

ANNUAL PROGRAM REVIEW AND PLANNING: 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, Wellness Center, Women's Studies, STEM Center, Teaching & Learning Center, etc.



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

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.

Service Area:	Teaching & Learning Center
Department Name:	Teaching & Learning Center
Division Name:	Languages & Literature

Please list all participants in this Program Review:

Name	Position
Debra Avila	Manager, Teaching & Learning Center
Gabe Sanchez	FYE/Summer Bridge Coordinator
Lori Waite	Faculty Resource Coordinator

Number of Full Time Staff	5	Number of Part Time Staff	1
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Please list the Classified positions (and their FTE) that support this discipline:

TLC Specialist, 100%, 12 month (@ TLC San Marcos)
 TLC Specialist, 100%, 12 month (@ TLC San Marcos) - vacant (recently filled this position; new hire will start in Dec 2017)
 Administrative Specialist, 100%, 12 month (@ TLC San Marcos)
 TLC Assistant, 45%, 12 month (@ TLC San Marcos)

Tutoring Center Coordinator, 100%, 11 month (@ TLC Escondido)
 Administrative Specialist, 100%, 11 month (@ TLC Escondido)

What additional hourly staff support this discipline and/or department:

We have 3 short-term hourly employees who currently assist at the TLC San Marcos. One of our temporary employees also works at Escondido TLC.

PART 2: PROGRAM REFLECTION

Describe your proudest moments or achievements related to student success and outcomes.

Teaching and Learning Center (San Marcos and Escondido)

- We have developed an effective working team comprised of creative and dedicated faculty, staff and administrators. Together, we have strengthened and expanded the FYE, Summer Bridge, Learning Communities, TLC SM and ESC services and Skillshops.
- Both centers have experienced a significant increase in the number of students attending our Skillshops (workshops).
- From Spring 2016 to Spring 2017, the San Marcos TLC has seen an increase from 180 student participants to 259 student participants (43.9% increase). For fall 2017, San Marcos TLC increased its Skillshop offerings as a result of the increase demand. Many of our Skillshops had filled to capacity, and as a result, we had to schedule additional Skillshop topics in order to meet the demand. As of early October 2017, we have already exceeded our attendance numbers from this time last year. This semester, we have scheduled a total of 24 Skillshops. Topics include time management, effective note-taking, learning styles, goal setting & motivation, test taking strategies, managing stress and test anxiety, financial planning, and acing your finals. In addition, we have collaborated with Reading Services and the English department to offer discipline related Skillshops.
- At Escondido TLC, the number of student participants increased from 128 student participants in Spring 2016 to 153 student participants in Spring 2017 (19.5% increase). In addition to offering student success related topics, the Escondido TLC offers skillshops focused on certain discipline topics such as math, ESL and English. These particular Skillshops are facilitated by our tutors and are well-attended.
- Increased support from faculty and staff have helped to boost our Skillshop attendance. Many instructors offer extra credit to their students for attending these Skillshops. In addition, student support programs such as the FYE program, EOP&S and TRIO help us promote and encourage their students to attend these skillshops as part of their program requirement.
- This fall semester, the TLC enhanced its marketing efforts by developing a professional, eye-catching flyer to promote our Skillshops. This flyer was shared throughout campus. Our goal is to develop a campus-wide Skillshop pamphlet which would highlight and promote all skillshops offered throughout the campus. This would bring more awareness to the importance of Skillshops and the wide offerings that students can choose from --- ultimately helping to increase student success rates.
- In Spring 2016, we formed a workgroup consisting of members from multiple departments (TLC, Counseling Services, Career Center, STEM, Retention/Follow-up, Admissions, Veterans, ESL) to work on developing a website to consolidate and promote all workshops on a centralized site called the Skillshops. In Fall 2016, we launched the Skillshop website. This site can be found by clicking "S" for Skillshop or "W" for workshop on the A-Z index. It is also listed under the Student Resource page. We have encouraged several departments (ESL, Career, Transfer, Writing Center, STEM) to broadcast their workshops on this site.

First-Year Experience Program

- The First-Year Experience program launched its inaugural class in Fall 2013 with 104 students. The program's primary goal is to provide first year students with the support and resources necessary to transition to college and stay in college. Since our launch date, the program has grown significantly from 104 students to 1557 students for the 2017-2018 academic year. This represents a 710% increase in our cohort size.
- This substantial increase is attributed to the Palomar Promise. Palomar Promise was launched in 2017 and in collaboration with the FYE program, provides an extraordinary opportunity for students to receive tuition assistance, textbook assistance and priority registration throughout their first year.
- VP Gonzalez led a team of individuals representing Student Services, TLC, Foundation, Financial Aid, Fiscal Services, Counseling, Research and Planning, Admissions, IS and Outreach to coordinate efforts to plan, organize and implement the Promise Program. The group discussed and worked on such items as program eligibility criteria, application process, developing an outreach/marketing plan & materials, logistics involving financial aid awards, textbook assistance, parking permits, fundraising efforts, and research & evaluation.
- For Fall 2017, we received a total of 2146 FYE applications. This number represents a 376.88% increase in the number of FYE applications received from fall 2016 (450) to fall 2017 (2146).
- For the 2017-18 academic year, there are 804 Promise students. Of the 804, 785 students are currently enrolled in units, and are active participants of the FYE program. The additional 19 students either did not enroll or dropped their courses at census, and have been dropped from the FYE program.

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- With the expansion of the FYE program, the TLC staff worked closely with other departments (i.e. Outreach Services, Assessment Office, Retention and Follow-Up, Counseling Services) to improve and expand our recruitment/outreach, support services and retention efforts. Our collaborations have expanded, which have led to better service to our students.

Summer Bridge

- Summer Bridge launched in Summer 2010 with a total of 20 students who were recent graduates of Escondido High School. The program at that time targeted students who placed in Math 15. Since then, the Summer Bridge program has expanded to 3 JAM programs (Math JAM, ESL JAM and Write On) which includes a reading and counseling component. The program has also grown in size serving 20 students (2010) to 124 students (2017)- a 520% increase.
- In addition, Summer Bridge launched its ESL JAM program at the Escondido Center in Summer 2016. The program consists of students who placed in ESL 45-102. The program is held in the evening hours from 6:30pm to 9:20pm, Monday-Thursday for 7 weeks. In addition to the ESL instruction, the students receive reading instruction for 8 hours counseling instruction one hour each week, and embedded tutoring support. They visit the library and meet with a counselor to work on their educational plan.
- The table below outlines the student placement outcomes for Summer Bridge 2017.

Program	Number of Students Who Completed Summer Bridge	Number of Students Who Took Placement at the End of Summer Bridge	Number of Students Who Placed Higher
ESL JAM (45-55)	17	16	9 (56.2%)
ESL JAM (101-103)	18	16	11 (68%)
ESL JAM Escondido (45-102)	17	17	15 (88.2%)
Math JAM	42	42	13
Write On	8	8	8 (100%)

Learning Communities

- For Fall 2016 student enrollment at Census was 395 with 454 total seats (87.0% FILL RATE) across all Learning Communities.
- For Spring 2017 Learning Communities took a step back to examine new models of program delivery for students. The LEAPSTART to Success Learning Community, a highly successful year long Learning Community designed to help ESL students at Palomar College be successful and accelerate through the Academic ESL sequence was delinked with Reading 110, however, students were retained from fall ESL 101 and progressed into ESL 102. The Faculty Resource Coordinator commenced numerous meetings with faculty and those in leadership roles (Deans.) It became clear for robust Learning Communities to thrive the collaborative faculty partnership is the centerpiece. Clearly, Learning Communities need to expand from simply "linking" classes to enhanced faculty collaborative assignments for students, and, non-optional wrap around student service and instructional support (e.g. Scheduled Peer Led Study groups, Skillshops, mandatory mid-semester counselor check-ins, etc.)
- In Fall 2016 a new Learning Community model was introduced. A basic skills course was linked with a transfer-level course. Specifically, English 10 and Cinema 100. The collaborative assignments with the faculty illuminated the power of the community for students which evidenced the essence of skill development, support, and student success. In Fall 2017 aforementioned model was enhanced by utilizing one section of Cinema 100 (cap of 50) and expansion to one section of English 10 (cap 24) and one section of English 50 (cap of 24.) Again, all students are in the same Cinema course and parlayed into either English 10 or 50.

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What areas or activities are you working on this year to improve your program/service area? Please respond to new data as well as feedback from last year's program review.

Teaching & Learning Center

The TLC is working on increasing our awareness of programs, services and resources to students across campus. Goals include:

1. Work on modifying our TLC promotional literature to create a brochure which would highlight all TLC programs and services available.
2. Work on increasing the number of class presentation we do to promote our programs and services.
3. Increase the number of students visiting the TLCs as well as the number of applicants we receive for our programs (Summer Bridge, FYE, Learning Communities).

An average of 1,700 students visit the TLC each semester with an average of 10,500 visits/per semester made to the TLC San Marcos . During these visits, the students either come into the TLC to utilize the computers, work independently or in groups in our central study space, use the private study rooms for group sessions, meet with their embedded tutor, attend Skillsshops, or meet with the counselor.

First-Year Experience and Summer Bridge

Goals include:

1. Work on focusing more on our outreach efforts for FYE, Promise and Summer Bridge.
2. Continue to work closely with Outreach Services and the Assessment Office to discuss strategies to increase our outreach methods with our feeder high schools. We will be relying on these areas to embed the FYE application into their processes when providing Palomar Application assistance to these students whether that be at the high school or on-campus.
3. Open up the FYE/Palomar Promise application much earlier to align with the college's outreach efforts.
4. Evaluate our application, program services and outreach processes and developing better practices. We have accomplished a lot in the short-time frame, and we look to improving our processes to better serve our students.
5. Evaluate our current staffing plan. Again, for us to meet our goals, it is also important we evaluate our organizational structure, and seek additional staffing and resources as we continue to expand our programs and increase our follow-up/retention efforts.

Learning Communities

New opportunities have arisen this upcoming year to bolster and invigorate Learning Communities (LC) through the new 2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success Program, as well as various grant opportunities. Goals identified include:

1. Provide faculty led training for LC Instructors on maximizing collaborative opportunities (ongoing). Showcasing faculty with highly successful LC models.
2. Expand Embedded Tutoring model to link to specific goals in the Integrated Plan to increase basic skills completion, increase degrees, certificates, and transfer rates and link to Guided Pathways initiative (ongoing).
3. Champion LCs that are program based. This work is currently spearheaded via the colleges Innovation Grant and targeted at STEM-related majors. It is highly anticipated we will see a plethora of new LCs Fall 2018, with a high level of faculty collaboration with targeted course linkages, with built in wrap around student service and instructional support. (Ongoing. Faculty in STEM related majors, the Faculty Resource Coordinator, Counselors, and Dean MNHS currently have this work in progress and anticipate robust LC opportunities Fall 2018. Examination and structuring of two and three yearlong LCs is currently underway. Additionally, it is the intent that the LC model being developed in STEM will be replicable for all academic disciplines.)
4. Continue to expand and develop Learning Communities that focus on the success of disproportionately impacted students. Fall 2017 the college instituted the infamous Puente Program. This is a national-award winning program that has assisted thousands of students transfer to university, earn degrees, return to the community as leaders, and mentor future generations. Students participate in a year-long LC, and, receive intrusive student and academic support. Students are also required to be matched with a mentor. It is anticipated that in Fall 2018 the UMOJA project will commence and the LC model for Puente will be replicated. (Ongoing).
5. Additional targeted initiatives to support successful programs will be examined. Expand and link Learning Communities with Service Learning. (Ongoing).

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Peer Mentoring

Initially, the Village Mentoring Program was connected with the responsibilities assigned to the Faculty Resource Coordinator. During 2016-2017, upon examination of the program it became clear to take a step back in terms of engagement of students. For the Fall 2015, there were 20 students signed up for the program. However, of those 20 students, only 9 followed through with their intention and met with a mentor at least one time, and fewer met with their mentor the required three times. It seemed that communication and actual scheduling of mentor/mentees was challenging. Thus, mentoring relationships could not get off the ground.

The Faculty Resource Coordinator examined a persuasive body of research and professional literature regarding mentoring. This work led to shift to a Peer Mentor based program. A job description has been developed and posted following Human Resource guidelines. Peer Mentors will be paid through the support of the Dean of Languages and Literature. Goals identified include:

1. Get Peer Mentors hired, trained, and in place Fall 2017. (Ongoing).
2. Market Peer Mentoring to First Year Experience (FYE) and Learning Community students to enhance retention and completion rates. (Ongoing).
3. Examine linkages of Peer Mentoring into the college's Promise Program. (Ongoing).
4. Examine linkages of Peer Mentoring into Guided Pathways model. (Ongoing).
5. Examine use of Peer Mentoring to increase retention of students on academic/progress probation. (Ongoing).

Have there been any unanticipated factors that have affected the progress of your previous plan?

Many of the program activities housed in the TLC are currently funded by soft money such as Student Equity Funds and BSI. We need institutional support to help us continue to offer these programs and support services to our students long-term as we can't always rely on soft funds.

1. With the increase in FYE student population, we have experience a high demand of counseling appointments. However, we have limited counseling hours available at the TLCs. We have been working closely with General Counseling to assign two counseling shifts (additional 10 hours a week) to serve our FYE students. Although these two counseling shifts have been helpful, we have found that we still need additional counseling hours to support our 1,557 FYE students. The FYE goal is to have each of our FYE students receive an abbreviated ed plan by their first semester, and a comprehensive ed plan by the end of their second semester. To accomplish this goal, we need additional funding support to cover the cost of counseling hours.
2. In addition, we require our FYE students to complete a Skillshop each semester. The majority of our Skillshops are facilitated by our counselors. Our Skillshops have been very popular, and we would like to offer more throughout the semester, but again, we are limited with funding and space to increase our Skillshop offerings.
3. With the increase of our FYE program and the launch of Palomar Promise, we have seen an increase in our daily work load. With limited staff resources, it can be challenging at times to sustain the high level of quality service to our students. We have always aimed to provide high-touch service to our FYE, Summer Bridge and Learning Community students, while still providing day-to-day quality customer service to all students through our busy TLC; however, with limited staffing, we are unable to provide the necessary follow-up services to our FYE students. We would like to provide additional follow-up services, especially to students identified as at-risk, but this can be challenging with very limited TLC staffing.
4. Our Math Tutoring at Escondido TLC is paid by Student Equity funds, and our ESL and English tutoring is paid with a combination of BSI funds and General Funds. Again, we need to institutionalize the funding to support the tutoring that takes place at the Escondido TLC. Due to a decrease in funding, we had to decrease the number of English/Writing tutoring hours available at the ESC TLC. This impacts our center and our students. As a result, students have to wait much longer for a writing tutor to be available to meet with them, or the student has to come back at a later time when we have a tutor available.

What are your Service Area Outcomes (SAO)?

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Summarize your planned Service Area Outcomes (SAO) results from last year and your implemented or planned follow-up:
SAOs were not developed for Teaching and Learning Center last year. Development of SAOs will be completed this year.

Summarize your planned Service Area Outcomes (SAO) assessment activities for the current academic year:
<p>FYE students will increase their participation in activities, programs and services to support their academic success and enhance their college experience.</p> <p>Students who visit the TLC Escondido seeking services, tutoring, information or assistance will be satisfied. A student survey will be administered at the end of the fall and spring semester.</p> <p>FYE students will have an abbreviated ed plan on file by the end of their first semester, and a comprehensive ed plan by the end of their second semester.</p>

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .			
Goal	Completed	Ongoing	No longer a goal

2. New Goals: Please list all goals for this three-year planning cycle (including those continued from previous planning cycle):	
Goal #1	
Goal	Identify funds to provide on-going services for FYE, Summer Bridge, Learning Communities, TLC Escondido Tutoring. Currently, we are relying on soft funds (i.e. BSI funds and Student Equity funds) to cover a majority of our services and programs. Currently, these soft funds are supporting our counseling services, short term staffing, math tutoring, printing, workshops, and some of our follow-up/retention efforts. In addition, we need funding to support our student/family engagement activities.
Strategies for implementation	Work with dean to identify ways to institutionalize funding for these programs.
Timeline for implementation	Review at the end of the Spring semester
Outcome(s) expected (qualitative/quantitative)	
Goal #2	

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Goal	Due to the exponential growth of our FYE Program and the importance of providing our students with the best support they need, it's imperative that we also work on increasing our staff. The high touch services that FYE prides itself upon cannot continue with the limitation of the current staff. Our program has grown faster than we have been able to grow our departmental infrastructure. With the anticipated continued growth of FYE in the coming year we foresee needing additional classified staff positions and more counselors/ counseling hours to provide increased Skillshop offerings.
Strategies for implementation	Work on a reorganizational staffing plan that reflect the changes in our daily operations and program development.
Timeline for implementation	Review at the end of the Summer semester
Outcome(s) expected (qualitative/quantitative)	Identify funds to support increase of staff and counseling support. Discuss, review our current staffing plan, and make necessary adjustments.
Goal #3	
Goal	Identify and utilize existing communication tools to improve the dissemination of program services and activities. (Starfish, Remind, Palomar mobile app, email listserv for parents). Enhance functionality of existing technology
Strategies for implementation	Receive training on Constant Contact Work with Barbara Fountain to learn how we can incorporate Starfish into our processes to assist with our retention, communication, and tracking efforts for FYE.
Timeline for implementation	End of Spring semester
Outcome(s) expected (qualitative/quantitative)	Enhance functionality of existing technology. Become more familiar with Palomar mobile application, and meet with Connie Moise to determine how the FYE/SB/ Promise could use the mobile app to push out targeted notifications. Begin using Constant Contact for our daily communication with FYE students, and track email usage.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completing and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Debra Avila
Date	November 8, 2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

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Reviewed by Dean	
Reviewer(s)	Shayla Sivert
Date	November 28, 2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
The growth of the FYE program in support of the Palomar Promise was phenomenal. Debra and her team continue to work incredibly well with our faculty leaders to address the needs of FYE, Summer Bridge, and Learning Communities.	
2. Areas of Concern, if any:	
The TLC just hired for a long-standing vacancy; however, due to the sudden and significant growth of the program, more classified staffing is necessary to provide the support necessary. We have discussed the need for increased office space in the TLC as well. Another concern involves the funding for FYE/SB and LC faculty leadership; the positions continue to be grant funded.	
3. Recommendations for improvement:	
<ol style="list-style-type: none"> 1. Identify increased staffing needs. 2. Identify resources for revamping of the FRC to accommodate additional office space. 3. Institutionalize funding for the FYE/SB and LC coordinators. 	

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/13/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. The TLC is busy! Great discussion of the historical changes and inclusion of data to set the context- its amazing how much you folks are doing. 2. Thanks you so much for including the data tables in such an organized way to discuss all of the work of FYE, Summer Bridge etc. the work you all do is amazing. 3. Im glad to hear you are working on SAOs for this year. We need to document the good work here more explicitly which will then help in overall prioritization etc. 4. The goals make sense given the discussion above. 5. The TLC is one of the most active and productive services on college. Part of this I think is due to the staff and faculty who work via the TLC- we ar every fortunate to have this level of dedication. 6. The report is thorough and really well done. 7. I do like the idea of a timeline and prioritization in terms of thinking about the connection between all of the programs and how to provide support etc. 8. See dean's comments. 9. Great report. 	
2. Areas of Concern, if any:	
3. Recommendations for improvement:	

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