Entry #: 32 - Jennifer Backman   **Status:** Incomplete   **Submitted:** 3/29/2024 1:52 PM

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

English, Humanities, and Reading

Program/Unit Name

---English Dept. Writing Center

Name of Person responsible for the Program/Unit

Jennifer Backman

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

Webpage URL 1

Unit webpage

https://www.palomar.edu/writingcenter/

+ **Add Webpage URL**

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

Participant

Jennifer Backman

Title

Writing Center Director

+ **Add Participant**

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	**Part-Time Staff**
Total Number of Full-time Staff 0.00	**Total Number of Permanent Part-time Staff**
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**
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 Workers/Veteran Student Workers)

At present, the Writing and Reading Center tutoring staff includes seven student workers and three temporary/short-term employees (two of whom are students at other institutions). We also employ one student who works solely as an embedded tutor.

Program/Unit Description

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

The Writing and Reading Center (WRC) is a new entity that opened in Fall 2023. Previously, the English department ran the Writing Center, which was located in H-102. It was closed by administration in 2020. This new entity combines the Writing Center with the Reading Lab, which was similarly shuttered in 2020. We currently share the second-floor of the Learning Resource Center with STAR General Tutoring. This year, the WRC hired, trained, and scheduled both peer and professionalized tutors. (In this context, "professionalized" indicates that the tutor has an AA, BA, or MA degree.)

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

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	**Assessment Status**
Student Needs and Retention: Students receive the assistance they need with writing assignments in an effective, timely manner that positively affects their retention and success.	Assessed

SAO Summary and Reflection

As the WRC has only one full semester of information to draw from, this outcome will need ongoing assessment. We must also continue to situate our understanding of student success and retention in the context of AB705/AB1705 and of the pandemic, the long-term effects of which are still unclear.

SAO 2

SAO Title	**Assessment Status**
Data Collection: Faculty directors and center staff will have access to data that more clearly represents student needs in writing instruction across disciplines	Assessed

SAO Summary and Reflection

While the faculty director does not yet have direct access to data from the WRC, staff from the Reading department has been able to compile some information from the PAT system. Refinement is still needed, however, in data collection methods and in the PAT system itself to provide a clear and up-to-date picture of when students are requesting writing-specific support. (Staff is having to sort and refine the raw data themselves, which means their time and energy is being expended on a process that the system should be capable of itself.

+ **Add SAO**

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".

Beyond planning a follow-up to the comprehensive review done in Spring 2021, we have reviewed data gleaned from the PAT system, which covers Fall 2023. The center had 463 total visits from 198 students. 270 of the visits were specifically for English courses. (207 visits were made for English 100, 57 visits for English 202, 5 for English 203, and one visit was made for English 205.) Overall, the center tutors provided writing assistance for 24 different subjects and 49 courses. IRP will be conducting a campus-wide Tutoring Services survey later in Spring 2024, and findings will be reviewed as soon as they are made available.

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!

The opening of the WRC in Fall 2023 dramatically expanded student access to writing assistance. Hiring, training, and scheduling student and temporary employees as writing tutors allowed classified staff members in English, Reading, ESL, and Tutoring Services to return to their primary duties while also remaining available to mentor new tutors and step in as needed. (In the Fall of 2022, four out of the five total writing tutors were classified staff.) We have also been able to offer additional professional development opportunities to support our new tutors beyond the required nine hours of training -- from sessions on best practices in working with DRC students and a seminar on practicing self-care to a Campus Police-led session on crisis management, faculty and staff from across campus have generously offered their time and expertise to our growing cohort of tutors.

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?

Assembly Bill 705 continues to be a priority at the state level (as indicated by the passing of AB928 and AB1705, approved in 2021 and 2022, respectively); this has meant an influx of one-time funds to Palomar College, of which the WRC has had access to a small part for embedded tutoring. The impact of the required changes to English course offerings can be felt far beyond the English classroom, and Writing Centers are widely acknowledged to be key components in providing the just-in-time support needed by writers across all disciplines. Always an important resource for our students, the need for the WRC has only increased in recent years. At the college level, the merge of the Writing Center and the Reading Lab and our collocation with STAR General Tutoring is still in its infancy, and we continue to refine our understanding of how to best meet our students' needs. The move into the LRC was a hasty one and the resulting lack of planning has meant that many issues remain unresolved [e.g. an updated PAT system for better data collection, training on/implementation of an appointment-making system so that we can move beyond offering only drop-in tutoring; permanent furniture (several tables were borrowed that are now needed back in their original location)]. The College's reorganization plans, particularly the addition of a new Dean to oversee Tutoring, mean that our program will be in a state of flux for the foreseeable future.

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

Release time for faculty directors must be protected to ensure that tutor training, mentoring, and evaluation remain 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

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.

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.

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.

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 workgroup continues to focus on shepherding ENG 100E through its approval process and on the possibility of developing a lab component.

Goal 3

Brief Description

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

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.

While we are in the process of organizing and reviewing data provided by the PAT system, the program has serious deficiencies that mean further refinement is necessary.

+ **Add Goal**

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 Writing and Reading Center works to achieve Objectives 3, 4, and 5 of the Strategic Plan's first goal to "increase student access, progress, and completion, while decreasing equity gaps." Our program brings together faculty, staff, peer and professionalized tutors to support students both in the center and in the classroom. In addition to writing assistance across the disciplines, the WRC offers an open workspace, computers, printers, a reservable computer lab, portable whiteboards, free office supplies, and access to a community of Palomar employees who, collectively, know a great deal about the campus and are always happy share that knowledge with students.

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

This annual update has helped capture the enormous amount of effort that has gone into establishing the Writing and Reading Center and clarify the challenges that remain. It is exciting to, once again, have a physical space of our own and be doing more than training writing tutors to be placed at other centers; however, the WRC is still far from the autonomous entity we were assured it would be before relocating to the LRC. Above all, the center needs its own budget. We currently rely on STAR General Tutoring to pay our tutors and have no access to funds for marketing, promotion, or other expenses. To meet the goals described in this report and to creatively address our students' changing needs, the WRC needs access to dedicated funds and the freedom to determine how those funds are spent.

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 <u>new positions only</u> 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?
No

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

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

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 ad 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.

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.
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:	Sign Date
Leanne Maunu	4/29/2024

FEEDBACK

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

Although the co-location process didn't go as smoothly as had been hoped, it's encouraging to see that so many students are availing themselves of the new Writing and Reading Center's services. To have an idea of comparison, how do the 463 total visits in Fall 2023 compare to previous semesters before the co-location and before the pandemic?

It's great to hear, too, that IRP's Tutoring Services survey is moving forward this semester. What kind of information will the survey be asking for? Will it have specific questions related to the WRC?

The thoughtfulness of the tutor training is also great, and I'm sure the tutors benefited from all of the sessions on self-care, working with DRC students, and crisis management.

I support the WRC's budget request, and encouraged the department to put the request into their Budget Development spreadsheet, which was due before spring break. Having their own budget will enable the Writing Center Director to schedule the WRC's own tutors more effectively and have more independence to make sure students' needs are met.

Given the impact of AB 705/1705, it's also important to ensure that the WC Director remain a permanent position so that the English faculty member in that role retains a connection to the English faculty and their needs.

Thank you for all your hard work in ensuring that our tutors are trained and well taken care of and that our students' needs are met.

Areas of Concern, if any:

No areas of concern.

Recommendations for improvement:

The idea of a feasibility study for an English Lab is a great one, and I'd like more details about it. Has IRP been contacted or will they be to help collect this data? What kind of data would the study capture and how exactly would it be used? Will adding the lab component to the ENG 100E class require the class to be re-submitted to the Curriculum Committees and four-year universities for articulation? Would the English Lab just be added to the ENG 100E class, or is there potential to add a required lab component to stand-alone ENG 100 and ENG 202/203 courses as well?

For the PAT system re-design, what features would be most beneficial to include?

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:**