Entry #: 47 - ---Math Learning Center   **Status:** Submitted   **Submitted:** 3/22/2024 11:01 AM

2023-2024 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

Are you completing a Comprehensive or Annual PRP?
Annual

Division Name
Instruction

Department Name
MSE

Program/Unit Name
---Math Learning Center

Name of Person responsible for the Program/Unit
Prof. Yuan-Lin Lee

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

Webpage URL 1

Unit webpage
https://www.palomar.edu/mslc/

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

Participant	Title
Yuan-Lin Lee	Math & Science Learning Center Director, Math Faculty
Mathews Chakkanakuzhi	Assistant Math & Science Learning Center Director, Math Faculty
Amber Defreitas	Tutor Center Coordinator
Cynthia Anfinson	Math Faculty

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

Part-Time Staff

Total Number of Full-time Staff

1.00

Total Number of Permanent Part-time Staff

1.00

Number of Classified Staff

1.00

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

0.45

Number of CAST Staff

0.00

FTEF of Part-time Faculty

0.90

Number of Administrators

0.00

Number of Full-time Faculty

1.40

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

Summer 2021: 15 short-term hourly staff
Fall 2021: 20 short-term hourly staff; 0 student workers
Spring 2022: 20 short-term hourly staff; 3 FWS workers; 0 student workers
Summer 2022: 12 short-term hourly staff; 3 FWS workers; 0 student workers
Fall 2022: 23 short-term hourly staff; 1 FWS worker; 0 student workers
Spring 2023: 28 short-term hourly staff; 3 student workers
Summer 2023: 21 short-term hourly staff; 3 student workers
Fall 2023: 28 short-term hourly staff; 9 student workers
Spring 2024: 2 FWS workers; 33 short-term hourly staff; 22 student workers

Program/Unit Description

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

Yes. The Math and Science Center is now proctoring all the exams for all online classes offered at Palomar College.

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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 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

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

Yes

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

SAO 1

SAO Title

MSLC Faculty Support: Increase faculty awareness of tutoring (on ground and virtual) and the services provided by the Math and Science Learning Center. 70% of MSE Faculty will be satisfied or very satisfied with the services provided at the MSLC.

Assessment Status

Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

This is a new SAO to be assessed during Fall 2024

Next planned assesment

Fall 2024

SAO 2

SAO Title	**Assessment Status**
MSLC Student Support: Increase student awareness of tutoring (on ground and virtual) and the services provided by the Math & Science Learning Center. 70% of students surveyed will be satisfied or very satisfied with the services provided at the MSLC.	Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

This is a new SAO to be assessed during Fall 2024

Next planned assesment

Fall 2024

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".

None.

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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!

The Math and Science Learning Center moved from MC-1 to the third floor of the Library/Learning Resource Center (LRC) in August 2023, and was open and ready for hybrid classes and tutoring since the Fall 2023 semester. The space is much larger than before; we can now accommodate both math and science tutoring. We have noticed in spring 2024 that we are so busy that sometimes almost all seats are filled. Two new subjects were added to our STEM Tutoring subjects, namely oceanography and geography. More one-to-one tutoring for DRC students can now be provided.

The MSLC coordinates with and provides STEM tutoring support to our Centers in Escondido, Fallbrook, and Rancho Bernardo. The MSLC provides embedded tutors in mathematics classes. The MSLC is supporting the high-dosage-tutoring pilot in the Math Department by recruiting, training, and scheduling tutors. MSLC leadership is also participating in all high-dosage-tutoring meetings with math faculty. We also support the Camp Pendleton Center by providing online tutoring.

The MSLC provides exam proctoring for the entire college, beginning with the Fall 2023 semester. MSLC leadership is evaluating all processes and procedures involved with exam proctoring, always looking to improve.

The MSLC has set up a process for faculty to bring their exam for proctoring and established strict guidelines for keeping the record of students who are taking the exams.

The MSLC continues to provide hybrid mathematics courses for students who need a flexible course taking format. New student support includes graphing calculator check-out for a semester (before students could only check out graphing Calculators to use while they are in the Center).

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: AB705/1705/1805. The Math and Science Learning Center offers one course to support students who wish to review or fill in learning gaps. That course is Supervised Tutoring for College Mathematics (NBASC 904). This course allows students to review developmental math materials and use just-in-time remediation to support their current math classes' learning. The Math and Science Learning Center's website is updated to comply with AB1805. The MSLC continues to train and provide embedded tutors for corequisite support math classes and general mathematics courses. The MSLC is also supporting a Mathematics Department pilot on high dosage tutoring by hiring, training, and scheduling groups of tutors for targeted classes. Through its comprehensive tutoring and support program, the MSLC provides AB705/1705 related support via drop-in tutoring, embedded tutoring in corequisite support classes, high dosage tutoring pilot, professional development opportunities for faculty, and workshops for students.

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 are not able to (transfer, certificate, AA) without mathematics success. With its comprehensive tutoring support and mathematics advising support provided by the Math and Science Learning Center Director, Assistant Director, and faculty member on duty, the Math and Science Learning 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 additional 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 student support in mathematics courses with embedded tutoring as well as drop-in tutoring, the MSLC helps students complete their transfer-level courses as soon as possible.

Processes: the district has consolidated 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 and Science Learning Center. This requires more tutors, a new budget to reflect the additional tutoring needs, and more space to support all STEM tutoring.

Technology:

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

The MSLC has requested modifications in the PAT 2.2 system that have yet to be implemented.

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

None.

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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

Goal 1

Brief Description

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

Choice

Ongoing

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.

Goal 2

Brief Description

Provide just-in-time support and review for mathematics students via the Math & Science Learning Center Supervised Tutoring for College Mathematics, 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.

Choice

Ongoing

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 MSLC introduced this program in Fall 2022. We do not have any data at this time to report.

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.

Choice

Ongoing

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 Vision Plan 2035 includes the College's Educational Vision Plan. Review the goals and objectives in the plan and identify 1-3 objectives that your unit supports. Describe how your unit helps to support those objectives.

The MSLC supports Goal 1 (Reimagine and redesign instruction and student services to increase student success), Objective 1 (Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs) through the move in late summer 2023 to the third floor of the LRC, thereby consolidating with other campus-wide tutoring services in the LRC, and by offering online tutoring, in-person tutoring, and embedded tutoring in mathematics classes. The MSLC also supports Goal 1, Objective 2 (Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways). Students who attend the MSLC are greeted by front-desk staff at the centrally placed main desk. Students are assisted as they sign in, based on whether they are requesting tutoring, study space, or proctored testing. The layout of the MSLC in the LRC is physically barrier-free, and processes have been streamlined to make sure students experience barrier-free access to services.

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

We have updated our SAOs to reflect the integration of math and STEM tutoring.

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 Vision Plan 2035

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 <u>new positions only</u> 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

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 Classified staff?

Classified

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 and placement advising.

Assist with preparing materials for the Math and Science Learning 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.

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

Administer tests for students.

Assisting with evaluating online exams for hybrid classes, thereby increasing student feedback.

Assist at the front counter in the Math and Science Learning 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 and Science Learning 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 and Science Learning 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 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?

No

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

The Math and Science Learning 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 and Science Learning Center supports students in their completion of mathematics and STEM courses, which helps the college under the SCFF 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-705/1705.

Supporting DI and non-DI students in mathematics courses.

Vision Plan 2035 Goals and Objectives

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 must let them go, sometimes in the middle of the semester, negatively impacting our operations and student support. Also, the Math and Science Learning 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?	**Is this request for a full-time or part-time position?**
Classified	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 and Science Learning 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 and Science Learning 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 and Science Learning 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-705/1705.

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 and Science Learning 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 and Science Learning Center supports students in their completion of mathematics and STEM courses, which helps the college under the SCFF funding formula (completion of the college level math requirement in one year).

The successful implementation of AB-705/1705.

Supporting DI and non-DI students in mathematics courses.

Vision Plan 2035 Goals and Objectives

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 and Science Learning 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

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

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 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.

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 since Math/STEM Centers merger has completed (now the Math & Science Learning Center) thereby restructuring tutoring in the MSE Division. This position will assist both group of students (Math Learning Center and STEM Center), thereby helping a large body of students.

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 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.

Vision Plan 2035 Goals and Objectives

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 2021, 2022, 2023. 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.

2021 was a combination of Title V Grant funds and Math Department funds. Approximately $3600 was spent from the Math Department account.

2022 was a combination of Title V Grant funds and MSE Division funds. Approximately $60,000 was spent from the MSE Division account.

2023 was a combination of MSE Division funds and Math Department funds. Approximately $47,200 has/will be utilized from the Math Department account and $239,000 from the MSE Division account.

Due to the increase in student traffic and number of MSLC tutors and support staff, Spring 2024 will utilize approximately $16,000 from the Math Department account and $130,000 from the MSE Division account.

Salary and Benefit for the new positions requested:
Instructional Support Assistant II (Mathematics 12-mo) ($52597 + $45435 = $98032)
Instructional Support Assistant I (Mathematics 10-mo) ($41108 + $41281=$82390)
Instructional Support Assistant II (STEM11-mo) ($48231 + $43857 = $92088)

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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 ad 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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

Yes 36 laptops and one laptop cart for proctoring exams; security cameras in the computer room next to the testing room. Approximate Cost $90,000.

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Math & Science Learning Center Students

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

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

Students checkout laptops for the use in the Center. However, the current laptops are outdated and it takes about 15 minutes for each student to logon and the laptops are very slow. Therefore, it is important that we update them more fasted laptops.

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

Students will be impacted if the new laptops are not made available. Students will not be able to utilize the entire time allowed for taking any online assessment as they will run out of time in the middle of the assessment due to the slow laptops.

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

Students will be using technology that are more upto date.

d. Timeline of implementation

Prefer to have this before the beginning of the academic year 2024-25.

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

Approximately $90,000.

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 Vision Plan 2035 Goal:Objective does this request align with?

1:4   1:7

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)?

Will you accept partial funding?

Yes

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Modify the Front Counter & Additional Furniture

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

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

Modify the front counter to include more counter space for students to check-in mainly for proctored testing; two tutor stations; two study tables, three study pods (carrels); six standing white boards.

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

Math & Science Learning Center students and staff

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

This will make it easier for students to check-in for in person testing and for other requests at the counter.

d. Timeline of implementation

Prior to the beginning of 2024-25 Academic Year.

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

Front Counter Modification $2,000.
Tutor stations $1,700
Study tables $4,100
Study Pods $1,200
White Boards $900

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 Vision Plan 2035 Goal:Objective does this request align with?

1:1	1:3	1:7
1:2	1:4	

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)?

Will you accept partial funding?

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?

No

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

No

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:	Sign Date
John Escobedo	9/16/2024

FEEDBACK

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

I'm excited to hear that the MSLC has set up a process for faculty to bring their exam for proctoring and established guidelines for keeping the record of students who are taking the exams. This new process will provide faculty and students with a clear and efficient way to receive proctoring services.

The Math and Science Learning Center has moved from MC-1 to the third floor of the Library/Learning Resource Center (LRC) in August 2023. This relocation has provided a much larger space to accommodate math and science tutoring. Because of the larger space, two new subjects were added to our STEM Tutoring subjects: oceanography and geography.

Another MSLC strength is the STEM tutoring support to the Centers in Escondido, Fallbrook, and Rancho Bernardo. The MSLC provides embedded tutors in mathematics classes, high-dosage-tutoring pilot in specific Math courses, and supports the Camp Pendleton Center by providing online tutoring for military students.

Finally, The MSLC supports several of the objectives found in the Chancellors Office Vision Plan 2035. Goal 1 (Reimagine and redesign instruction and student services to increase student success) aligns with MSLC Objective 1 (Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs) through the third floor of the LRC to offer campus-wide tutoring services. The MSLC also supports Goal 1, Objective 2 (Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways). Students who attend the MSLC are greeted by front-desk staff at the centrally placed main desk. The layout of the MSLC in the LRC is physically barrier-free, and processes have been streamlined to make sure students experience barrier-free access to services.

Areas of Concern, if any:

With the current budget cuts, I'm worried the MSLC will not receive the appropriate staffing that is being requested. Short-Term Hourly personnel is not a long-term solution, but we will continue to support the MSLC as best we can until resources are available to properly staff the tutoring center. Technology needs are also concerning considering we need more computers for proctoring to effectively support student exams. Many of these computers also need to be updated to function properly.

Recommendations for improvement:

I'm excited to hear that the MSLC team is working towards increasing faculty and student awareness of tutoring (on ground and virtual) and the services provided by the Math and Science Learning Center. My recommendation is to develop faculty and student surveys to assess the progress of this work. I also recommend a data assessment of course sections that have been receiving high dosage tutoring, semester long embedded tutoring, and students that used NBASC 904 math tutoring course to analyze the effectiveness of these tutoring strategies. With the onset of AB1705, assessments of all three of these tutoring services will help provide data metrics for AB1705 reporting in the near future.

Vice President (or President) Review

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

The development of a proctoring process within the

Areas of concern, if any:

Recommendations for improvement:

VP Name: **Signature Date:**