

Status: **Reviewed**

Entry #: 36

Date Submitted: 10/19/2020 1:39 PM

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
World Languages Resource Center (WLRC)

Department Name
World Languages

Division Name
Languages and Literature

Name of Person responsible for the Program/Unit
Beatrice Manneh

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

Webpage URL 1

Unit webpage
<https://www2.palomar.edu/pages/worldlanguages/world-languages-resource-center/>

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

Participant	Title
Beatrice Manneh	Director

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

1.00

Number of Classified Staff

1.00

Number of CAST Staff

Number of Administrators

Number of Full-time Faculty

8.00

Part-Time Staff

Total Number of Permanent Part-time Staff

10.00

FTE of Part-time Staff (2x19 hr/wk=.95)

FTEF of Part-time Faculty

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

When the WLRC is open, we have between 8 and 10 student employees and short-term hourly employees every semester (one for every language and 2-3 for Spanish) and also one full-time staff. During some semesters we have also had one FWS student worker. Since Fall 2020, with the reduction in languages offered (no more Arabic and Chinese), with COVID, and with STAR taking over the Spanish tutoring, we currently have no temporary staff / student workers. We are in the process of rehiring temporary hourly staff for 2 hours per week per language French, German, Italian and Japanese.

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

We have not had any hourly staff or student workers since going online due to COVID in Spring 20. Our one staff and our faculty have been the only support for our students' issues with the language learning software and other requirements to fulfill the one-hour lab portion that most of our classes have. Additionally, there has not been any tutoring in French, German, Italian and Japanese, and the Spanish tutoring has been taken over by STAR tutors who are not directly connected with our department and therefore not as informed about what is being taught and about our students' needs. Quality tutoring is important for the success of many of our students who are learning a foreign language. It provides extra support and especially practice speaking the target language. As all our classes are currently online and many students have been struggling with technology issues, private problems and academic challenges, it is difficult to tell what impact this lack of tutoring and support has had and is going to have this coming academic year while we are completely online. Hopefully, when we go back to be present on campus, we can work with the number of staff and students workers we have had before COVID.

Program/Unit Description

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

When the College is open to students, 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.

Because the WLRC has temporarily closed and moved online, it has had to reduce the variety of services offered.

Students are using the computer software online. The other resources are not currently available to the students. The Instructional Support Asst. III offers support with the software. We have not had any student workers since March 2020 but we are hoping to rehire some, although their time will be much reduced and their only function will be to tutor.

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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

Students will readily have available access to support regarding their World Languages course content and to individual tutoring needs.

Assessment Status

Not assessed

Next planned assessment

Fall 2021

SAO 2

SAO Title

Students will find current cultural material to enrich their language learning experience.

Assessment Status

Not assessed

Next planned assessment

Fall 2021

OTHER ASSESSMENT DATA

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

No data available

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!

The WLRC has offered materials and resources to help students learn and practice the languages they are studying. We have been able to supply all our students with free (paid for by the WLRC) online access to a fantastic language learning software. Additionally we have had student workers to support and also to offer individualized peer tutoring in Arabic, Chinese, French, German, Italian, Japanese and Spanish. This is important because most World Languages classes have a lab requirement that collects apportionment. Students are required to use the WLRC for their classes. In addition, the center is a welcoming and comfortable space that students enjoy using. Several times a semester, we have been showcasing a new display of current cultural material connected to a holiday or season, and celebrating our World Languages' cultures such as Japanese Girls' Day or Ramadan. In the WLRC students not only use language learning software, watch culturally relevant movies or find a variety of books and dictionaries to support their learning, it is also a place to foster a feeling of community: students also come to the WLRC to meet with peers to play language games, watch foreign language videos together and speak the target language. The WLRC has been open to students on most days of the week from morning until evening and even on some Saturdays, and it has therefore served a variety of students with different schedules and needs.

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?

In recent years, due to the college's budget problems, the WLRC has received less funding to pay staff and student workers who also supply peer-tutoring. This has meant reduced opening hours of the WLRC and fewer and fewer open Saturdays and evenings. Starting in January 2020, we were not able to hire a student worker / peer tutor serving a specific language when the former tutor could not continue to work for us. When all teaching went online in the middle of March due to COVID, all student workers and temporary staff had to be let go, and there was no peer support or tutoring available for the rest of the Spring 20 semester. We are now in the process of rehiring some of our tutors, but our students will not have had tutors available for most of the Fall 20 semester either. As we are not on campus, our students have no access to our foreign language films, games, books and other resources and to the community and safety of the center. We are still able to provide our students access to the language learning software providing our students have good enough technology and internet at home.

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

We are hopeful that after COVID and with the improvement of the College's budget, we will be able to have our WLRC open more hours and Saturdays to serve our varied student population. Unfortunately, we are currently not allowed to offer Arabic and Chinese classes and therefore are not rehiring student workers/tutors in these two languages. We are hoping to have student workers/ tutors in all our other languages for at least 5 hours per week and 10 hours per week or more for Spanish.

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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

The WLRC will provide support to students regarding their World Languages classes' content and individualized tutoring needs.

Choice

In progress

Describe Progress

The WLRC offers materials and resources to help students learn and practice the languages they are studying. In addition to completing required class assignments, the center offers students the opportunity to seek assistance outside of class time. For each language offered in the World Languages Department, student workers are available to our students for support for several hours per week. They also serve as peer tutors.

Describe Challenges

Due to budget cuts, the opening hours of the WLRC and the availability of student workers/ peer tutors have been reduced. This poses problems for the students with a less flexible schedule, for those who work or have a family to take care of.

Describe Outcomes (if any)

In the past, one full-time, one temporary staff and student workers serving each target language have been supporting our students. The situation has changed with the College's budget problems and COVID19 but it is hoped that we will be able to revert to this practice.

Goal 2

Goal

The WLRC will keep a collection of current cultural and language learning materials to enrich the World Languages students' language learning experiences.

Choice

In progress

Describe Progress

The WLRC is housing a large collection of foreign language films, games, books, and dictionaries that students can use in the center. This collection is updated continuously as new resources become available. The WLRC has also bought a subscription to an interactive language learning software that all World Languages students use.

Describe Challenges

When all classes are online such as currently during COVID, the WLRC is not open to students and materials cannot be used. Also, budget cuts have led to a reduction in spending on materials and it has been difficult to keep the collection current.

Describe Outcomes (if any)

When the campus was open, the WLRC offered these resources and students took advantage of them.

Goal 3

Goal

Have cultural celebrations and displays for each of the 7 languages offered in the department.

Choice

In progress

Describe Progress

In the WLRC we have had displays of culturally relevant material celebrating certain holidays, seasons or cultural events in our target languages. We have also organized events such as Cafe International and German Board Game Night to showcase our languages to the Palomar College community and to students who are not yet enrolled in a World Languages class.

Describe Challenges

Budget cuts have reduced our workforce in the WLRC and therefore allowed less time to prepare cultural displays and events.

Describe Outcomes (if any)

The WLRC reduced offering Cafe International from annually to semi-annually. During COVID, there have been no displays or events, but we are hoping to revive these when back on campus.

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.

Our WLRC is helping the college to implement VfS Goal 1/2/3: Completion of AA degrees and Certificates, and Transfer. The WLRC is a center to support students in their learning through materials, technological support and tutoring, and to provide fun and engaging language experiences that will motivate and help students to complete their classes. Students receive information on AA degrees and Certificates in the center, they take part in World Languages events such as Cafe International, and that feeling of support and community also fosters their interest in taking more classes and getting the AA degree or Certificate.

The VfS Goal 5: Equity is also supported by the WLRC in that all students are supported here for free and during many hours of the week. Also, the WLRC supports the College's goal of Increasing the number of students employed on campus. The WLRC regularly employs student workers and peer tutors. Some students are also FWS students.

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

N/A

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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?

Yes

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.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ISA I

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.

Tutoring and individual support to serve students is an accreditation goal. The WLRC could be open more hours to serve a wider students population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

No.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

The position helps to keep our center open to support our students.

Strategic Plan 2022 Objective

1:3

If the position is not approved, what is your plan?

We will open the WLRC as many hours as possible with the staff we have and request a position again next year.

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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

In order for students to complete their assignments (required for the class) and to make use of our resources and tutoring, 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, the ISA I. When we do not have an ISA I, we have to employ more part-time hourly staff and pay them from our 23000 and 24000 accounts. Usually, our funds from these accounts run out at the beginning of the Spring semester. Each year, the college has to find funds somewhere else.

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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?

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:

Fabienne Chauderlot

Date Reviewed

11/6/2020

FEEDBACK

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

This detailed program review and planning document reflects the solid organization and sound management of this center. Data shows that students greatly benefit from the broad variety of academic and cultural activities in the various languages. The Director and staff should be commended for a quality of the services provided to students that contributes to the overall great dynamic of this Department.

Areas of Concern, if any:

Though understandable, it may be difficult to fill the requested position in the current context.

Recommendations for improvement:

None needed at this time.

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

bmanneh@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:

linguistic support for all students taking WL classes; cultural activities that enhance language learning

Areas of concern, if any:

tutoring and staffing; providing adequate access to WLRC for required lab course work

Recommendations for improvement:

continue to work with dean to provide more effective connections with general tutoring to serve WL student needs as well; will ultimately help with budgeting and staffing; create consolidated lab schedule that complements current course offerings, especially where lab is required component -- with more WL offered OL, perhaps there is an opportunity to rethink hours.

VP Name:

Shayla Sivert

Signature Date:

12/30/2020