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2020-2021 ANNUAL 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 as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

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.

BASIC UNIT INFORMATION

Program/Unit Name

Mathematics Learning Center

Department Name

Mathematics Department

Division Name

MSE

Name of Person responsible for the Program/Unit

cindy anfinson

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/math/mlc/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
Prof. Fariheh Towfiq	Math Center Coordinator, Mathematics Faculty
Prof. Mathews Chakkanakuzhi	Math Center Assistant Coordinator, Mathematics Faculty
Professor Cynthia Anfinson	Mathematics Faculty, Title V/STEM Activity Director
Professor Craig Chamberlin	Mathematics Department Chair

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Total Number of Full-time Staff

1.00

Number of Classified Staff

0.00

Number of CAST Staff

0.00

Number of Administrators

0.00

Number of Full-time Faculty

1.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.00

FTEF of Part-time Faculty

3.80

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)

Spring 2020: before the shutdown due to the pandemic, we had about 30 student-tutors and short-term tutors. After the shutdown we had 0 student-tutors and STH.

Summer 2020: we had 1 STH.

Fall 2020: due to the pandemic we only have 6 STH.

Before Covid: we had 4 temporary STH temporary staff. Two of them worked the front counter and the other two were working as an Instructional Support Assistant in support of the hybrid classes and supervised tutoring.

The plan is in late Fall 2020, Amber DeFreitas will assist with some of the Math Center Coordinator duties.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

Yes, we have experienced a huge loss in staff. This loss of staff is negatively impacting students in that the faculty director is working with up to 6 students at any given time. Under normal operations staff would have assisted with these students. The wait times for students have increased, negatively impacting students, especially our students with disabilities. The faculty member on duty and the STH staff report how busy they are juggling the students waiting to see them for tutoring and hybrid course assistance.

The lack of front desk staff also prevents the Math Center from running an efficient and student-focused virtual tutoring program. With no one to check students into a Zoom virtual tutoring center, it was decided to have students email the faculty member on duty a question, and the faculty member on duty emails the student back with a zoom link to their personal zoom room. This creates barriers to students from accessing tutoring. As some students do not use their Palomar email, they are discouraged by a long and complicated two-step process to access tutoring. These types of barriers create equity issues.

Program/Unit Description

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

Services provided to hybrid students:

1. Due to the pandemic, the hybrid classes are 100% online.
2. Due to having insufficient staff, the students are waiting too long to get assistance in their mathematics classes.
3. The Faculty Director is responding to student emails late at night, outside normal working hours, trying to help students take online exams and complete work. The Director must do this task as there is a serious staffing deficiency.
4. Exam deadlines for exams have been extended due to student technology issues in accessing the exams.
5. Due to a lack of staff, the exams are online only, which is not a good way to give feedback to students.

Services provided to supervised tutoring students:

1. Only one tutor is on duty for fall 2020, unlike previous semester when we had 2 –3 tutors on duty as well as the instructor on duty. This is increasing wait times for students; some have gotten frustrated and left the virtual Math Center.
2. Faculty and staff often stay after closing time to assist students. The staff is not paid for this additional time.

Services provided to support faculty:

1. We cannot proctor make up tests for math faculty.
2. We cannot keep books or other learning materials (including graphing calculators) on reserve.
3. We cannot host faculty office hours in the space.

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PROGRAM/UNIT ASSESSMENT

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 Nuventive Improve (previously named TracDat) 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:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

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 and assessment results.

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					
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)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
Yes

SAOs Summaries / Reflection

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

Students who use the Math Center during the semester will pass their mathematics class at a rate higher than the department pass rate.

Assessment Status

Not assessed

Next planned assessment

SAO 1 was last assessed in 2012. We requested data from IRP in 2016 to re-assess this SAO. In October 2020, we received some data from IRP but it was incomplete. Therefore, we could not draw any final conclusions from the data set. We have provided additional class information to IRP so they can send us complete information. However, preliminary results show students who use the Math Center pass their mathematics classes at higher rate than students who do not use the Math Center.

SAO 2

SAO Title

75% of mathematics faculty are pleased to very pleased with the services provided by the Math Center.

Assessment Status

Assessed

SAO Summary and Reflection

For SAO 1, the last assessment in 2012 showed that students who use the Math Center have higher success rates in their mathematics courses as compared with students who do not use the Math Center. The Math Center users also have higher success rates than the general success rate for the Mathematics Department.

For SAO 2, the last faculty survey in 2015 resulted in 90% of all respondents being pleased to very pleased with the services provided by the Math Center.

We will reassess SAO 2 after the pandemic is over and the Math Center resumes its normal operation.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.
We have no updates to the quantitative and/or qualitative measures that we reported in our comprehensive PRP.

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!

In fall 2019, we introduced the guided notebook worksheets for the hybrid students. Guided notebooks are worksheets that goes hand in hand with the lecture videos. A guided notebook for a section will cover the terminology and definitions, followed by examples and exercises. These ensure that the students are made familiar of the terminology and definitions s/he must understand when studying the lesson and watching the lecture. (Most students are not in a habit of reading math textbooks). The student is then given a worked-out example and a practice problem to work out. At the end of each lesson, student is given a handful of exercises that cements and further deepen the understanding. Depending on the class, hybrid students are required to submit the guided notebook, especially those who need to retake exams, prior to each exam. Each section of the chapter has a guided notebook that is about 5 pages long. We currently have guided notebooks for Pre-algebra (Math 15), Beginning Algebra (Math 50), Intermediate Algebra (Math 60), College Algebra (Math 110) and Trigonometry (Math 115). Although we do not offer Math 15 or Math 50 courses anymore, due to the AB-705 changes, these guided notebooks can serve as a good resource for support courses.

In March 2020, we moved the entire program online.

Tutors were trained for the new virtual Math Center

Faculty on duty were trained for the new virtual Math Center

Researched and supported the Mathematics department faculty with Proctorio training.

Updated the Math Center web site to reflect the changes in support for students and faculty, due to the online migration.

Developed hybrid Trigonometry course (Math 115) to be offered for the first time in Spring 2021

In process of developing a hybrid Calculus for Business, Economic, Social and Life Sciences (Math 130) class

Developed and implemented online tutor training. Researched and implemented new materials, especially to support the equity portion of the training.

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?

AB705: We expect that Math Center will have to play a very important role in meeting the Palomar's AB-705 state mandated success numbers. The Math Center has begun its efforts to support the implementation of AB-705 through embedded tutoring, workshops, and overall tutoring support. The Math Center is looking at innovative ways to support co-requisite students via tutor-led study sessions and workshops.

Guided Pathways: Mathematics and English courses are a key component of all pathways. Educating students as well as counselors/advisors regarding math pathways is very important. Success in mathematics courses is the biggest barrier for community college students overall. Students will not be able to complete anything (transfer, certificate, AA) without mathematics success.

Student Centered Funding Formula (SCFF): colleges receive more funding based on students passing a transfer-level mathematics course in one year, and additional funding if they complete math and English in their first year.

Technology: offering the virtual Math Center via Zoom. Supporting tutors via Wacom tablets or similar (paid for out of the Title V grant).

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

The Mathematics Learning Center has been a part of Palomar College for thirty years. It still does not receive institutional support for its classified staff nor for the majority of the tutors (student or short-term hourly). Those positions were funded via soft money and are currently vacant. The Math Center Director and others spend an inordinate amount of time looking for continuing funding for the Center. This time could be better spent on improving delivery of tutoring support and services to further the goals of AB705 and SCFF. The Math Center also needs more space to continue to deliver innovative solutions that support student success in mathematics. It seems like these reports not considered while making the budget and plans for the center or the authorities have not grasped the seriousness. While many other positions that came after the establishment of the Center have been institutionalized, the center director is struggling to keep up with the staffing needs due to the lack of funding stability.

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PROGRESS ON 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.

Goals

Goal 1

Goal

Goal 1: The program goal for the Math Center is to increase the success and retention rates for students of diverse origins, experiences, needs, abilities, and goals who are both in the Math Center hybrid courses and mathematics courses in general.

Choice

In progress

Describe Progress

We have brainstormed several ideas to increase the success and retention. Also, we looked at various programs at other community colleges addressing the same concern. We began implementing the following to address the issue:

Hybrid Students:

Regularly scheduled workshops for hybrid students to review the topics before each exam. These review sessions are conducted by well-qualified and experienced tutors who are well-versed in instructing a wide range of learning styles. Students tend to follow the tutor and schedule additional one-to-one sessions with them.

College Algebra (Math 110 Students):

Weekly problem-solving workshops – Two workshops were scheduled (one in the morning and other in the afternoon) to accommodate Math 110 students. Workshops were conducted by well-qualified (competent) tutors who have experience in dealing with a wide range of learning styles. Every week, in addition to answering student-questions and clarifying doubts, the tutor goes over problems from a worksheet specially prepared for the class. If a student needed additional help, s/he is brought to the Math Center and scheduled with a one-to-one tutor. These workshops are temporarily discontinued during the campus shut down due to COVID-19.

Supervised Tutoring Students:

Mathematics Learning Center is the only location on campus where a student enrolled in a math class can walk-in and receive answers to questions without prior appointments. Because of this, students come to the Math Center to work on their assignments and bring their questions to the tutor/instructor as they come up.

In addition to walk-in tutoring, students can sign up for one-to-one tutoring sessions. Each session is thirty minutes long. Students sit with a tutor on one-to-one basis and get all questions answered. Signing up for this session can be done the same day while the student is doing his/her assignments in the Math Center. Usually, the wait time for this service is very short.

We also provide group tutoring. This may be arranged by a faculty or the group of students (usually from the same class) who need to clarify their doubts, going over homework, or going over practice exams. The Center provides a tutor and place for them to work. These sessions tend to run longer than thirty minutes, and sometimes more than an hour depending on the size and need of the group.

During the lock-down due to COVID-19, we have migrated one-on-one tutoring to an online setting. While the tutoring is still very effective, the logistics of directing students to a tutor and tracking records have become a challenge and time-consuming.

DRC students: The Math Center provides accommodations for students with special needs. This includes extended test time and accommodations for students who need frequent breaks (e.g. we may split up an exam into multiple modules so that a student can finish it in multiple sittings). We also provide tools such as calculators and wide-ruled paper and other equipment to accommodate their needs.

Describe Challenges

We have not been able to get disaggregated data on the effectiveness of tutoring in the Math Center. We do not currently know how our DI groups are doing in the Math Center. It has been challenging getting data in a timely manner so we can analyze our program and make positive adjustments.

Serious cuts in funding have negatively impacted tutoring services for students.

All STH (short-term hourly) and student tutors were laid off due to the shutdown

In Summer 2020 we only had 1 student tutor per hour

In fall 2020 we only have a maximum of 1 student tutor (or STH) per hour. In the past we have had 2-3 tutors per hour.

No front desk staff has had negative impacts previously described in this PRP.

During the pandemic, this negatively impacts student check-in and data collection (documenting all student attendance as requested by the Tutoring Committee). All of the data collected had to be filled in by the Math Center Director herself (working overtime to do this).

The front desk staff also checks in the hybrid students when they need to take exams. No one is doing that right now.

The front desk staff also checks the Math Center email account. No one is monitoring that right now.

Tutors do not have the appropriate equipment to do online tutoring.

Describe Outcomes (if any)

No data available to make any meaningful conclusion.

Goal 2**Goal**

To continue outreach to DI groups with information regarding the services and support offered in the Math Center; to support DI groups once they are in the Math Center.

Choice

In progress

Describe Progress

We believe that we are doing this but we do not have disaggregated data to support it.

Describe Challenges

Multiple requests have been sent to Institutional Research and Planning (IRP) to collect the data to study the progress of this goal.

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.

VfS Goal 1: Completion

The Math Center supports VFS-1A as Intermediate Algebra (Math 56/60) is the required math course for the AA/ADT degree. The Math Center offers Intermediate Algebra in a hybrid format (which supports non-traditional students) as well as by offering a high-quality tutoring program which has consistently output students who are more successful in their math classes than students without tutoring.

VfS Goal 2: Transfer

The Math Center supports VFS-2B by helping students complete their transfer-level mathematics courses. It does this through offering Math 110 (College Algebra) and soon Math 115 (Trigonometry), both transfer-level math classes, in a flexible format that supports non-traditional students. By no later than Spring 2022, the Math Center will offer Math 130 (Calculus for Business and the Social Sciences). The Math Center's Supervised Tutoring program has helped thousands of students succeed in their transfer-level math classes over the years.

VfS Goal 3: Unit Accumulation

The Math Center supports VFS-3A by helping students succeed in their mathematics courses, it decreases the number of units they taken in their math pathways.

VfS Goal 4: Workforce

N/A

VfS Goal 5: Equity

The Math Center has always had a strong focus on equity. The Math Center developed Palomar College's Tutor Training Course, which has included a unit on culturally relevant and sensitive tutoring for almost 30 years. In the first equity study in 2014, 3 groups showed DI in mathematics. By the 2018 equity study, math had closed equity gaps in 2 of the 3 DI groups. The Math Center was a part of closing those equity gaps by increased tutoring services, providing embedded tutors in classes, and by providing workshops.

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

Because of COVID-19, it is not possible to get an accurate reading nor data to measure the effectiveness of the plan or goals. Hence, it is better to continue with the same goals until the college resumes its normal operation. Also, the changes that took place due to the pandemic may have adversely affected the learning, especially for disadvantaged students. These students may not have the resources to keep up with the technological demands COVID-19 placed in their learning.

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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 four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: 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 **Strategic Plan 2022.**

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.

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

Yes

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.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Support Assistant II

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.

This position fills a critical need for successfully implementing AB705's mandate as well as supporting DI and non-DI students in their mathematics courses. The Math Center is a key resource that support students in their completion of math courses, and we know math is a huge barrier statewide for students. When students complete their transfer-level math courses in one year, it will help the college under the new funding formula (SCFF). When students successfully complete their transfer-level math classes, they are more likely to complete their goal of degree or transfer, also helping the college under SCFF.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This position supports students using learning management systems (both Canvas and MyMathLab)

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position will provide assistance and services to DRC students (tutoring services and advising); assistance with preparing materials for the hybrid classes; provide tutoring to math students; review the work of the hybrid students; monitors the progress of hybrid students; administers test to students; create test keys for hybrid classes; grade exams for hybrid classes, increasing student feedback; assists at the front counter; coordinates online tutoring services for online classes, hybrid classes, and Camp Pendleton classes; helps to meet the Math Center SAO on providing effective tutoring support for math students; helps increase the success and retention of hybrid students; assisting in scheduling and conducting orientation sessions for students; supports the faculty member on duty in the Math Center.

Strategic Plan 2022 Objective

1:3

1:4

If the position is not approved, what is your plan?

Continue hiring short-term hourly.

Staff, CAST, AA request 2

Title of position

Instructional Support Assistant I

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.

This position fills a critical need for successfully implementing AB705's mandate as well as supporting DI and non-DI students in their mathematics courses. The Math Center is a key resource that support students in their completion of math courses, and we know math is a huge barrier statewide for students. When students complete their transfer-level math courses in one year, it will help the college under the new funding formula (SCFF). When students successfully complete their transfer-level math classes, they are more likely to complete their goal of degree or transfer, also helping the college under SCFF.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This position will support the tracking of both supervised tutoring students' positive attendance as well as hybrid students' attendance, thereby increasing efficiency.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

This position will assist with proctoring and administering exams for hybrid and online math students; will assist with creating exams for the hybrid classes; will assist students who are registered in supervised tutoring; will make sure students register in the correct supervised tutoring section; will help tutor DRC students; will help tutor students in DI groups; will help support the goals and implementation of AB705; will assist with tutor training, including the specialized training for embedded tutors in mathematics courses.

Strategic Plan 2022 Objective

1:3

1:4

If the position is not approved, what is your plan?

Continue hiring short-term hourly.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. 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.

Our supplies are covered in the Math Department budget. However, not filling the Instructional Support Assistant and Tutoring Center Coordinator positions have made the daily operation of the center very difficult and time consuming. While the other centers have been institutionalized, the Math Center is struggling to find funding and stable staff for its day-to-day operations.

The Math Center needs: an ISA for the hybrid classes, a front-desk staff member (student or STH) for the Math Center (both virtual and in-person), tutors, and a tutoring center coordinator. The current plan is to assign about 50% of the duties of the Math Center tutoring center coordinator to the STEM Center tutoring center coordinator.

It is very important that the Math Center has consistency in funding. Currently, the director, and other Math Faculty, spend a lot of their assigned time (and beyond) to identify funding.

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

Yes

Facilities Requests**Facility Request 1**

What are you requesting?

A combined Math and STEM Center.

What discipline PRP plan goal/objective does this request align with?

Goal 1. The joint Math/STEM Centers will allow both Centers to support the success and retention of Math/STEM students.

What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

1:4

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

We were asked by the administration to come up with a plan to combine the Math Center and the STEM Center utilizing the space in the old library. The Math Center Advisory committee worked on this and submitted our findings to the administration. We are not aware of any further progress or any final decision made on our proposal. Currently, there are discussions going on in the Tutoring Committee on merging different centers in Languages and Literature.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

One Time Request

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

To be determined.

PART 4: 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

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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:

Division Dean, Patricia Menchaca

Date Reviewed

11/3/2020

FEEDBACK

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

The Math Center has done an excellent job in transitioning to an online environment during the pandemic and available data clearly demonstrates the impact it has on the college. Student surveys report that they are satisfied with the services offered. The faculty as a whole are dedicated to the success of the math center and have worked collaboratively to increase student success. Center staff have also worked very hard to align with guided pathways, AB705, and are well versed in the requirements of the new funding formula. This level of knowledge and dedication puts them in a position to continue to provide excellent services to students.

Areas of Concern, if any:

Availability of data is a concern for the center. Without this information it will be difficult for the department to make data driven decisions to modify or enhance services. There are several sections that refer to the need of additional staff but the staff are not requested in the PRP. Walk-in tutoring has been removed during the COVID environment and has increased the workload of faculty and wait time of patrons.

Recommendations for improvement:

I would like to recommend that the center revise the plan to include the necessary staff needed so that it can be considered in the prioritization process. The dean will work with the department to acquire the necessary data to make data driven decisions. I would also like to recommend that the center brainstorm ways in which walk-in tutoring can be reinstated in an online setting and determine any additional resources needed. Considering the plan to merge the STEM and Math Centers, it would be advantageous to the department to begin to streamline process between both centers so that students have a similar experience while visiting both location. I would also like to encourage both centers to begin to collaboratively discuss future program review and planning cycles to align services and resources.

Recommendation for current cycle are to include staffing requests.

Enter your email address to receive a copy of the PRP to keep for your records.

cchamberlin@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.

Yes

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:

demonstration of creative flexibility in transitioning to remote; development of guided notebook worksheets; implementation and evaluation of AB 705

Areas of concern, if any:

currency of data; development of hybrid Calculus for Business, Economic, Social, and Life Sciences -- please ensure that this is done collaboratively with all impacted disciplines; lack of institutionalization of foundational staffing

Recommendations for improvement:

work with dean to set up regularly scheduled data report with IRP; meet with Business, Economics, Social Sciences, and Life Sciences as a group in the development of the Calculus course under development; work with dean to create 3-year plan for budget development to include institutionalization of funding in order to balance with apportionment with the goal of arriving at zero cost.

VP Name:

Shayla Sivert

Signature Date:

12/30/2020