**Palomar College – Program Review and Planning Update**

**Instructional Support and Other Units**

Includes: Instructional Services Office, Division Dean’s Offices, Occupational & Noncredit Administrative Office, Workforce and Community Development and Extended Education (Centers and Site Operations), KKSM, PCTV, Library, Telescope, Boehm Gallery, Academic Technology, Tutoring, Planetarium, Service Learning, etc.

**YEAR 2**

**Academic Year 2013-14**

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **InstSuppt&Other: Tutoring Center (in Main Campus Library)** | **01/30/2014** |
| **Instructional Support Unit Reviewed (Each Unit is required to complete a Program Review)** | **Please Add Date (00/00/2014)** |

**STEP I. Describe Your Unit**

| **I. A. Mission:** |
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| **The S.T.A.R. Tutoring Center will promote the educational and general development of our diverse student population and will provide a positive environment for the functioning and professional development of its tutors and staff. The S.T.A.R. Tutoring Center will accomplish this mission by supporting study skills development, promoting understanding of course content and encouraging students to become independent learners and reach their educational goals** |

| **I. B. Personnel Assigned (Include names and titles):** |
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| **Ruth Barnaba - Coordinator Vacant - 100% Tutorial Assistant Tom Denny - 45% Tutor**  **Greg Thomas - Tutorial Specialist Patricia Robinson - 45% Tutorial Assistant Vacant - 45% Spanish Tutor**  **Leticia Murillo - Tutor/Proctor Richard Sauerheber - 80% Tutor** |

| **I. C. Current Operating Budget (Do not include permanent salaries):** |
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| **Only $62,249: 25% less than 2013** |

| **I. D. Source(s) of Funding:** |
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| **District, EOP&S, TRiO/SSS, CalWorks** |

| **I. E. Location of Office(s):** |
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| **Library Building, Rooms LL-105, LL-106, LL-107** |

**STEP II. PLANNING**

| **II. A. Discuss your unit’s alignment with the college’s** [**Strategic Plan 2016**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(http://www.palomar.edu/strategicplanning/PALOMAR\_STRATEGICPLAN2016.pdf)** |
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| **Tutoring addresses the College's Goal #1, #3 and #4. Studies have shown that students seeking either an associate degree or higher, who start at a two-year institution, have a lower chance of achieving their educational goals than students who start at a four-year institution. With this in mind, retention is our key issue and focus. Tutoring not only provides students with one-on-one and group tutoring, but also with opportunities for development of study skills, time management, test preparation skills, and opportunities to exchange ideas in a friendly environment - with the goal of preparing them to succeed at the two-year college and beyond, whether they transfer to a university or begin a career.**  **All tutors hired at the STAR Tutoring Center go through a comprehensive tutor training program internationaly certified by the College Reading and Learning Association (CRLA). This certification ensures that our tutors have the taining and skills to become highly effective academic mentors to students working towards their education goals.**    **We are working collaboratively with the Facilities department in the planning and designing of the new STAR Tutoring Center to be housed in the new Library Building currently in the planning stages. We will incorporate guidelines of universal design to adequately serve persons with a broad range of abilities, disabilities, ages, reading levels, learning styles, native languages, cultures, and other characteristics.**  **Student Success is a shared responsibility, i.e. all faculty and staff contribute to the student experience and Palomar College’s reputation and, thus, contribute to the success and achievement of its students.**  **The STAR Tutoring Center seeks to shape the overall student profile, the level of student preparedness, and the degree of student progress within the parameters of institutional capacity and cost and revenue implications.**  **The STAR Tutoring Center seeks to close gaps in participation and success of underrepresented and at-risk students.** |

| **II. B. Discuss the planning assumptions that will guide your unit’s activities during this plan period. Your discussion should include expected demand, funding trends, pedagogical and technological trends, anticipated trends in student needs and/or demographics, advisory groups, etc.** |
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| **Palomar College is committed to supporting the success of each enrolled student.**  **State funding is uncertain and will likely be reduced or, at best, remain at current levels**  **In this economy, it goes without saying that a person's economic success is directly related to his/her skills and education. Students are seeing that advanced skills are needed just to cope with the increasing complex situations of day-to-day living. Jobs which were considered "low-tech" jobs such as those in manufacturing, construction, landscaping, household and food services have experienced a big jump in the amount of technology required to properly accomplish them. Many of these jobs involve the use of computers and highly specialized electronic systems. Many businesses and industry leaders are listing higher education competencies from their applicants. People with higher education levels tend to enjoy greater job stability and satisfaction, especially in a down economy.**  **The need for accountability, as measured by achievement of learning outcomes, retention and graduation rates, and measures of student satisfaction, will continue to increase over the next decade**  **Palomar College has been able to recruit and attract students to this campus. Retaining students once they have come across the door is the challenge. Student retention is directly related to academic success. The passing on of knowledge can take place in many ways. The services provided by our Tutoring Center has proven to be one factor that can contribute to a students' success.**  **An increasing percentage of adults across all age groups are expected to enroll in a post-secondary institution.**  **Students of color comprise a growing share of California high school graduates** |

| **II. C. Discuss any challenges your unit is facing. Include your response to these challenges.** |
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| **Our tutoring services are directly controlled by the amount of money we are allocated. For each dollar assigned to our student/short-term account, a dollar is directly used to hire a tutor for students. The demand for services has not gone down. On the contrary, we have had to turn down requests from faculty to add tutoring for classes we don't currently cover.**  **We have had to cut the number of hours our Center is open and also capped the number of hours a tutor can work. This Fall semester, I and our other administrative staffer have had to add ourselves to the tutoring schedule, thus reducing the amount of time available on time-intensive assessment projects.In certain subjects we have been able to create group sessions and spaces in order to maximize the number of students we are able to help.Although this is productive in some areas, it is not in others. Students still request more personal one-on-one time with a tutor.**  **We currently have three vacancies in our department, 2 tutors and one support staff.** |

| **II. D. What are the strengths of your unit?** |
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| **Tutoring Services:**  **Increase mastery of academic skills**  **Improve self esteem and confidence**  **Improve students' attitudes toward school**  **Decrease drop out rates**  **Break down social barriers and create new friendships**  **Promote emotional support and positive role models**  **Provide a cohesive proctoring service to support college faculty and promte distance learning**  **For Tutors:**  **A sense of pride and accomplishment for having helped someone else**  **Increased academic mastery**  **Increased self esteem and confidence**  **Enhanced sense of connection to their community**  **Valuable career related experience**  **Improved communication skills, both verbal and written**  **For Instructors:**  **Reduced time spent on repetitive work – more time to focus on technical and professional tasks**  **Increased monitoring of individual students, specifically EOPS, TRIO, CalWorks, Athletic students and our deaf population**  **Personal gratification in witnessing the success of their students**  **Proctoring**  **Gives instructors the option of administering a paper and pencil test for their online classes**  **Ensures test taker verification**  **Reduces cheating and ensures that students are taking exams without benefit of unauthorized resources**  **Provides consitent testing parameters**  **Provided free of charge to instructors and students of Palomar College** |

| **II. E. What can your unit do better?** |
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| **Our waiting times for tutoring services has increased from an average of 28 minutes to 32 minutes per session. The number of tutors available during each hour block has been reduced, as has the subjects available for tutoring services. We can no longer hire tutors for lower demand courses if the tutor is unable to tutor a high demand course.** |

| **II. F. List at least one major accomplishment that you’d like to share with the college community.** |
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| **Level 1 National Tutor Training Certification from the College Reading & Learning Association (CRLA) was earned Spring 2013.**    **We expanded our instructor specific, semester long effort in support of basic skills math classes to include six associate professors (Cindy Anfinson, Mark Clark, Wendy Metzger, Cindy Torgison, Karen Mifflin, and Robert Jones) covering sixteen class sessions. The day before each class test, a review session was held using review materials developed by the instructor. After the session, an email was sent to the instructor detailing names of students attending, topics raised during the session by students and a short evaluation of students capabilities and primary strengths and weaknesses. Up to six review sessions were held throughout the semester for each class section depending on the number of tests each instructor gave.** |

| **II. G. What are your goals for the next year? Include your method of assessment and a timeline for each goal.** |
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| **1. Expand the number of tutoring hours available in all subjects and disciplines.**  **2. Work in conjunction with the Psychology department to implement a tutoring program for the Behaviorial Statistics courses. Individual lab modules will be developed in partnership with Behavorial Statistics instructors that will address areas of concern within the discipline.**    **3. Apply for Level 2 National Tutor Training Certification from the College Reading & Learning Association (CRLA) .** |

**STEP III. Resources Requested for Academic Year 2013-2014: What resources will you need to accomplish your unit’s mission?**

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| **First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE.** |

**a. Equipment (600010) (per unit cost is >$500) *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |
| **b. Technology (600010) (computers, data projectors, document readers, etc.) Enter requests on lines below.   *Click here for examples of Technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **Five (5) Asus - Transformer T100 - 32GB Tablets** | **1** | **1** | **2** | **A vast majority of math, CSIS and Foreign Language courses are utlizing MyMathLab, WebAssign or similar online programs as the textbooks assigned for the course. The problem arises in that many students do not understand how to use these new resources. Tutors will teach students how to properly implement this educational technology into their study plan and students will experience improvement in their course achievement.**  **Tutors will benefit from having access to these course sites during the tutoring session.**  **Tablets are available at a lower cost than laptops or desk computers.**  **Tutoring should be implementing the technology that students are using everyday in their courses.**  **Collaborative content creation by our tutoring staff will enhance learning for our students. Content may be accessed in off-site environments that do not currently have computer access.**  **Online shared whiteboards will allow students to work as a group on shared problems.** | **$2,105.00** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below.   Click here for examples of Supplies:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20%20%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

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| **d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.) *Enter requests on lines below.   Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** | **Hourly tutors** | **1** | **2** | **1** | **To provide additional tutoring hours in specialized subjects such as foreign languages, chemistry, accounting, fine arts. As instructional departments lose funding, they turn to our department for tutors in their subject matter.**  **The additional funds will allow STAR Tutoring to recruit better qualified tutors; raise salaries as tutors increase their education level (HR guideleines); distribute resources equitably among academic disciplines;**  **try to make what exists more efficient and**  **effective without disrupting basic organizational arrangements or how people perform their roles.**  **Having tutors available in a variety of disciplines increases our instructor buy-in. If instructors are not convinced that we have the quality and number of tutors that they can rely on, they generally do not buy in. If they do not buy in, they generally do not refer their students to take advantage of the services and learning opportunities that we as a program have to offer.** | **$25,000.00**  **(ongoing)** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP IV: Classified and administrative (contract) positions requests for academic year 2014-2015**

**Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step IV Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Reinstate Tutorial Assistant position** | **1** | **3** | **1** | **Position has been vacant since 2008 when previous employee left. This position is critical to our every day operations: greeting students, registering students into our system, monitoring tutor sign-in lists, clerical support, proctoring support. We cannot address instructor requests for additional services wthout the additional support. Education support services, when properly implemented, can substantially improve student achievement. Tutoring is a learning environment that is 80% dependent on a human system with numerous variables in play at all times. STAR Tutoring needs the additional support person to maintain this human system.** | **$63,888.00** |
| **2.** | **Reinstate 45% Spanish Tutor position** | **1** | **1** | **2** | **Spanish tutor position has been vacant since 2010 (officially since 2011) when our long-time tutor left due to health concerns. The demand for tutoring in Spanish is constant and on-going.** | **$23,896.00** |
| **3.** | **Tutor - 45%** | **1** | **1** | **3** | **Hire a professional tutor specilaized in higher level math and/or computer science.** | **$23,896.00** |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

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| **Department Chair/Designee:** | |
| **Please identify faculty and staff who participated in the development of the plan for this department:**  **Ruth Barnaba**  **Greg Thomas**  **Leticia Murillo** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**