



2022-23 Non-Instructional Program Review and Planning

2022-2023 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

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

L&L - World Languages

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

World Languages Resource Center

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Beatrice Manneh

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

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

<https://www.palomar.edu/worldlanguages/world-languages-resource-center/>

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Beatrice Manneh	Director of the World Languages Resource Center (WLRC)

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

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

8.00

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 Workers/Veteran Student Workers)

Before COVID, the WLRC had 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. During COVID and with the reduction in languages offered (no more Arabic and Chinese), we had only 4 temporary staff /student workers tutoring online for 2 hours per week per language French, German, Italian and Japanese. Now (Fall 22) that we are open again, we have between 5 and 7 student workers/tutors who work in the WLRC and online between 2.5 and 5 hours for the smaller languages (French, German, Italian and Japanese) and 20 hours for Spanish. We also have one FWS student worker who works 6 hours per week.

Program/Unit Description

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

No.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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 uses Nuventive Improve 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) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 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 method and/or 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](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will you assess it?)	Criterion (How will 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 ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. 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

Click "+Add SAO" below to include additional requests.

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

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

In Spring 2022 we had our first students back in the WLRC after COVID. There were only 5 Spanish classes and one Japanese class taught in person. While our tutors were still mostly online, we had two tutors available in the WLRC for Spanish and one tutor once per week for Japanese.

We gave a voluntary survey to all students attending the WLRC. 29 students submitted it. 51.7% were taking Spanish, the other 48.3% Japanese.

Unfortunately, the survey combined the two SAOs in one general question: When asked to rate the quality of support available to them in the WLRC, 89.7% rated it as "great", 10.3% as "ok", no one as "not good". 83% of those students taking tutoring in the WLRC or online, rated the tutoring as "great", 17% as "ok".

All in all, the feedback from students as to the support in the WLRC was overwhelmingly positive and we seem to achieve our SAO 1. (The survey is currently being improved to be used again this semester for the next PRP.)

SAO 2

SAO Title

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

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Again, unfortunately, the survey combined the two SAOs in one general question: When asked to rate the quality of support available to them in the WLRC, 89.7% rated it as "great", 10.3% as "ok", no one as "not good". Some students who were never tutored but still visited the WLRC, noted that they enjoyed the computer program Transparent Language and films.

All in all, the feedback from students as to the support in the WLRC was overwhelmingly positive and we seem to achieve our SAO 2. (The survey is currently being improved to be used again this semester for the next PRP.)

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are

updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

There are no previous reviews available because SAOs had never been assessed.

Link: [IRP website - "Completed PRPs"](#).

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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!

Since the Spring 22 semester, the WLRC has been open for our students again, although we had a limited number of classes taught face-to-face. We have been adding new films, books, and games to our continuously growing and updating collection of 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 college) online access to a fantastic language learning software. Additionally we have had student workers to support and also to offer individualized peer tutoring in French, German, Italian, Japanese and Spanish. Students who are taking face-to-face classes are spending 16 hours per semester in the WLRC as part of their class requirements (for which the college collects apportionment). In addition, the center is a welcoming and comfortable space that students enjoy using. Since the WLRC is open again, we have again been showcasing a new display of current cultural material connected to a holiday or season every few weeks, and celebrating our World Languages' cultures such as Japanese Girls' Day or Dia de los Muertos. 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.

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?

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. Also, the emphasis on completions of AA degrees and Certificates and the low FTEF has had the effect that the World Languages Department is not able to offer any classes in Arabic or Chinese. This has also meant a reduced number of staff / tutors, a reduced budget and therefore reduced opening hours of the WLRC. We used to be able to open the WLRC in the evenings and on some Saturdays, to serve a wide variety of students with varied needs. We also used to have an Instructional Support Assistant I, whose position has been vacant since 2015. During 2021/2022, we only offered 3 hours of online tutoring per French, German, Italian, and Japanese and 10 hours for Spanish. In Fall 2022, the situation is better, we have a higher budget to pay our staff and so we can have them work more hours. We are hoping that some day in the future the World Languages Department can again offer Arabic and Chinese and the WLRC can again be open on some Saturdays and evenings to serve our students even better.

In addition to (or in response to) the changes listed above, what board policies, procedures, and

processes need to be updated, created, or deleted?

The emphasis on completions of AA degrees and Certificates needs to be revisited. We are a World Languages Department only offering European Languages plus Japanese. We would like to expand our language offerings to serve more students.

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PROGRESS ON PRIOR PRP 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.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

The WLRC offers materials and resources to help students learn and practice the languages they are studying. In addition to providing space and resources for 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. This Fall of 22, the WLRC has been able to hire our student workers/ tutors for more hours, and for all languages offered face-to-face at the San Marcos Campus, there is now a tutor available about two hours before the beginning of class.

Goal 2

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

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. In 2021/2022 the budget was still quite limited and it was difficult to keep the material current. In Fall 22 the situation is better, and we have money to order some new items, which is wonderful for our students!

Goal 3

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

During COVID, there have been no displays or events, also we are currently offering only 5 languages. In Spring 22, we started bringing back some of the cultural displays to the WLRC. We also had one German Board Game night at the college in Spring 22, with board games from the WLRC. In Fall 22, we are planning to host the first Cafe International event since COVID. Also, our displays have become more elaborate as more students come to the WLRC to visit them!

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 Goals 1+2: 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.

[Click here to access the Strategic Plan 2022.](#)

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

We believe that our goals are still valid. No changes. They are actually more valid now after COVID is over.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

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

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ISA1

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part 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 student 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?

No

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

☐ Yes ☒ 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

<input type="checkbox"/> 1:1	<input type="checkbox"/> 1:2	<input checked="" type="checkbox"/> 1:3	<input type="checkbox"/> 1:4
<input type="checkbox"/> 1:5	<input checked="" type="checkbox"/> 2:1	<input type="checkbox"/> 2:2	<input type="checkbox"/> 2:3
<input type="checkbox"/> 2:4	<input type="checkbox"/> 3:1	<input type="checkbox"/> 3:2	<input type="checkbox"/> 3:3
<input type="checkbox"/> 3:4	<input type="checkbox"/> 3:5	<input type="checkbox"/> 4:1	<input type="checkbox"/> 4:2
<input type="checkbox"/> 4:3	<input type="checkbox"/> 5:1	<input type="checkbox"/> 5:2	

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

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, 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 ☐ No

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. In the past, our funds from these accounts would run out at the beginning of the Spring semester. Each year, the college had to find funds somewhere else. In Fall 22 for the first time, we were allocated the needed amount from the beginning of the fiscal year. Thank you!

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PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER 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?

☐ Yes ☒ No

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

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

bmanneh@palomar.edu

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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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Dean Fabienne S. Chauderlot

Sign Date

12/19/2022

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

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

The PRP is very detailed and it shows the multiple facets of the support that is provided in the World Language Center. The center offers a supportive and warm environment for students to complete the lab portion of their language classes as well as to find tutoring if needed. The center director, the staff and the department faculty are very committed to creating a dynamic environment with means that are often minimal if not insufficient. The center has adjusted well to the migration online and to the reopening in person and this has surely contributed to a steady fill rate in spite of the crisis challenges.

Areas of Concern, if any:

N/A

Recommendations for improvement:

I recommend including the center ISA III's perspectives since she is in constant direct contact with students. I would include regular and systematic survey and analysis of students' observations. I would give goals a timeline. General goals that are perpetually on-going become operations not objectives. I also recommend that we request a \$1500 budget for the yearly cultural events that are an important part of students' learning experience.

Vice President (or 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: