

# Comprehensive Program Review Report



## Program Review - Learning Assistance

### Program Summary

#### 2022-2023

**Prepared by:** Angela Sanchez, Dean, Educational Support Services, James Alvin, General Tutorial Coordinator, Tyler Johnson, Math Lab Coordinator, Johnny Fang, Language Center Coordinator

**What are the strengths of your area?:** The mission of Tutorial Services is to foster academic success by empowering students to identify and utilize resources to think critically, study effectively and continue learning beyond our time together. In 2018-19, the College of the Sequoias began a transition to bring together the various tutorial services at the college under a single department in order to better serve students in all of the tutorial areas. Tutorial Services encompasses the following programs: General Tutorial, Language Center, Math Lab, Writing Center, Embedded Tutoring in English and ESL and Supplemental Instruction for "traditionally difficult subjects".

#### Math Lab

##### Program Description

Math Lab offers free tutoring to COS students enrolled in math courses through Calculus, along with math topics in non-math subjects, such as research, welding, irrigation and other subjects. Math Lab offers tutoring Monday-Thursday in Hanford and Tulare and Monday-Saturday in Visalia and online. Math Lab is staffed by a full time Senior Instructional Specialist-Lead Coordinator who works 2 days each in Hanford and Tulare and in Visalia on Fridays, a full time Instructional Assistant-Lab Setting who is assigned full time to the Visalia Math Lab.

**Faculty Presence:** Math Lab has the privilege to work directly with the math faculty at COS to provide the best tutoring experience possible. Several of the full time and adjunct faculty help staff the Math Lab throughout the semester, which not only ensures that the Math Lab is providing excellent tutoring by experts in the content, but fosters relationships between faculty, tutors, math lab staff and the students who attend Math Lab.

This first program summary reflects the first year of return following 3 semesters of remote learning due to the COVID\_19 pandemic. During this semester, most classes continued to be offered online only, with just a small number of

**Outreach:** Marketing and outreach is performed consistently throughout the semester. Class visits and sample syllabus language are offered at the beginning of the semester, and Early Alerts are being utilized throughout. Additionally, close to key points in the semester we utilize mass emails and social media posts to ensure that our information is available to students. Math Lab also maintains a physical presence on all three COS campuses through tabling events, handing out flyers, participating in campus events like Giant Days, etc.

#### Usage:

Fall 2021 – Hanford: Visitors: 16; Visits: 110; Avg. Hours: 2:41; Total Hours: 296:54  
Fall 2021 – Tulare: Visitors: 15; Visits: 50; Avg. Hours: 1:58; Total Hours: 98:36  
Fall 2021 – Visalia: Visitors: 170; Visits: 1629; Avg. Hours: 1:30; Total Hours: 2458:34  
Fall 2021 – Total: Visitors: 190; Visits: 1789; Avg. Hours: 2:03; Total Hours: 2854:04

Spring 2022 – Hanford: Visitors: 19; Visits: 92; Avg. Hours: 1:40; Total Hours: 154:18  
Spring 2022 – Tulare: Visitors: 23; Visits: 85; Avg. Hours: 1:31; Total Hours: 129:52  
Spring 2022 – Visalia: Visitors: 195; Visits: 2012; Avg. Hours: 1:37; Total Hours: 3285:40

Spring 2022 – Total : Visitors: 224; Visits: 2189; Avg. Hours: 1:36; Total Hours: 3569:50

Student Satisfaction: The 2021 MotherLode survey responses showed 96% were satisfied with services provided by the Math Lab, with Hanford showing 92% satisfaction, Tulare showing 94% satisfaction, and Visalia showing 96% satisfaction.

## General Tutorial

### Program Description

The General Tutorial Center offers free tutorial services in-person and online via Zoom in a variety of subjects which are not covered by Math Lab, Writing Center, or MESA. We offer content-level tutoring in subject areas such as Accounting, Biology, Business, Chemistry, Computers, Economics, Philosophy, Political Science and Psychology. Tutoring is available Monday through Friday and all tutors are available for drop-in sessions online. NetTutor is an external tutoring provider that is available 24/7 and supports students in subjects not offered through COS tutorial centers and after hours. The General Tutorial Center also oversees the front desk workers who serve as the hub of communications and the first point of contact for General Tutorial, Math Lab, Writing Center, and Language Center. These workers also facilitate short term checkouts of devices such as laptops and calculators. The following is a chart of attendance trends for the past two academic years:

Fall 2020: Total Unique Visits: 343 (all remote due to Covid-19)

Spring 2021: Total Unique Visits: 215 (all remote due to Covid-19)

Fall 2021: Total Unique Visits: 637

Spring 2022: Total Unique Visits: 600

Fall '20 to Fall '21 saw an increase of 343 visits to 637. Spring '21 to Spring '22 saw an increase from 215 visits to 600 visits.

Outreach: Marketing and outreach is done on three levels: (1) Faculty Involvement, (2) Student Awareness, and (3) Staff Collaboration. First, faculty of target classes receive announcement emails and phone calls throughout the semester. Class visits and sample syllabus language are also offered, and Early Alerts are being utilized. Faculty involvement is key for driving program growth and recruiting qualified tutors. Next, students receive information directly from the center in a number of ways. We utilize class roster information from BannerWeb to send periodic targeted emails and texts to students enrolled in the classes that we serve. Tutorial also maintains a physical presence through tabling events, handing out flyers, participating in campus events like Giant Days, etc. Social media posts are also utilized. Finally, Tutorial makes an effort to promote collaboration with other programs such as Student Success, Puente, sports teams, etc. For example, we invited representatives from the Health Center to present at one of our monthly tutor trainings about the mental health resources that are available to tutors and the students they might encounter. Initiatives such as this are taken to increase mutual program awareness and foster a spirit of goodwill and collaboration with key campus stakeholders.

Tutor Training: Tutors undergo continual training throughout the school year. Tutors attend orientation before the semester starts and monthly trainings thereafter. We are currently finalizing tutor certification through the College Reading and Learning Association (CRLA) to be submitted this academic year.

Student Satisfaction: The 2021 MotherLode survey responses showed 97% were satisfied with services provided by the tutorial center, with Hanford showing 93% satisfaction, Tulare and Visalia earning 97% satisfaction rate.

Strengths: The General Tutorial Center serves a very important customer service role because it is the front door by which the majority of students first engage tutorial services. It is a warm, welcoming, and collaborative environment. Tutors and front desk workers are trained to greet every student who walks in so that they feel seen and welcomed right away. Whether students are looking for the Math Lab, Writing Center, General Tutorial, or Language Lab, the General Tutorial Center is the first point of contact for the majority of students. Moreover, tutors and desk workers are trained to assist students in finding the appropriate resources and services for their individual needs, which includes walking them to other campus programs as appropriate. General Tutorial is a hub of communications between many different centers and programs. Additionally, the General Tutorial Center has greatly increased the avenues by which students can inquire about tutoring services. Prior to Spring 2022, if students had questions about tutoring options, they could only contact tutorial two ways: by visiting in-person or by calling the front desk. These options of communication have now been expanded so that students can inquire about tutoring services by text, email, or drop-in online to our open Zoom room. All of these avenues of communication are monitored by General Tutorial workers. Finally, the General Tutorial Center has opened up options for easily accessible drop-in online tutoring. Prior to Spring 2022, all online tutoring was done by appointment only through Accudemia, and WC online before that. Drop-in online tutoring was simply not being done. This has now changed so that every student has the option to join our open Zoom room to be connected

with a tutor with no appointment needed. Moreover, prior to Spring 2022, only a select few General Tutorial tutors had been trained for online tutoring or were available for online tutoring. This has now changed; every General Tutorial tutor has received training in online pedagogy and is available to take online students during their shifts. These efforts have been made to reduce barriers to accessing online tutoring and to increase tutoring options for students who are unable to physically come to campus.

## Language Center

### Program Description

The Language Center (LC) offers unique linguistic and academic support to English as a Second Language (ESL) and multilingual learners who often face language or technology barriers. To help learners overcome these barriers, we work closely with the ESL program to provide lab tutoring where ESL students come to LC to receive comprehensive support as a whole class. We also offer 1-on-1 tutoring, skill lab, and language workshops on language skills and academic skills to prepare our students for academic success.

The LC also plays an integral part in supporting degree-seeking students. As California law AB705 (AB 705, Irwin) encourages the enrollment of students in mainstream courses instead of remedial courses, multilingual students start to take transfer-level ESL courses such as ESL 90/490. They can also take credit courses such as English 1, Childhood Development, and Introduction to Human Services. These are the learners who often need additional language training in English. We have been supporting them in succeeding in these courses.

**Student Satisfaction:** Our survey results during the 2021-2022 academic year demonstrate the strength of the support we provide and how it benefits our students. Our exit survey of all students from Accudemia showed that 91.3% of the respondents (N = 70) indicated that our service was very helpful (5 on a scale of 5). Additionally, we administered two surveys to our ESL cohort at the end of Fall 2021 and Spring 2022 respectively. The first survey (N = 56) showed satisfactory ratings on the 3 questions asked (5 being strongly agree and 1 being strongly disagree): "The LC specialists support my studies" (M = 4.7), "The LC tutors support my studies" (M = 4.6), and "The LC workshops prepare me to be a successful language learner" (M = 4.5). The second survey (N = 75) showed similar results (M = 4.63, M = 4.57, M = 4.26) for the same questions asked. Their open-ended responses provide insights into the quality of our services, "After I attended the first reading workshop, I start to read every word I see," "I learn practical terms or way[s] to write and speak in English in workshops," "A good place to get [help with] clear questions and assignments," "The services are helpful for us ESL students when we need some support."

An additional strength of the center is the continuing DEI efforts for supporting students with different cultural and learning backgrounds. We engage students in cultural conversation by connecting different groups of students, hosting language workshops, and supporting the International Club. The center also applied for and was awarded a small grant (\$500) by the COS Foundation for the project titled Cross-Cultural Understanding Among Internationals and ESL Students. In addition, we thrived to increase digital equity among ESL students by bolstering technical support through skill lab and tutoring. We focus on the synergy of language learning and basic computer skills such as English typing skills and word processing skills to help students succeed academically.

### Supplemental Instruction:

#### Background:

Supplemental Instruction was started in 1973 at University of Missouri to target traditionally difficult classes as a response to a need at the institution created by a dramatic change in the demographics of the student body and a sudden rise in student attrition. Supplemental Instruction (SI) is a highly successful program that offers weekly study sessions for students enrolled in targeted courses. The purpose of SI is to enhance student learning and success. SI started at COS in 2012. It is a highly successful program where the student workers are trained to become SI Leaders in an intensive training at the beginning of the semester. They are chosen by their teacher in a class that they performed well in and showed signs of leadership. Then they attend classes with the students and invite the students to attend an SI session where they will lead. The idea of coming to class with the students is to make them feel like they are one of them and part of the gang, but they are also there to be a role model. It also helps the tutor know what was covered and what areas need more explanation.

#### COS classes that are supported:

Physics, Chemistry, Biology, Anatomy

Statistics, Trigonometry, Precalculus, Calculus, Linear Algebra, Differential Equations

Engineering, Computer Science

Economics, Political Science, Psychology, Sociology, Art History

#### Who are SI Leaders?

Students who have previously taken the class and earned an A or B. They know the content and expectations and can help guide

students through it.

They also will share what it takes to not just pass the course, but to excel in the course. They are right along with the students taking notes which has many advantages.

What happens in SI Study Sessions?

SI Leaders reinforce the material taught in class.

Students learn strategies and study skills to become a better student that will help them in all other classes.

SI Leaders do not re-lecture or do homework for students.

SI is an organized group study session led by a peer.

Who can attend SI Study Sessions?

All students are welcome who want to increase their understanding of course material and improve their grades

SI is not a remedial or at-risk program; it is for any student regardless of skill level.

SI Sessions provide an opportunity for all students to learn and grow.

Embedded Tutoring—ESL:

To facilitate teaching effectiveness, the LC offers embedded tutoring to about 10 ESL Grammar and Writing classes every semester. We recognize the linguistic challenges facing ESL students in acquiring a second language as well as those facing the ESL faculty such as mixed-level classes and continuous enrollment. Thus, we regularly communicate with the faculty to assist with teaching and learning. We also provide domain-specific training to our tutors to gain ESL content knowledge as well as tutoring techniques such as awareness-raising and communicative approach needed to help students overcome the challenges.

Embedded Tutoring—English:

The embedded Tutor (formally Augmented Instruction/ AI) program provides student tutors that work inside and out of the classroom to support English instruction. Our embedded tutors are paired with instructors for both face-to-face and online classes to help students succeed.

This Spring, we had two faculty coordinators for the first time in recent memory for the ET Program. With their recruiting, the program has grown from 8 sections in Spring 2022 to 29 sections with embedded tutors in Fall 2022. This includes 12 tutors assigned to 14 instructors. The faculty coordinators have also revised the Tutor Training Handbook, will provide training for our Embedded Tutors, and will request data to better follow the success of the program.

The goal of Embedded tutoring for English is to amplify the instructor's effectiveness, being a versatile resource to improve the writing skills of the students within each assigned course. Embedded tutoring matches writing tutors to writing courses. An embedded tutor, once assigned to a course, is available to help within the classroom meeting times, with some additional support outside the class. The role of an embedded tutor is flexible, giving instructors the option to include tutors within classroom activities and workshops, provide clarification and elaboration on concepts and skills developed within the class, as well as extending the instructor's awareness through feedback and assessment.

At the end of the last academic year, moving into the 2022-2023 academic year, we have grown our outreach significantly. In terms of courses and instructors served, moving from a handful of 5 or 6 courses with a few instructors to 28 courses across 14 instructors for Fall 2022, we've multiplied our availability to serve by more than 4 times. This is due to our collaborative effort between our writing center coordinator and the faculty advocates who've helped pilot the embedded tutoring service. The vocal championing on our behalf by the faculty who've participated, continues to reflect the effectiveness of our program in helping their students, and we intend to continue expanding our outreach, assisting both instructors and students within the classroom.

**What improvements are needed?:** What improvements are needed?

Math Lab: Top recommendations from students who completed the Motherlode Survey were to improve advertising of services, and increase hours of availability of tutors. Additionally, increased availability to students who are unable to come to campus for one reason or another is an improvement to be looked into.

General Tutorial: Top recommendations from students who completed the Motherlode Survey were to improve advertising of services, increase hours of availability of tutors, and increase the subjects for which tutoring is offered. Additionally, it would be beneficial to increase in-person tutoring options at Tulare and Hanford.

Language Center: Although the Language Center has been making efforts to provide domain-specific tutorial support and create a DEI community, there is room for improvement. Our survey data showed only 11% of the ESL respondents from the evening

program (N = 75) attended our workshops, compared to 29% from the morning program who attended, and their open-ended responses indicated that they would want more language and computer support. While most of the workshops and 1-on-1 tutoring are offered during the day, similar support should be offered in the evening. Another improvement is to provide more accessible instructional materials for our ESL students. 49.2 % of our ESL learners during the 2021-2022 academic year were adult learners who were born before 1980 (California Community Colleges, Student Success Metrics, 2022) who grew up without much training on digital literacy skills (Prensky, 2001), thus struggling with the paperless tests and assignments on Canvas. While the LC is striving to narrow this digital divide, providing free printing can make instructional materials more accessible to our students. Lastly, systematic domain-specific training and hyperflex training are necessary for both embedded and lab tutors. As the learning and teaching space for ESL students is becoming more complex than before, more staff or staff time is needed to prepare for and provide systematic training on how to best facilitate language learning and a hyperflex environment to foster student success.

Supplemental Instruction: I would like to have a meeting with the faculty to explain SI to them or invite them to a part of the SI training.

I would like to attend a conference that can give me ideas on training the students and improving the program.

I am interested in creating a hierarchy for the students to promote returning students to Sr. SI leaders like some other schools do. Can we pay them more?

Embedded Tutoring—ESL: Our embedded tutors assist mixed-level language learners who need domain-specific tutoring, and about half of them work in a hyperflex class (3 hyperflex class-lab courses offered this semester). The current training is offered through the LC handbook, learning by doing, and LC monthly training. One way to make training more effective and systematic is through Canvas shell and mock tutoring for hyperflex classes prior to the beginning of the semester. To do this, more staff time is needed to prepare for and provide such training on content knowledge and hyperflex readiness.

Embedded Tutoring — English: There are multiple facets to embedded tutoring which requires attention over the following academic year, all under the umbrella of faculty involvement, in collaboration with the writing center coordinator, in support of program development. In aspects such as advocacy and recruitment of tutors, training for faculty and tutors in best practices, providing observations and assessments, as well as collecting relevant data, embedded tutoring for English would benefit greatly from a concerted effort from a dedicated few faculty who play the role of liaisons between the English department and Tutorial Services. The continued involvement of faculty in supporting this program is a strength which will be leveraged in addressing this need. Initial volunteers have already expressed interest, and this will be a challenge we look forward to addressing over the next year.

**Describe any external opportunities or challenges.:** Describe any external opportunities or challenges.

Math Lab:

Challenges: Many of the classes offered at COS were online, meaning that there was not much foot traffic on campus. Because of this, many advertising opportunities, as well as opportunities to interact with students were not available.

Opportunities: The biggest opportunity is the increased number of classes that are being offered in person. This will allow the Math Lab to have more opportunities for advertising, as well as opportunities for engaging with students who have free time between classes.

General Tutorial:

Opportunities – General Tutorial

The biggest opportunity is the increased number of students who are physically present on all campuses. Foot traffic has increased as students seek out places to study, work on homework, or even simply wait between classes. Some of these students will log in for tutoring sessions, and, regardless of whether they receive tutoring, all of them help build an environment that communicates warmth and collaboration. We have the opportunity to maintain a warm and open environment that attracts students, while at the same time, encourage these students to log in for tutoring when appropriate.

Additionally, the hiring of new coordinators for the Math Lab and Writing Center this year has provided us the opportunity to rethink how students access tutoring across the different centers, in the hopes of creating simplified and uniform processes. Since the General Tutorial works so closely with these centers in particular, we now have an opportunity to simplify the way students access tutoring. For example, both the Math Lab and Writing Center have begun to offer drop-in tutoring online, following the initiative that was taken by the General Tutorial Center in Spring of 2022. Historically, drop-in online tutoring was

not offered by the Math Lab or Writing Center, but with increased collaboration with the new coordinators, all three centers have started to share a drop-in Zoom room that is monitored by General Tutorial front desk staff. This greatly simplifies options for students wanting to access online tutoring, since now they can join online and receive help from a variety of centers without needing to navigate apps or book an appointment on their own.

#### Challenges – General Tutorial

One continual challenge is recruiting consistent student tutors to work at Hanford and Tulare. In particular, it is often difficult to recruit tutors at these campuses for transfer-level chemistry and biology classes. Despite the presence of all General Tutorial tutors online, many students prefer in-person options.

Additionally, it is difficult to recruit tutors for biology classes that are higher up in sequence, such as physiology or microbiology. Typically, once a student has taken these classes, they are close to transferring and will no longer be able to work as a student tutor. These classes are rigorous and would benefit from consistent tutoring presence.

#### Language Center:

**Challenges:** One of the biggest external challenges this year is transitioning back to face-to-face and online learning with the provision of a hyperflex lab and class. The hardware at the LC does not meet the standards for the hyperflex modality. Additionally, the lack of remote technical support makes it more challenging for students to join the lab or ESL classes. It will be helpful to have a team dedicated to remote technology support. The same challenge also applies to our virtual tutoring. Another challenge is the outreach of tutorial services to our off-site ESL students who need the opportunities to access tutorial resources on campus.

**Opportunities:** One external opportunity is the student visit from the adult schools in Visalia and Tulare. The language center took part in the Giant Trail ESL Tour. A collaborative function like this encourages students to join our ESL community. Another is the progress on AB 705 Adoption for courses offered to degree-seeking students, which encourages the shortening of degree seeking path and benefit students who receive the support of our ESL tutorial services.

#### Embedded Tutoring — English:

We need to continue to expand, particularly in English 1/301 and in sections taught by adjuncts

We need to collect data / success rates

Formalize training for tutors and faculty with tutors

Increased funding or reassigned time for coordination/ time faculty spend with ET

**Overall SAO Achievement:** No achievement data yet. See action for more information.

**Changes Based on SAO Achievement:** No achievement data yet. See action for more information.

**Outcome cycle evaluation:** No achievement data yet. See action for more information.

#### Related Documents:

[Supplemental Instruction Data Report\(AutoRecovered\).xlsx](#)

## Action: 2022 CRLA Certification

Submit application for International Tutor Training Program Certification to CRLA and become approved to offer certification to tutors.

#### Leave Blank:

**Implementation Timeline:** 2022 - 2023

#### Leave Blank:

#### Leave Blank:

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Provide high quality tutoring in those areas to foster student success

Increase student use of tutorial services

Student tutors will:

Understand and follow the policies and procedures of the college and their tutorial program.



# Program Review - Learning Assistance

Demonstrate equitable behaviors and practices  
Exhibit positive customer services practices  
Hold knowledge of the subject area in which they tutor  
Use effective tutoring techniques

**Person(s) Responsible (Name and Position):** David Hardison, Writing Center Coordinator Johnny Fang, Language Center Coordinator

**Rationale (With supporting data):** For best tutoring practices and the wide range of skills necessary for learning assistance, the College Reading & Learning Association (CRLA) provides a host of authoritative scholarship, through their large collection of published works and valuable learning and development opportunities, through conferences and webinars. As such, their certification lends valuable ethos to the programs they authorize for International Tutor Training Program Certification (ITTPC) in postsecondary educational institutions, and adopting the requirements for such a certification elevates the effectiveness of those programs.

The education support services have between 50 and 60 tutors each semester. Joining the ITTPC, the certification ensures that our services comply with academically recognized practices, helps strengthen the connection between the curriculum and academic support services, stays current with resources enhancing student success, and supports qualitative and quantitative data that enriches responses to district objectives.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** In order to receive apportionment for tutoring, tutors must be trained.

## Resources Description

**Adjustment to Base Budget -** Funding for CRLA ITTPC application review fee and membership for coordinators (required). (Active)

**Why is this resource required for this action?:** The CRLA charges processing fees and membership fees for the levels of certification sought.

**Notes (optional):** One time funding for application review fee (\$300.00) and ongoing funding for coordinator membership in CRLA.

**Cost of Request (Nothing will be funded over the amount listed.):** 580

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.3** - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 3.2** - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Embedded Tutoring Budget

2022-2023 Establish a firm budget for Embedded Tutoring - English

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

# Program Review - Learning Assistance

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Provide high quality tutoring in those areas to foster student success

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean of Educational Support Services David Hardison, Writing Center Coordinator, English Faculty

**Rationale (With supporting data):** This is a direct response to the district objective to expand support through Augmented Instruction. While expansion has already begun with a significant amount of initial success, the budgetary limitations are not clear. Because funding is from the shared basic skills fund, the exact amount of support we can offer is uncertain.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Adjustment to Base Budget -** Establish a firm budget for Embedded Tutoring for English classes that will be used to pay for peer tutors, faculty coordination time, and training. \$80,000 will pay for approximately 30 embedded tutors per semester and \$8000 will be used to pay for faculty coordination time and training. (Active)

**Why is this resource required for this action?:** Since 2019, there has not been a clearly defined budget dedicated to Embedded tutoring, English. The funding has come from the Basic Skills (equity Embedded tutoring has funded tutors and in Spring 2022 two English faculty took on the role of coordinator and champion of Embedded Tutoring which resulted in the number of sections with embedded tutors increasing from 8 a semester to 18 for Fall 22.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 88000

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1 -** Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2 -** Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.3 -** Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**District Objective 3.1 -** Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 3.2 -** Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

**District Objective 4.3 -** Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Monitor data and success rates for all tutorial areas

Collect data on attendance, SAOs/SLOs, and students success rates for all of the areas included in this unit program review.

Leave Blank:

**Implementation Timeline:** 2022 - 2023

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Increase student use of tutorial services



# Program Review - Learning Assistance

Student tutors will:

Understand and follow the policies and procedures of the college and their tutorial program.

Demonstrate equitable behaviors and practices

Exhibit positive customer services practices

Hold knowledge of the subject area in which they tutor

Use effective tutoring techniques

**Person(s) Responsible (Name and Position):** David Hardison, Writing Center Coordinator Johnny Fang, Language Center Coordinator, James Alvin, General Tutorial Coordinator, Tyler Johnson, Math Lab Coordinator, Tracy Redden, Supplemental Instruction Faculty Coordinator, Katie Beberian/

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

## Action: 2022-2023 Professional Development for Coordinators

Provide funding for coordinators to attend relevant professional development to maintain currency in best practices for their respective tutorial program

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Provide high quality tutoring in those areas to foster student success

Increase student use of tutorial services

Student tutors will:

Understand and follow the policies and procedures of the college and their tutorial program.

Demonstrate equitable behaviors and practices

Exhibit positive customer services practices

Hold knowledge of the subject area in which they tutor

Use effective tutoring techniques

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean and program coordinators

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Adjustment to Base Budget** - Travel and conference fees for attendance at CRLA, SI, ACTLA and/or other related conferences. (Active)

**Why is this resource required for this action?:** In order to attend conferences, conference and travel fees are required.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 10000

# Program Review - Learning Assistance

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Training for faculty who have embedded tutors and SI leaders

Provide training opportunities for faculty who have embedded tutors and SI leaders to increase use of promising practices and support tutor/leader effectiveness.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Provide high quality tutoring in those areas to foster student success  
Increase student use of tutorial services

Student tutors will:

Understand and follow the policies and procedures of the college and their tutorial program.

Demonstrate equitable behaviors and practices

Exhibit positive customer services practices

Hold knowledge of the subject area in which they tutor

Use effective tutoring techniques

**Person(s) Responsible (Name and Position):** Katie Beberian and Lisa McHarry Freeman, , English Faculty/Embedded tutor coordinator. Tracy Redden, SI coordinator

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.3** - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 3.2** - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Increase hours of tutoring availability and provide consistent math and science tutor availability.

# Program Review - Learning Assistance

Hire a full time, 10 month Senior Instructional Specialist--Math and Science

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Provide high quality tutoring in those areas to foster student success

Increase student use of tutorial services

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean, ESS

**Rationale (With supporting data):** In recent years there has been little to no availability of tutors to assist with chemistry and biology in Hanford and Tulare. When there is a tutor, they are often only available for 1 semester before they graduate and leave the college. Hiring an instructional specialist will insure that tutoring in chemistry and biology are available every semester. In addition this position will ensure that math tutoring is available throughout the greater part of the day Monday-Thursday at Hanford and Tulare. Currently, there is consistent full time tutoring only 2 days/week at each site and while that is supplemented by faculty and peer tutors, those hours are inconsistent and there are many periods of time with gap in services.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** Yes

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential -** Full time, 10 month senior instructional specialist with qualifications in math and science for Hanford/Tulare/Visalia tutorial centers. (Active)

**Why is this resource required for this action?:** It has been very difficult to secure peer tutors in the sciences for Hanford and Tulare. Furthermore, faculty presence in Tulare and Hanford math lab does not fully cover the range of hours that the tutorial centers are open. A full time senior instructional specialist in math and science would work in Hanford and Tulare on days to complement the Math Lab coordinator schedule, ensuing math and science tutoring assistance 4 days a week and could work in Visalia in the evenings.

**Notes (optional):** There is the potential to add MESA duties to this position to support MESA on the Tulare campus.

**Cost of Request (Nothing will be funded over the amount listed.):** 55000

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.3** - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 3.2** - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

## Action: 2022-2023 Provide evening and Saturday line of sight supervision

Ensure line of sight supervision by hiring faculty for evening and Saturdays

Leave Blank:

Implementation Timeline: 2022 - 2023

# Program Review - Learning Assistance

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Prove peer academic support in select courses determined through analysis of student needs

Provide high quality tutoring in those areas to foster student success

Increase student use of tutorial services

Student tutors will:

Understand and follow the policies and procedures of the college and their tutorial program.

Demonstrate equitable behaviors and practices

Exhibit positive customer services practices

Hold knowledge of the subject area in which they tutor

Use effective tutoring techniques

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean, ESS

**Rationale (With supporting data):** In order to provide after hours tutoring that is safe and allows for collection of apportionment, line of sight supervision by qualified faculty is required.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** Yes

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Faculty** - Hourly pay for faculty to provide tutoring and line of sight supervision to tutorial during extended hours (M-Th evenings and Saturdays) (Active)

**Why is this resource required for this action?:** Visalia tutorial center offers after hours tutoring in a variety of subjects.

Once tutorial moves to the new building, qualified faculty will be needed to provide line of sight supervision and support to tutors in order to receive apportionment for tutoring and to support high quality tutoring after hours.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 20000

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.3** - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 3.2** - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.