



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

English, Humanities, and Reading

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

Program/Unit Name

Writing 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

Jennifer Backman

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://www2.palomar.edu/pages/writingcenter>

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

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

Participant	Title
Jennifer Backman	Writing Center Director

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

0.00

Number of CAST Staff

0.00

Number of Administrators

1.00

Number of Full-time Faculty

1.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

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

0.00

FTEF of Part-time Faculty

0.00

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

Due to Covid and the co-location process and related budgetary changes, the program has no hourly/temporary staff.

Program/Unit Description

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

The services have not changed; the status of the writing center is still in flux, as it was in the 2021-2022 school year.

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](#)

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 ☐ 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

Student Needs and Retention

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

This outcome will require continued/ongoing assessment as we move through the colocation process and work to understand the impact that COVID has had on our student body.

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

☐ Assessed ☒ Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

Refinement is still needed in data collection methods to provide a clear picture of when students are requesting writing-specific support.

Next planned assesment

At the conclusion of the next 3-year cycle.

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".

We are planning a follow-up to Spring 2021's survey measuring student satisfaction and feedback.

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!

While the merging of the centers is still underway, students are able to access both face-to-face and online tutoring. Confusion about defined roles and responsibilities during the merger hasn't kept staff and faculty from working together to prioritize student success.

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?

On the college level, the impact of the Writing Center's merge with STAR tutoring and the ESL and Reading Centers is still yet-to-be-seen. On the state level, recently passed Assembly Bills 1175 and 1187 indicate a sustained commitment to and investment in AB705-related work; as tutoring and other writing-specific support provided by the Writing Center are key elements of Equitable Placement and Completion, our program stands to benefit in a number of ways, from opportunities to access funding for important resources to participation in knowledge-building seminars and conferences for faculty and staff.

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

Colocation remains the chief concern -- faculty directors and staff need clarity regarding their roles and responsibilities in the new center, and release time for faculty directors must be protected to ensure that tutor training, mentoring, and evaluation remains under the exclusive purview of instruction and discipline experts.

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

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

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.

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.

Faculty directors from ESL, English, and World Languages have been working together with the Tutoring Committee to develop and formalize discipline-specific training for new tutors. Release time remains at previous rates but has not yet been institutionalized.

Goal 2

Brief Description

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

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.

A workgroup has been formed to look into developing a lab component for English 100 and English 100E to address the services lost during the colocation process and our students' AB705-related needs.

Goal 3

Brief Description

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

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.

Preliminary work on this goal has involved looking into the current approaches to Writing Across the Curriculum being implemented at CSUSM and Mira Costa College. The workgroup established for Goal 2 will also be taking up the review of specific methods of data collection at Palomar to address our specific Writing Across the Curriculum needs.

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.

With appropriate funding and support from administration, the Writing Center is uniquely positioned to help the college achieve Objectives 3, 4, and 5 of the Strategic Plan's first goal to "increase student access, progress, and completion, while decreasing equity gaps." Identifying, hiring, training, and supervising both professional and peer tutors is just one area in which the Writing Center can provide the necessary support for our 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.

Reflecting on the Strategic Plan and Palomar's Vision for Success reaffirms the College's deep need for a robust, fully supported Writing Center. The process of colocation has reduced the scope of the Writing Center's services to providing discipline-specific training for peer tutors -- this is but a fraction of the writing support we should be offering our students, especially when it comes to Equitable Placement and Completion. Additional goals that would allow us to best serve Palomar's student body: reinstated budget, personnel, and use of the Writing Center space (H-102) for English instruction-related labs and workshops, peer and professional tutoring for comprehensive writing assistance, tutor training, and interdisciplinary faculty workshops for Writing Across the Curriculum.

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

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.

No clear budget hinders our ability to effectively serve Palomar's students.

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

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.

jbackman@palomar.edu

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

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

12/20/2022

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:

Services to students have continued to be provided during the migration online, the return on campus, and the transition to an integrated tutoring team. The work is indeed a major component of AB 705/1705 and the campus wide DEIAA initiatives. It is indeed difficult to operate while decisions of location are pending and definitions of roles are not finalized, yet the quality of tutoring services to students has continued to be outstanding. The Department should be commended for adjusting to many changes and dealing with the additional challenges brought by uncertainty and fluctuations.

Areas of Concern, if any:

It is not clear if the ISA III's input and suggestions have been included in the preparation of the non-instructional PRP when PRPs are intended to be collaborative documents.

Recommendations for improvement:

I recommend adding the ISA's perspectives and experience with students as they adjust to new challenges. Beyond English classes, and her role as liaison with the Department, she is our lead Composition tutor for the campus as a whole. The description of the non-instructional services provided to students would benefit from contributions of all involved, particularly to add a focus on the challenges and needs she and students have encountered and to use the PRP as part of strategic planning. I also recommend strengthening the collaboration with the general tutoring center and accelerating the identification, training, and hiring of English peer tutors that are much needed in all four sites. It is indeed the most important function of our discipline faculty and directors in all tutoring centers as they depend on their expertise to be staffed while more students come back to campus and the demand for support increases.

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: