

Entry #: 51 - ---World Languages Resource Center

Status: Incomplete

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## 2023-2024 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

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

L&L

Program/Unit Name

---World Languages Resource Center

Name of Person responsible for the Program/Unit

Kathleen Sheahan

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

Webpage URL 1

Unit webpage

<https://www.palomar.edu/worldlanguages/>

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

Participant

Kathleen Sheahan

Title

World Languages Resource 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**

1.00

**Number of CAST Staff**

0.00

**Number of Administrators**

0.00

**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 Workers/Veteran Student Workers)**

The part-time staff is made up of short-term hourly employees for an equivalent of 1.40 FTE. Also, some student workers are hired to serve hourly.

## Program/Unit Description

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

No

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## PROGRAM/UNIT ASSESSMENT

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## 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.

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### 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](mailto: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](mailto: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/ do you measure or assess it?)	Criterion (How will/ do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

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

Yes

## SAOs SUMMARIES 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

#### SAO 1

##### SAO Title

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

##### Assessment Status

Assessed

##### SAO Summary and Reflection

Students that used the WLRC were asked to complete a voluntary survey. When asked to rate the quality of support available to them in the WLRC, 82% rated it as "great", 8% as "ok". None of the students selected the "not good" option. The feedback from students as to the support they believed they received in the WLRC was overwhelmingly positive and indicates that SAO 1 was to achieved.

## SAO 2

### SAO Title

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

### Assessment Status

Assessed

### SAO Summary and Reflection

In the survey, student were also asked to describe if and how the cultural material and resources in the WLRC has enriches their learning. Responses from students were overwhelmingly positive. Some examples include, "Yes, because it gives you options on what ways you could better your understanding.", "I think so, just because any exposure to another language is conducive to learning it.", and "Yes, I struggle with my current professor's style of teaching, but being here helps me understand." Several students said they have not made use of the resources, but plan to. There were also some suggestions for improvement such as increasing the number of staff working in the WLRC, offering students more opportunities for conversation groups in the center, and for the center to have a more relaxed, less library-style setting.

## 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".**

The assessments conducted this semester reflect similar data to that collected in previous semesters. The survey of students' views is an effective tool and it should continued to be used in future semesters. Student feedback this semester was overwhelmingly positive, but they also made good suggestions for ways to improve,

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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!**

All of the WLRC staff is critical to the success of the department's event for students, Café International. The success of the program can be seen in student turnout and enthusiasm. The talents of the WLRC staff are on display every semester as they assist with the preparation, setup and hosting of the event.

**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?**

There is a continued need to update the technology and software that students use in the WLRC. As technology and software updates are made available, it is essential that students have access to it.

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

One HR policy that has been implemented in recent years is the requirement that all hourly staff (short-term and student) must be re-hired every year. This makes staffing a much more bureaucratic process and takes time away from more important tasks for all that are involved.

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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

#### Goal 1

##### Brief Description

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

##### Choice

Ongoing

**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, hourly staff are available to our students for support for several hours per week. They also serve as peer tutors.

At present, the WLRC needs to hire staff for more hours, and for French and Italian. In the upcoming academic year, the department plans to return to a schedule that offers operating hours on some Saturdays.

#### 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.

##### Choice

Ongoing

**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. This is an ongoing goal as the software subscription is due to expire and funds will be needed to purchase it again.

### Goal 3

#### Brief Description

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

#### Choice

Ongoing

#### 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 staff does an outstanding job of creating unique and diverse cultural displays in the WLRC. Also, the displays have become more elaborate as more students come to the WLRC to visit them. As we move into the 2024-2025 academic year, the goal will be to promote the return of the Arabic and Chinese programs with displays for both of these programs.

#### The Vision Plan 2035 includes the College's Educational Vision Plan. Review the goals and objectives in the plan and identify 1-3 objectives that your unit supports. Describe how your unit helps to support those objectives.

The WLRC is works to support the college's educational vision plan in several ways, primarily in relation to goal 1, "Reimagine and redesign instruction and student services to increase student success". 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 earning the AA degree or Certificate. Equity is also supported by the WLRC in that all students are supported 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.

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

The goals listed are still valid and necessary. The resources and staff available to students in the WLRC needs continued financial and district support.

## 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 [Vision Plan 2035](#)

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

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

#### Staff, CAST, AA request 1

##### Title of position

Instructional Support Assistant I

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

Classified

##### 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.)

This position serves in the World Languages Resource Center (WLRC). The position has been vacant for more than 10 years and has ben filled with short-term hourly employees. This is a necessary position for the daily operation and function of the WLRC. This staff position works with directly students providing instructional assistance for students studying the 7 languages offered in the department.

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

Yes, it is much more efficient to employ one classified staff member, as opposed to hiring multiple short-term hourly employees for extended periods of 10+ years.

##### 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 mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The way to accomplish this while aligning with the college's strategic plan is to support students to achieve their success. The staff in the World Languages Resource Center work directly with students to support their learning with resources, tutoring, and language resources.

**Vision Plan 2035 Goals and Objectives**

1:1	2:1	3:3	5:5
1:2	2:5	3:4	
1:3	3:1	5:1	
1:4	3:2	5:2	

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

We will continue to hire multiple short-term hourly employees to fill the vacancy.

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2021, 2022, 2023. 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.**

The WLRC must rely on hourly funds (2300 and 2400) in order to operate the center and offer tutoring to students. The amount budgeted for the hourly staff is always less than what is needed. Also, the department will expand its hours to open on 4 Saturdays per semester in the upcoming fiscal year. For all of these reasons, an increase of \$7,000 is needed for the 2300 and 2400 accounts.

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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 CTE 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.

1. 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?**

No

### PART 4: FACILITIES REQUESTS

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

No

### 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?**

No

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

Yes

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

ksheahan@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:**

Leanne Maunu

**Sign Date**

4/29/2024

### **FEEDBACK**

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

The WLRC's two SAOs effectively capture the ways in which the center serves students and their needs, and it's great to see that this semester's student survey revealed that the WLRC is an effective place for students to go to for both their tutoring and their language lab needs.

It's also very exciting to see that Café International continues to be a success. Do you have any idea of the number of students who attended in Fall 23 and Spring 24? Does it seem like the event has returned to its pre-pandemic attendance levels?

The WLRC also does a fantastic job of ensuring that students receive support (in the form of general assistance and tutoring) for all the languages that the department offers. Expanding the hours to be open on some Saturdays next year is also a great way to ensure that students have access to what they need to complete their courses. It will be exciting to see how the return of Arabic and Chinese in the coming academic year will shape the displays and offer new areas of exploration for students.

I support the WLRC's request to hire an ISA I and to have its budget increased so it can open four Saturdays a semester in the coming academic year.

Thank you for all your hard work in making sure that students can visit the lab and have a full range of resources available to them to support them in their language classes.

#### **Areas of Concern, if any:**

No areas of concern.

#### **Recommendations for improvement:**

It is great that the WLRC conducted a student survey to gather more information, but I had a few questions about the survey itself and what students suggested. How many students completed the survey? Is the survey done every semester? Do you have any ideas about how you could implement the conversation groups and create the more relaxed feel that students noted?

I hadn't realized that the ISA I position has been vacant for over ten years. Could this perhaps be a 45% position or is a 100% position best for the center?

## **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:**