



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
L&L Division Office

Name Person Responsible for the Program/Unit
Dean & Division Assistant

Please list all participants in this Program Review:

Name	Position
Anna Hilton	Division Assistant
Shayla Sivert	Dean

Website address for your program or unit
<http://www2.palomar.edu/pages/lldivision>

Program/Unit Mission Statement

[\(click here for information on how to create a mission statement\)](#)

What is your Program/Unit's mission statement?

The Languages & Literature Division is committed to providing our students with the support they need to succeed in pursuit of their educational goals, whether they seek to transfer to a four-year university, to earn a certificate or Associate degree, or to develop proficiency in reading, writing, public speaking, English as a

Second Language, or other languages as well.

Describe how your mission aligns with and contributes to the College's Vision and Mission.

Our division works in support of the college's vision and mission by creating similarly directed goals at the division level and focusing our efforts accordingly.

Program/Unit Description

Staffing

Total Number of Full-time Staff
2

Total Number of Permanent Part-time Staff
2

Number of Classified Staff
1

FTE of Permanent Part-time Staff
0

Number of CAST Staff
0

FTEF of Part-time Faculty
0

Number of Administrators
1

Number of Full-time Faculty
0

What additional temporary hourly or contract staff support this unit and/or department?
0

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
Organizational Chart - LL Div 040819.xlsx

Program/Unit Description

Who utilizes your services?
Students, staff, faculty, and community

What services does your program/unit provide (Describe your program/unit)?

support for hiring scheduling, budgeting, curriculum, BSI allocation management, wayfinding, conflict resolution, tutoring

PROGRAM/UNIT ASSESSMENT

Service Area Outcomes

Service Area Outcome 1

Describe this Service Area Outcome

SAO #1: Completion of an updated emergency plan for the Humanities Building due June of each year

Working together with the Supervisor, EHS, we have completed an Emergency Plan for the Humanities Building. We have an Emergency Team for our building, a plan, classroom posters, an emergency backpack for each floor and an emergency box located on the first floor. We participated in the Great Shakeout in October and posted feedback from our survey at <http://www2.palomar.edu/pages/lldivision/blog/>.

When was this SAO last assessed?

June 2017

What did you learn from the last assessment?

The updating is critical, as faculty and staff positions change in terms of availability and willingness to serve in the positions needed. We also need support from the college in terms of regularly available training in CPR, Evacuation Chair, and first aid as well as opportunities to practice.

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.

We must request participants for the Building Emergency team annually.

Service Area Outcome 2

Describe this Service Area Outcome

SAO #2: Implementation of 2 trainings and drills each semester in the hopes of keeping our team members trained and confident in the processes associated with evacuation drill, in-place drills, etc.

When was this SAO last assessed?

June 2018

What did you learn from the last assessment?

Several of our emergency team members attended CPR workshops and Evacuation Chair Training, though others had not because of scheduling conflicts. Even for those who have attended trainings, they'll need to do so on an annual basis. We need the support of Environment Health & Safety to provide regularly scheduled trainings and drills.

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.

Scheduling of this is done at the college-level; workshops & training need to be available on an ongoing basis if the college teams are to stay current with the processes and practices involved.

Service Area Outcome 3

Describe this Service Area Outcome

SAO #3: Implement 2 new best practices of the Caring Campus Initiative.

When was this SAO last assessed?

New -- no assessment yet; waiting on identification of the best practices in a more formal manner.

What did you learn from the last assessment?

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.

Increased practice of Caring Campus best practices within our office.

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
FTEF Totals	145.05	134.2	132.56	123.21	includes noncredit
Completion Totals	30	53	70	65	does not include noncredit completions (unavailable)
FTES Totals			14322	13735	includes credit and noncredit state funded FTES
Success Rates	74%	73%	74%	74%	include noncredit
Retention Rates	91%	92%	92%	91%	includes noncredit
WSCH/FTEF	398	412	446	447	includes noncredit
Fill Rates	84%	91%	90%	90%	includes noncredit

Are there any comments or notes about this quantitative data?

1. IRP and the VPI are aware that data for non-credit ESL and for certain sections of WL are not correctly calculated at times and have to be done manually to assist with schedule planning.
2. L&L has improved its WSCH/FTEF significantly over the last 4 years, with some room for improvement still in noncredit and World Languages.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

1. Although we have a suggestion box at our front door, no one has made use of it (in any way).
2. We do take all feedback seriously; it is largely positive; our division assistant has been a part of the Caring Campus initiative and notes that several of the recommended practices are in place in our office and division, though we will continue to work to have all in place once identified.

What improvements have you implemented or plan to implement as a result of your assessment of

quantitative and/or qualitative data described above.

1. We continue to work to improve our WSCH/FTEF while, at the same time, ensure that the higher levels of our program sequences can continue with lower enrollments.
2. We continue to grow in the implementation of Caring Campus recommendations.

Achievements and Other Relevant Information

Achievements

Describe Achievement

Together with Mathematics, our division's departments of English, ESL, and Reading have worked towards compliance of AB 705 this past year and a half by creating and revising curriculum, creating Professional Development for faculty and staff re: the changes, working with Adult Education to provide preparation for Palomar coursework, and attending conferences around the state in order to understand how others are addressing the legislation.

The PD Coordinator and Dean, L&L, worked together using BSI Partnership Funds, to implement Partners in Learning, a 4-time a year gathering of Math, English, ESL, Reading, and Counseling faculty from Palomar College, EUHSD, VUSD, and SMUSD to discuss ways to prepare students for success as they transition to college. We have just completed our 2nd year of meetings, and the number of attendees continues to grow.

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?

1. AB 705 -- see above
2. Integrated Planning for Student Equity and Achievement -- until recently, the L&L Division Office was the keeper of the BSI budget, which, moving forward, will become a part of the SEA allocation (to include 3SP (credit and noncredit, Equity, and BSI). With proper planning, the division and Math should still find funding to support AB 705.

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've been working towards regular reporting of department and center budget shadow systems to the division office each month.
2. Schedules of centers (e.g., WLRC, ASL/Interpreting Lab, etc.) should be presented by May 1 for consideration for the following fiscal year budget planning. Next step is to line up this timeline with information for the catalog and schedule printing so that lab hours, etc., are accurate.
3. Collection of data from the tutoring centers to identify apportionment-eligible FTES.

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

We strive to maintain a welcoming and calm environment for all those who enter. Participants of the Caring Campus workgroup noted that several practices in place in our division are practices we would like to have modeled across campus -- walking students to the destination needed; calling an office to make sure that someone is there to help a student before sending the student to that location; working to resolve a student or faculty or staff issue from this office.

Opportunities

1. Continue to require that all staff working on budgets use the same template for shadow systems.
2. Meet with Division ADAs this summer to produce a common handbook for ADA training.
3. Meet with Division ADAs this summer to share faculty handbooks for departments with an eye to creating a more uniform handbook across the division.
4. We are working to have all of our staff and members of our emergency team photographed so that we may create name tags and lanyards with names and photos along with a statement of the individual's ability to communicate in other languages.

Aspirations

We desire to be known as an easily accessed, effective, friendly, and supportive environment where students, faculty, staff, and community come to seek information and solutions for problems.

We seek to support the big picture of the college with respect to scheduling, strengthening where we can strengthen in order to support the higher level course sequences, where we typically see enrollments drop.

We aspire to be the model for Building Emergency Teams.

Results

1. 100% consistency across division for use of shadow templates.
2. Production and distribution of common handbook for faculty.
3. Production and distribution of common handbook for ADA training.
4. Completion of ID cards for classified staff and Emergency Team Members.

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

Implementation of AB 705 for ENG, READ, MATH

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working with chairs from English, Reading, and Math along with admin, staff, and faculty from Enrollment Services, Counseling, Assessment Center, DRC, Veterans Services, IRP, and IS, we will establish placement through multiple measures, increased placement at the transfer-level for English, Reading, and Math, and improved communications re: our application and enrollment processes.

Timeline for Implementation

Fall 2019

Outcome(s) expected (qualitative/quantitative)

Increased numbers of students placing into transfer-level math, English, and Reading

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.

1. admin, staff, and faculty from Enrollment Services, Counseling, Assessment Center, DRC, Veterans Services, IRP, and IS, English, Math, Reading, ESL, PSYC/SOC, BUS
2. funds for PD

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

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

The goal is in response to the AB 705 initiative.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and

student success.

Expected Goal Completion Date

8/19/2019

Goal 2

Brief Description

Continued improvement of the processes involved with AB 705 & compliance with ESL requirements

Is this a new or existing goal?

New

How will you complete this goal?

1. Once placement processes are in place, we will begin to evaluate the enrollment and registration processes and the classroom support experience of the student.
2. Support faculty through PD, access to embedded tutoring where desired
- 3.

Timeline for Implementation

July 2020

Outcome(s) expected (qualitative/quantitative)

1. Increased numbers of students successfully completing a transfer-level course in English and Math.
2. Increased numbers of students successfully completing transfer-level English within 3 years of their first credit ESL course (45-103).

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.

1. admin, staff, and faculty from Enrollment Services, Counseling, Assessment Center, DRC, Veterans Services, IRP, and IS, English, Math, Reading, ESL, PSYC/SOC, BUS
2. funds for PD

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

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

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date

7/31/2020

Goal 3

Brief Description

Maximizing apportionment collected through tutoring

Is this a new or existing goal?

New

How will you complete this goal?

1. Working with each tutoring center to ensure that required processes are in place, where possible
2. Working with a consultant, automate simplified collection of data to show that required processes are in place

Timeline for Implementation

August 2019

Outcome(s) expected (qualitative/quantitative)

Maximized identification of apportionment to be captured from all of Palomar's tutoring centers

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.

1. consultant & business analyst time spent on program and design
2. updated equipment to ensure regular collection of student data

Of the resources described above, which ones are reallocated and which ones are new or needed?**How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?**

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date

8/1/2019

How do your goals align with the College's value of diversity?

All of our goals are intended to affect, in a positive manner, access and success of our disproportionately impacted students through implementation of AB 705 and strengthened student support.

RESOURCES

Staffing Needs

If you have a staffing need, Identify if the staffing need is to replace a position or 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?

No

Technology, Equipment and Other Needs

Do you have funding requests?

No