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2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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.

The Annual Update 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.

BASIC UNIT INFORMATION

Program/Unit Name
Instructional Services

Department Name
Division Office

Division Name
Languages and Literature Division

Name of Person responsible for the Program/Unit
Fabienne S. Chauderlot

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
<https://www2.palomar.edu/pages/lldivision/>

Please list all participants and their respective titles in this Program Review

Participant	Title
Dr. Fabienne S. Chauderlot	Dean, Languages and Literature
Anna-Kate Hilton	Division Administrative Assistant

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Total Number of Full-time Staff

2.00

Number of Classified Staff

1.00

Number of CAST Staff

Number of Administrators

1.00

Number of Full-time Faculty

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)

N/A

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

N/A

Program/Unit Description

Have the services your unit performs change in any way over the past year?

The unit has had to adapt to providing all services in a remote manner in the wake of the COVID pandemic departure from campus.

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PROGRAM/UNIT ASSESSMENT

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 Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

- 1) If you need help with anything Nuventive Improve 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 Nuventive Improve: <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.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

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)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
Yes

SAOs Summaries / Reflection

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 assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title

Staff and Faculty Emergency Preparedness

Assessment Status

Not assessed

Next planned assessment

7/1/2022

Ensure that all staff and faculty in the building are prepared to respond adequately to any type of emergency.

Compile a list of equipment and supplies necessary for the division to respond to emergencies. Train staff and faculty in emergency behaviors (earthquake, active shooter on campus, fire, health crisis, etc). Regular drill/trainings from Palomar College Police Department and EOC. Create a questionnaire/quiz to be sent out once a year to all occupants of the building. (Active)

Criterion: All occupants of the building, response to mandatory questionnaire/quiz, and participation in drills/trainings.

Assessment Timeline: Accomplish by the end of AY 21-22

Date Added: 01/29/2013

Active: Yes

SAO 2

SAO Title

Upgrading Remote Procedures

Assessment Status

Not assessed

Next planned assessment

7/15/2022

Re-format all administrative procedures and forms to be immediately accessible for remote work.

Establish list of all administrative procedures - budgeting, scheduling, staffing, purchasing, student forms/communications...

Review and revise procedures already modified during AY20-21 for potential update

Complete the process with remaining procedures (Active)

Criterion: L&L Division will be able to 100% portable (able to work online at any time).

Assessment Timeline: End of AY21-22

Date Added: 10/16/2020

Active: Yes

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.

2019-20: Course Offered: 443 - Enrollment: 13,326 - Fill rate = 94.5% - WSCH = 50,179.09 - FTES = 1,596.17 - FTEF = 113.4 - WSCH/FTEF = 442.5 - FTES/FTEF = 14.08

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

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.

All departments have worked with faculty to make all classes available via the online modality to respond to the need created by the COVID pandemic for Languages and Literature not to offer/teach classes on campus.

All sites' permanent tutoring center staff have been converted to tutors along with some San Marcos campus ISAs to continue to provide tutoring services to our students during the short-term employee hiring freeze. New processes have been implemented to ensure easy access and session appointment availability online for our students.

Finally, the Dean's office has facilitated the merging of the Reading Services department into the English and Humanities department by working with the different administrative offices to provide all the necessary information and ensure a smooth transition. Worked with the faculty and the staff to transition the lab online and assess the impact of new curriculum.

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?

Integrated Planning for Student Equity and Achievement (SEA) funding is under revision at the executive level.

The Dean's office devises strategies at division and department levels to adjust to the new policies provided by the CCCCO to respond to the new needs created by the COVID pandemic remote teaching, studying, supporting academic progress, and learning.

All Division staff have been trained to use remote communication tools such as Zoom, AdobeSign, and TEAMS. New procedures to monitor staff activity and level of service have been implemented and continue to be improved.

These changes have expanded the range of skills of our staff and their flexibility to adjust to changes in an emergency.

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

Policies and Procedures committee has initiated a review of the appropriate documents to respond to the new needs across campus.

Additional procedures are planned to be refined for everyone to report accurately on their project and task completion.

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal

Continue the Implementation of AB 705 for ENG, READ, MATH and ensure the consistency of goals between the guided pathways committee and the AB 705 taskforce. Lay out a strategy to monitor the execution of the objectives prioritized by the committee members. Increase communication between the AB 705 taskforce and the AB705 sub-committee.

Choice

In progress

Describe Progress

The AB705 work group meets regularly twice a month. Work is ongoing. IRP has started providing results from a range of surveys and analysis of preliminary results. A systematic approach is being implemented to connect the goals defined by the Guided Pathways plan and the tasks to be accomplished by the AB705 work group throughout AY20-21.

Describe Challenges

Data results are slow to come given the amplitude of the project, and many factors need to be considered to have a definite understanding of the impact of AB705 on students' self-placement, retention, and success. More time and further analyses are necessary for English, ESL, and MATH departments to define fully informed strategies.

Describe Outcomes (if any)

Reports from IRP on student surveys. Prioritization of goals to accomplish for the work group.

Goal 2

Goal

Support the improvement of the processes involved with AB 705 & compliance with ESL requirements by collaborating closely with the ESL department and all units related including the Tutoring Committee and Student Services.

Choice

In progress

Describe Progress

ESL is now fully in compliance with AB 705 placement requirements. AB 705 recommendations for ESL included a later compliance date of Fall 2020, and the ESL Department worked carefully to follow and exceed all recommendations. As of Fall 2020, the ESL department moved to a fully accelerated academic ESL path that guides students through transfer-level English within 2 years, which provides an even more streamlined path than the 3 years recommended by AB 705 for academic ESL. This involved stopping the offering of three ESL courses (ESL 55, 101, and 103) and only offering our accelerated courses (ESL 105 and 106). Additionally, ESL faculty worked on and revised the accelerated program curriculum for ESL 106, which was approved for CSUGE C2 and IGETC 3B Humanities beginning Fall 2019. We also designed a new transfer-level writing course for ESL students, ESL 110, which received CSUGE A2 and IGETC 1A approval beginning Fall 2020. Thus, three of our four academic ESL classes now transfer to CSU/UC, fulfilling another AB 705 recommendation that higher level ESL classes be designed to allow students to earn units that transfer. ESL 110, the final course in the ESL sequence, allows students to take a transfer-level composition course especially designed for nonnative speakers of English, which meets another of the AB 705 requirements. The final recommendation for AB705 is regarding placement and the ESL program follows the same multiple measures guidelines as English comp (English 100) for student placement into ESL 110. We no longer place students using a standardized placement tool or assessment of any description. For non-native speakers who would like to follow our ESL path, we offer a guided self-placement for students to select their entry level. The AB 705 work group has set as one of its AY20-21 goals to finalize the revision of the application of multiple measures assessment on the basis of new data analysis compiled throughout AY19-20.

Describe Challenges

Survey creation and processing are lengthy. Early results in terms of improvement of student success require refined and specific contextualization per discipline (ENG, ESL, MATH). More years will be necessary to produce reliable trends and confirm the beneficial impact of AB 705 requirements in the long term.

Describe Outcomes (if any)

Student and faculty surveys in terms of retention, success, and equity.

Goal 3**Goal**

Once the tutoring centers have been reorganized per President's guidelines, devise and propose strategies to maximize apportionment collected through tutoring. Implement procedures and processes to increase student's use of tutoring services.

Choice

In progress

Describe Progress

Three models of Tutoring Co-Location approach and budget have been presented by the Dean to Executive management, Tutoring Committee Director, and the various faculty in charge of the centers to accomplish the goal determined by the President and Vice President of a cost neutral model of organization and management. This cost neutral model requires a reduction in cost and an increase in revenue that is mostly generated by implemented procedures designed to increase flow of traffic therefore apportionment and decrease if not suppress redundancy of function and expenses. Two models reduce costs and increase apportionment to the tune of \$500,000. One represents about \$750,000 savings. A counter proposal has been made by the faculty in charge of the centers and is currently under review by Executive management.

Describe Challenges

Finding a common ground between the interests of all parties involved to prioritize fiscal responsibility so as to meet the mandated goal and student centered management to increase traffic and quality of service while maximizing the use of scarce resources.

Describe Outcomes (if any)

Proposals of three financial plans and co-location models to put tutoring services on the path to financial self sufficiency and cost neutral operations.

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.

The office of the Dean of Languages and Literature supports a range of departments that directly contribute to achieving the goals expressed in the Vision for Success. The ESL, ENGLISH, Humanities, and READ departments have a key role in increasing the number of CCC students who acquire a degree, credential, or certificate by providing them the fundamental tools they need across disciplines. The department of SPCH and the Debate team train thousands of students to develop their communication skills which are assets when they transfer to the CSU or UC systems. By working closely with the Deans' team and the VPI, the L&L Dean ensures that attention is paid to the progression of students towards their academic goal with appropriate and minimal units to decrease time to completion. The collaborative work between the Dean and the Chairs further facilitates the redesign of programs that help students reach their goals sooner and at a lesser cost. The department of ASL along with its interpreting program directly train students to acquire valuable skills for the job market. While not a CTE discipline per se, all classes prepare students for potential jobs and in so doing contributes to the fourth goal in the CCCC Vision for Success. World Languages, that has shown record enrollments during the Covid pandemic, participates not only in the globalization of our students' experience but in the College's goal to increase equity and social justice by training students to think and speak of reality from radically different and diverse perspectives.

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

The Emergency Plan has been completed. Therefore the emphasis will be on increasing training and participation of everyone in safety and emergency response best practices.

In light of COVID, we will update and upgrade our preparation to migrating online at any given moment to the regular evacuation and else drills.

Depending on how the tutoring centers are eventually configured, a new strategy to collect, increase, and maximize apportionment will be delineated to optimize the return on operations.

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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 four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: 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 **Strategic Plan 2022.**

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.

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

No

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.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

Technology Request

Technology Request 1

What are you requesting?

In order to accomplish the President's goal of a cost neutral operation of tutoring services, there is a need for a robust specialized management system.

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

The software requested is a management solution that allows scheduling, record keeping, reporting, and communication to facilitate students' access to and management of their tutoring sessions; allows administrators to regulate registration appointments and organization of synchronous and asynchronous sessions; provides executives with powerful graphical summaries. Per Goal 3 and our mandate to increase apportionment to achieve the goal of cost neutrality assigned by the President a learning management system such as WC Online will:

- * give students the ability to reserve sessions online and include the support service in their weekly schedule
- * track traffic, session types, wait lists, and prime times to maximize the use of human resources
- * generate easily reports on center utilization data and user friendly graphics for monitoring by executive team and illustration of grant funds usage and accreditation mandate compliance.
- * provide tutors the ability to communicate with students before and after sessions including by sending documents or surveys
- * allow tutoring center coordinator-s to identify best performing peer tutors and provide training to improve others' performance to increase the pedagogical quality overall
- * Add an online modality platform with extensive graphic and mathematical functions to replace zoom as needed.

Estimated Amount of Request.

\$800.00

Will you fund the request through your budget or other sources?

Existing Budget

What PRP plan goal/objective does this request align with?

Goal 3 - Maximizing Apportionment collected through tutoring.

Goal 1 - Implementation of AB705 for ENG, READ, MATH, ESL: The AB 705 initiative requires an increase in academic support - primarily tutoring - to compensate for students self placing in more challenging classes without the benefit of remedial preparation.

What Strategic Plan 2022 Goal/Objective does this request align with?

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

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: ONE TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

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

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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:

Shayla Sivert, Acting VPI

Date Reviewed

11/15/2020

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

1. Smooth transition into remote learning
2. Leadership in the implementation of AB 705, not only for English and ESL but also tangentially for Math

Areas of Concern, if any:

1. Lack of defined outcome for SAOs.
2. Request to purchase tutoring management system
3. No mention of movement of Reading Department into English Department.
4. Define goal outcomes more specifically.

Recommendations for improvement:

1. For each SAO, please provide the SAO and intended outcomes in order to have a baseline ready for comparison upon assessment.
2. Do not make this purchase until PAT 2.2 implementation and evaluation has taken place. If, at some point in the future, a different system is identified and approved by the Tech Review Workgroup and Executive Team, then consider moving forward. The purchase should be made institutionally since the impact is institutional.
3. Add a brief description of the move of Reading into English.
4. For each goal, provide a more specific outcome so that you have a baseline ready for comparison upon assessment.

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

ahilton@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.

Yes

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:

thank you for adding in more specific outcomes.

Areas of concern, if any:

Recommendations for improvement:

note to hold off on one-time request: Do not make this purchase until PAT 2.2 implementation and evaluation has taken place. If, at some point in the future, a different system is identified and approved by the Tech Review Workgroup and Executive Team, then consider moving forward.

VP Name:

Shayla Sivert

Signature Date:

12/29/2020