# PALOMAR COLLEGE®
Learning for Success

# Program Review & Planning (PRP)

## ANNUAL UPDATE
### Part 1: General Information

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 as well as strategies necessary to improve the operation of your area.

The Annual Update is designed to help you track progress on your three-year plan.  It allows for updates to your plan based on:

1) updates to Service Area Outcomes assessment cycle or unit data;
2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
3) a review of progress on your three-year plan's goals.

| | |
|---|---|
| **Date:** | 11/05/19 |
| **Unit Name:** | Tutoring Services |
| **Department Name:** | Tutoring Services |
| **Division Name:** | Languages and Literature |
| **Name of person responsible for the Program/Unit:** | Ruth Barnaba |
| **Website address for your unit:** | https://www2.palomar.edu/pages/tutoring/ |

**Please list all participants in this Program Review:**

| Name | Position |
|---|---|
| Ruth Barnaba | Manager, Tutoring Services |
| Leticia Murillo | Proctor |
| | |
| | |
| | |

| SECTION 1: Staffing Updates and Services Updates |
|---|

## Staffing

Using the table below, describe any changes you have experienced in staff in the past year.

| Full-time Staff | | Part-time Staff | |
|---|---|---|---|
| Total Number of Full-time Staff | 8 | Total Number of Permanent Part-time Staff | 3 |
| Number of Classified Staff | 10 | FTE of Part-time Staff (2X19 hr/wk = .95) | 1.7 |
| Number of CAST Staff | 0 | FTEF of Part-time Faculty | 0 |
| Number of Administrators | 1 | | |
| Number of Full-time Faculty | 0 | | |

| Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker) |
|---|
| 51 Short-term/Student tutors<br>2 Short-term Tutorial Assistants |

## Program/Unit Description

| Has the services your unit performs changed in any way over the past year? |
|---|
| Type of services have remained the same. What has changed is the addition of the Escondido TLC as a direct report to the Manager, Tutoring Services, and the Camp Pendleton tutoring service as an informational/budgetary report to the Manager. |

# ANNUAL UPDATE
## PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes Update

**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 has adopted TracDat 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 TracDat by:**
1) Login to Nuventive Improve (TracDat): https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/.
   Your Palomar username and password will get you in.
2) Update or add your SAOs and assessment plans.

**NEED HELP?**
   **TracDat:**
   1) If you need help with anything TracDat 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 TracDat: 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.

   3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan.  It is modeled off what we enter in TracDat.

| Are all of your unit's SAOs and assessment plans entered in TracDat? | YES   X | NO |
|---|---|---|

**If NO, describe why and identify a data by which they will be entered.**

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**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 assessment's document why (e.g., SAO was assess last year).**

1)  Assessed Spring of 2018. I plan to do a complete grade analysis and satisfaction survey in Fall 2019 and Spring 2020.  Working through a challenge we are having with access to data. We were working with our former Dean to try to get access to grade information either through Peoplesoft, Information Systems, or Research/Planning. The capability of looking up grades ourselves is no longer available. I will continue working with our current Dean to gain access to the data that is needed.

2)

3)

4)

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## SECTION 2: Other Assessment Data

**Review the Quantitative and Qualitative Data from your comprehensive review.  If there are updates please describe them below.**

**No updates**

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## SECTION 3: Achievements and Other Relevant Information

**Describe your program's achievements or this past year.  Where possible, describe how these achievements are related to our students and their success!**

All the services provided through our Centers explicitly address all five Strategic Plan 2022 YEAR ONE Goals and Objectives related to fulfillment of the college mission, funding, retention, graduation; reallocation of resources, and efficiency and consolidation of services. We are proud to have joined the college initiative - Completion Academy – as a means of reorganizing services and procedures of all campus tutoring programs to reduce duplication of services and improve the budget pitfalls faced by these services.

Results of our Spring 2019 Satisfaction Survey Scale of 0 – 5 (n=115):
I feel better about using tutorial services after meeting with a tutor. (4.84)
I feel better about my course(s) after meeting with a tutor.  (3.89)
My tutor was friendly, helpful, and patient. (4.78)
My tutor was clear when explaining. (4.77)
My tutor was knowledgeable about the subject. (4.54)
The tutoring session(s) included learning strategies that I will use in my course.  (3.67)

The tutoring session(s) helped me understand my course material. (4.81)
The tutoring session(s) was interactive. (4.12)
The tutoring session(s) was productive. (4.46)
Are there additional services you would like us to offer?
Responses:  More tutors for my other classes, open on Sundays, more science tutors for appointments, open earlier, allow food in Center, it's always cold in here, lend calculators, sample tests on file, more review sessions, more tutors like Nicholas, ability to submit papers through email.

**Describe provide an update on 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?**

Statewide initiatives will directly impact the students accessing our services.
• AB 705 aims to promote multiple measures for assessment of students' college readiness, remove long-standing below-college-level remedial sequences, and place students directly in transfer-level mathematics and English courses with support. Students not prepared for this change will seek tutoring assistance at a higher rate.
• The Guided Pathways is a model of college structures, procedures, and practices that will give students a directed, coherent college experience to promote the successful achievement of their academic goals that will include some form of tutoring.  Tutoring will work in conjunction with Completion Academy to determine how tutoring can best assist in this initiative
• The Promise Programs makes college affordable to student populations that have historically been left out of higher education. Because the financial burdens have been lifted, students that may have been out of the school system will return. It is anticipated that these students will need a refresher of important study skills and will need additional assistance with course material, calling on the assistance of tutoring programs.

Our Centers serve approximately 1200 students each semester, providing tutoring services, workshops, proctoring, reviewing college applications, assisting our English language learners with various Palomar forms. Additionally, we serve faculty and staff, providing training and resources regarding supplemental instruction and tutoring resources. PAT 2.0 is the updated management software that we are anxiously awaiting to use in all our Center to track students and services.  This software will allow us to improve the efficiency of our office, automate time-consuming processes and allow us to provide better customer service to students, faculty, and staff. This software update supports the college's SP Goal 5 Objective 2:  Develop and implement a fiscal stewardship plan which reflects the elements outlined in the Student Centered Funding Formula and addresses the following: 5.2.1 " Revenue and expenditure alignment."; 5.2.2 " Compliance requirements"; SP Goal 2: TEACHING AND LEARNING:  Implement instructional strategies that strengthen teaching and learning across the college.
Collection of data from the tutoring centers will identify apportionment-eligible FTES.

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

None applicable

# ANNUAL UPDATE
## PART 3: Progress on Goals

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation.  If the unit has experience barriers for impel in implementing the goals, describe those challenge

| Goal #1 | | | |
|---|---|---|---|
| **Goal from Comprehensive Review** | Create College Algebra support group  and Develop strategies that balance the college's aim to increase the academic profile of entering students | | |
| **Goal Status (insert an "X" in box most closely aligned with the status of this goal).** | **Not Started** | **In Progress** X | **Completed** |
| **Describe Progress** | Tutors stay abreast of course syllabus objectives by communicating with the math department. Selected tutors have received training on the process of group dynamics and study skill attainment. STAR creates an environment where students feel comfortable to ask questions. Math 56 study groups have been formed and are meeting Monday – Wednesday 2:00 – 4:00. Tutoring access to all registered students has increased by 8% | | |
| **Describe Barriers to implementation** | | | |
| **Describe Outcomes (if any)** | | | |
| Goal #2 | | | |
| **Goal from Comprehensive Review** | Create leadership and experiential opportunities for tutors and document how these learning experiences are interconnected with their program of study. | | |
| **Goal Status (insert an "X" in box most closely aligned with the status of this goal).** | **Not Started** | **In Progress** X | **Completed** |
| **Describe Progress** | Tutors are developing workshop materials on various topics providing students with the support, skills, and confidence they need to achieve academic excellence and become independent learners. To hope to develop and produce short videos of tutor's study skills aptitudes. | | |
| **Describe Barriers to implementation** | | | |
| **Describe Outcomes (if any)** | | | |
| Goal #3 | | | |
| **Goal from Comprehensive Review** | Enrich the student experience through creating intentional cocurricular and curricular programs, which will prepare students to successfully engage in a vibrant, complex, and culturally diverse world. | | |
| **Goal Status (insert an "X" in box most closely aligned with the status of this goal).** | **Not Started** | **In Progress** X | **Completed** |
| **Describe Progress** | Creating culturally vibrant, diverse spaces and participating in cultural diversity events: Native-American celebration, Tarde de | | |

| | |
|---|---|
| | Familia, Hispanic Heritage month. Awareness of Diversity is at the forefront of everything we do as a department. Each student comes to us with a different set of recognizeded/unrecognized difficulties for optimal performance. So the question for our department is how to mitigate, manage or remove these barriers so that members of diverse groups are fully engaged. |
| **Describe Barriers to implementation** | |
| **Describe Outcomes (if any)** | We accomplish this by nurturing a fully inclusive culture. |

| Goal #4 | | | |
|---|---|---|---|
| **Goal from Comprehensive Review** | | | |
| **Goal Status (insert an "X" in box most closely aligned with the status of this goal).** | **Not Started** | **In Progress** | **Completed** |
| **Describe Progress** | | | |
| **Describe Barriers to implementation** | | | |
| **Describe Outcomes (if any)** | | | |

| |
|---|
| **The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes.  Review the VfS goals and reflect on how your unit supports these outcomes.  Identify one strategy your unit will implement to help the college meet these outcomes.  Click here access [Strategic Plan 2022](#).** |
| The ultimate aim of the **College's Vision for Success** is to help students complete their educational goals. As part of our department SAO's, we will take a good look at our baseline data to determine which student groups are most in need of support and assistance to reach their educational goals. What can we as a department do to help this group move forward? |

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

# ANNUAL UPDATE
## PART 4: RESOURCES

Reflect upon the three year plan you created as part of your comprehensive review, your annual update, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures).  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 Strategic Plan.  Click here to access the **Strategic Plan 2022**.

| SECTION 1: Reallocation or Reassignment of Resources |
| --- |
| Summarize any reallocation/re-organization of resources you are making based upon your three-year plan or your annual update, your current operations, and any upcoming factors in legislation.  Describe the impact of the reallocation of resources to your unit. |
| None |

| SECTION 2: Need for Additional Resources | | | | |
|---|---|---|---|---|
| **STAFFING** | | | | |
| **If you are requesting STAFF, please fully complete this section.  If not, you can skip to the next resource section.** | | | | |
| **Title** | **Three Year Plan Goal** | **Strategic Plan 2022 Goal/Obj.** | **New / Vacant / Modified / Temporary** | **Describe Need:** |
| 1)Tutorial Assistant | 1 | All | Vacant | 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 without 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. Proctoring services are offered to all Palomar classes. .  STAR cannot expand this service to match Library hours without additional support. |
| 2) Increase Student Wages $25,000.00 | 1, 2, 3 | | Modified | "Increase student access, progress, and completion, while decreasing equity gaps." The mission of the Tutoring department is to provide students with the support, skills, and confidence they need to achieve academic excellence and become independent learners. Tutoring partners with faculty to identify qualified student tutors, provides tutor training that integrates the core abilities (learning outcomes) outlined in Palomar's strategic Goal 2.3, and documents how tutors' experiences enhance their learning and develop their leadership skills. We have had a roll-over budget for the past 10 years which in essence is a decrease in budget as wages have risen 65% since 2010 |
| 3)Administrative Specialist | All | All | New | Position was planned for the opening of the permanent Fallbrook Center. This position is critical to the daily functioning of the Tutoring Center space for full scale operations. |
| **TECHNLOGY** | | | | |
| **If you are requesting TECHNOLOGY, please fully complete this section.  If not, skip to the next resource section.** | | | | |
| **Resource** | **Unit's Three Year Plan Goal** | **Strategic Plan 2022 Goal/ Obj.** | **Cost ($$$)** | **Describe need and identify if the technology need will require:** **1) extra wireless access,** **2) integration with existing technology (hardware and software such as PeopleSoft), and/or** | **For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across ALL of your Technology,** |

| | | | 3) operational maintenance and support. | Equipment, or Other Resource Requests. |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |

| **EQUIPMENT (Other than technology)** |
|---|

| **If you are requesting EQUIPMENT, please fully complete this section.  If not, skip to the next section.** |
|---|

| Resource | Three Year Plan Goal | **Strategic Plan 2022 Goal/ Obj.** | Cost ($$$) | Describe need: | For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across **ALL** of your Technology, Equipment, or Other Resource Requests |
|---|---|---|---|---|---|
| 1) MacBook Pro | 2 | 1, 2 | $3,014.00 | This Mac computer will allow Tutoring to provide student support in varied formats. Many students have become familiar with the Apple platform in their previous schools. The Apple operating system provides unique and helpful features that are easy to learn. The potential use of technology in tutoring and its structure is huge. | 3 |
| 2) | | | | | |
| 3) | | | | | |

| **OTHER RESOURCES** |
|---|

| **If you are requesting OTHER RESOURCES not described above, please fully complete this section.  If not, CHEERS!!! You are DONE!!!** |
|---|

| Resource | Three Year Plan Goal | **Strategic Plan 2022 Goal/ Obj.** | Cost ($$$) | Describe need: | For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across **ALL** of your Technology, Equipment, or Other Resource Requests |
|---|---|---|---|---|---|
| 1) Conversion of funds for tutoring at Escondido from SEA to District funds | | All | $45,000 | Something to consider if Palomar wants to pursue collecting apportionment for tutoring at Escondido | 2 |
| 2) | | | | | |
| 3) | | | | | |

## ANNUAL UPDATE
### PART 5:  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 Division / Planning Council | |
|---|---|
| **Person/Group/Council Who Reviewed PRP** | |
| **Date** | |

| Feedback |
|---|
| **1. Progress on Goals.** |
| |
| **2. Areas of Concern, if any:** |
| |
| **3. Assistance/Guidance for addressing barriers for goal completion.** |
| |

# 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) | | | | | |