



2022-23 Non-Instructional Program Review and Planning

2022-2023 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

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

MSE

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

Math Learning Center

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Fari Towfiq

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

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

<https://www.palomar.edu/math/mlc/>

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Fari Towfiq	Math Center Director, Math Faculty
Cindy Anfinson	Math Faculty
Mathews Chakkanakuzhi	Math Faculty
Yuan-Lin Lee	Math Faculty
Craig Chamberlin	Math Department Chair, Math Faculty
Amber DeFreitas	Tutoring Center Coordinator

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

Full-Time Staff

Total Number of Full-time Staff

2.00

Number of Classified Staff

1.00

Number of CAST Staff

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

Number of Administrators**Number of Full-time Faculty****Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Workers/Veteran Student Workers)**

There are 20 STH tutors, who tutor Math and STEM subjects, at the San Marcos campus Math Center location and in the TLCs are the Centers (Escondido, RB, and Fallbrook).
There is 1 STH front desk staff.
There is one tutor who is a Veteran student worker at the RB Center.

Program/Unit Description

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

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

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 uses Nuventive Improve 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 doing the following:

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 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 method and/or assessment results, if appropriate.

NEED HELP?

Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

- 1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
- 2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/ do you measure or assess it?)	Criterion (How will/ do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
☒ Yes ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

Tutoring Support

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

IRP provided the Math Center data in fall 2020 for the five-year time span from summer 2015 - spring 2020. For the Fall and Spring semesters, Math Students in Math Center tutoring have higher success rates than Math Students not in Tutoring, as well as higher than All Math Students. We see discrepancies in summer success rates, but as the student population in summer math classes is different than the student population in fall and spring semesters, this is to be expected. Observations:

1. Our overall observations are that the Math Center's supervised tutoring program is very successful and helps many students pass their math classes. The Math Department is very supportive and is pleased with the support the Math Center provides to mathematics students and faculty.
2. Areas of Concern: funding and space.
3. Noteworthy trends: in spring 2020, the Math Center's students and STH tutors were all laid off during the closure due to the pandemic. Math Center Director Fari Towfiq and Assistant Math Center Director Mathews Chakkanakuzhi, along with the Math Faculty on Duty, continued to tutor all math students without any tutors or staff. This state of affairs continued in summer 2020. In spring 2020, 490 students received supervised tutoring students in the Math Center with an overall success rate of 55.9%. Which is higher than All Math Students' success rate for Spring 2020, which was 52.3%.
4. Implications for Teaching and Learning: even in a pandemic, without staff or tutors, the Math Center continued its strong performance to support all math students at Palomar College.
5. Program Planning: The Math Center continues to meet on a regular basis with the STEM Center and MSE Division Dean to coordinate the merging of the two programs.
6. We will continue to assess the strength of the Math Center's Supervised tutoring program as long as we can get data from IRP.
7. Resource Allocation: The Math Center, through its PRP, has requested space for a joint STEM/Math Center. The Math Center, in its PRP, has also requested two ISAs.

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 ☐ Not 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 the 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 ☐ Not assessed

SAO Summary and Reflection

Survey to include student awareness of the Math Center's services, how easy it was to access the Math Center's services, and student engagement with the Math Center's services. 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.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

We do not have any updates.

Link: [IRP website - "Completed PRPs"](#).

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

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 the past year (AY 21-22), Math and STEM tutoring have been merged and offered F2F in the Math Center, as well as online through the virtual Math/STEM Center. The consolidation of MSE tutoring into one Center has allowed for more efficient use of tutoring resources, has allowed the institution to collect FTES for a STEM supervised tutoring program (along with its existing supervised tutoring program in Math), and has created a one-stop shop for all math and science tutoring campus-wide.

Due to the merger, the Math Center's physical space was reviewed by the Director and staff, and changes were made in Fall 2022 to accommodate the increased number of students in the Center as more MSE classes return to F2F instruction. The number of computer tower stations was reduced, allowing more desk space to accommodate both students who study alone and in groups. Technology in the Center was also reviewed, and it was determined that upgrading the Math Center's Wi-Fi was key to support students who now mainly bring their own devices. A request was put through to IS to boost the Wi-Fi in Fall 2022 and that request is being supported by the institution.

Math tutoring services were also expanded to cover statistics tutoring for all campus statistics classes, including Psych/Soc 205. All Math tutoring has been moved to the Math Center, including all campus-wide statistics support. Departments outside of the Math Department have been notified about the statistics tutoring available, it has been announced in the Tutoring Committee, and an extremely experienced statistics tutor has been hired to support all campus statistics students.

The Math Center provides proctored testing for both its hybrid math classes and all math classes. Additional laptops were added to the Center for students to use during testing. These laptops support testing in both hybrid math classes, and the online math classes.

The PAT 2.2 system has been deployed in Fall 2022 to track attendance for students attending supervised tutoring in Math and STEM. The two different course numbers for Math and STEM supervised tutoring have been merged into one course. The Director and staff are working with the District to modify the PAT 2.2 system to allow for attendance tracking of the hybrid students.

In Fall 2022, Math 130 (Calculus for Business and the Social Sciences) was introduced in the hybrid format in the Math Center. The Math Center also introduced the Math Center Bridge in Fall 2022, NBASC 901, which allows students to review prerequisite skills from algebra as needed during the fall and spring semesters through a non-credit open-entry class.

The Math Center provides tutoring support to the Bridge to College Math and Math Jam workshops. The Math Center also provides tutoring support for the EOPS and TRIO programs.

The Math Center Coordinator advises students on their recommended placement, along with the Math Department Chair, to support AB705 campus-wide efforts.

The Math Center has a long-standing, close-working relationship with DRC to provide tutoring support and other accommodations to DRC students in mathematics classes.

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?

Legislation: AB705/AB1705/AB1805. The Math Center Bridge program was developed and implemented to support our campus-wide efforts on equitable placement and completion. The Math Center has pivoted quickly to support students and the Math Department by: creating the Math Center Bridge course (NBASC 901) to offer students just-in-time algebra review throughout the fall and spring semesters. The Math Center is also developing a precalculus review non-credit course that we hope to begin offering in Fall 2023. The Math Center's website is continually updated to be in compliance with AB1805. The Math Center continues to train and provide embedded tutors for corequisite support math classes.

Legislation: Guided Pathways. Mathematics and English courses are a key component of all pathways. Educating students as well as counselors/advisors regarding math pathways is especially 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.

Processes: the District has continued to work on consolidating tutoring into two main Centers; one in MSE and the other in L&L. All Math and STEM tutoring has been moved to the Math Center. This requires more tutors, a new budget to reflect the additional tutoring needs, and more space to support all MSE tutoring.

Technology: All statistics tutoring has also been moved into the Math Center. We require a few computer stations in the Math Center to have the Minitab application available to support students in the Psych/Soc 205 classes. Students mainly bring their own devices to campus. We need increased Wi-Fi in the Math Center to support our students' Wi-Fi needs. As we are now offering both online and on-ground tutoring, we need an online tutoring station with two monitors, a webcam, a microphone, and a document camera. We are also requesting bookmarks on browsers in the Center to have commonly used applications for students. These applications include (not a comprehensive list): Desmos, MyLab, WebAssign, ALEKS, and Kahn Academy.

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

The institution's Math placement algorithm needs to be programmed into PeopleSoft.

The College should provide institutional support for a 30-plus year successful program in the Math Center. The program has a proven track record showing students who use the Math Center services succeed at a higher rate in their mathematics courses. The supervised tutoring program is both effective and efficient. The hybrid classes provide an instructional modality that supports the success of some of our students who need one-on-one help with a flexible course taking format.

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

PROGRESS ON PRIOR PRP GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

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.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

We would like yearly data on success and retention rates for students who attend Math Center tutoring so we can evaluate this goal.

Goal 2

Brief Description

Provide just-in-time support and review for mathematics students via the Math Center Bridge non-credit class, especially to those students placed into corequisite support courses and courses on the STEM Pathway. This support will be provided to students who self-refer or are referred by faculty or counselors.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

The Math Center introduced the Math Center Bridge non-credit class in Fall 2022. We do not have any data at this time to report. The Math Center is developing a Precalculus Review non-credit class it hopes to begin offering in Fall 2023 for students on the STEM pathway.

Goal 3

Brief Description

To increase the success and retention rates for students of diverse origins, experiences, needs, abilities, and goals who are in STEM classes by providing tutoring support and study space.

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

This is a new goal, introduced in Fall 2022. We have no data yet with which to evaluate this goal.

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.

The Math Center supports the following Vision for Success (VfS) goals:

VfS Goal 1: Completion. The new noncredit Math Center Bridge Class, introduced in fall 2022, supports students as they take their transfer-level math classes. In Fall 2023, the Math Center Precalculus Review, will support students on the STEM pathway complete their classes. Tutoring supports students as they take math and STEM classes, thereby helping them complete the courses on their STEM pathways.

VfS Goal 2: Transfer. The Math Center's math and STEM tutoring program helps students successful complete their courses, thereby allowing them to transfer.

VfS Goal 5: Equity. The Math Center has looked at previous data collected via the PAT system and has seen that DI groups are well represented in their attendance in the Math Center's tutoring program and hybrid class program. Tutors receive cultural competency and equity training as part of their tutor training. The Math Center leadership has participated in campus DEI work and training for over 30 years now.

[Click here to access the Strategic Plan 2022.](#)

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

We added a new goal, Goal 3 above, to reflect the STEM tutoring now offered through the Math Center.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

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

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Support Assistant II (Mathematics 12-mo)

Is the position request for AA, CAST, or

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

Classified staff?

☒ Full Time ☐ Part Time

Classified

☐

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%).
Assist with recruiting math tutors.
Assist with evaluation of the math tutors.
Assist with advertising math services to math faculty and students, including videos for campus programs as requested.
Assist with introducing math student services during campus tours.
Review the work of the hybrid students and monitors the progress of hybrid students.
Administer tests to students.
Assisting with evaluating online exams for hybrid classes, thereby increasing student feedback.
Assist at the front counter in the Math Center.
Assisting with coordination of online tutoring services for all classes including 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.
Support the hybrid classes offered through the Math Center.
Assisting students who are registered in supervised tutoring.
Two ISA positions are required for the different disciplines of Math and STEM, as well as to provide continuous coverage to the Center during its operational hours (57 hours a week).

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, thereby restructuring tutoring in the MSE Division. 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?

☐ Yes ☒ No

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

The Math Center supports students in their completion of mathematics and STEM 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 and STEM courses, which helps the college under the new funding formula (completion of the college level math requirement in one year and completion of lower division STEM courses). Supporting the goals and implementation of AB-705. Supporting DI and non-DI students in mathematics courses.

Strategic Plan 2022 Objective

- | | | | |
|------------------------------|------------------------------|---|---|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

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 the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part 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 Math/STEM 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.

This is a 10-month position.

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?

☐ Yes ☒ No

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

The Math Center supports students in their completion of mathematics and STEM 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 and STEM 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

- | | | | |
|------------------------------|------------------------------|---|---|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

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

Staff, CAST, AA request 3

Title of position

Instructional Support Assistant II (STEM11-mo)

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part 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 course advising.
Provide tutoring to STEM students (50%).
Assist with MSE faculty and departments to provide SI and tutoring services in STEM classes.
Assist with advertising STEM services to MSE faculty and students, including videos for campus programs as requested.
Assist with introducing STEM student services during campus tours.
Assist with recruiting STEM tutors.
Assist with evaluation of STEM tutors.
Administer tests to students.
Assist at the front counter in the Math Center.
Assisting with coordination of online tutoring services for all classes including online classes, hybrid classes, and classes at Camp Pendleton.
Help to meet the Math Center SAO on providing effective tutoring support for STEM students, provide continuity to the program, and help to meet the MSE Division's plan on providing supplemental instruction in STEM courses.
Help to increase the retention and success of STEM 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.
Assist the supplemental instruction leaders in STEM.
Assist with the training of the supplemental instruction leaders.
Assisting students who are registered in supervised tutoring.
Two ISA II positions are required for the different disciplines of Math and STEM, as well as to provide continuous coverage to the Center during its operational hours (57 hours a week).

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, thereby restructuring tutoring in the MSE Division. 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?

☐ Yes ☒ No

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

The Math Center supports students in their completion of mathematics and STEM 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 and STEM courses, which helps the college under the new funding formula (completion of the college level math requirement in one year and completion of lower division STEM courses). Supporting the goals and implementation of AB-705. Supporting DI and non-DI students in mathematics courses.

Strategic Plan 2022 Objective

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Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

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.

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 ☐ No

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.

Due to the Math and STEM tutoring programs merging, our previous budget and expenditure reports for the last 3 years no longer have strong predictive power as the program has grown and changed.

The total amount requested is: \$661,532.

Since the Math and STEM tutoring programs have merged, the budget needs are broken down below:

Tutoring (drop-in, embedded, supplemental instruction, workshops) for San Marcos and satellite campuses (includes Math and STEM co-located tutoring), along with San Marcos campus front desk: \$370,930.16

Summer/Winter Bridge & Math Jam Tutors: \$3115.83

ISA II (Mathematics) - 12-month: Annual: \$48,602.21; Monthly: \$4,050.18; Total Benefits Cost PER ANNUM: \$55,089; Salary plus Benefits: \$103,691

ISA I (STEM) - 11-month: Annual: \$41,784.60; Monthly: \$3,798.60; Total Benefits Cost PER ANNUM: \$52,683; Salary plus Benefits: \$94,467

ISA I (Mathematics) - 10-month: Annual: \$37,986.00; Monthly: \$3,798.60; Total Benefits Cost PER ANNUM: \$51,342; Salary plus Benefits: \$89,328

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

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Click "+Add Technology Request" below to include additional requests.

Technology Request 1

What are you requesting?

Two (2) dedicated computer stations, each with two large-sized monitors, webcam, document camera, and microphone for online tutoring.

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Two (2) dedicated computer stations, each with two large-sized monitors, webcam, document camera, and microphone for online tutoring.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All students who seek online tutoring in math and STEM.

c. What are the expected outcomes or impacts of implementation?

To make online tutoring more efficient, to give tutors/faculty/staff the tools they need to tutor in Math and STEM subjects, and to increase access to students who cannot attend Math/STEM tutoring in person. This will result in students' completions increase.

d. Timeline of implementation

As soon as possible.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

No ongoing costs. Just one-time cost for the equipment listed above.

Do you already have a budget for this request?

No

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

Goals 1 and 3.

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

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Click here to access [Strategic Plan 2022](#)

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

1

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

None.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 2

What are you requesting?

Small, portable document cameras for online tutoring.

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Faculty, staff, and tutors require portable document cameras to display mathematics, chemistry, physics and engineering work so it is visible to students when conducting online tutoring.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

All students who seek online tutoring in math and STEM.

c. What are the expected outcomes or impacts of implementation?

To make online tutoring more efficient, to give tutors/faculty/staff the tools they need to tutor in Math and STEM subjects, and to increase access to students who cannot attend Math/STEM tutoring in person. This will result in students' completions increase.

d. Timeline of implementation

As soon as possible.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

5 portable document cameras, approximately \$100 each, so the anticipated cost is \$500.

Do you already have a budget for this request?

No

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

Goals 1 and 3.

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

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Click here to access [Strategic Plan 2022](#)

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

2

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

None.

Will you accept partial funding?

☒ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Click "+Add Facility Request" below to include additional requests.

Facility Request 1

What are you requesting?

Space for co-location of the Math and STEM Centers

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Goals 1 and 3: the combined Math/STEM Centers will allow both Centers to support the success and retention of Math/STEM students.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students will be positively impacted. We are adding in all STEM tutoring in Fall 2022 into our existing Math Center and already space is at a premium.

c. What are the expected outcomes or impacts of implementation?

A larger space will hold more students. Currently, when students enter our space and see how packed it is, they turn around and walk back out. We will be able to serve more students.

d. Timeline of implementation

As soon as possible.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Just the cost to move the existing Math Center's items to the new campus location.

Do you already have a budget for this request?

No

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

All of them.

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

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

None.

Will you accept partial funding?

☐ Yes ☒ No

PART 5: OTHER 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 ☐ No

Requests

Click "+Add Request" below to include additional requests.

Request 1

What are you requesting?

Pearson and ALEKS codes for students who are taking Bridge to College Math, Math Jam, and the Math Center Bridge programs.

Provide a detailed description of the the request. Include in your response:ges here.

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

These codes will be used to support students who participate in our Math Prep Programs, which prepare them to successfully complete their college-level mathematics and STEM courses.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students will positively impacted, as they can prepare effectively to be successful in mathematics and STEM. The college will be positively impacted as students will be able to complete their college-level math within the one year time frame required by AB705.

c. What are the expected outcomes or impacts or implementation?

Students will positively impacted, as they can prepare effectively to be successful in mathematics and STEM. The college will be positively impacted as students will be able to complete their college-level math within the one year time frame required by AB705.

d. Timeline of implementation

Immediately, as all math prep programs are currently running and expanding.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

ALEKS codes: \$5,000
Pearson codes:\$7,500

Do you already have a budget for this request?

No

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

Goal 2.

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

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

None

Will you accept partial funding?

☐ Yes ☒ No

Budget Category

Supplies

Please upload a copy of the quote, if available.

Request 2

What are you requesting?

Travel Funds.

Provide a detailed description of the the request. Include in your response:ges here.

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

We are requesting travel funds for the Math Center Coordinator, the Math Center Assistant Coordinator, and the Tutoring Center Coordinator to attend conference such as California Acceleration Project's yearly AB705 Conference and the CRLA (College Reading and Learning Association) Conference. This is so leadership can stay current in instructional and tutoring pedagogies related to student success to support the Vision for Success efforts at Palomar.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Math Center Coordinator, Math Center Assistant Coordinator, and the Tutoring Center Coordinator.

c. What are the expected outcomes or impacts or implementation?

Continuous improvement of the Math and STEM tutoring programs and other student supports the Center provides.

d. Timeline of implementation

AY 22-23

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

In-person: \$2,500 per person, for a total of \$7,500.

Do you already have a budget for this request?

No

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

Goals 1, 2 and 3.

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

2

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

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

Request 3

What are you requesting?

Books and Calculators for the Center

Provide a detailed description of the the request. Include in your response:ges here.

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Supplies are required to run a successful tutoring and student support program. Students need access to the textbooks, physical graphing calculators, and graphing calculator emulators loaded onto the Math Center computers.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students.

c. What are the expected outcomes or impacts or implementation?

Students will have access to the instructional materials they need to be successful.

d. Timeline of implementation

AY 22-23

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

20 TI-84 graphing calculators: \$2,500
60 TI graphing emulators: \$900
STEM Textbooks: \$1,600

Do you already have a budget for this request?

No

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

All of them.

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

3

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

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Supplies

Please upload a copy of the quote, if available.

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

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

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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Patricia Menchaca

Sign Date

12/19/2022

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

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

The Math Center faculty and staff have done an excellent job at merging the tutoring services between the math and STEM centers as well as incorporating and revising online tutoring to meet the needs of students.

Areas of Concern, if any:

Over the years the math centers has experienced a loss of positions that are imperative to running services. The delay in the move the new location has also hindered the centers ability to function at its full capacity because it cannot develop permanent plans for services.

Recommendations for improvement:

It will be very important for the college to move forward with the co-location of the centers so that planning and services can include sustainability discussions. I would also recommend that the centers evaluate the impact of services for different disciplines and within disciplines to ensure best practices that are also fiscally sound.

Vice President (or 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: