

# Comprehensive Program Review Report



## Program Review - Learning Assistance

### Program Summary

#### 2023-2024

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**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 to better serve students. 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".

In February 2023, Tutorial Services successfully earned certification as a Level I International Tutor Training Program Certificate tutor training program by the internationally recognized College Reading and Learning Association (CRLA). For more than thirty years, CRLA has been a leader in learning assistance, reading, and academic support programs with almost 1,300 members and over 2,000 certified training programs worldwide. Tutorial Services worked hard to develop a tutor training program that meets CRLA's rigorous standards and successfully completed the International Tutor Training Program Certification (ITTPC) peer review process during the previous academic year. Achieving certification means that we met CRLA's high standards for tutor selection, training, direct service, and evaluation as an integral part of their overall tutoring program. We are now able to offer this CLRA certification to tutors who complete the requirements set out by CRLA.

Additionally, students are able to receive year-round tutoring in subjects covered by General Tutorial, Writing Center, and Math Lab. These three areas provide consistent tutoring during the summer sessions as well as Fall and Spring.

Finally, student satisfaction remains strong across all tutoring areas. The 2023 MotherLode survey responses showed that the General Tutorial Center, Math Lab, and Writing Center each received an overall satisfaction rate of 97% across all campuses. Similarly, the Language Center's Spring 23 exit survey of all students showed that 96.30% of the respondents indicated that the services were either very helpful or helpful.

#### General Tutorial

The General Tutorial Center offers tutorial services in-person and online via Zoom in subjects not covered by Math Lab, Writing Center, or MESA. We offer content-level tutoring in subject areas such as Accounting, Anatomy, Biology, Business, Chemistry, Computers, Economics, Philosophy, Physiology, and Political Science. 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. It supports students for after-hours tutoring and for subjects not offered through COS tutorial centers.

The General Tutorial Center also oversees the front desk workers who serve as the hub of communications and the first point of contact for the General Tutorial, Math Lab, Writing Center, and Language Center as well as programs housed in the ESS building. These workers also facilitate short term checkouts of devices such as laptops and calculators.

The following is a list of attendance trends for the past two academic years:

Fall 2021 - Total Unique Visits: 637

Spring 2022 - Total Unique Visits: 600

Fall 2022 - Total Unique Visits: 866

Spring 2023 - Total Unique Visits: 1034

Fall '21 to Fall '22 saw an increase of 637 visits to 866. Spring '22 to Spring '23 saw an increase from 600 visits to 1034 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 responded to. 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. For example, this year we launched a program liaison initiative in which the coordinator of the General Tutorial Center adopted the role of "tutorial liaison" for athletics, foster care, and AAC. These programs now have a point person for all questions regarding tutorial services. One outcome of this initiative, for example, is that the softball team now holds one of their weekly study hall hours in the General Tutorial Center. General Tutorial is well-poised to help meet needs such as physical space, and at the same time, this increases awareness and usage of the program. 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. Last year, the General Tutorial Center awarded two CRLA certificates to tutors who met the requirements for the Level 1 ITTCP, and we expect to certify at least three more over the course of the 23-24 academic year.

Student Satisfaction: The 2023 MotherLode survey responses showed overall 97% were satisfied with services provided by the tutorial center. Hanford showed 99% satisfaction, while Tulare and Visalia both earned a 97% satisfaction rate.

What are the strengths of your area: General Tutorial

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, as well as the Accessibility Center and ESL Enrollment Center. 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.

The Educational Support Services building enjoys several different avenues by which students can inquire about tutoring services. They can reach the building by text, phone call, email, walk-in, or drop-in online to our open Zoom room. All of these avenues of communication are monitored by General Tutorial workers. In particular, the General Tutorial Center was responsible for setting up text, email, and online drop-in so that students can reach out to us by the most convenient method possible.

Finally, the General Tutorial Center has a deep availability to tutor historically in-demand subjects such as physiology, chemistry, and microbiology. Classes such as these, which are higher in sequence, are typically difficult to staff. This is because by the time a tutor qualifies for one of these subjects, they are usually ready to transfer or graduate. We now offer 5 days a week tutoring availability for chemistry, anatomy, physiology, biology, and microbiology. Adequately staffing these subjects has been a longstanding challenge which has now been accomplished.

## Language Center

The Language Center (LC) offers unique linguistic and academic support to English as a Second Language (ESL), Spanish as a second language, and multilingual learners who seek to strengthen their English skills. These groups of students usually benefit from our language and technology support. To prepare them for academic success, we provide 1-on-1 tutoring in English and Spanish and workshops on language and academic skills. To make our center accessible, we do outreach to the student success center and departments such as Education and English. All of which have many attendances by our target students. We also collaborate closely with the ESL department. Specifically, we support ESL writing and hybrid flex classes by assigning embedded tutors and class aids. As part of the ESL curriculum, we also house the ESL lab where ESL students come to the lab as a whole class to meet the requirement of positive attendance counting as two credits. At the lab, we provide tutoring to support their learning.

The LC also plays an integral part in supporting multilingual students who are seeking a degree, achievement certificate, or career technical education. As California law AB705 (AB 705, Irwin) encourages the enrollment of students in mainstream courses without taking remedial or prerequisite courses, our multilingual students are taking transfer-level courses such as ESL 90/490 and other courses to satisfy the academic requirements such as English 1, Childhood Development, and Introduction to Human Services. We have been supporting them in pursuing their academic goals.

Center Usage: Below is the center attendance by service type. In general, there was consistent attendance across the academic year for virtual tutoring and workshops, and there was a significant increase in attendance for face-to-face tutoring in the Spring semester. When compared across service types, workshop attendance appears to be outstanding given its high usage. This might reflect our newly implemented workshop hours for our evening students, which was proposed to improve the availability of our service in the last program review.

### Fall 2022

Face-to-face tutoring hours: 432.89

Virtual tutoring hours: 11.28

Workshop hours: 232.13

### Spring 2023

Face-to-face tutoring hours: 702.27

Virtual tutoring hours: 12.30

Workshop hours: 248.23

Student Satisfaction: Our survey results during the Fall 2021 – Spring 2023 academic year demonstrate the strength of the comprehensive support we provide and how it benefits our students. Our exit survey of all students from Accudemia showed that 96.30% of the respondents (N = 1164) indicated that our service was very helpful (5 on a scale of 5) and helpful (4 on a scale of 5). Some of their open-ended responses to the survey question “Do you have any feedback or compliments for us” are “Just thank you for all your support and hopefully continue to support me as always,” “That was so helpful and They are very welcoming,” “I received helpful feedback,” “Very great workshop,” and “Tutor was really sweet and welcoming.”

Additionally, we administered two surveys to our ESL students attending our lab at the end of Fall 2022 and Spring 2023, respectively. The first survey (N = 53) 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 = 4.7), “The 1-on-1 tutoring helps me understand learning material and complete assignments.” (M = 4.8), “The LC workshops prepare me to succeed in my class” (M = 4.7). Of the 53 respondents, 22 have used our one-on-one tutorial, and 26 have attended a workshop at the center. The second survey (N = 38) showed similar results (M = 4.6, M = 4.7, M = 4.8, M = 4.7) for the same questions asked. Their open-ended responses provide insights into the quality of our services, “They are a big part of my learning because

they are always ready to help,” “All ESL tutors are very nice and helpful,” and “Tanks to have this kind of help for help us really help me” [sic].

An additional strength of the center is our active and continuous DEI efforts to support students with different cultural and learning backgrounds. In Spring 2023, using the small grant (\$500) awarded by the COS Foundation, we organized various events to connect students with campus resources. Notably, we hosted “Celebrating Diversity and Inclusion” in conjunction with the Student Success Center and ESL department. At the event, we invited three COS ESL alumni to share their academic journeys and presented different pathways to a certificate and associate degree.

Training: Finally, our tutors and instructional specialists have been actively attending training and conferences to stay current with the latest pedagogy and DEI issues. Of 10 tutors, 2 have completed the International Tutor Training Program Certification (ITTPC), which covers 4 level-1 tutoring areas approved by the College Reading and Learning Association. All tutors also completed 4 Canvas Training Modules, which cover (1) Language Center Services, Policies, & Expectations, (2) ESL Background Knowledge & Tutoring Skills, (3) Canvas Basics, and (4) HyFlex Class Basics. The center also applied for a fund for our instructional specialists to attend the National Conference on Race and Ethnicity in Higher Education (NCORE). The fund was approved by the COS Equity, Diversity, and Action Committee (EDAC). Our active participation in these training helps our staff and tutors stay current with best practices and DEI-related issues.

#### Embedded Tutoring—ESL

To support the ESL department, the LC offers embedded tutoring to over 10 ESL Grammar and Writing classes every semester. We recognize the linguistic and technological challenges facing ESL students in a language classroom as well as those facing the ESL faculty such as mixed-level classes and continuous enrollment. One rising challenge is the hybrid flexibility modality, where students Zoom in to join the class, which makes it more complex than the traditional modality. To address these challenges, we regularly communicate with the faculty to assist with their teaching needs. We also provide domain-specific training on ESL grammar & sequence and tutoring techniques to make sure tutors succeed at work, such as awareness-raising and communicative approaches, and hybrid flex tutoring skills.

#### Math Lab

The Math Lab offers tutorial services in-person and online via Zoom in math and math-related courses up to Calculus 1. Tutoring is performed by Faculty, Staff, and Student tutors. Math Lab is open Monday through Friday on the Visalia campus, and Monday through Thursday on the Tulare and Hanford campuses. The Math Lab coordinator also spends two days a week in Hanford and Tulare to facilitate outreach.

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, throughout the semester we utilize mass emails and social media posts to ensure that our information is available to students. Math Lab also maintains a coordinator on all three COS campuses through tabling events, handing out flyers, participating in campus events like Giant Days, etc.

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 correct tutoring but fosters relationships with these faculty as well.

Tutor Training: Tutors undergo training throughout the school year. Tutors attend orientation before the semester starts and monthly trainings thereafter. We have received certification to ensure that our tutors are trained to CRLA standards.

Student Satisfaction: The 2023 MotherLode survey responses showed 97% were satisfied with services provided by the Math Lab across the district, with Hanford showing 99% satisfaction, Tulare showing 97% satisfaction, and Visalia showing 97% satisfaction.

Variety: While the Math Lab mainly focuses on serving Math Classes, many other subjects are covered by tutors. Programs that are served include Welding, Nursing, Business, etc.

Availability: Math Lab expanded availability to students on the Tulare and Hanford campuses and online. A temporary Instructional Specialist was hired to ensure that the Math Labs on the Hanford and Tulare could assist students Monday through Thursday. Additionally, the online offerings for Math Lab were expanded to reach students throughout the week. Accudemia appointments are utilized to ensure that students who are unable to make it to campus get the help they need.

#### Usage:

Fall 2022 – Hanford, Visitors: 64, Visits: 427, Avg. Hours: 1:30, Total Hours: 644:53

Fall 2022 – Tulare, Visitors: 63, Visits: 271, Avg. Hours: 1:40, Total Hours: 456:09

Fall 2022 – Visalia, Visitors: 303, Visits: 2870, Avg. Hours: 1:36, Total Hours: 4625:53

Fall 2022 – Total, Visitors: 398, Visits: 3568, Avg. Hours: 1:35, Total Hours: 5726:55

Spring 2023 – Hanford, Visitors: 47, Visits: 351, Avg. Hours: 1:42, Total Hours: 598:41

Spring 2023 – Tulare, Visitors: 70, Visits: 436, Avg. Hours: 1:35, Total Hours: 693:21

Spring 2023 – Visalia, Visitors: 370, Visits: 3566, Avg. Hours: 1:41, Total Hours: 6016:23

Spring 2023 – Total, Visitors: 447, Visits: 4353, Avg. Hours: 1:39, Total Hours: 7308:25

#### Writing Center

The Writing Center has been serving students since 2008. Our goal is to help students become stronger writers, to create writers who are empowered and confident in navigating diverse writing tasks, using the diverse range of skills required throughout the writing process. To that end, our program facilitates tutoring services which are adaptive to a wide range of writing-related needs, offering personalized approaches to students via effective, one-on-one support. That commitment to serving each individual student remains one of our greatest strengths.

Outreach: The awareness of our services is greater than ever. We've achieved this through the intentional and consistent outreach at each level of student, faculty, and staff, and through a variety of marketing mediums. The recent data indicates our awareness is at its highest yet, with only 10% of students being unaware of our services, down from 14% from the previous survey.

Growth: In addition to our high awareness and satisfaction rates, our tracking data shows very high rates of growth in terms of minutes, visits, and unique visitors:

Fall 2021: Visalia had 355 visitors, 740 visits, and 29809 minutes; Hanford had 22 visitors, 29 visits, and 1863 minutes; Tulare had 31 visitors, 50 visits, and 5747 minutes; Total had 408 visitors, 819 visits, and 37419 minutes.

Spring 2022: Visalia had 277 visitors, 475 visits, and 18230 minutes; Hanford had 38 visitors, 114 visits, and 6321 minutes; Tulare had 14 visitors, 17 visits, and 968 minutes; Total had 279 visitors, 606 visits, and 25519 minutes.

Fall 2022: Visalia had 418 visitors, 856 visits, and 42680 minutes; Hanford had 83 visitors, 224 visits, and 13195 minutes; Tulare had 50 visitors, 214 visits, and 23310 minutes; Total had 551 visitors (FA/FA growth of 35.05%), 1294 visits (FA/FA growth of 58.00%), and 79185 minutes (FA/FA growth 111.62%).

Spring 2023: Visalia had 358 visitors, 765 visits, and 38803 minutes; Hanford had 62 visitors, 256 visits, and 21176 minutes; Tulare had 46 visitors, 178 visits, and 16860 minutes; Total had 466 visitors (SP/SP growth of 67.03%), 1199 visits (SP/SP growth of 97.85%), and 76839 minutes (SP/SP growth 201.11%).

Student Satisfaction: Student satisfaction remains a strong aspect of our services. Recent data confirms that predominant attitudes and testimony we see and hear from students on a daily basis. The survey data indicates an overwhelmingly positive satisfaction rate: 96% for Visalia (1216), 98% for Hanford (135), 97% for Tulare (135), and 97% for the district (1486).

Training: This area is one in which we are especially strong. The training and support we provide our writing tutors is excellent and comes from multiple faculty, coordinators, and educational specialists. For Writing Center tutors, the training consists of the English 123, 124, 125, and 126 courses, which exist within the Writing Consultancy Certification pathway. This course has recently been adapted to a part in-person and part online asynchronous structure to allow for the content to be more effectively delivered to tutors at different levels. As a result, they receive consistent training in writing theory and tutoring pedagogy from English faculty which elevates the quality and ethos of the Writing Center. Also, all writing tutors have access to and benefit from the training offered through the joint effort of the Coordinators of the Tutorial Services, the training program for which has this year been officially recognized and certified by the CRLA (College Reading and Learning Association); two Writing Center Tutors have already been certified.

#### Embedded Tutoring – English

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.

Outreach: From 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, we've more than tripled our outreach. We've benefited from 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.

Training: Embedded tutors also receive training and support, both individually from their paired faculty instructors, and together, in regular workshops newly designed and delivered by our Embedded Tutoring Faculty Coordinators. Also, all writing tutors benefit from the training offered through the joint effort of the Coordinators of the Tutorial Services, the training program for which has this year been officially recognized and certified by the CRLA (College Reading and Learning Association).

Student Success: A study conducted by our Research, Planning, & Institutional Effectiveness has examined the data, looking at the impacts of embedded tutors, and it concluded a few noteworthy points. Most important, it indicated a significantly higher success rate overall for courses which have an embedded tutor:

By tutor status, there was a significant difference in the percentage of students who passed English 001 based on whether or not the course had an embedded tutor (See Table 1). Students in courses that had an embedded tutor (56%) were more likely to pass English 001 when compared to those in courses without embedded tutors (50%). Additionally, students in courses with embedded tutors ( $M = 1.93$ ) had significantly higher English 001 grades when compared to students in courses without embedded tutors ( $M = 1.64$ ) (See Table 2).

By tutor status and prior attempts in English 001, when examining differences in English 001 grades based on tutor status and prior attempts in English 001, among students whose first attempt in English 001 was in Fall 2022, those who were in courses with embedded tutors ( $M = 2.11$ ) had significantly higher English 001 grades when compared to students who were in courses without embedded tutors ( $M = 1.75$ ). Among students who had previously attempted English 001, there were no significant difference in grades based on tutor status. Additionally, regardless of tutor status, students whose first attempt in English 001 was in Fall 2022 ( $M = 1.75$ ;  $M = 2.11$ ) had significantly better English 001 grades when compared to students who had previously attempted English 001 ( $M = 1.10$ ;  $M = 1.13$ ) (See Table 8). These findings suggest that embedded tutors may be beneficial in improving English 001 grades among students attempting the course for the first time.

By tutor status and course format, when examining differences in English 001 grades based on tutor status and course format, students in courses with embedded tutors whether in face-to-face ( $M = 2.11$ ) or online ( $M = 1.74$ ) formats had significantly

higher English 001 grades when compared to students who took English 001 face-to-face (M = 1.73) or online (M = 1.37) in courses without embedded tutors. Additionally, regardless of tutor status, students in face-to-face courses had significantly better English 001 grades than students in online courses. These findings suggest that embedded tutors may be beneficial to students regardless of course format, but tutors were not more beneficial in one course format over the other.

**What improvements are needed?:** General Tutorial

Top recommendations from students who completed the Motherlode Survey were to increase hours of availability of tutors (particularly for those students who work), 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

Unlike the other tutorial center coordinators, who are 12 month employees, the Language Center Senior Instructional Specialist/Lead Coordinator is a 10 month employee. As a result, the language center suffers delays in hiring and scheduling tutors, and is unable to offer services in summer school. Additionally, it leads to a sense of inequity for a program that services students who have many academic, financial and geographic barriers in addition to the linguistic barriers they face.

We use data from Accudemia and Exit Survey, and staff feedback to inform improvement for the services provided to our target students. Regarding the ESL students, the open-ended responses from the Exit Survey showed that our students need more support for basic skills. Their input included, "If you can hours for the workshops preferably by the morning," "Technology, speaking, more games.," "How to get better in searching the internet," "Maybe some basic Grammar that people used to get trouble with." Additionally, while we are striving to help our students develop their digital literacy, providing limited free printing can make instructional materials more accessible to our students. Finally, our internal input from our staff also showed that the lab component should have more autonomy and communication with ESL faculty with regard to students' technological needs and learning progression. As for other multilingual students, we will need to do more outreach to make the center accessible to them.

#### 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 (5 hyperflex writing labs/classes are offered this semester). Based on last year's program review and proposition, our training is offered not only through monthly training but also through Canvas training modules. We designed 4 training modules, which are (1) Language Center Services, Policies, & Expectations, (2) ESL Background Knowledge & Tutoring Skills, (3) Canvas Basics, and (4) HyFlex Class Basics, which prepare our tutors to better support students in the Hyflex ESL classes.

#### Math Lab

Number of Tutors: The increase in usage that the Math Lab has seen has spread our tutors thin. While we can serve the students who come in, an increase in tutors would also allow the tutors to provide higher quality tutoring.

Additional Instructional Assistant: Changing the Temporary Instructional Assistant position to a permanent position would allow us to provide more consistent services to the Hanford and Tulare campuses. Also, it would free up the Math Lab coordinator to better provide for students at their current location.

Textbooks: Math Lab students often use the textbooks that are in the Math Lab. This causes the textbooks to quickly wear down and fall apart. Being able to purchase more textbooks, as well as more of the textbooks for the non-math classes that we work with would allow our tutors and students to be more prepared for their tutoring sessions.

Online Tutoring: Currently, online tutoring is provided by the Math Lab Coordinator and some of the Math Faculty who sign up for hours. As more students utilize online tutoring, this takes up an increasing amount of the Math Lab Coordinator's day and prevents them from being able to do other tasks. Expanding this to include either another faculty member or some of the student tutors would allow the Math Lab Coordinator more time to perform their duties.

Campus information board: The Hanford Tutorial Center could benefit from a wall-mounted TV that could be used to post campus bulletin as well as tutorial workshops and other tutorial information to increase student engagement in tutorial services and campus events at large.

#### Embedded Tutoring—English

Training: Because faculty adoption and embedded tutor recruitment continue to be the most important factors in the program, and because onboarding and training of new embedded tutors is the most significant challenge in that adoption process, we need to explore options for creating a more robust and formalized training program which addresses the needs of the embedded tutors and their instructors.

Data Collection: The program does not have a system in place for tracking student usage. We need to consider that need, if Accudemia should also be used for Embedded Tutoring, how it should be used, as well as consider how funding is impacted or accounted for students using tutoring services outside of the classroom.

### Writing Center

Because faculty support continues to be one of the most important factors in our success, there is potential for promoting our usage through more directed marketing and outreach, tailoring our materials which offer services, share data, and address the interests of faculty specifically. Also, there is potential in developing our services around ease-of-use. Many of the services we offer, such as Accudemia reporting, class visits and tours, or tutor recommendations, can be re-explored with faculty in mind, aiming to make each of those processes more convenient and consistent.

We are continuing to examine the structure of our Writing Consultancy courses, the English 123, 124, 125, and 126. Our goal is to continue providing effective training for tutors at each level of experience, but to consider the impacts of its structure on serving tutors at each campus and practically, deciding on the right mixture of in-person, online synchronous, and online asynchronous content, and to consider the purpose and effect of the observation hour as part of the curriculum.

After moving to the new ESS building, we may encounter logistical challenges with our intake system, particularly where our walk-in tutoring services are concerned. Before the move, the Writing Center shared line-of-sight proximity to the tutorial services' front desk, which made coordinating the availability of tutors with walk-in students manageable. Now, with the loss of line-of-sight and the longer time it takes for the front desk to verify available tutors, it is probable we'll experience some friction with the intake system, particularly in high-traffic times. Hopefully, this will be addressable through Accudemia, but we will need to implement changes with intention, ensure all tutors and front desk workers are trained for consistency, and we will need to collect feedback and evaluate how they affect the tutoring experience.

**Describe any external opportunities or challenges.:** External Opportunities/Challenges:

### All Tutorial Services:

The new ESS building is one commonly shared factor that provides definite opportunities and some challenges between each of the tutorial centers. The 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.

The new space allows us to host more programs and groups across the campuses. For instance, the General Tutorial area for sports teams to conduct their team study hours. Currently, we host the softball team for one of their study hall hours and are working with various coaches to offer direct course-level support for their student athletes.

The closer proximity to other programs also allows for better collaboration between services. For instance, Writing Center is now immediately adjacent to the Language Center. Because of the closely related services we offer students, it would be beneficial to make coordination between the two services an intentional part of the everyday function of both centers, and we can look for ways to take advantage of the newly shared space for each of the centers.

Additionally, moving into the brand new ESS building comes with the challenge of settling into a new physical space. For example, though every table now has a power outlet, many currently do not work. Likewise, we have been unable to lend out short-term laptops to students since we have not received them yet. We are currently working with IT and facilities to resolve many of these ongoing issues.

In 2021, Tutorial Services selected Accudemia as our software attendance and appointment platform. Since that time numerous programs have adopted Accudemia for the purpose of attendance monitoring, both for apportionment and for general usage data keeping. This platform offers the ability to run reports that are of use not only for apportionment, but for faculty who wish



to know about student attendance in tutorial services. It is recommended that the College institutionalize Accudemia to provide funding for all centers using accudemia along with centralized security control in IT rather than with the dean of Educational Support Services.

#### General Tutorial:

Additionally, the hiring of a new instructional assistant - lab setting has enabled the General Tutorial Center to extend tutoring availability for two of our most in-demand subject areas: chemistry and biology. We are now able to offer chemistry and biology tutoring till 7pm Monday through Thursday, and until closing time on Friday afternoon. As with all of our tutoring, students are also able to access these services through online tutoring if they are unable to come to campus. Hiring this position is a direct connection to the expressed needs of working students from the Motherlode Survey who wanted extended hours. This position gives us the opportunity to meet the demands of working students.

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.

Finally, the General Tutorial Center front desk workers are now the initial point of contact between students and an entire building on campus. With this comes the challenge of staying up-to-date on information regarding the entirety of campus life, since students will often inquire about everything from scholarship deadlines to the locations of professor's offices. Prior to moving into the new building, student questions were much more focused on tutorial-related issues. Now the challenge is for all General Tutorial workers to expand their knowledge of campus information and remain up-to-date on the latest information.

#### Language Center:

**Challenges:** One of the biggest external challenges is the technological barriers faced by our students. First, our ESL students consistently forget their enrollment or login information, which delays lab work. Without the COS login information, it normally takes about 15 before we can start the lab work. Despite the orientation we provide in the first week of each semester, there needs to be a better system and communication among the ESL specialist, counselor, and students. Second, the lab lacks high-speed Wi-Fi connectivity and high-performing laptops. These laptops are slow and have small screens. It is difficult for our students to finish lab work on these devices. Additionally, the lack of remote technical support makes it challenging for students to join the lab, ESL classes, or virtual tutoring.

**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 the degree-seeking students and benefits those who receive the support of our ESL tutorial services.

#### Math Lab:

**Challenges:** COVID. While COS has transitioned to more face-to-face offerings, the problems that were exacerbated with COVID remain clear. Students attending COS may not have had in-person classes for a while and are not used to the in-person learning environment. This leads students to utilize various tutorial services, including Math Lab. However, this also causes an influx of students that we were not fully prepared for.

**Opportunities:** Temporary Instructional Specialist: The addition of a temporary instructional specialist allowed the Math Lab more opportunities to be a presence on the Tulare and Hanford campuses. Not only were services more commonly available, they allowed Math Lab to physically be present at many on-campus events which expanded our outreach options.

#### Writing Center:

For the Writing Center, AB-1705 continues to be a motivating factor in the outreach and service for transfer level English courses. The self-selection of students into courses with greater support from instructors, for instance, seem to indicate that these students in particular could benefit from the support of a writing tutor, either in the class through embedded tutoring, or through direct marketing to those students and instructors.

**Overall SAO Achievement:** As a new unit, we do not currently have achievement data. One of our action items for the upcoming year is to determine SAOs.

Changes Based on SAO Achievement: N/A

Outcome cycle evaluation: N/A

## Action: 2023-2024 Institutionalize funding for Writing Center Coordinator

Moving funding for Writing Center Coordinator to general fund budget.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

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 Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.

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.

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

**Rationale (With supporting data):** Until this year, this position has been paid out of SEA funds. However due to reduced availability of funds, in part resulting from significant pay increases over the past three years, that budget is no longer able to sustain this cost and it has been shifted to Basic Skills carryforward budget. That funding will be exhausted at the end of this year and future funding for this position will need to be found or we will need to make significant cuts in SI and embedded tutoring budgets. This position is essential to maintain coordination of the Writing Center across the three campuses.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Resources Description

**Personnel - Classified/Confidential** - Salary and benefits for full time Senior Instructional Specialist/Lead Coordinator-Writing Center (Active)

**Why is this resource required for this action?:** Until this year, this position has been paid out of SEA funds. However due to reduced availability of funds, in part resulting from significant pay increases over the past three years, that budget is no longer able to sustain this cost and it has been shifted to Basic Skills carryforward budget. That funding will be exhausted at the end of this year and future funding for this position will need to be found or we will need to make significant cuts in SI and embedded tutoring budgets. This position is essential to maintain coordination of the Writing Center across the three campuses.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 140000

### 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.

# Program Review - Learning Assistance

**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 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% 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: 2023-2024 Provide Year Round Student Support in the Language Center

Increase Senior Instructional Specialist/Lead Coordinator --Language Center from 10 month to 12 month position

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Objective 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

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

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

**Person(s) Responsible (Name and Position):** Angela Sanchez, Dean, Educational Support Services

**Rationale (With supporting data):** Unlike the other tutorial center coordinators, who are 12 month employees, the Language Center Senior Instructional Specialist/Lead Coordinator is a 10 month employee. As a result, the language center suffers delays in hiring and scheduling tutors, and is unable to offer services in summer school. Additionally, the Language Center does not benefit from professional development and program planning on behalf of the larger department because of the absence of personnel in the summer. Finally, it leads to a sense of inequity for a program that services students who have many academic, financial and geographic barriers in addition to the linguistic barriers they face.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Resources Description

**Personnel - Classified/Confidential** - Increase Senior Instructional Specialist position from 10 month to 12 month (Active)

**Why is this resource required for this action?:** Objective 2.3.2: Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

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

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

**Notes (optional):**

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

# Program Review - Learning Assistance

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2023-2024 Increase hours of tutoring availability and provide consistent math tutor availability at Hanford and Tulare Centers

Hire a part time (24 hour/week) senior instructional specialist for Tulare/Hanford

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**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, Educational Support Services

**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:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Personnel - Classified/Confidential** - Part time (24 hour/week) Senior Instructional Specialist--Math (Active)

**Why is this resource required for this action?:** To provide consistent tutoring availability to students in Hanford and Tulare Centers

# Program Review - Learning Assistance

## Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 34000

## 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 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% 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: 2023-2024 Improve student success in gen ed and pre-nursing science classes

Identify and purchase additional instructional supplies for anatomy, physiology, and microbiology tutoring purposes.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

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.

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

**Person(s) Responsible (Name and Position):** James Alvin, Lead Coordinator, General Tutorial Center

**Rationale (With supporting data):** Instructional supplies serve several important purposes: as instructional aides for tutors, as incentive for students to visit tutorial, and as critical study supplies for courses with lab components. Instructional supplies for anatomy, physiology, general biology and microbiology need to expand due to two key reasons:

First, by moving in to the new ESS building, we gained access to a new smart board in the anatomy study room. This board is not being used to its fullest potential since quality apps require subscriptions or purchases. The following is proposed:

Purchase a subscription to Visible Body Suite (for anatomy and physiology) - \$200 per year

Purchase a subscription to a biology & microbiology app (to be determined) - estimated \$200 per year

Second, we've expanded our tutoring for general biology and microbiology. We are seeing more students using these services and have received several requests from students who want to practice their microscope skills. Unfortunately, we do not have enough slide decks for these specific subjects. The following is proposed:

Purchase additional microscope slide decks for microbiology and general biology - \$500

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Learning Assistance

**Equipment - Instructional** - Purchase additional microscope slide decks for microbiology and general biology - \$500 (Active)

**Why is this resource required for this action?:** Second, we've expanded our tutoring for general biology and microbiology. We are seeing more students using these services and have received several requests from students who want to practice their microscope skills. Unfortunately, we do not have enough slide decks for these specific subjects. :

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 500

**Adjustment to Base Budget** - Purchase a subscription to Visible Body Suite (for anatomy and physiology) - \$200 per year  
Purchase a subscription to a biology & microbiology app (to be determined) - estimated \$300 per year (Active)

**Why is this resource required for this action?:** First, by moving in to the new ESS building, we gained access to a new smart board in the anatomy study room. This board is not being used to its fullest potential since quality apps require subscriptions or purchases.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 500

## 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 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

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

## Action: 2023-2024 SAO Development

Determine Program SAOs and SLOs

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Objective 4.2: Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025

Objective 4.3: Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from

**Person(s) Responsible (Name and Position):** James Alvin, Johnny Fang, Tyler Johnson, David Hardison Tutorial Center Coordinators, Faculty, Angela Sanchez, Dean Educational Support Services

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

# Program Review - Learning Assistance

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: 2023-2024 Assessment of SLOs and SAOs

We will request disaggregated data from the Giant Research Team and using data available in Accudemia we will investigate student characteristics data such as age, gender, ESL status, Access/Ability services status, adult learner status, and other minority group statuses, such as Puente status, along with service usage data, to analyze subgrouping SAO/SLO outcomes. Each area under the ESS might request different disaggregated data as each area works with different specific groups of students.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Johnny Fang, David Hardison, Tyler Johnson, James Alvin, Tutorial Center Coordinators, Angela Sanchez, Dean ESS

**Rationale (With supporting data):** The ESS was recently approved for its own program review. For the coming year, the ESS will measure the service area outcomes (SAO) and student learning outcomes (SLO) to reflect the effectiveness, usage, and perceptions of our services. The following SAO and SLO descriptors will need to be further revised, and the measurements will need to be determined.

Although the Language Center conducts its own satisfaction survey through Accudemia and Lab-Exit Survey, creating ESL 400 can help systematically measure students' satisfaction and effectiveness by tracking center usage. Also, following last year's proposition, exploring options to measure effectiveness such as quantifying SAO and SLO as well as making comparisons among student groups will help us understand how our target groups, i.e., ESL, multilingual students, perform academically in comparison to groups who do not use our services.

**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.

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

## Action: 2023-2024 Provide consistent science tutoring in Hanford and Tulare

Research options for providing more consistent tutoring support in transfer level biology and chemistry at Hanford and Tulare

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Increase the accessibility of tutoring options across all three COS campuses; Provide consistent tutoring options on all campuses for students in historically demanding courses; Support biology and chemistry faculty with increased tutoring options; Increase collaboration with biology and chemistry faculty; Contribute to increased success and retention rates in biology and chemistry classes; Close equity gaps for students who are unable to access online tutoring, or who may lack the ability to physically be present on a particular campus.

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

# Program Review - Learning Assistance

2025.

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.

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

Objective 4.2: Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025

**Person(s) Responsible (Name and Position):** James Alvin, Lead Coordinator, General Tutorial, Angela Sanchez, Dean Educational Support Services

**Rationale (With supporting data):** Historically, support for biology and chemistry classes has been dependent on tutor availability. If tutors are present on campus, use of services increases. For example, in Spring of 2022, one chemistry tutor conducted 61 unique tutoring sessions on the Tulare campus. This is consistent with Motherlode survey results in which respondents requested increased hours and tutoring options. However, service options are limited by many factors including tutor hour caps; lack of potential tutors; or tutors who are unavailable to work at Tulare or Hanford. Options will be explored to increase faculty involvement, increase tutor presence, or explore potential staff positions.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

## Action: 2023-2024 Provide Equitable Student Support in the Language Center

Provide free printing, accessible monitors, keyboards and periphery for students who find it difficult to work with laptops.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** SAO TBD

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

**Rationale (With supporting data):** 49.2 % of our ESL learners during the 2021-2022 academic year were adult learners born before 1980 (California Community Colleges, 2021-2022 Student Success Metrics, 2022), and most of them find it challenging to use laptops (Language Center Exit Survey, 2022). Due to the small screen and lack of digital literacy, some students delay in completing their lab work and assignments.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**



# Program Review - Learning Assistance

**Adjustment to Base Budget** - Cost of printing to provide limited free printing to students up to 10 pages a day per student. Estimate 10 pages per student x 20 students /day x 36 weeks (Active)

**Why is this resource required for this action?:** Increasing equitable support to our adult learners who face technology/financial barriers by providing limited free printing

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 15000

**Equipment - Instructional** - Estimate cost for 4 monitors, keyboards, and mice: (Active)

**Why is this resource required for this action?:** Increasing equitable support to our adult learners who face technology barriers and find laptops difficult to work with by providing accessible support through large monitors and keyboards,

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 1200

**Adjustment to Base Budget** - Subscription to Natural Reader (Text-Speech Software), Kahoot (Digital Clicker), and Padlet (Digital Canvas). (Active)

**Why is this resource required for this action?:** Increasing equitable support to our adult learners who face technology barriers by providing student engagement tools.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 500

## 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 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% 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: 2023-2024 Increase student attendance through faculty outreach

Gather data, develop marketing materials, and explore opportunities for streamlining our services, specifically for faculty.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives:

2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

3.1.3 Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.

# Program Review - Learning Assistance

4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.

4.2.2 Improve awareness campaign highlighting different departments and services.

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

**Rationale (With supporting data):** Because faculty support continues to be one of the most important factors in our success, we can leverage our newly collected data from the past couple years to promote our usage through more directed marketing and outreach, tailoring our materials which offer services, share data, and address the interests of faculty specifically. Also, there is potential in developing our services around ease-of-use. We can explore options for streamlining the services we offer for faculty, such as Accudemia reporting, class visits and tours, or tutor recommendations, with the goal of making each of those processes more convenient and consistent.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: 2023-2024 Improve walk in services for students in Writing Center

Evaluate how walk-in students are served, explore options for streamlining the process, to improve the experience for students, tutors, and front desk staff.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023, 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives:

2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.

**Person(s) Responsible (Name and Position):** David Hardison, Writing Center Coordinator, James Alvin, General Tutorial Coordinator

**Rationale (With supporting data):** With the new physical layout of the Educational Support Services building, some of the

# Program Review - Learning Assistance

fluidity of communication between the front desk, the tutors, and the coordinators is broken by the loss of line-of-sight visibility of one another. This is not likely to affect the appointment-based services, but the flexibility and communication necessary to accommodate walk-in tutoring means that a better system will become important, particularly at times of the semester when traffic is heavy. This will help ensure a welcoming environment and remove barriers to students utilizing tutoring, an important aspect of providing walk-in help.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 3.2</b> - 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: 2023-2024 Develop Training for Tutors

Explore, develop, and establish a formal training program which serves the specific needs of embedded tutors.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives:

2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols

4.1.4 Continue to promote an atmosphere of trust, respect, and safety in decision-making processes.

4.2: Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

4.2.2 Improve awareness campaign highlighting different departments and services.

**Person(s) Responsible (Name and Position):** David Hardison, Writing Center Coordinator; Katie Beberian, English Faculty; Lisa McHarry-Freeman, English Faculty.

**Rationale (With supporting data):** Currently, the training of embedded tutors relies too heavily on the instructors from whom

# Program Review - Learning Assistance

they are serving, particularly where new embedded tutors are concerned. The workshops and Tutorial Services training available to the embedded tutors are helpful, but they are not enough. The workshops may not be frequent enough to provide sufficient training, and the Tutorial Services training program, though it is a great supplement, is not specific to writing tutoring. The English 123 course content is not specific to embedded tutoring either, so it would only offer an incomplete solution as well. As a result, the extra time and effort required by faculty creates a barrier for recruiting more instructors who may not have the time to expend on onboarding and training tutors. Therefore, we need to explore and develop a formal solution for training embedded tutors which will alleviate the pressure on adopting instructors.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2023-2024 Explore Usage Tracking for English embedded tutoring

Explore the need and options for data tracking for embedded tutoring usage.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023, 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives:

2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).

3.1.4 Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.

3.2.4 Evaluate disaggregated data on math and English corequisite courses for specific student groups in their first year and address with innovative practices.

# Program Review - Learning Assistance

3.2.5 Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.

4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.

4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.

**Person(s) Responsible (Name and Position):** David Hardison, Writing Center Coordinator; Katie Beberian, English Faculty; Lisa McHarry-Freeman, English Faculty.

**Rationale (With supporting data):** Up until now, the data that we have gathered, through the department of Research, Planning, & Institutional Effectiveness, has given us a broad idea of student success contrasting courses with and without embedded tutors, but we do not have details on student usage for closer analysis. For instance, we do not have data on students' use of embedded tutor hours that are outside of class. Collecting this will be an important part of developing the program. Meanwhile, we may have a solution available to us through Accudemia for tracking, but we will need to explore what exactly needs to be tracked, how it will be done, and what costs (if any) might be associated with its adoption.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

## 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.

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

# Program Review - Learning Assistance

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.

Update on Action	
<p><i>Updates</i></p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Status:</b> Action Completed Completed.</p> <p><b>Impact on District Objectives/Unit Outcomes (Not Required):</b></p>	09/25/2023

## Resources Description

<p><b>Adjustment to Base Budget</b> - Funding for CRLA ITTPC application review fee and membership for coordinators (required). (Active)</p> <p><b>Why is this resource required for this action?:</b> The CRLA charges processing fees and membership fees for the levels of certification sought.</p> <p><b>Notes (optional):</b> One time funding for application review fee (\$300.00) and ongoing funding for coordinator membership in CRLA.</p> <p><b>Cost of Request (Nothing will be funded over the amount listed.):</b> 580</p>
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## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.3</b> - 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.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.3</b> - 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:**

# Program Review - Learning Assistance

**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

**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:**

## Update on Action

### Updates

**Update Year:** 2022 - 2023

10/07/2023

**Status:** Action Completed  
Completed Fall 22

**Impact on District Objectives/Unit Outcomes (Not Required):**

## 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.

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**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.

# Program Review - Learning Assistance

## 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

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



# Program Review - Learning Assistance

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

## 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.

# Program Review - Learning Assistance

**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.

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.

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**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.

# Program Review - Learning Assistance

## 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

**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.

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**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.