announce this in classes
4. Assign a day and time for meetings

Timeline for Implementation
January 2020

Outcome(s) expected (qualitative/quantitative)
1. Meeting student need for English conversation practice
2. Increased student participation and engagement in the tutoring center

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.
1. Areas in the tutoring center where students can have conversations

Of the resources described above, which ones are reallocated and which ones are new or needed?
If we move to a bigger room, perhaps we can assign a space for conversation practice.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?

The Palomar College strategic plan (Objective 2.3) states that the goal is to "... assist students enrolled in ESL in entering and completed degree and transfer English requirements within 3 years." Activities like the conversation club will give students opportunities to practice their English and thus strengthen language skills at an accelerated rate.

Expected Goal Completion Date
1/27/2020

Goal 3

Brief Description
Increase the success and retention of students in ESL classes.

Is this a new or existing goal?
New

How will you complete this goal?
a. Continuing to improve discipline specific training and maximizing the use of tutors.
b. Training tutors to be mentors and motivators.
c. Arming tutors with the knowledge they require to mentor students on accelerating their learning, setting goals and exploring the pathways offered by Palomar College.

Timeline for Implementation
2023

Outcome(s) expected (qualitative/quantitative)
Increase in student success and retention

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.
We would like to have an appropriate area dedicated to ESL tutoring with stable and continuous funding. This area would have a couple enclosed rooms where students would be able to listen to audio recordings to improve their listening skills, practice pronunciation or practice conversational English with other students. These could also be used to schedule advisors and counselors so students can set educational goals and plan their pathways.

Of the resources described above, which ones are reallocated and which ones are new or needed?
We will need a new space to make this happen.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?
This goal aligns with Palomar College's vision "Learning for Success." Success and retention are at the heart of the college's strategic plan and this goal seeks maximize the same.

Expected Goal Completion Date
8/23/2023

How do your goals align with the College's value of diversity?
The tutoring center helps students reach their individual goals by meeting the unique needs of each student. The ESL student population is diverse, and many times these students need extra support to complete the programs and degrees they enroll in. If all these systems are in place, students will have

more opportunities and better chances of completion and success.

RESOURCES

Staffing Needs

If you have a staffing need, Identify if the staffing need is to replace a position of if the need represents a new position. Further explanation /prioritize. How does it align with North and South Centers/ Define what it is you need staff to do.

Are you requesting additional personnel?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
In 2015, we were able to hire a Tutoring Coordinator using BSI funds. We would like to convert this position to a general fund position and change it from a 11 month to a 12 month position.

Request for additional personnel

Position 1

Title of Staff position you are requesting
GF Tutoring Coordinator

Which goal/strategy in your three-year plan does this resource request support?
Goal #3 -- Increase the success and retention of students in ESL classes.

Our center is fortunate to have a hard-working, dedicated tutoring coordinator. However, because the funding of her position is not permanent, we are concerned that she will seek other positions which offer greater stability.

(Note: The faculty lead release time is also currently fully funded through BSI as well.)

Strategic Plan 2019 Objective
2.6: Strengthen and integrate existing programs focused on persistence and student success
5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)
This modification to the existing position reflects the need for long-term planning to a time when the BSI/Integrated funding is no longer in place.

Is this a new position, a vacant position, modification to existing position, or other?
Modification

Technology, Equipment and Other Needs

Do you have funding requests?
Yes

Requests

Item 1

Name of Item Requested
Furniture and labor cost for the move to a bigger area that accommodates faculty presence

Amount of funding requested	**Will you accept partial funding?**
19,500.00	Yes

Detailed description of item requested
1. Two round tables with four chairs each to replace the tables in the H118
2. A second desk for the student worker in H 118
3. Mailboxes for tutors
4. Two round tables and 8 chairs in H 222
5. Cost of dismantling the current set up and moving

Please upload a copy of the quote, if available.
TK031419-B-PCC-H118 & H222 tables & chairs (3).pdf

TK031419-C-PCC-H-121 System Rec. Desk (2).pdf

TK031419-D-PCC-H-121 All Laminate Rec. Desk (4).pdf

TK031419-E-PCC-Office Relocation (2).pdf

TK031419-F-PCC-H118-Storage Cabinet & Mail Sorter (3).pdf

Which goal/strategy in your three-year plan does this resource request support?
All three goals

Budget Category
Equipment (acct 600010 and per unit cost is >$500)

Strategic Plan 2019 Objective
1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.
2.2: Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans.
4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Will this possibly impact our technology infrastructure in any of the following ways? (impacts network, other technology products, Peoplesoft, cabling, needs physical space)
Yes

Please desribe potential technology impacts
Some outlets will need to be capped and we will need IS to help set up a few computers if needed.

Will this possibly impact Facilities? (For example: Is more space needed? More storage? Need water/electrical?)
Yes

Please describe potential facilities impacts
Facilities will need to help cover outlets and dismantle some of the current furniture.