PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

ANNUAL UPDATE
Part 1: General Information

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.

The <u>Annual Update</u> is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

1) updates to Service Area Outcomes assessment cycle or unit data;
2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
3) a review of progress on your three-year plan's goals.

Date:	11/1/19
Unit Name:	English Department Writing Center
Department Name:	English Department
Division Name:	Languages and Literature
Name of person responsible for the Program/Unit:	Leanne Maunu
Website address for your unit:	https://www2.palomar.edu/pages/writingcenter/

Please list all participants in this Program Review:

Name	Position
Leanne Maunu	Writing Center Director

SECTION 1: Staffing Updates and Services Updates

Staffing

Using the table below, describe any changes you have experienced in staff in the past year.

Full-time Staff		Part-time Staff	
Total Number of Full-time Staff	2	**Total Number of Permanent Part-time Staff**	0
Number of Classified Staff	2	**FTE of Part-time Staff (2X19 hr/wk = .95)**	0
Number of CAST Staff	0	**FTEF of Part-time Faculty**	0
Number of Administrators	1		
Number of Full-time Faculty	1		

Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)
We currently have twelve tutors (Short-Term Hourly Employees) who work at five different sites, and we also have several Federal Work Study students who work at the Writing Center on the San Marcos campus.

Program/Unit Description

Has the services your unit performs changed in any way over the past year?
No, they have not.

ANNUAL UPDATE
PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes Update

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 has adopted TracDat 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 TracDat by:
1) Login to Nuventive Improve (TracDat): https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/.
   Your Palomar username and password will get you in.
2) Update or add your SAOs and assessment plans.

NEED HELP?
> **TracDat:**
> 1) If you need help with anything TracDat 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 TracDat: 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.
>
> 3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?	YES X	NO

If NO, describe why and identify a data by which they will be entered.

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 assessment's document why (e.g., SAO was assess last year).
1) We did our end-of-semester survey at the end of the Spring 2019 semester, and students indicated that they benefit from visiting our tutors. We haven't made any significant changes to our staffing as a result since the survey results were positive, but we did hire a tutor for Camp Pendleton this semester so as to extend our services.
2)
3)
4)

SECTION 2: Other Assessment Data

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.
We are no longer able to track our Lab Usage since we no longer have an NBASC 902 class. We also cannot currently pull any reports due to problems with PeopleSoft.
At the end of the Fall 2019 and Spring 2020 semesters, we will once again have students complete a survey about their experiences in the Writing Center.
In Spring 2019, approximately 545 students unique students met with our tutors, for a total of 1764 tutoring sessions.

SECTION 3: Achievements and Other Relevant Information

Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!
We partnered with the EOPS program once more in Fall 2019 to offer four workshops on writing led by some of our full-time faculty members. We will offer the workshops again in Spring 2020.
We now have a tutor working at our Camp Pendleton location for the first time.
We continue to work with our tutors to help them create personalized, meaningful professional development activities in their down time.

We continue to have our tutors engage in conversation via the Canvas site we have set up for them.

So that we can provide more assistance to tutors, Jeannette Garceau, our Tutor Coordinator, has instituted drop-in tutoring sessions, as well as group workshops that cover topics such as citations, essay organization, etc. Both types of sessions have been well-attended, and it's been a nice way to provide opportunities for students to see a tutor when our schedule is full.

Describe provide an update on 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?

Before she retired, Dean Shayla Sivert was going to order two more sets of laptop carts to be used with English 100W classes, but I'm not sure what has happened with that order. It would benefit the instructors who teach that class to have the use of more laptops.

As mentioned in last year's PRP for the Writing Center, the new AB-705 legislation will continue to impact the Writing Center. It is important to support those students who need extra help by giving them access to tutoring, so we hope to continue to have a budget that accommodates the influx of students we have been seeing.

In May 2019, we sent new Tutor Classification Levels to Human Resources, per their request. HR is now limiting our tutors to two years at each level, and has asked all of the tutoring centers to use more of an internship model. This has created problems for us budget-wise since we had to move most of our current tutors up one level, at a higher pay rate. Additionally, the new model that HR is asking us to use means that our tutors will max out after a certain number of years. This is a problem for us since we have some tutors who would like to be career tutors and because we also have some tutors who possess a great deal of expertise and whom we will lose in two years since the stricter classification level system means that we will no longer be able to keep them on. Given this new AB-705 landscape, it is important for us to continue to hire professional tutors who possess Bachelor's degrees in English; while peer tutors have their place, our Writing Center has always prided itself on hiring tutors who possess a strong background in English, and that strong background is more important than ever.

We are in the early stages of creating a more robust embedded tutoring program. In October, the Writing Center Director helped with a professional development workshop for faculty on how to use embedded tutors, and she will be setting up a schedule for the English Department faculty for the Spring 2020 semester.

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

None.

ANNUAL UPDATE
PART 3: Progress on Goals

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If the unit has experience barriers for impel in implementing the goals, describe those challenge

Goal #1

Goal from Comprehensive Review	Expand our tutoring services.		
Goal Status (insert an "X" in box most closely aligned with the status of this goal).	**Not Started**	**In Progress** X	**Completed**
Describe Progress	We hired a tutor at Camp Pendleton, and have been able to maintain the same number of hours at our other locations. For Spring 2020, we will be having our tutors serve as embedded tutors in English Department classes.		
Describe Barriers to implementation	The budget we are given provides constraints to how much support we can provide to students.		
Describe Outcomes (if any)			

Goal #2

Goal from Comprehensive Review	Purchase 50 new computers.		
Goal Status (insert an "X" in box most closely aligned with the status of this goal).	**Not Started**	**In Progress** X	**Completed**
Describe Progress	Before she retired, Dean Shayla Sivert had said that she would be able to get us the 50 new computers. Thus far, we have received 19 new computers -- 17 brand-new ones for student use in H-102 (the Writing Center itself), one used one for the front desk in the Writing Center, and one used one for H-104 (the computer classroom).		
Describe Barriers to implementation	The budget we are given provides limits as to how many computers can be purchased for us.		
Describe Outcomes (if any)			

Goal #3

Goal from Comprehensive Review			
Goal Status (insert an "X" in box most closely aligned with the status of this goal).	**Not Started**	**In Progress**	**Completed**
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			

Goal #4			
Goal from Comprehensive Review			
Goal Status (insert an "X" in box most closely aligned with the status of this goal).	**Not Started**	**In Progress**	**Completed**
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here access [Strategic Plan 2022](.).
We will continue to strive for "Excellence in teaching, learning, and service" by hiring and retaining tutors who excel in their knowledge, empathy, and craft.

Describe any changes to your goals or three year plan as a result of this annual update.
None.

ANNUAL UPDATE
PART 4: RESOURCES

Reflect upon the three year plan you created as part of your comprehensive review, your annual update, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). 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 Strategic Plan. Click here to access the **Strategic Plan 2022**.

SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan or your annual update, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

We are not doing any re-allocations or re-organization of our resources.

SECTION 2: Need for Additional Resources

STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	Strategic Plan 2022 Goal/Obj.	New / Vacant / Modified / Temporary	Describe Need:
1)				
2)				
3)				

TECHNLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests.
1)					
2)					
3)					

EQUIPMENT (Other than technology)

If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

OTHER RESOURCES

If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost ($$$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology, Equipment, or Other Resource Requests
1)					

2)					
3)					

ANNUAL UPDATE
PART 5: 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 Division / Planning Council	
Person/Group/Council Who Reviewed PRP	
Date	

Feedback
1. Progress on Goals.
2. Areas of Concern, if any:
3. Assistance/Guidance for addressing barriers for goal completion.

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) Created 02/28/2013; assessed each semester via student survey	Students receive the assistance they need with writing assignments in an effective, timely manner	We have students complete a survey each semester about their use of the Writing Center in general and their experience with our tutors.	We base it on the survey results.	May 2019	December 2019
2) Created Fall 2019	Students will use the resources of the Writing Center in order to complete their work.	We will use our survey to track students' use of the Writing Center's resources. Unfortunately, without an NBASC 902 class, we can no longer track our Lab Usage or generate Lab Usage Reports since we can't access the data of how many students come to the Writing Center each day.	We will use our survey results	December 2019	May 2019
3)					
4)					