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2021-2022 COMPREHENSIVE 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 and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Program/Unit Name
Writing Center

Department Name
English, Reading, and Humanities

Division Name
Languages and Literature

Name of Person responsible for the Program/Unit
Richard Hishmeh

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

Webpage URL 1

Unit webpage
https://www2.palomar.edu/pages/writingcenter

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

Participant	Title
Richard Hishmeh	Writing Center Director

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?
The Mission of the Writing Center is to offer comprehensive instructional and tutorial support in any phase of the writing process for assignments in any Palomar College course. The center provides accessible, welcoming instruction that is sensitive to issues of diversity and equity. In doing so, the Center guides students toward becoming increasingly confident and independent in their collegiate writing.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
Foremost, the Writing Center aligns with the College's Vision and Mission in that it, "supports [students] to achieve academic success." Moreover, the Writing Center's Mission aligns with the College's Vision and Mission in the following ways:
1) It is accessible to all students.
2) It promotes academic excellence.
3) It is student focused, describing a "caring and supportive environment that addresses the holistic and distinct needs of our students."

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PROGRAM/UNIT DESCRIPTION

Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: Permanent Employees Staff Counts

This form required 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** 0.00
Number of Classified Staff 0.00	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff 0.00	**FTEF of Part-time Faculty** 0.00
Number of Administrators 1.00	
Number of Full-time Faculty 1.00	

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)
Due to Covid and the merging of centers, as well as ongoing budgetary constraints, the program currently has no hourly/temporary staff.

As part of the PRP cycle, Human Resource Services has provided organizational charts for all non-instructional

units. Please review the charts and answer the following questions:

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?
It appears that the (former) writing center is no longer indicated on the organizational charts. Presumably, it has been absorbed under tutoring services. While this consolidation may offer cost-saving and/or efficiency advantages, these have not yet been demonstrated or measured.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)
It is unclear from the current charts where the former Writing Center is/will be. The Center is undergoing colocation with ESL, STAR, Reading services. A necessary improvement is determining where Faculty Directors and staff figure in the new structure.

Program/Unit Description

Who utilizes your services
The (former) writing center is/was used by all Palomar students seeking assistance with the writing process.

What services does your program/unit provide (Describe your program/unit)?
The (former) writing center provided professional instruction and tutoring services for all phases of the writing process. This includes, but is not limited to, planning, drafting, revising, editing, organization, prompt-analysis, critical thinking, in context and out of context grammar instruction, as well as critical and close reading strategies implicated in the writing process.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

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://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** 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

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

SAOs SUMMARIES AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

SAO 1

SAO Title
Student Needs and Retention

Assessment Status
Assessed

SAO Summary and Reflection
This outcome will require further assessment in light of the colocation of the centers. Combined with the emergency movement to online tutoring, student retention and needs will require ongoing analysis. The measures in place prior to the colocation plans and covid impact do not adequately address this outcome going forward.

SAO 2

SAO Title
Faculty directors and center staff will have access to data that more clearly represents student needs in writing instruction across disciplines.

Assessment Status
Not assessed

SAO Summary and Reflection
Current data collection does not clearly indicate when writing-specific assistance is being sought. The broad headings in peoplesoft such as "Critical Thinking" and "Communication/Literacy" do not offer a clear picture of what services are being provided.

Next planned assesment
At the conclusion of the next 3 year cycle.

OTHER ASSESSMENT DATA

Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

Measures, Descriptions, and Annual Values

Measure 1

Name of Measure
Survey of students

Description of Measure
A survey measuring student satisfaction and feedback administered at the end of Spring 2021

Year	Year	Year	Year
2020-2021			

Value	Value	Value	Value

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 2

Name of Measure
Survey of students

Description of Measure
Survey students to discern if online or face-to-face services are preferred.

Year	Year	Year	Year
2021-2022			

Value	Value	Value	Value

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Reflect on your quantitative data and summarize your findings or interpretations.
The survey given at the end of Spring 2021 had a limited pool of participants. Two notable findings were that a number of students desired tutoring sessions longer than 30 minutes. Another finding was a preference for both face-to-face and online services amongst the limited pool of those surveyed. This would indicate that the migration of our tutoring services online was successful and consideration should be given to extending these services when we are fully returned to campus.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
The faculty director has met and consulted with staff who are acting as tutors on this issue. The feedback was also brought to the department for consideration and discussion.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?
The department will continue to discuss and consider the merits of longer tutoring sessions as well as ways to maintain online tutoring services when fully returned to campus.

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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!
Writing Center services successfully weathered Covid restrictions by migrating services online. We have been able to successfully serve students in this new format. Likewise, in the Fall of 2021, limited face-to-face tutoring has resumed in the temporary STAR location. The merging of the centers is in progress, and those involved have been successful in managing the unpredictable aspects of this new model as well as budgetary constraints.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit.   What effect will these changes have on your program/unit?
The merging of the Writing Center with STAR, ESL, and Reading is having a yet-to-be seen, and currently immeasurable impact on our program.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?
Clarity about the roles of faculty directors and staff in the new center needs to be codified. Release time for faculty directors needs to be protected to ensure that tutor training, mentoring, and evaluation remains under the exclusive purview of instruction and discipline experts.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overalll evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish you goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:
Faculty expertise and oversight in hiring, training, and mentoring tutors is an ongoing strength of our program. The link between tutoring services and instruction, fostered by the oversight of faculty directors, is a related strength.

Opportunities:
The colocation of the former Reading, ESL, Writing, and STAR centers offers an opportunity to combine the strengths of these individual programs under one center. This will require the ongoing input and participation of faculty directors in the conceptual design of this center, the hiring and recruitment of peer tutors, and the ongoing oversight and evaluation of the new program.

Aspirations:
To maintain the quality of writing support previously offered in the Writing Center in the colocated center. To develop a sustainable process for hiring, training, and maintaining peer tutors.

Results:
A robust peer tutoring program that supports instruction, under the purview of faculty/discipline experts.

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PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an "X" in the appropriate status box.

Prior PRP Goals

Goal 1

Goal
Expand our tutoring services

Choice
Ongoing

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).
This goal from the last 3 year cycle now pertains to the expansion of our services within the colocated center. The budget increase request that was paired with this ongoing goal has not been met and has been further constrained.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

New Goals: Please list all goals for this three-year planning cycle.

Goal 1

Description
Institutionalize the role of Faculty directors and secure ongoing release time for the purposes of recruiting, hiring, training, and mentoring peer tutors in the new center.

Strategies for implementation
Via negotiation and/or MOU.

Timeline for implementation
Should be in place for Fall 2022 to coincide with fully operable new center.

Outcome(s) expected (qualitative/quantitative)
A self-sustained peer tutoring program with professional training and mentoring.

How does this goal align with your unit's mission statement?
This aligns with the program's mission to "offer comprehensive instructional and tutorial support in any phase of the writing process for assignments in any Palomar College course."

How does this goals align with the College's Strategic Plan 2022?
See, for example, "SP Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways pillars: Clarify the Path, Ensure Learning)", one objective of which is to, "Establish communities of practice or similar opportunities for faculty and staff to engage in deeper conversation and activities addressing such topics as equity, student learning, appropriate student placement recommendations and support for students to complete transfer-level English and math in one year."

Undoubtedly, a robust peer tutoring program aligns with this goal and objective, as well as the broader mission of the college's plan to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals."

Lastly, it aligns with the Strategic plan goal of " Increasing the number of students employed on campus."

Expected Goal Completion Date
1/2/2024

Goal 2

Description
Complete a feasibility study of an English Lab to supplement peer tutoring and to make up the deficit for services lost during colocation.

Strategies for implementation
Create a department work group.

Timeline for implementation
The workgroup should be in place by Spring of 2022. Significant progress toward an English lab should be completed before the next 3 year evaluative cycle.

Outcome(s) expected (qualitative/quantitative)
Curricular changes that make use of an English lab. This would extend instructional opportunities to better serve students needing writing support that supersedes peer tutoring services.

How does this goal align with your unit's mission statement?
As does our first goal, this goal aligns with our mission statement in that it allows us to "offer comprehensive instructional and tutorial support in any phase of the writing process for assignments in any Palomar College course.

How does this goals align with the College's Strategic Plan 2022?
This goal addresses "SP Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways pillars: Clarify the Path, Ensure Learning)."

Additionally,, it addresses the broader goal of the plan to."helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world."

It is in line with the value of Excellence, which promises, "Excellence in teaching, learning, and service."

Expected Goal Completion Date
1/2/2024

Goal 3

Description
Refine data gathering methods to better reflect the range of writing services required by students across disciplines.

Strategies for implementation
Assess the limits/capabilities of peoplesoft and/or Pat 2 for gathering new data. Consider alternate programs or methods if these platforms cannot meet needs.

Timeline for implementation
Prior to next 3 year cycle.

Outcome(s) expected (qualitative/quantitative)
A clearer picture of the writing services sought by students across disciplines would aide in the training of peer tutors.

How does this goal align with your unit's mission statement?
As does do our previous goals, this goal aligns with our mission statement in that it allows us to "offer comprehensive instructional and tutorial support in any phase of the writing process for assignments in any Palomar College course.

How does this goals align with the College's Strategic Plan 2022?
See previous 2 goals. Our unit/program and its goals aim to "Implement instructional strategies that strengthen teaching and learning across the college.

Additionally this goal aims at "helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world."

Finally, this goal is in line with the value of Excellence, which promises, "Excellence in teaching, learning, and service."

Expected Goal Completion Date
1/31/2024

How do your goals align with the College's values of equity and inclusion?
The goals of our program are aimed at offering the highest level of instruction to the broadest range of students. Developing a faculty-guided peer tutoring program, as well as an English Lab, provides a range of services to address diverse student needs. Likewise, it provides employment opportunities for students to work 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. Click here to access Strategic Plan 2022.

By offering quality tutoring services to all students throughout any stage of the writing process, and thereby nurturing confident, independent writers, our unit addresses all of the VfS outcomes. Successful degree completion, certificate completion, and transfer all benefit from quality writing instruction. Likewise, effective tutoring in writing and the development of confident, independent writers reduces unnecessary unit accumulation/repeated courses.

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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 2019, 2020, 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.
A constrained or limited budget adversely affects our ability to hire and retain tutors. In the short run, no clear budget has stalled making the necessary architectural adjustments to the colocated space of the Reading Center.

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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 review 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 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

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.
rhishhmeh@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:	Sign Date
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 reflects the current preoccupations and plans well. Given the fact that the Writing Center like all similar learning resources ones on campus has been closed due to Covid, there cannot be much detail but what is provided is useful to both give a snapshot of the situation and usher what is to come. Needs are clearly expressed and the general trend is well articulated.

Areas of Concern, if any:
Neither PeopleSoft not PAT 2.2 are currently offering the kind of functions needed for the collection and analysis of the data indicated as needed by the Director. The Dean has requested acquiring a cheap but highly performing tool designed specifically for tutoring centers (Writing Center Online) to allow everyone engaged in tutoring and assistance to students to trend activities and produce easily generated but complex reports.

Recommendations for improvement:
Continue to think about integrating practices and processes in the larger context and beyond the partitions of each center to facilitate success of the new model.

Vice President Review

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

Areas of concern, if any:

Recommendations for improvement:

VP Name: **Signature Date:**