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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
Mathematics Learning Center

Department Name
Mathematics Department

Division Name
MSE (Math, Science, and Engineering) Division

Name of Person responsible for the Program/Unit
Fari Towfiq

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

Webpage URL 1

Unit webpage
http://www2.palomar.edu/pages/math/mlc/

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

Participant	Title
Fari Towfiq	Professor/Director of the Mathematics Learning Center
Mathews Chakkanakuzhi	Professor, Mathematics and Assistant Math Center Director
Cindy Anfinson	Professor, Mathematics and Title V/STEM Activity Director
Craig Chamberlin	Professor, Mathematics and Mathematics Department Chair

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?
The mission of the Mathematics Learning Center is to contribute to and facilitate the success of all students enrolled in mathematics classes at Palomar College by providing tutoring in all levels of mathematics courses offered and by providing hybrid mathematics courses (self-taught) to accommodate the needs of our diverse student population to become more effective and empowered learners. The Mathematics Learning Center emphasizes a positive learning environment for all students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education by promoting study skill development, understanding of course concepts, reinforcing successful study habits and encouraging independent learning.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
The Math Center helps students to successfully complete their math classes, thereby supporting them to achieve their completion goals (math is one of the biggest barriers our students face), thereby aligning with the College's Vision of transforming lives for a better future. The Math Center is a vital part of Palomar College, supports math students and Math Department Faculty, to support math students to achieve academic success.
The Math Center provides a positive learning environment for all students, contributing to the College's values of access, DEI, academic excellence, student-focused, and transformation.

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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
1.90

Number of Classified Staff
2.00

Number of CAST Staff
0.00

Number of Administrators
0.00

Number of Full-time Faculty
1.40

Part-Time Staff

Total Number of Permanent Part-time Staff
1.00

FTE of Part-time Staff (2x19 hr/wk=.95)
0.45

FTEF of Part-time Faculty
0.77

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)
We currently share 1 FWS staff with the STEM Center. This person works at the front desk in the virtual STEM/Math Center.
We do not have any Student Workers.
We do not have any Veteran Student Workers.
We have STH staff who must be registered as students to serve as 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?

The org chart is incorrect.
First, the Math Center is part of the Mathematics Department. The Math Center does not appear anywhere on the org chart.
Second, Fari Towfiq's position is incorrect on the org chart. Her title is Professor / Director of the Math Learning Center.
Both of these items have been brought to the attention of HR.
The Math Center's strength is providing a warm, supportive academic environment that enables students to successfully complete their mathematics classes and progress towards their academic completion goals.

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.)

The Math Center has been operating virtually combined with the STEM Center since the start of Spring 2021.Students requiring STEM/Math tutoring have one Zoom link, and the virtual front desk puts the student in the correct room with a STEM tutor, STEM SI, Math tutor, or Math Faculty Member on duty. The STEM and Math Centers wish to permanently co-locate in order to capitalize on the strengths of both Centers. Having both Centers combined saves the District funds by not duplicating staff and services, increases efficiencies of providing tutoring services, and improves access to STEM students having all services in one Center.

Program/Unit Description

Who utilizes your services

The Math Center supports students in Palomar College mathematics and quantitative reasoning courses, DRC students, and EOPS students (tutor scheduled in for final review session for EOPS students only). The Math Center also serves potential math students who receive advising.
The Math Center supports faculty who teach in Palomar College's Mathematics Department.

What services does your program/unit provide (Describe your program/unit)?
We will describe our services pre-Covid and during Covid. We will return to our pre-Covid services once the pandemic is over.
We provide services to both math students and math faculty as described below.

Students, Pre-Covid: students received tutoring, workshops, space for study groups, access to math books on reserve, calculators, desktop computers and laptop computers, access to GoPrint, one-to-one tutoring, drop-in tutoring, embedded tutoring, tutoring support of Summer Bridge-type programs, math tutoring provided to Escondido TLC, SEC TLC, and NEC TLC, and tutoring provided to Camp Pendleton students. The Math Center provides DRC students with a workspace and computers, and developed a DRC referral webform to the Math Center. The Math Center also offers hybrid (self-taught) classes, which is a different instructional delivery method that is successful for some students.
Students, during Covid: The Math Center continued to offer high-quality online tutoring during the pandemic. Even when all STH tutors were laid off after the shutdown in Spring 2020, Professors Fari Towfiq and Mathews Chakkanakuzhi, along with the Math Faculty Member on Duty, continued to assist math students both in hybrid classes and general math classes. Beginning in summer 2020, tutors were trained to provide tutoring from home while on zoom under the supervision of the instructor on duty. Initially, the faculty had to keep track of the students, classes, and subjects they tutored along with the number of minutes. Faculty and tutors had to be trained on using zoom and tablets for tutoring. We also worked with the division and the STEM Center staff to coordinate the virtual merging of the Math and STEM centers. This allowed both Centers to be open for longer period each day, utilizing the same front desk staff. The front desk staff were able to check students into the appropriate breakout room and assign them with tutors and instructors based on their needs. We hope with PAT 2.2 that keeping track of students and generating reports will become easier. During the Fall of 2021, we opened the Center on a limited basis to provide tutoring for the F2F students as well as continue to provide virtual services along with the STEM Center. On an extremely limited basis we provide services like proctoring and let students check out textbooks for use in the Math Center. We were able to recruit and hire tutors who can tutor in multiple STEM subjects, including math.

Faculty: Pre-Covid: adjunct faculty workspace, makeup proctored testing, proctored testing for all online math classes, copier, textbooks on reserve, department point of contact for evening and weekend faculty, individual faculty materials on reserve for students, distribute graded tests to online students when requested by the online faculty member, offer PD for faculty via workshops and training sessions, space for adjunct faculty to hold office hours and meet informally with students outside of class.

Faculty, during Covid: the Math Center continued to offer tutoring to their student 57 hours a week, including convenient evening and Saturday hours. The Math Center also offered PD for faculty via workshops and training sessions on Zoom.

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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=%2Fsso%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

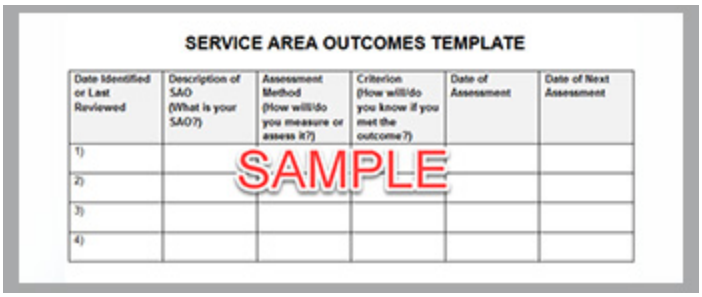
Defining and Assessing SAOs:

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



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

SAO Title
Tutoring Support: Students who use the Mathematics Learning Center during the semester will pass their mathematics class at a rate higher than the department pass rate.

Assessment Status
Assessed

SAO Summary and Reflection

Fall and Spring Semester Analysis

Comparing the Math Students in Tutoring success rates to the success rates of All Math Students for fall and spring semesters, we see that the Math Students in Tutoring almost always have higher success rates than All Math Students.

The only exception to the the fall/spring success rates occurred in Fall 2016. Math Students in tutoring had a 55.0% success rate versus the success rate of 55.1% for All Math Students.

During Fall 2016, the Math Center had to create two NBASC 204 sections for supervised tutoring. Our enrollment figures for those two sections differ from the reported data above.

We think that one of the two sections was not accounted for in the Fall 2016 reporting, leading to the lower success rate.

In the original data from IRP, they show “no data” for Math Students in Tutoring with Generated Contact Minutes. Once again, this leads us to believe there is an issue with the tracking and/or reporting. According to our internal PAT records, we had 822 in the Math Center’s supervised tutoring program in fall 2016.

Comparing the Math Students in Tutoring Success rates to Math Students not in Tutoring we see the same pattern. Higher across the board for fall and spring except for Fall 2016.

We see a drop off in success rates of Math Students in Tutoring, Math Students not in Tutoring, and All Math Students from Fall 2018 to Fall 2019. We attribute this to the implementation of using multiple measures for placement and the switch to CCC Apply. We note that Math Students in Tutoring still have higher success rates than Math Students not in Tutoring and All Math Students.

Summer Analysis

Summer semesters have a different population of students attending than fall and spring semesters. Upon further analysis of the student population in summer semesters, we observed the following:

We have more high school students taking precalculus and calculus courses.

We have students returning home from four-year colleges and universities taking math courses to get ahead.

The number of students in supervised tutoring is quite small.

Additionally, in summer the Math Center is only open for the six-week summer session and has limited hours due to budgetary constraints. If a student is taking two classes, or a later class, they cannot attend the Math Center’s tutoring program.

We see the effects in our summer data. The different population leads to more variability.

We have higher success rates for Math Students in Tutoring than All Math Students in summer 2015 and summer 2016.

We have lower success rates for Math Students in Tutoring than All Math Students in summer 2017, 2018, and 2019.

Math Center Students: Fall and Spring semesters

The Math Center student population is very similar to that of the overall College’s student body, broken down by DI groups.

One difference is the proportion of DRC students in the Math Center’s tutoring program is slightly higher than the proportion of DRC students in the College as a whole. The Math Center works closely with DRC and the Math Center's programs makes a positive impact on DRC students’ success.

Overall, we conclude that based on the data, students receiving math tutoring in the Math Center have higher overall success rates than students in All Math Classes.

SAO 2

SAO Title
Faculty Support: increase faculty awareness of, and engagement with, the services provided by the Math Center. 60% of the Math Faculty will be satisfied or very satisfied with the services provided at the Math Center.

Assessment Status
Assessed

SAO Summary and Reflection
We assessed SAO 2 via a survey to all FT and PT mathematics faculty. 97% of faculty who responded said they were very aware of the services provided by the Math Center. 97% of faculty who responded said they recommend their students use the Math Center services. 93% of faculty who responded said they were satisfied or very satisfied with the services provided by the Math Center.

Overall, we are pleased with these results. Faculty were aware of services provided by the Math Center, and were overall satisfied with the services provided by the Math Center. However, due to the pandemic, the number of faculty services offered by the Math Center is reduced from the last time we assessed this SAO. Therefore, we cannot compare the results of this assessment with the results we saw three years ago on our last comprehensive PRP.

SAO 3

SAO Title
Math Center Student Support Services: increase student awareness of, access to, and engagement with, the services provided by the Math Center. 60% of the math students using the Math Center will be satisfied or very satisfied with the services provided at the Math Center.

Assessment Status
Assessed

SAO Summary and Reflection
We assessed SAO 3 via a survey to all students using the Math Center. Students could access the survey via the following three ways: they received an email link to the survey, were notified via a Canvas announcement, and were also requested by the front desk at the Math/STEM Center to complete the survey. Students who completed the survey indicated they were made aware of the Math Center by their math instructors, by counselors, by the Tutoring Canvas Shell, and Math Center website. Of the students who responded to the survey, 100% indicated the virtual Math Center was easy to very easy to access via the Zoom link. Of the students who responded, 78% used the Math Center’s services on a daily to weekly basis; 22% used the Math Center services monthly or just before their exams. Of the students who responded, 94% rated their satisfaction with the Math Center’s services as Good, Very Good, or Excellent.

This is a new SAO and this is the first year we have assessed it. We are pleased overall with the responses, especially in light of the pandemic and switch to the virtual environment.

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
Unique Student Users of Supervised Tutoring

Description of Measure
Number of unique students using Supervised Tutoring each academic year in the Math Center.

Year	Year	Year	Year
2017-2018	2018-2019	2019-2020	2020-2021
Value	**Value**	**Value**	**Value**
1,730	1,629	1,220*	426**

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

Measure 2

Name of Measure
Total Supervised Tutoring Visits

Description of Measure
The number of total visits each academic year to the Supervised Tutoring Program at the Math Center.

Year	Year	Year	Year
2020-2021			
Value	**Value**	**Value**	**Value**
2,228			

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

Measure 3

Name of Measure
Total enrollment in Hybrid Classes

Description of Measure
The total enrollment of students in hybrid math classes offered through the Math Center for each academic year.

Year	Year	Year	Year
2017-2018	2018-2019	2019-2020	2020-2021

Value	Value	Value	Value
383	428	240	321

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.
Measure 1: As we see in AY 17-18 and AY 18-19, the Math Center's Supervised Tutoring program is supporting a large number of mathematics students. Our enrollment in supervised tutoring dropped from AY 17-18 on, reflecting the decrease in enrollment in mathematics courses and the decrease in enrollment college-wide. *in Spring 2020, after the shutdown due to the pandemic, the Math Center continued to offer tutoring but was no longer able to collect reliable data on the students due to a lack of staff (all laid off) and the PAT system, which was not available in the remote environment. ** The number of students in Supervised Tutoring doubled from Fall 2020 to Fall 2021. The overall numbers during AY 20-21 are lower due to the pandemic.

Measure 2: A total of 426 unique students in Supervised Tutoring generated 2,228 visits. As we return to more F2F tutoring, we expect both the total number of unique students and visits to increase in the coming years.

Measure 3: In AY 19-20, AB705 took effect and the Math Center no longer offered Prealgebra or Beginning Algebra in the hybrid format, negatively impacting enrollment. College Algebra was first offered as a hybrid class in Fall 2018. In AY 20-21, Trigonometry was added as a hybrid class in the Math Center thereby increasing enrollment in hybrid classes. Also, we will begin offering the Math 130 hybrid class in Spring 2022, which will help increase the number of hybrid students.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
Qualitative Measure 1: Providing a high-quality hybrid mathematics course program at Palomar College.
Description of Measure: The hybrid program supports students who want F2F contact but require flexibility in contact hours because of their schedules. This program allows these students to complete their mathematics courses, thereby contributing to them reaching their overall completion goals. At least 60% of the hybrid students will be satisfied to very satisfied with the hybrid mathematics courses offered through the Math Center.
Reflection:This is a new measure for the Math Center in Fall 2021. We will assess this measure in the Fall 2022 Annual PRP.

Qualitative Measure 2: Providing a high-quality tutoring program to mathematics students at Palomar College.
Description of Measure: We will use a satisfaction survey to determine if students think the tutors are patient, if the tutors explain the material well, to rate the tutoring at the Math Center overall, and if the Math Center helps them to reach their academic goal.
Reflection: as this is a new measure for Fall 2021, we are very pleased with the results of our student survey. Students ranked our tutors high on patience, said they explained the material well, said the tutoring in the Math Center was very good, and all of them agreed that the Math Center helped them reach their academic goals.
As math is a large barrier for many students, we feel these results show the Math Center is helping our students succeed.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?
We are adding Math 130, Calculus for Business and the Social Sciences, to support students who require a flexible course taking environment, especially those completing a Business degree.
We plan on doing more in-reach and outreach to inform students about the support the Math Center provides.

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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!

In response to the global pandemic and switching to online, the Math Center has redesigned its program, changed modalities of instruction and tutoring, responded to changing needs in a flexible and timely manner, and combined with the STEM Center to become one virtual Math/STEM Center to best support students, faculty, as well the overall needs of the College.

Every semester we update the Math Center website to reflect the changes in support for students and faculty, due to the migration online. Survey results show that majority of students utilized the Math Center website to look up information on tutoring.

We joined the STEM Center to create a virtual Math/STEM Center in Spring 2021. This one-Zoom link combined Center is much easier for students to navigate, as they can stop by for Math tutoring in a breakout room, go back to the main Zoom room, and move over to another breakout room for Chemistry tutoring or an SI study group. 100% of students who responded to our survey indicated the virtual Math/STEM Center was easy to very easy to access. The combined Centers also reduce the need for two front desk workers and tutors can double up on subjects tutored (such as Chemistry and Math), thereby increasing efficiency and saving money.

Implemented and offered online tutor training. Researched and implemented new materials, including diversity and equity training, to include in the tutor training course, especially to support the DEI efforts of the College.

In Fall 2021, the Math/STEM Center is offering a limited F2F on ground tutoring program to support the limited F2F students at the San Marcos campus.

As part of the continuing improvement of the hybrid program, we are adding a Guided Notebook for Math 60 hybrid class in Spring 2022. We currently have guided notebooks for Math 110 (College Algebra) and Math 115 (Trigonometry). These guided notebooks tie in with the lecture videos, go over the terminology and definitions needed when studying the lesson, and give students a worked-out example along with a corresponding practice problem to work out. Students need to turn in their Guided Notebooks before taking their exams.

In the Math Center, Math 130, Calculus for Business, Economics, Social and Life Sciences, will be offered in the hybrid format starting Spring 2022, saving FTEF for the Mathematics Department as this course incurs no additional cost.

We offered a hybrid Trigonometry course (Math 115) for the first time in Spring 2021.

In March 2020, we moved the entire program (hybrid courses and supervised tutoring) online.

In March 2020, Faculty on Duty were trained for the new virtual Math Center

In Summer and Fall 2020, tutors on duty were trained for the new virtual Math Center

Researched and supported Mathematics Department Faculty with Proctorio training in response to the switch to online.

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?
AB705: The Math Center has been supporting the Math Department to meet Palomar's AB-705 state mandated throughput numbers. This support has included embedded tutoring, workshops, and overall tutoring support. The pandemic, subsequent shutdown, and switch to online impacted our ability to provide support at the pre-pandemic level. The Math Center hopes to return to (mostly) normal operations in spring 2022, and will provide key support to the Math Department's AB705 efforts.

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. With its comprehensive tutoring support and mathematics advising support provided by the Math Center Director, Assistant Director, and faculty member on duty, the Math Center is a key partner in Pillar 3 (Stay on the Path through Advising) and Pillar 4 (Ensure Learning through tutoring).

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. Through its comprehensive tutoring program, the Math Center provides AB705 related support via drop-in tutoring, embedded tutoring in corequisite support classes, professional development opportunities for faculty, and workshops for students. We hope soon to return to our pre-pandemic levels of operation to support our mathematics students achieve their completion goals.

Technology: offering the virtual Math Center via Zoom.

All STEM/Math Tutoring being moved to MSE: in Spring 2021, the VPI decided to move all STEM and Math Tutoring to the MSE Division, to avoid replicating services and increase efficiency, thereby saving the institution funds. The Math Center did not receive all the funding that had supported math tutoring previously offered in L&L. While the Math Center welcomes all math tutoring being moved to its unit, adding additional students without the attached funding has negatively impacted the 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?
We suggest the college ties institutional support with successful and efficient programs, including the Math Center.

The Mathematics Learning Center has been a part of Palomar College for thirty years. It still does not receive` institutional support for the majority of the program. The Math Center has 15 years' worth of IRP data showing that students who attend the Math Center for tutoring have higher success rates in their math classes than students who do not. The Math Center runs a fiscally efficient program, using the faculty member on duty for the hybrid courses to also be the faculty member on duty for the Supervised Tutoring Program. In spite of running a successful and efficient program while providing success data, the Math Center continues to see its funding drastically reduced. The Math Center Director and others spend an inordinate amount of time looking for funding for the Center. This time could be better spent on improving delivery of tutoring support and services to further the goals of the Mathematics Department, the MSE Division, AB705, and the SCFF. The Math Center also needs more space to continue to deliver innovative solutions that support student success in mathematics. In spite of bringing up these issues repeatedly in PRPs, we have seen drastic cuts in the budget and the institution has no firm plans for the Math Center. While many other positions that came after the establishment of the Math Center have been institutionalized, the Math Center Director is struggling to keep up with the staffing needs due to the lack of funding stability. The Math and STEM Centers want to combine to improve student access to services, increase FTES via a combined supervised tutoring program, and increase efficiency of staff usage. The proposed combined Math/STEM Centers was ranked third on the AY20-21 IPC Facilities PRP Requests, yet we have no idea of if or when the institution will approve and move forward with the project.

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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 overalll evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish you 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:
A major strength of the Math Center is running a high-quality mathematics tutoring program for the past 30 years as evidenced by student satisfaction surveys, math course success rates of students in our tutoring program versus those not in our tutoring program, and mathematics faculty support of the program.

Another strength is providing walk-in tutoring without prior appointments during the 57 hours a week we are open. This is due to our flexible and efficient tutoring program, as we have found in the past that requiring appointments creates barriers for students.

Opportunities:
The Math Center's biggest opportunity is to combine with the STEM Center (Math is the M in STEM) to provide Palomar College's STEM students with a comprehensive, warm, inclusive, supportive Center that allows them to complete their goals. Both the Math and STEM Centers have always focused on developing a space where all students feel a sense of belonging and inclusion.

The Math/STEM Center merger will expand the times when the STEM Center is open, thereby serving STEM students better.

Due to the COVID-19 lockdown, a segment of the student population has become comfortable with online/hybrid learning and realized the convenience that accommodates their family and work-related activities. Hence, we will accommodate them by continuing to have an online tutoring program.

Aspirations:
The Math Center aspires to have a stable, sufficient funding source so we can continue our work providing our students with a supportive environment in which they can excel in their mathematics classes, thereby overcoming one of the biggest barriers they face in college. This requires the College to institutionalize the program: a stable funding source will free up the Director to engage in more student-centered activities rather than worrying about the funding for each semester.

Results:
Our results are:(1) students tutored in the Math Center have higher success rates in mathematics classes than math students not tutored and higher than all Math students. (2) Running a financially efficient Center to 30 years. (3) The Math Center Director continually updates (and delivers) the campus-wide Tutor Training Program as new needs arise and new research is made available. (4) Supporting both mathematics students and faculty at Palomar College as shown by satisfaction surveys. (5) In particular, supporting adjunct math faculty at Palomar College with space to meet with students, a faculty workspace, and being open extended hours, so adjunct faculty have available resources when they have questions in the evening and on Saturdays.

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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
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
Ongoing

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.

Note: Due to lack of staffing, no STEM Outreach Specialist, inability to get data on DI groups, and changes in the Office of Student Support and Equity (who assisted in the past), we sadly can no longer make progress towards this goal.

Choice
No longer a goal

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).
As noted above, we are challenged in reaching Goal 2 and have had to sadly sunset it.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

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

Goal 1

Description
Increase the number of students who are enrolled in co-requisite support classes attending the Math Center for tutoring.

Strategies for implementation
Work with the Mathematics Department faculty teaching corequisite support classes to encourage their students to attend tutoring in the Math Center. Request use of AdmitHub/Mainstay to text students in the corequisite support classes regarding the Math Center's services. Have tutors visit the corequisite support classes to invite students to the Math Center.

Timeline for implementation
AY 22-23

Outcome(s) expected (qualitative/quantitative)
Quantitative outcomes: Increase the number of co-requisite support students attending tutoring at the Math Center.

How does this goal align with your unit's mission statement?
The mission statement of the Math Center includes providing tutoring to all levels of mathematics courses, and to facilitate the success of all students in mathematics classes. Students in co-requisite support classes are part of this group.

How does this goals align with the College's Strategic Plan 2022?
This goal aligns with SP Goal 2, Teaching and Learning: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways Pillars: Clarify the Path, Ensure Learning). As we have seen, students who attend the Math Center are more successful in their mathematics classes than those who do not. Inviting students in corequisite support classes through their instructors, through texting, and through direct tutor presentations to attend the Math Center should result in higher success in the corequisite support classes, thereby leading to more students successfully completing transfer-level math in one year.

Expected Goal Completion Date
5/24/2023

Goal 2

Description
On a yearly basis, monitor disaggregated data from IRP regarding the success, retention, and persistence of students enrolled in the Math Center's Supervised Tutoring program. This data will also compare the success rates of math students in Supervised Tutoring to math students not enrolled in Supervised Tutoring, as well as the success rates of mathematics students in general.

Strategies for implementation
Work with IRP to have the data delivered early in September every year. It will be reviewed as part of our yearly PRP process.

Timeline for implementation
AY 22-23

Outcome(s) expected (qualitative/quantitative)
We expect retention, success, and persistence of students enrolled in Supervised Tutoring to be higher than those students not enrolled in supervised tutoring.

How does this goal align with your unit's mission statement?
The Math Center's mission is to contribute to and facilitate the success of mathematics students. Monitoring the disaggregated data will allow us to complete our mission statement: for example, we will look at all groups and determine if there are any gaps in student groups that we need to intervene on.

How does this goals align with the College's Strategic Plan 2022?
This goal aligns with SP Goal 2, Teaching and Learning: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways Pillars: Clarify the Path, Ensure Learning).

Expected Goal Completion Date
5/23/2024

How do your goals align with the College's values of equity and inclusion?
Our first goal is to increase the number of students enrolled in corequisite support classes using supervised tutoring. This goal ties in with the College's AB705 efforts as AB705 is an equity initiative.
Access – increased access to supervised tutoring will support success for corequisite students to succeed in their math classes and thereby timely completion of their academic goals.
Academic Excellence - The quality tutoring that we provide through the Math Center helps students to achieve academic excellence through the timely completion of their math classes and thereby increase their chances to complete their academic goals
Student Focused – the different modes of tutoring (group tutoring, one-on-one tutoring, walk-in tutoring, study-groups, review sessions, etc.) we offer through the Center cater to the needs of our students and faculty and very student centered. For example, walk-in tutoring allows the student to come into the center without a prior appointment and get all their questions (however many) answered. The group tutoring allows an instructor to identify students who need help and bring them to the center. Often, the students themselves form groups and come to the math center.)
Community – students who are enrolled in supervised tutoring identify other students who are in the same class and form communities that help each other to succeed in their math course which later extends to courses in other subjects. Thereby helps the retention and timely completion .

Our second goal, to examine disaggregated data, allows us to look for and correct any inequities we see among students seeking for and receiving tutoring in the Math Center.
Having the data in a timely manner will help identify the inequities and take appropriate corrective measures. This will help the Math Center, the Counselors, and the college to do better outreach of students and to correct any equity gaps. This will also help the Center to hire more diverse group of tutors to whom the different student populations can relate to and look up to and hence the successful completion of their academic goals.

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.

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), Math 115 (Trigonometry), and beginning in Spring 2022, Math 130 (Business Calculus), all of which are transfer-level math classes, in a flexible format that supports non-traditional students. 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, thereby decreasing 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 provides a welcoming safe space for students to gather and study. 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.

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

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.
Provide assistance and services to DRC students, such as tutoring services and placement advising.

Assist with preparing materials for the Math Center's hybrid program.

Provide tutoring to mathematics students (50%).

Review the work of the hybrid students and monitors the progress of hybrid students.

Administer tests to students.

Create test keys for hybrid classes; grade exams for hybrid classes, thereby increasing student feedback.

Assist at the front counter in the Math Center.

Coordinate online tutoring services for online classes, hybrid classes, and classes at Camp Pendleton.

Help to meet the Math Center SAO on providing effective tutoring support for mathematics students; provide continuity to the program, and help to meet the Math Department's plan on providing supplemental instruction

Help to increase the retention and success of hybrid students.

Assist students in creating their accounts to login to the online learning management system; troubleshoot and resolve minor computer and equipment problems; refer more complex issues to Information Services for resolution.

Assist in scheduling and conducting orientation sessions for faculty and students.

Create and/or maintain learning resources including textbooks, calculators and reference materials.

The support of the hybrid classes offered through the Math Center.

Assisting students who are registered in supervised tutoring.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This position will definitely establish more efficient district operations, especially in light of the proposed Math/STEM Center merger. This position will assist both Centers, thereby reducing the need for replicated positions in both Centers.

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.
The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula (completing their academic goal; e.g., certificate, AA, AST, or transfer). Completing mathematics courses is one of the leading barriers for students statewide.

The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula (completion of the college level math requirement in one year).

Supporting the goals and implementation of AB-705.

Supporting DI and non-DI students in mathematics courses.

Strategic Plan 2022 Objective
1:3 1:4

If the position is not approved, what is your plan?
We will continue with hourly staff as best we can. This will negatively impact the continuity of a very successful program. Instead of having two positions, we will have to hire more than 2 STH (short-term hourly) to fill these gaps. As STH employees have a limited employment time, when they hit the end of their employment time, we have to let them go, sometimes in the middle of the semester, thereby negatively impacting our operations and student support. Also, the Math Center staff will have to spend a tremendous amount of time to hire and train STH. The stability and quality of the services we provide will therefore be in jeopardy.

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 is to support the Supervised Tutoring program and hybrid math courses in the Math Center. This Instructional Support Assistant I will provide tutoring to mathematics students, work with the Director on supporting our DRC student population, assisting at the front counter, and assisting the ISA II position who will provide support hybrid and supervised tutoring students. In addition, this position will assist and support the tracking of both supervised tutoring students positive attendance and hybrid students' attendance. This position will help meet the Math Center SAO of providing effective tutoring support for mathematics students, provides continuity to the program, and helps meet the Math Department's plan of providing supplemental instruction. Due to consistent and trained staffing, this position can help increase the retention and success of our hybrid and supervised tutoring students.

Proctoring and administering the exams for the hybrid classes.

Assist with creating exams for the hybrid classes.

The support of the hybrid classes offered through the Math Center.

Assisting students who are registered in supervised tutoring.

Tutoring of DRC students.

Tutoring of students in the DI groups.

Supporting the goals and implementation of AB-705.

Assist with tutor training, including the specialized training for embedded tutors.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This position will definitely establish more efficient district operations, especially in light of the proposed Math/STEM Center merger. This position will assist both Centers, thereby reducing the need for replicated positions in both Centers.

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.
The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula (completing their academic goal; e.g., certificate, AA, AST, or transfer). Completing mathematics courses is one of the leading barriers for students statewide.

The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula (completion of the college level math requirement in one year).

The successful implementation of AB-705.

Supporting DI and non-DI students in mathematics courses.

Strategic Plan 2022 Objective
1:3 1:4

If the position is not approved, what is your plan?
We will continue with hourly staff as best we can. This will negatively impact the continuity of a very successful program. Instead of having two positions, we will have to hire more than 2 STH (short-term hourly) to fill these gaps. As STH employees have a limited employment time, when they hit the end of their employment time, we have to let them go, sometimes in the middle of the semester, thereby negatively impacting our operations and student support. By merging with the STEM Center, we will be able leverage the use of classified employees in both Centers. Also, the Math Center staff will have to spend a tremendous amount of time to hire and train STH. The stability and quality of the services we provide will therefore be in jeopardy.

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.
Tutors: assuming that the Math and STEM Centers merge, here is the cost of tutors and short-term hourly instructional assistants.

Tutors: If we get the two classified positions (ISA I and ISA II), then we need the 23000 account increased by $109,000 for a total of $127,000.

Tutors and short-term instructional assistants: If we do not get the two classified positions, then we need the 23000 account increased by $162,000 for a total of $180,000.

Tutors: assuming that assuming that the Math and STEM Centers do not merge:

Tutors: If we get the two classified positions (ISA I and ISA II), then we need the 23000 account increased by $119,000 for a total of $137,000.

Tutors and short-term instructional assistants: If we do not get the two classified positions, then we need the 23000 account increased by $172,000 for a total of $190,000.

Cost of the two classified positions:

ISA I, Grade 14: increase the 212210 account by $84,267 for salary and benefits, 11-month employee

ISA II, Grade 20: increase the 212210 account by $92,734 for salary and benefits, 11-month employee

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

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?
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?
Yes

Facilities Requests

Facility Request 1

What are you requesting?
Space for co-location of the Math and STEM Centers

What discipline PRP plan goal/objective does this request align with?
Goal 1: the combined 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 combined the Math Center and the STEM center utilizing the space on the second floor of the old Library building. The Math Center Advisory committee worked on this with the STEM Center and submitted the plan to the administration. We are not aware of any further progress or final decision made on the proposal. It is our current understanding that there is strong support for co-locating the two Centers, but no decision has been made on the actual location. IPC ranked this Facilities Request third during the AY 20-21 PRP Resource Requests review process.

This requested item aligns with our 3 program SAOs in the following way.

Our first SAO is students who use the Math Center during the semester will pass their mathematics class at a rate higher than the department pass rate. Combining the Math and STEM Centers will allow us to have a more efficient use of staff, thereby allowing students to get signed in efficiently, and get tutoring quickly.

Our second SAO is for faculty support. With the Math/STEM Center properly staffed during the return to office (RTO), faculty will experience the same level of support they have previous to the pandemic generated shutdown.

Our third SAO is regarding Math Center Student Support Services. Combing with the STEM Center will allow math students to take advantage of the STEM Center's more complete range of services, including STEM Counseling, CSUSM Advising, STEM workshops, and information on scholarships and internships. We are very excited to co-locate with the STEM Center to broaden the range of these services to include mathematics students.

Program Goals 1 and 2 are both goals with an equity focus. The Math Center Director and STEM Center Supervisor have over 40 years combined experience of creating spaces on campus with an equity lens that are safe, supportive and academically rigorous for students. This co-location will continue that tradition of excellence and support.

Is there an associated cost with this request?
Yes

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

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
Administration is currently discussing co-location options for the combined Math/STEM Center. As we do not currently know which location will be assigned to the combined Centers, we cannot make a cost estimate at this time.

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

Enter your email address to receive a copy of the PRP to keep for your records.
canfinson@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:
Patricia Menchaca

Sign Date
11/10/2021

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The faculty and staff within the department have done an excellent job at navigating the challenges presented by the pandemic without disrupting services for students. This demonstrates their high sense of team work and collaboration that also sets the foundation for other strengths. The team is dedicated to student success and is consistently revising curriculum and hiring and training practices for improvement. As the new data collection system is implemented, we anticipate having the ability to better assess student usage and need.

Areas of Concern, if any:
The Center has relied primarily on federal grant funds which are no longer available. An annual institutionalization of the services did not occur and the center is entering into a year where it cannot provide STEM tutoring across the district. Further, the center has been assigned all STEM tutoring previously offered within the STAR Center but have not recieved the funding to continue those existing services. It will be important for the college to carefully assess and understand the tutoring needs across the district.

Recommendations for improvement:
The below are not recommendations for improvement but instead are areas where clarity is needed.
1) The document mentions that hybrid courses are "self-taught". This may not be an accurate descriptor of the courses and I would recommend the department other language such as "self paced".
2) The FTEF for faculty associated with the hybrid are not included in the calculation and should be included.
3) Goal #2 can be reinstated as the division does have positions that include outreach.
4) The goal to increase tutoring visits by students in support courses may need some additional conversation and begin by first assessing how students taking support classes are doing compared to those that are not. If additional tutoring is needed for students already taking support classes there may be other factors to consider.

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:**