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2021-2022 COMPREHENSIVE 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 and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Program/Unit Name
STAR Tutoring Services

Department Name
Tutoring Services

Division Name
Library, Languages and Literature

Name of Person responsible for the Program/Unit
Ruth Barnaba

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
www.palomar.edu/tutoring

Please list all participants and their respective titles in this Program Review

Participant	Title
Ruth Barnaba	Manager
Leticia Murillo	Proctor/Tutoring Assistant
Andrea Salvatierra	Admin Specialist
Diego Lecca	Tutoring Coordinator
Mario Martinez	Tutoring Coordinator
Nicolas Quintana	Tutoring Coordinator

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?

We are committed to centering equity and securing fairness in the way people are treated to ensure that every student receives academic support leading to successful outcomes. This includes access to opportunities, networks, and resources.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Tutoring Services directly align and contribute to Palomar College's Vision and Mission. Tutoring services promote student success by empowering learners to build skills, confidence and autonomy. Equitable access is our key issue and focus. Tutoring not only provides students with one-on-one and group tutoring, but also with opportunities for development of study skills, time management, test preparation skills, and opportunities to exchange ideas in a friendly environment - with the goal of preparing them to succeed at the two-year college and beyond, whether they transfer to a university or begin a career.

The Proctoring Center at Palomar College provides testing programs, services, and resources that promote academic and professional excellence in a secure, accessible and reliable manner.

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PROGRAM/UNIT DESCRIPTION

Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required 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

7.00

Number of Classified Staff

8.00

Number of CAST Staff

0.00

Number of Administrators

1.00

Number of Full-time Faculty

0.00

Part-Time Staff

Total Number of Permanent Part-time Staff

2.00

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

1.25

FTEF of Part-time Faculty

0.00

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

30 Student tutors

15 short-term tutors

As part of the PRP cycle, Human Resource Services has provided [organizational charts](#) for all non-instructional units. Please review the charts and answer the following questions:

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?

Tutoring services functions as a coupling of semi-autonomous groups because we have five separate Centers. Assigned staff has the requisite knowledge and experience that make this structure work. We work as parallel teams focusing on a variety of services geared toward making a student's college experience successful. Our 'Esprit de corps' allows our team to work well together toward a common goal.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)

Like the TLC's at the Education Centers, all tutoring services should be centralized in one location in the Library. Disbursement of tutoring services in different pockets throughout the campus only leads to confusion and frustration amongst our students.

Program/Unit Description

Who utilizes your services

Tutoring is open to all students in the class they are enrolled in at Palomar College. Tutoring continues to provide "over and above" services to specially funded groups - EOPS, TRiO, DRC, Equity - as stipulated in their grant guidelines

What services does your program/unit provide (Describe your program/unit)?

Tutoring in a variety of formats and delivery - One-on-one, groups, appointment, walk-in, in-person, online.

Proctoring services for online courses and make-up exams

Workshops on study skill enhancements

Use of laptops, calculators,

Use of anatomical models for biology

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

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://idmpg.palomar.edu/_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx.. 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](#)

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 AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

SAO 1

Next planned assesment

Fall 2022

SAO Title

Students enrolled in N BASC 202 (Supervised Tutoring) who utilize STAR Tutoring services a minimum of 10 hours per semester will be more successful in their credit courses than students in similar credit courses who do not.

Assessment Status

Not assessed

SAO Summary and Reflection

During the 2019 Fall semester, tutoring visits were pulled from the database. Student visits were grouped by discipline and/or course. Success rates* and retention rates** were calculated by querying discipline or course grades from that same term of enrollment. These students' performance measures were compared with students campus-wide who were enrolled in tutor-supported courses but did not utilize tutoring services.

*Success is a grade of a C or better or pass.

**Retention is when a student earns any grade except a Withdrawal.

Findings for Fall 2019

Retention rates for students who received tutoring services were slightly higher than the campus-wide average for students enrolled in courses that provided tutoring support but did not utilize services, with an average increase of 3%. When looking at these same performance measures during the 2019 Fall semester, among individual disciplines and courses rather than all disciplines/courses combined, the data show greater increases in both success and retention measures for those students who utilized tutoring services - on average of 7% higher than students campus-wide.

These data imply that student participation in Tutoring increases students' academic performance.

In the open-ended survey response sections, it was troubling to find evidence from the comments that students still expressed that they did not seek tutoring because they were ashamed, shy, embarrassed, or too proud to ask for assistance. The best time to mold the students perception of tutoring and demonstrate the benefits of tutoring is during the students' first semester experience.

OTHER ASSESSMENT DATA

Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

Measures, Descriptions, and Annual Values

Measure 1**Name of Measure****Description of Measure****Year****Year****Year****Year****Value****Value****Value****Value**

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Reflect on your quantitative data and summarize your findings or interpretations.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

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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!

Countless hours were employed to switch mode of delivery of services. Tutoring Services transformed from a 100% on-campus activity to a 100% online activity. We almost needed a disaster plan to make this transition come to fruition during our scheduled Spring Break. Tutoring Services is lucky in that the Classified unit staff assigned to our department are subject-matter experts in their various fields - subject breadth and depth is wide and varied. The solid platform that tutoring developed gave students and staff the confidence that support services were still going to be available. Links to our services were added on all tutoring department web pages and on Student Information pages off the Palomar Home pages. Students are able to connect with a tutor via several different methods; audio, video, chat, disability accessibility programs, email,...

Establishing an online tutoring support program not only helped students seeking supplemental assistance outside of their classroom remain in their course but it also reduced faculty workload by enabling instructors to focus on the substantive content of assignments and online delivery of content rather than on writing skills and review of basic concepts. In the pandemic, faculty and students were juggling competing priorities. .

Describe any 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?

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

Tutoring Services desperately needs to have effective program management software available to staff.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

Mission aligns with Palomar College's mission and goals.

Well integrated into the life of the institution offering multiple tutoring options at the multiple campuses.

Underpinned by appropriate theoretical perspectives and research-based best practices.

Effective, open communication among staff. STAR has become a cohesive group that works together toward a common goal. We foster individual accountability, support for our students, innovation, collaboration and an elimination of unofficial "grapevines" that tend to distort information and present biased views that negatively impact delivery of services to students.

Tutoring is delivered using multiple formats, strategies, and contexts (appointment tutoring, drop-in tutoring, on-line tutoring, etc.).

The College Reading and Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) has been obtained and maintained by the Tutoring Program.

STAR Tutoring Program is responsive to the needs of individuals and populations with distinct needs (e.g., nontraditional students, students enrolled in the EOPS, TRiO and DRC programs, students enrolled in ESL courses etc.).

Provides a welcoming, respectful, and non-threatening learning environment for all students.

Developed online tutoring protocols

Tutors assist tutees to develop their affective skills (e.g. motivation, self-efficacy, grit, etc.) and refer tutees to appropriate campus resources when necessary.

Tutors help tutees develop study skills, time management, and other learning strategies

Established procedures and policies for hiring, tutor training via certification standards, ethics, administrative duties, and proctoring.

Committed to engaging students, faculty, and staff in meaningful, purposeful, and rewarding activities.

Opportunities:

Review and determine consistency for the overarching goals for tutoring across the campus.

Specific student learning outcomes should be developed for the overarching goals to measure goal attainment.

Continue to offer a percentage of tutoring services via online platforms

Develop strong relations and collaborate with colleagues and departments across the campus to facilitate student learning and development, persistence, and success

Aspirations:

Transition current tutoring services across campus to an organizational structure, which ensures the various programs are coordinated and are able to share human resources, training, and limited space options—among many other factors. More collaboration and less duplication of efforts

Recruitment and retention of tutors is an ongoing challenge and even fewer from underrepresented populations. Tutoring hopes to work collaboratively with faculty to develop a strong pool of tutor candidates. Possibly raise wages for student tutors, currently compensation of tutors is commensurate with other student jobs

The Tutoring Program should have a well-defined and adequate funding to meet the program, services, staffing, facility, equipment, and technology needs

Results:

A deep commitment to the success of our department through a strong vision and ability to motivate and inspire coordinators, staff and student tutors. Leadership qualities that are nurtured and celebrated amongst staff are resourcefulness and adaptability, interpersonal relations, organizational ability, sensitivity for colleagues, empathy for tutors and tutees, sense of cultural diversity, integrity and professionalism.

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PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an “X” in the appropriate status box.

Prior PRP Goals

Goal 1**Goal**

Create College Algebra support group and Develop strategies that balance the college's aim to increase the academic profile of entering students

Choice

No longer a goal

Goal 2**Goal**

Create College Algebra support group and Develop strategies that balance the college's aim to increase the academic profile of entering students

Choice

Ongoing

Goal 3**Goal**

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.

Choice

Ongoing

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

Co-location of tutoring services as a college-wide restructuring effort remains undetermined. I can only imagine that any decisions made in this respect will have an impact on service delivery mode and methods. Access to shared resources and practices will allow Tutoring to provide a consistent and effective service at each point of contact.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

New Goals: Please list all goals for this three-year planning cycle.

Goal 1

Description

Rancho Bernardo TLC 1: Give students desktop computer access while in the TLC.

Strategies for implementation

Contact the IS department for an estimated cost for four desktop computers for installation against the west wall of the TLC. We will need tables or desks for the computers.

Timeline for implementation

Within the next two years.

Outcome(s) expected (qualitative/quantitative)

Students will have access to desktop computers for stable Internet during exams. Students will have more access to write papers and/or receive tutoring.

How does this goal align with your unit's mission statement?

Every student should have the resource of a desktop computer while in the Teaching and Learning Center. Desktops will give students easier access to computers to complete assignments and receive tutoring. Larger screens will give visually impaired students better accessibility. Students can also access online tutoring outside of our center when needed.

How does this goals align with the College's Strategic Plan 2022?

SP Goal 1, Objective 2: Provide assistance to students for registering into college courses and accessing various college departments websites and services

The TLC Rancho Bernardo wants to provide an engaging environment for students of diverse origins, experiences, needs, abilities, and goals.

Expected Goal Completion Date

2/27/2023

Goal 2

Description

Continue to provide online tutoring for all Palomar College students.

Strategies for implementation

Get funding for tutoring. When our face to face tutors are not tutoring students, they will be available to help online students in their subject area.

Timeline for implementation

Upon reopening of the on-campus Centers and after available funding to hire tutors is identified - FY 22/23.

Outcome(s) expected (qualitative/quantitative)

Tutors will be able to help more students by adding online tutoring to their tutoring roles.

How does this goal align with your unit's mission statement?

We want to ensure that every student has multiple ways to access academic support (tutoring) to lead to successful outcomes.

How does this goal align with the College's Strategic Plan 2022?

We want to give our students excellence in teaching, learning, and access to our programs and services. Tutoring will build on and expand our tutoring approaches and modalities. During the pandemic Tutoring has been able to identify effective and ineffective strategies and promote tutor/faculty/staff interaction, partnering and join professional learning.

Expected Goal Completion Date

12/31/2022

Goal 3**Description**

Rancho Bernardo TLC 2: Money for supplies. We are requesting \$400 for TLC Rancho Bernardo for supplies per year. We will need to replace many supplies that have expired since we have been away from the center. We will also need to replenish supplies each year for student use while in the TLC.

Strategies for implementation

We will create our budget to maximize our spending to best benefit staff and students.

Timeline for implementation

When we return to the TLC and every fiscal year.

Outcome(s) expected (qualitative/quantitative)

Students will come to the TLC because we will have the supplies that they need to be successful in their classes.

How does this goal align with your unit's mission statement?

We want to ensure academic support has the right resources for students to succeed.

How does this goal align with the College's Strategic Plan 2022?

The TLC Rancho Bernardo wants to provide an engaging environment for students of diverse origins, experiences, needs, abilities, and goals.

Expected Goal Completion Date

6/30/2024

Goal 4**Description**

Escondido TLC 1: Ramp up staffing of peer tutors for onsite tutoring while transitioning funding sources from soft to general funds

Strategies for implementation

Work with faculty leads to develop strategies for advertisement, vetting, and training

Timeline for implementation

Over the next year

Outcome(s) expected (qualitative/quantitative)

The TLC Escondido is the busiest of the Ed Centers with much tutoring in math and writing. Have consistent and reliable funding will allow for us to meet the student needs and provide for proper staffing levels. Better coverage to meet the demands of students seeking tutoring. The TLC in Escondido is the busiest and having appropriate coverage is needed to best serve students in need to help them achieve academic success.

How does this goal align with your unit's mission statement?

One of the tutoring services duties is to promote dialogue, understanding, and response among the disciplines with tutoring needs and the TLC Escondido having proper staffing is a big need considering most staffing was eliminated over last couple of years due to various circumstances (COVID and budget). The Escondido center plays a crucial role in providing an engaging teaching and learning environment for students, faculty, and staff, ensuring students are getting the academic support necessary for achievement, completion, and transfer. Basic skills are a huge part of the tutoring done at this center and ensuring the consistent funding is vital for the center's operation and reliability for the student population who take courses in Escondido.

How does this goals align with the College's Strategic Plan 2022?

VFS Goal 1: Completion. In order for us to maintain retention and completion, many students need the added academic support that includes tutoring. We tend to serve students who struggle to complete and persist. Having adequate staffing will allow for the TLC Escondido to continue to meet the robust needs of students, especially those subjects outlined in Basic Skills.

SP Goal 1 Students: In order for students to get and stay on the path, they need to be able to rely on and engage with this vital hub of student learning. Having consistently and reliability in our staffing levels requires a reliable funding source that general funds would be able to provide.

Expected Goal Completion Date

6/30/2023

Goal 5**Description**

Escondido TLC 2: New furniture. This TLC hasn't seen any furniture upgrades since it's inauguration back in 2008. Better ergonomic tables and chairs with a variety of seating arrangements that are conducive to both individual, pair, and group work are best emulating the various configurations in the LRC. The current tables/chairs do not meet this standard.

Strategies for implementation

Get funding and work with Purchasing to see what seating options are available.

Timeline for implementation

We hope to have new furniture by Fall 2022.

Outcome(s) expected (qualitative/quantitative)

Having a more accessible, and comfortable environment for students, faculty, and staff to study and engage with each other allows for better use of space and more inclined to seek help and study. This results in a much improved learning environment that benefits all constituents which correlates to better academic outcomes.

How does this goal align with your unit's mission statement?

Better seating options for DRC, group, and individual studying aligns with the centers mission of providing a multifunctional space for students and faculty to use and exchange ideas in a comfortable and inviting environment.

How does this goals align with the College's Strategic Plan 2022?

It speaks to our values of excellence, access, and SP Goal 2 of Teaching and Learning. The TLC is in fact just that. A multifunctional space where teaching and learning occurs on a daily basis. From studying, tutoring, workshops, and frequent faculty and counselor engagement with students, having a center furnished with appropriate furniture that can facilitate this learning process can only help with student completion, transfer, and overall success.

Expected Goal Completion Date

9/1/2022

How do your goals align with the College's values of equity and inclusion?

Our goals provide a framework for needed dialogue, self-assessment, and action. Expanding access to quality educational support services is key to making the opportunity real for all. All students need to successfully achieve the knowledge, adaptive skills, and hands-on experiences that prepare them to apply their learning to new settings, emergent problems, and evolving roles.

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 to access Strategic Plan 2022.

Hope to have better tracking of program and services offered through improved Palomar Attendance Tracking 2.0 software. As of now, the software is unusable in our current delivery mode. Tracking of data is time consuming and unreliable.

The guidelines under which a tutoring program can collect apportionment after AB 705 implementation have evolved. The opportunity to collect state funding based on tutoring activity has allowed more sessions to qualify and the delivery of tutoring at Palomar should be reevaluate to capitalize on this funding opportunity.

Evaluate lessons learned with online tutoring and possibly increase in access to students.

Prioritize and dedicate resources to the expansion of tutoring to increase equity and access for all students.

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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?

No

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.**

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, 2021. 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.

Overall, the budget for tutoring services has decreased each year. With minimum wages rising over the last four years and department budgets remaining the same, tutoring essentially has lost 20% of its tutoring hour purchasing power. Also, the consequences of the loss of Student Equity funds in Escondido (\$73,766) and San Marcos (\$12,600) is immeasurable. Requesting increase to 230000 to cover cost of tutoring services

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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 review 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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Four (4) Desktop computers at Rancho Bernardo TLC

Provide a detailed description of the technology item 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.

Dell Business Multimedia Keyboard - KB522 \$25.00 1 \$25.00

Precision 3450 Small Form Factor \$1,635.00 1 \$1,635.00

Dell 24 Video Conferencing Monitor - C2422HE \$450.00 1 \$450.00

Estimated Amount of Request.

\$9,115.20

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

One Time Request

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

Rancho Bernardo TLC 1: Give students desktop computer access while in the TLC.

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

1:3

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

2

Do you think that your request for technology will require changes to a facility?

No

Technology Request 2

What are you requesting?

New Tutor tracking software - WC Online

Provide a detailed description of the technology item 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.

WC Online is a complete management solution developed for the specific needs of tutoring centers. WC Online is a scheduling and tracking system. As a web-based application, WC Online provides on-demand access to essential tools, such as appointment scheduling, logging visits and activity reports. It records contact with students in any physical location or online environment. Students can easily find and schedule appointments with tutors based on specific subjects and needs. WC Online can track the activity of specific populations of students, such as equity groups, EOPS, or first-year students, to identify usage and support needs.

Estimated Amount of Request.

\$800.00

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

Addition to current budget

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

All

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

1:1	1:2	1:3	2:4
3:1	3:2	3:5	

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

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 11/19/2021.*
 - *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?

No

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?

Yes

Requests

Request 1

What are you requesting?

Update to furniture in Escondido TLC

Estimated Amount of Request.

\$13,000.00

Will you accept partial funding?

Yes

Budget Category

Non-technology Equipment (acct 600010 and per unit cost is >\$500)

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

5: Escondido TLC #2

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

1:3

2:3

Provide a detailed description of the item 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.

Updated furniture to provide the flexibility of blended learning experiences—both in-person and remote—to create more effective learning environments in a post-pandemic world. Redesigned learning space will allow for social distancing with desired on-demand convenience for students, faculty, and staff.

Please upload a copy of the quote, if available.

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

rbarnaba@palomar.edu

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

Yes

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

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:

Dr. Fabienne S. Chauderlot, Dean

Sign Date

11/12/2021

FEEDBACK

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

The PRP reflects the student-centered commitment of this program's team and the importance of the support for students throughout all our educational sites and campus. The team members should be commended for adjusting to an all-online environment when needed and now resuming face to face services increasingly more as the need arises as well. The PRP clearly lists the needs they have to further meet the students' needs and desires and evolve with the classroom contexts. The assessment of students' approach to seeking help is very helpful and a new comprehensive survey has been designed to complement it.

Areas of Concern, if any:

Not a concern, but a recommendation: Continue to work on getting a tool to increase tracking, trending, analysis and reporting of the activities and student responses to the variety of services. It looks like PAT 2.2 will need to be complemented by a professional tutoring center management tool, which has been requested at the level of the division and professional development will be provided for everyone to learn how to use it. Continue to focus on the next steps of the merging of the 4 tutoring centers in one group to facilitate a smooth integration and create leverage and synergy for the students' benefits.

Recommendations for improvement:

Add quantitative measures as soon as we have the tool to properly gather evidence and report on analysis.

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:**Areas of concern, if any:****Recommendations for improvement:****VP Name:****Signature Date:**