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2021-2022 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 review of and reflection on key program elements, Program Review and Planning identifies program strengths and 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.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC UNIT INFORMATION

Program/Unit Name
World Languages Resource Center (WLRC)

Department Name
World Languages

Division Name
Languages and Literatures

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	**Part-Time Staff**
Total Number of Full-time Staff 1.00	**Total Number of Permanent Part-time Staff** 10.00
Number of Classified Staff 1.00	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff	**FTEF of Part-time Faculty**
Number of Administrators	
Number of Full-time Faculty 8.00	

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 some of the Spanish tutoring, we currently only have 4 temporary staff / student workers. They are each tutoring online 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 had only a very limited number of hours for hourly staff or student workers since going online due to COVID in Spring 20.
They have been tutoring only two hours per week in French, German, Italian and Japanese. Our WLRC-Instructional Support Assistant and the STAR tutors have been tutoring our Spanish students. We are planning to reopen the WLRC in the Spring 22 semester and will need to rehire staff to work in the WLRC alongside our Instructional Support Assistant and to tutor Spanish, as the STAR tutors are going back to their former duties, and some Spanish and Japanese classes will be offered f2f. 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.

Program/Unit Description

Have the services your unit performs changed 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 (Transparent Language), audio activities, films, instructional videos, dictionaries, texts and other study aids. Because the WRLC 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. Our student workers are only working for two hours per week (only online) and their only function is to tutor. In Spring 22 we are planning to be present in the WLRC again and therefore also offer all our resources to our students.

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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 (SAOs).

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 doing the following:

1) Log in to Nuventive Improve (previously TracDat) https://idmpg.palomar.edu/_layouts /PG/login.aspx?ReturnUrl=%2Fsso%2Fdefault.aspx. Your Palomar username and password is your login.

2) Check your SAOs for **currency**. SAOs should be assessed at least once every three years. **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, if appropriate.

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

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
Spring 22

SAO 2

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

Assessment Status
Not assessed

Next planned assessment
Spring 22

OTHER ASSESSMENT DATA

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

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!
Before going online, the WLRC offered materials and resources to help students learn and practice the languages they are studying. Even now while being online, 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 (when in person) and also to offer
individualized peer tutoring in Arabic, Chinese, French, German, Italian, Japanese and Spanish - the latter four also offered online while the WLRC has been closed. 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 (before COVID), 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. We are planning to open the WLRC for 20 hours in the Spring 22 semester, hopefully extending the hours again in the semesters to come as we teach more classes f2f at the San Marcos campus.

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 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 were able to hire new tutors and rehire some of our former tutors in Fall 21. For some, the process took so long that we were in the middle of the semester when they were finally able to start. Since the end of Fall 21, we have had tutors working for 2 hours per week in French, German, Italian and Japanese. 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 when we are back to normal in respect to COVID.

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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 and COVID, 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
ISA1

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.
This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and student and short-term hourly employees have been used to substitute for this position.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This position eliminates the need to hire the multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

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 WLRC open to support our students.
As stated in the mission statement of the World Languages Department, 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. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Strategic Plan 2022 Objective

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

If the position is not approved, what is your plan?
The plan will be to continue hiring student and short-term hourly staff. 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 2019, 2020, and 2021. 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?
Yes

Technology Request

Technology Request 1

What are you requesting?
Language Learning software "Transparent Language"

Provide a detailed description of the techonology 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.
As part of their 16-hour language laboratory requirement, our students have been using Transparent Language - an interactive language learning software - for the past 3 years. In the classroom, Transparent Language is used as a teaching tool and at home, students often use it as an independent self-study option. For the languages that are using zero cost textbooks, Transparent Language also serves as an online homework platform. The offering of this technology to our students aligns with both our goals and both our SAOs.
The current subscription, which covers all students in the World Languages Department, is ending in June, 2022. We are asking to renew that subscription for another 3 years: 3-year subscription with three instructor licenses per year to be used amongst all students and faculty: $19,350 ($18,000 plus $1,350).

Estimated Amount of Request.
$19,350.00

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

What PRP plan goal/objective does this request align with?
Goals 1 and 2

What Strategic Plan 2022 Goal:Objective does this request align with?
1:3

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 11/19/2021.*
  - *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

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

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Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

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 Reviewed**
Dr. Fabienne S. Chauderlot, Dean   11/9/2021

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The PRP is well detailed and it shows the importance of the program. It is difficult to provide data after months of closure of the world languages lab but this highlights its core functions.

Areas of Concern, if any:
I do not think it is realistic at this time to expect an additional ISA 1 to be hired but understand the mention. I know the team is resourceful and has been working with short term employees well.

Recommendations for improvement:
I would recommend adding a couple of new goals that can be completed. The current ones are sound and useful but they are on-going by nature.

Vice President Review

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

Areas of concern, if any:

Recommendations for improvement:

VP Name: **Signature Date:**