2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at PRP Supplemental Report Form). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to jdecker@palomar.edu no later than 3/05/2010.

Department Tutorial Services	Department Priority # 1	☐ **No funding/resources are being requested**
Program/Discipline: Tutoring		**Program/Discipline Priority # FOR 2010-2011: 1**

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at PRP Supplemental Report Form) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

*2. Data Analysis (restate or summarize the data analysis from the PRP):
In addition to tutoring, our department also provides proctoring services for on-line instructors. The added service of proctoring places a strain on our unit in light of budget reductions and expectations of future growth. Tutoring enrollments fluctuate as College enrollments fluctuate. Tutoring sees between 4 and 6% of college population every semester. Since it's inception in Spring 2005, proctoring services have more than doubled from 950 requests to 2166 in Spring 2007 with no additional funding and support. These figures are not reflected above. The limited conclusions we can draw from these data as presented, are first, that space needs continue. Second, we experience significant growth in an area outside the original mission of the department.

*3.a/b. Describe your goal (priority) based on data analysis from the PRP:
Expand the number of tutoring hours available to students.

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥$500 (microscopes, table saw, etc.)					
*4.a. Technology (computers, data projectors, document readers, etc.)	**Laptop computer**	3	1,500.00	1,500.00	
*4.b. Budget for 4000s - Per unit cost is ≤$500 (supplies)					
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.					
*4.c. Facilities					
*4.d. Faculty position					
*4.e. Classified staff position (contract)	**Fill vacant position**	3	45,384.00		45,384.00
*4.e. Classified staff position (hourly)	**Reinstate 25% of Tutor Hourly budget confiscated in 2008**	3	15,700.00		15,700.00
			TOTAL 62,584.00		

*Numbering parallels sections in original Program Review and Planning document
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How will you evaluate whether or not you have met your goal/priority with the requested resources? **Student and staff surveys, grade analysis reports**

What evidence will you provide to reflect the impact these resources had on student learning?
A reduction in the number of contact hours reported to the State

*5. Strategic Plan goal or objective addressed by this priority in **Strategic Plan 2013**? **Goal 2, Objectives 1 and 2; Goal 4; Goal 6**	Course(s) & SLO(s) addressed by this priority in **Curricunet**? **None in Curricunet; 2 of department SLO's**	Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline) in **Curricunet**? **None in Curricunet; 2 of department SLO's**

6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges? **Plans for expansion and increase of tutor hourly salaries are on hold. Tutoring is concentrating on improving quality of services instead of quantity until budget woes are resolved. Still, Budget levels have forced cuts that have directly impacted students, staff, and communities. Our biggest challenge has been deciding when to assess ...Are we trying to gauge student learning of course content in general? Do we care about the knowledge the students bring with them at the start of the semester compared to the learning they will take away with them at the end? Does the extent of progress or improvement over a period of days or weeks matter? Are we interested in learning over time or at a specific point in the semester? Benefits: SLOs have helped us focus on higher order thinking skills as we assess student competencies, because ultimately they must not only know the material, but be able to use it. SLOs and assessments produce constructive data to modify services. SLOs in core classes have defined what our students should be able to do at the end of the course thereby guiding and enabling the students and tutors to selectively pick and choose best methods to study, digest, and synthesize a large volume of new information.**

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Ruth Barnaba		**3/04/2010**

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