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
World Languages Resource Center (WLRC)

Name Person Responsible for the Program/Unit
Kathleen Sheahan

Please list all participants in this Program Review:

Name	Position
Kathleen Sheahan	Faculty

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

Program/Unit Mission Statement

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

What is your Program/Unit's mission statement?
Our Mission

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the

development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Describe how your mission aligns with and contributes to the College's Vision and Mission.
The mission aligns directly with that of the college. In particular, we are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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
0

FTEF of Part-time Faculty

Number of Administrators
0

Number of Full-time Faculty
8

What additional temporary hourly or contract staff support this unit and/or department?
Approximately 12 Student employees and Short-term hourly employees every semester.

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?
Describe Organizational Structure

Describe your organizational structure
1) The Director of the WLRC, a faculty member. (The Director reports to the FT faculty in World

Languages).
2) The Instructional Support Asst. III, a full-time classified employee. (The ISA III reports to the Director of the WLRC).
3) Approximately 12 Student employees and Short-term hourly employees every semester. (These employees work under the daily guidance of the ISA III and report to the Director of the WLCR).

Program/Unit Description

Who utilizes your services?
Students enrolled in a language course offered by the World Languages Dept. of Palomar College.

What services does your program/unit provide (Describe your program/unit)?
The World Languages Resource Center (WLRC) offers materials and resources to help students learn and practice the languages they are studying. Resources available include tutoring, computer software, audio activities, films, instructional videos, dictionaries, texts and other study aids. Students enrolled in a 5-unit language class, such as Spanish 101 or Japanese 101, are required to do 16 hours of lab assignments over the course of the semester in the World Languages Resource Center. Students work to complete the language assignments designated by their instructor. Assignments may include the use of listening activities, videos, language software, or completing web-based activities.Students' progress is tracked throughout the semester and a report of the time and work completed is forwarded to the instructor. For World Languages Tutoring, enrollment in subject area is required. Tutoring offered in Arabic, Chinese, French, German, Italian, Japanese and Spanish

PROGRAM/UNIT ASSESSMENT

Service Area Outcomes

Service Area Outcome 1

Describe this Service Area Outcome
To open the WLRC 60 hours per week to students to complete their assignments (and earn apportionment for the college).

When was this SAO last assessed?
NEW. Not yet.

What did you learn from the last assessment?
N/A

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

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

Are there any comments or notes about this quantitative data?

Qualitative Data

Describe any qualitative measures you use and summarize the results.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

Achievements and Other Relevant Information

Achievements

Describe Achievement

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?

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?

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
The WLRC offers materials and resources to help students learn and practice the languages they are studying. The center is a welcoming and comfortable space that students enjoy using. In addition to completing required class assignments, the center offers students the opportunity to seek assistance outside of class time and the schedule allows students to choose the time that works for them.

Opportunities
The opportunities for the department are to use the WLRC to highlight all of the languages taught and to serve as an educational space where language and culture are on display.

Aspirations
To use the space as a language resource, a place on campus where languages and cultures are to be celebrated, studied, practiced and valued.

Results
The WLRC has supported students' learning through lab assignments and offered them an extension to what they learn in class, offered opportunities to use the target language outside of the classroom and to learn about the other languages and cultures taught.

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
Cultural celebrations/displays for each of the 7 languages offered in the department.

Is this a new or existing goal?
New

How will you complete this goal?
To prepare an educational cultural display of celebrations in each of the 7 languages once per year in the WLRC.

Timeline for Implementation
Upcoming academic year 2019-20

Outcome(s) expected (qualitative/quantitative)

A total of 7 displays in the year.

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.
Staff (full-time and part-time hourly).
Instructional resources funds to purchase materials.
Copies.
Consultation with faculty discipline experts.

Of the resources described above, which ones are reallocated and which ones are new or needed?
None are new. However, we need on-going funds for instructional resources (lotto funds) to purchase materials.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?
This will help students to develop cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language, and to develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

Expected Goal Completion Date
5/22/2020

How do your goals align with the College's value of diversity?
Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world. We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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)
We have lost 3 employees (FT) and gained only 1 (FT). We have one FT employee only.

Request for additional personnel

Position 1

Title of Staff position you are requesting
ISA I

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

The general goal of keeping the doors open to serve students. We do not have an hourly budget to pay the part-time employees nor do we have sufficient FT employees.

Strategic Plan 2019 Objective
1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)
In order for students to complete their assignments (required for the class) and to make use of our resources, we need staff. This is the most basic and necessary need for any center, its employees. We have been waiting for years to re-open a vacant position.

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

Technology, Equipment and Other Needs

Do you have funding requests?
No