

TUTORING PROGRAM PLAN

2025-2026 FY

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****Note:**

- Download a copy of this document for your use in your collaborative area planning process.
- Do not include additional materials/links. The AVPI-CI will review relevant data in collaboration with the PRIE Office.
- “# HOURS TUTORING” = time tutors spent tutoring students (as opposed to participating in training or waiting for students to show up to an appointment or office)
- Enter fiscal year (FY) on the relevant lines, ____, where appropriate.

1. Overview Narrative

The overall objectives of the SCC Tutoring Program is to provide academic support to SCC's diverse student population in different delivery systems and modalities, such as on-ground and online services for individual students and groups of students enrolled in the same course. This support helps students achieve competency in basic skills, vocational, and transfer-level courses across disciplines.

Many tutoring centers/areas provide on-ground and online tutorial services. Providing online services requires tutors/peer leaders to have access to an area free of distractions and noise. The PARC (Panther Academic Resource Community) in LRC-144 has three rooms as well as the cubicles used for the previous LTAT 92 course (that are not well suited for online tutoring) being used currently. Efforts are being taken to create spaces for online tutoring between LRC-147 and LRC-148 rooms (within LRC-144). In addition to space, equipment such as noise cancelling headphones, tablets and pens, small whiteboards, and document cameras may be needed.

Since returning to on-ground services, tutoring areas have been combined to help provide more one-stop services for students. Previously, the Learning Skills & Tutoring Center (now called the Tutoring and Learning Center) and the Writing Center were the tutoring areas in LRC-144. Now the Business/CIS Computer Lab and Math/Stats Lab are also housed in this room. This area is being rebranded as the PARC (Panther Academic Resource Community).

In addition, the Tutoring & Learning Center (TLC) has handled tutoring services previously handled by the Business Student Center since the IA resigned. In addition, the Science & Allied Health Tutoring Center (SAHTC) was split with the new Natural Sciences and Mohr Hall buildings. Although the TLC had always provided tutoring in science courses, with this division of the SAHTC, the TLC began handling all science tutoring while Allied Health tutoring services are provided in Mohr Hall.

Another change occurred with the former Reading & Writing Lab. As explained in the English Lounge report, this lab was dismantled and the English Lounge began later in its place. Thus, data for this newer tutoring area is not available as noted in their TPP report.

Although OnTrack is used by PRIE for generating data reporting, several SCC tutoring centers/areas are using Penji while the Writing Center used Writing Center Online. Extra labor is required to move data from each area into OnTrack. It has been found that OnTrack's attendance data is not accurate. Since OnTrack requires a connection to a computer in the area for students to login, it cannot obtain attendance for online services or services held in a location without a computer. In addition, data is missing for tutorial services provided to students from other Los Rios colleges, students completing coursework for an Incomplete grade, and students that have dropped the class. Since Penji maintains data for these situations,

it is the preferred data management system for many SCC tutoring areas. Penji also enables centers/areas to generate tutoring schedules, to send reminders to students of appointments and PAL sessions, and to create various reports. Penji also enables tutors/leaders to chat with students signed up for their sessions. Students can use the Penji app to log in and be directed to the appropriate location (Zoom or room) making it student-user friendly. Currently, ARC and CRC also use Penji and FLC hopes to obtain funding to purchase it. Penji is listed in the Tutorial Services section.

Funding sources for tutoring/learning assistance have included General Funds, Perkins/VTEA, and SEAP. Career Education (CE) areas apply for Perkins/VTEA funds, which in turn have been allocated to each area and included in the TPP. Although in previous academic years, General Funding was also allocated to these CE areas, General Funds are now being divided only among the non-CE areas due to the reduction in the overall Tutoring Program Plan (TPP) allocation. When SEAP funding began to be allocated to the TPP, it was suggested that individual areas apply for this funding source, which in turn resulted in areas developing specific plans for SEAP funds and reporting on their outcomes.

For 2024-25, some areas received SEAP allocations in the TPP due to submitting SEAP proposals that were related to tutoring services. Moving forward, it is understood that SEAP requests related to tutoring will not be accepted as a separate proposal and need to be included in this TPP. The Tutorial Services Assistant and Tutorial Services Coordinator request being involved in future allocations to the tutoring areas and to be notified as early as possible in the new Academic Year due to areas tutoring in the summer and needing allocations.

Some additional factors affecting the work of the tutoring program include an increase in enrollments and in turn requests for tutoring, an increase in the minimum wage, and a decrease in funding allocations. The request in this template for the number of hours tutors/learning assistants worked with students does not tell the full story. Many perform other duties while waiting for students, such as help at the front desk, create worksheets and activities, email professors and students, etc. Each tutoring area attempts to schedule tutors/learning assistants for times that have shown the greatest need. However, student needs vary each semester. In addition, tutors/PAL leaders are hired even after the semester starts, thus the number of weeks is not consistent each semester or for each tutoring area. There are concerns about recruiting tutors and even temporary classified professionals partly due to the length the hiring process often takes as well as the limited work hours since students often seek more hours.. The new fingerprinting requirement is also viewed by district tutoring coordinators as a deterrent to applicants.

This template for the Tutoring Program Plan was created in June 2023 by the retiring Associate Vice-President of Instruction & College Initiatives. Table I pertains to permanent staffing as of this Academic Year (AY). Tables II, III, and IV pertain to Fall 2023 and Spring 2024. Table V

includes Summer 2023 and is optional for tutoring areas that did not have a data-tracking system separate from SCC's On Track. Tables VI and VII pertain to requests for 2025-26 AY. Tables VIII and IX are individual narratives for each tutoring area.

Pages 5-11 are a compilation of Tables I thru Tables VII of the individual tutoring areas. There were discrepancies in some calculations, which could be the result of inaccurate data from an area or the result of manual miscalculations by this Tutorial Services Coordinator.

Since this is a new template, a revision may be needed, especially if submitting a 3-year TPP.

TUTORING AREA: *TPP Compilations*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty: Coordinators, CIS Lab, Math/Stats Lab, PAL (TLC)/Tutorial Services, Technology & Innovation (Design Lab), Tutoring & Learning Center (TLC), Writing Center Counselor, RISE	Permanent Full-time Permanent Full-time	Faculty 174-day for all	100%
Faculty: Coordinator, DAC/WSC Writing Center only Coordinator, English Lounge Coordinator Ellis Center	Permanent, Release-time* Release-time* Release-time* *Dependent on funding	Faculty 164-day 164-day 164-day	40% 20% 40%
Instructional Asst: CIS Lab CIS Lab Ellis Center Math/Stats Lab Math/Stats Lab Math/Stats Lab Technology & Innovation Div Tutoring & Learning Center Writing Center Writing Center	Permanent Full-time Full-time Full-time Full-time Full-time Part-time Full-time Full-time Full-time Full-time	Classified 12-month 10-month (retired) 10-month 12-month 10-month 10-month @ 24 hrs/wk 12-month 12-month 10-month	100% 100% 83.33% 80% 100% 100% 100% 100%
Other RISE Student Support Specialist RISE Student Support Assistant TLC/Tutorial Services Assistant	Full-time Full-time Full-time	12-month 12-month 12-month	100% 100% 100%

II. Data Reporting – Student help/temp class: Fall 2023– Spring 2024

See individual tutoring centers' data

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	89	15,515	11,458	Most areas reported that tutors worked 30-34 weeks for fall and spring terms. One area

				was only 16 weeks.
Adv tutors	15	7,841	3,876	Most areas reported 30-32 weeks. One for 22, one for 17, and one for 16 weeks.
IAs	8	1,935	1,254	Some areas reported 31-32 weeks and some only 16-17 weeks.
clerks	4	2,099	NA	32
specialists	6	4,800	NA	31
Other: Student allies (FWS)	5	1,453	NA	34
Other: Adjunct Coordinator Design Lab	4	1,497	1,497	32
Other: Faculty Stipends (Writing Center)	4	480	362	30

III. Data Reporting – Funding: Fall 2023– Spring 2024

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$456,377	\$143,521	\$32,000 (CDF) \$46,000 (Perkins/VTEA) \$122,800 (SEAP) \$34,028 (FWS) \$234,828 Total	\$313,460	\$134,311
Temp-class (IAs, clerks, etc.)	\$438,693	\$57,595	\$12,117 (MSE division) \$368,717 (SEAP) \$380,834 Total	\$311,564	\$123,578
Faculty (release-time)	0	0	\$51,262 (SEAP)	0	0
Faculty (stipend)	\$66,525	\$7,500	\$72,144 (SEAP)	\$79,644	\$7,500
Equipment	\$800	\$600	\$200 (SEAP)	\$800	0
Software: Penji	\$32,400	0	\$32,400 (HEERF)	\$32,400	0
Tutor Appreciation Week	\$1,200	0	\$1,200 (VPI Events)	\$1,181	\$19
TOTALS	\$995,995	\$209,216	\$32,000 (CDF)	\$739,049	\$265,408

			\$46,000 (Perkins/VTEA) \$615,123 (SEAP) \$34,028 (FWS) \$12,117 (MSE) \$32,400 (HEERF) \$1,200 (VPI Events)_ \$772,868		[This amount is the total of this column from areas. However, \$209,216 + \$772,868 -\$739,049 = \$243,035 remaining]
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IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

*See individual tutoring centers' data

NOTE: Dashboard data may not be available for less than 10 students. In addition, not all areas have On Track access

	FALL__2023__	SPRING 2024____	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)	2,250	1,895	4,145
DISAGGREGATED			
African American	739	441	1,179
Asian	771	592	1,363
Filipino	89	172	261
Latinx	1,375	1,248	2,623
Multi-Race	219	176	395
Native American	-	-	-
Pacific Islander	35	27	63
Unknown	85	130	215
White	859	1,053	1,912
Other Non-White (From TLC)		15	15

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

*See individual tutoring centers' data

TOTAL PEOPLE TUTORED	SUMMER _2023	FALL _2023_	SPRING _2024
Drop-in	124	751	764
By appointment	166	1,489	1,438
Lab enrolled	1,310	3,294	3,210
Total Headcount [per area reports] [Total of columns]	1,494 [1,600]	5,227 [5,534]	5,135 [5,412]

VI. Staffing Requested for the next FY 2025-26

*See individual tutoring centers' data

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	26,041 Hours	30-40 Weeks	\$431,130
Advanced tutors	Temp class	8895 Hours	32-44 Weeks	\$180,158
Instructional Assist	permanent Full-time	4,160	52	\$140,500 (est)
Instructional Assist	Permanent, 10-month	1,760	44	\$60,000
Instructional Assist	Permanent, Part-time	1,408	44	\$44,000
Clerks	permanent			\$40,643
Faculty Coord	Permanent	40%		\$55,000 (estimate)
Other: Temp. IA	Temp class	7,347	34-44	\$149,111
Other: PAL Leaders [Advanced tutors]	Temp class	512	32	\$8,960
Other: Student Assistants FWS	Student	1,618	34	\$55,000
Other: Specialists	Temp class	960	31	\$198,526
Other: Clerks	Temp class	950 1430	32 35	\$26,214
Business Student Center IA	Permanent			\$58,479
Faculty mentor	Faculty stipend	480	30	\$29,040
TOTAL				\$1,476,761
Faculty Coord	Release-time	20	16	Unknown

VII. Other Requests for the upcoming FY 2025-2026.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
ELLIS Center: Burlington English – a web-based language learning software	40 accounts/users	\$96	\$3,840
Webcams (Logitech C920x HD Pro Webcam)	5	\$70	\$350
Noise-cancelling headsets (Jabra Evolve2 30 SE Wired Stereo Noise-Cancelling Headset)	5	\$72	\$360
TI-84 calculators for tutors	3	\$110	\$330
Small standing dry erase board for triaging students when busy (Rolling Dry Erase Board 24 x 48 - Large Portable Magnetic	1	\$130	\$130

Whiteboard with Stand)			
Textbooks for Business Div. Courses	7	\$160	\$1120
Writing Center Online subscription (scheduling and data management system). The Writing Center has been using this system since 2016. When there was a Learning Resources Division, it was paid for with division money. This money was not transferred to Language Arts and Library in the reorganization, however. The system allows us to track data in much more detail than OnTrack and generate reports as well as schedule appointments. PENJI is not an equivalent system.	1	\$1,200	\$1,200
Printing cost for WC tri-fold brochures	200	\$.50	\$100
Penji Software (for all SCC tutoring areas)	1-yr college license	\$11,458	\$11,458
Tutor Appreciation Event: Thank tutors/learning assistants; promote services collegewide; provide snacks for students college-wide; provide token of appreciation for 150 tutors/learning assistants.	1 Event	\$2,500	\$2,500
Total			\$21,388

VIIA. Request Totals for FY 2025-2026.

REQUESTS	FUNDING REQUESTED
Staffing	\$1,476,761 [does not include English Lounge Faculty release-time]
Other Requests	\$ 21,388
Total	\$1,498,149

TUTORING AREA: CIS Lab

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: James Town	PERMANENT/RELEASE TIME	Faculty:164-day/ 174-day	100%
Instructional Asst: Son Nguyen	Full time	Classified: 10 months/ 12 months	100%
Other: IA: Laurie Hockaday	Full time (retired at the end of the 23-24 fiscal year)	Classified: 10 months/ 12 months	100%

II. Data Reporting – Student help/temp class: Fall 23 – Spring 24 (as of date: 2/7/25)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	7	1,312	1,312	32
Adv tutors				
Temp IAs				
clerks				
specialists				
other				

III. Data Reporting – Funding: Fall 23– Spring 24 (as of date: 2/7/25)

	TOTAL \$ REQUESTED for FY 23-24	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	33,976	7,000	15,000 Perkins	20,719.51	1,280.49
Temp-class (Temp IAs, clerks, etc.)					
Faculty (stipend)					
Special project					
Equipment / software					

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL_23_	SPRING _24_	TOTAL
TOTAL STUDENTS TUTORED (total hours /	1952 hours/124 headcount = 16	1985 hours/102 headcount = 19	Average hours per student = 17

total headcount) this is actually in units of hours per student			
DISAGGREGATED: the following is just hours			
African American	416	195	610
Asian	438	328	766
Filipino	41	123	164
Latinx	643	555	1198
Multi-Race	9	61	70
Native American	0	0	0
Pacific Islander	0	5	6
Unknown	65	122	187
White	339	596	935

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER _2nd half 23, 1st half 24____	FALL _23_	SPRING _24_
Drop-in	18	128	117
By appointment	n/a	n/a	n/a
HSER 1000 Lab enrolled	n/a	64	131
Total Headcount	18	128	117

VI. Staffing Requested for the next FY _24-25_.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	1700	40	\$28,050
Advanced tutors	Temp class	0		
Requested New Instructional Assist in Programming	permanent	Full time	Full time	\$60,000 [LRCEA salary for IA is \$55,013-\$69,609]
Specialists	permanent			
Other				

VII. Other Requests for the upcoming FY ____.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
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VIII. Summary of accomplishments (limit: 300 words)

Tutored all CIS subjects in person and online. Hour total hours and students are still in an upward trend from the pandemic lows. All CIS tutors receive anti-racism training every semester.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

Since one of our IA's retired and we have not hired a replacement, especially in light of our Coordinator being reduced to 65%, our available online tutoring is limited compared to previous years. During 23-24 we had approximately 50 online tutoring hours available per week and in the Fall semester we only had about 30 hours per week. In that same timespan, we have seen a reduction in the number of online tutoring hours utilized, we tutored an average of 17 hours a week online in Fall 2023 and 2 hours per week online in 2024. Of course, this could also be the result of ChatGPT and similar services becoming more widely available and easier to use.

The increased tutoring hours budget is simply taking into account the \$16.50 pay raise.

TUTORING AREA: Davis Academic Center

I. Permanent Staffing: Fall 2023– Spring 2024

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator:	N/A	Faculty:Faculty:164-day/ 174-day	0%
Instructional Asst:	N/A	Classified: 10 months/12 months	0%
Other:	N/A	Classified: 10 months/12 months	0%

II. Data Reporting – Student help/temp class: Fall 2023– Spring 2024

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	0			
Adv tutors	1	461	41+	22
IAs	1	857	33+	32
clerks	0		N/A	
specialists	0			
other	0			

III. Data Reporting – Funding: Fall 2023– Spring 2024

	TOTAL \$ REQUESTED for FY <u>_24_</u>	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	0	0	0	0	0
Temp-class (IAs, clerks, etc.)	\$32,000	\$30,125	0	\$29,884	\$241
Faculty (stipend)	\$13,000	\$7500		\$7500	\$7500
Special project	0	0	0	0	0
Equipment / software	0	0	0	0	0

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

Note: No data was collected for DAC tutoring from Spring 2020 through Spring 2024.

	FALL <u>2023</u>	SPRING <u>2024</u>	TOTAL
TOTAL STUDENTS TUTORING (total hours / total headcount)			

DISAGGREGATED			
African American			
Asian			
Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER <u>2023</u>	FALL <u>2023</u>	SPRING <u>2024</u>
Drop-in			
By appointment			
Lab enrolled			
Total Headcount			

VI. Staffing Requested for the next FY 2025-26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	1280	32	\$21,120
Advanced tutors	Temp class	1280	32	\$22,221
Instructional Assist	permanent			
Clerks	permanent			
Specialists	permanent			
Other: Temp. IA	Temp class	1440	36	\$30,471
Other: PAL Leaders [Advanced tutors]	Temp class	512	32	\$8,960

VII. Other Requests for the upcoming FY 2025-26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$

VIII. Summary of accomplishments (limit: 300 words)

In Fall 2024, a Writing Center was established for the first time at DAC with a faculty coordinator at .2 FTE reassign time. In addition, DAC established a system to collect

appointment data through Penji. That semester, we had 63 unique students interact with DAC tutoring services; however, due to cancellations, only 26 students received tutoring over 75 visits (79 hours of tutoring and an average of 2.84 visits-per-student). It is important to note that we were not able to hire a CHEM tutor (which accounted for 24 visits) until late September and a MATH/STATS tutor was not hired until the end of the semester.

Also in Fall 2024, the DAC established a system for enrolling students in HSER 1000 and logging them into OnTrack, which is being implemented in Spring 2025. Also in Spring 2025, we are collecting all appointments in one place whereas in Fall, Writing Center, DAC Tutoring, and PAL kept appointment data separately. This will improve our ability to analyze and report trends.

Finally, in Fall 2024, the DAC collaborated with PAL. Two PAL leaders worked with students in a CHEM 300 class. PAL leaders held in-person and zoom sessions, and they had 91 visits through November 1, 2024. The four main components of PAL leadership were: 1) build relationships; 2) proactive support through workshops on challenging topics; 3) checking on students; and 4) work in person at DAC. Student outcomes in this section of CHEM 300 were strong. Although a direct cause-effect relationship cannot be drawn between PAL and student success due to a small sample size and many confounding factors, it is worth noting that 93.7% of students passed the class with the same instructor with an A, B, or C compared with 78.5% in Fall 2023 and 72.5% in Spring 2024. Of the 93.7%, 84.4% earned As or Bs. Student feedback about valuable lessons learned in the class included 1) collaborative learning with peers during and outside of class; 2) attending PAL sessions for support; and 3) recognizing the value of seeking assistance when needed.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

In 2025-26, we are requesting the following resources:

Student tutors: 2 Writing Center & 2 Math/Other, each 10 hrs/week @ \$16.50/hr for 32 weeks.

Advanced tutors: 2 Writing Center & 2 Math/Other, each 10 hrs/week @ 17.36/hr for 32 weeks.

Temp IAs: 1 Writing Center & 1 Math/Other, each 20hrs/week @ \$21.16/hr for 36 weeks

PAL Leaders: 2 Leaders, each 8hrs/week @ \$17.50/hr for 32 weeks

In Spring 2025, DAC has double the number of in-person class sections as we had in Fall 2024. The number and fill-rate of in-person sections at DAC will continue to grow as a result of strategic scheduling and local outreach efforts. In order to support the growing number of DAC students with tutoring and learning resources, DAC needs resources to fully establish services that have begun to newly and successfully support students, including the Writing Center, STEM tutoring, and PAL Leaders. These resources will allow DAC to do the following:

- 1) Fully establish a Writing Center with a dedicated temp IA. Currently, there is no

dedicated Writing Center temp IA, and the DAC temp IA oversees all regular tutoring and also collaborates with Writing Center faculty to coordinate Writing Center services. Note there has not been a permanent IA at the Davis Center since Spring 2021.

- 2) Fully re-open and expand in-person and online DAC tutoring services in the LRC, which was newly reopened in Spring 2025. The DAC temp IA will be able to dedicate themselves to this effort.
- 3) Expand PAL Leaders into an additional Chemistry or Biology class. With half the resources coming from the DAC tutoring budget and half coming from the PAL Program, two classes will be served by PAL Leaders.

Finally, in 2023-24, we had \$7,000 in unspent funds allocated for a faculty stipend to provide academic support, which warrants explanation. We searched for Writing and STEM faculty since August 2023 without being able to find a faculty member who was willing to serve in this role. We ended the search by March 2024. Going forward, PAL Leadership seems to be a better fit for the Center.

TUTORING AREA: *ELLIS Center*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator (1): JoAnna Prado	RELEASED TIME Contingent on funding. See note.	Faculty:164-day	.4 Contingent on funding. See note.
Instructional Asst (1): Summon Siddiqui	Full Time	Classified: 10 months	
Note: The Faculty Coordinator is filled with a FT faculty member, but the released time is contingent on funding. Currently we use SEAP funding and need to apply for it every year. This position needs a permanent funding source.			

I. Data Reporting - Student help/temp class: Fall 23 - Spring 24 (as of date:)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	10	Fall 2023 = 1,701.15 hours St Help = \$10,746.15 FWS = \$15,615 Total = \$26,361.63 Spring 2024 = 1,880.5 hours St Help = \$14,464.00 FWS = \$13,288.00 Total = \$27,752.00 Total F23 + S24 = 3,581.65 hours St. Help = \$25,210.15 FWS = \$34,028.05 Total = \$54,496.05	Fall 2023 = 1701.15 hours Spring 2024 = 1,880.5 hours, Total = 3,581.65 hours	Fall 2023 = 16 weeks Spring 2024 16.5 weeks

II. Data Reporting - Funding: Fall 23- Spring 24 (as of date 😊)

	TOTAL \$ REQUESTED for FY <u>23-24</u>	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$50,000	\$20,468.00	Federal Work Study: \$34,028.05	\$54,496.05	\$29,532 See note
Note: The ELLIS Center was very fortunate to have many tutors with FWS Fall23 - Spring 24, which is why we were so under budget. We cannot rely on this every year.					
Faculty (release-time)			SEAP (.4) of FT Salary \$51,262 (SEAP)		
Equipment / software					

III. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL_23__	SPRING _24__ (to date)	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)	76	94	170
DISAGGREGATED			
African American			
Asian	30	39	69
Filipino			
Latinx	19	16	35
Multi-Race			
Native American			
Pacific Islander			
Unknown	3	2	5
White	24	37	61

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER	FALL __23__	SPRING __24__
Drop-in	closed	67 HSER students Less 48 students also lab enrolled = 19 unduplicated	91 HSER students Less 73 students also lab enrolled = 18 unduplicated
By appointment	closed	We are primarily drop-in. Tutors generally circulate and help multiple students in an hour. However, tutors	

		will often make appointments with students who need a significant amount of help to come back during less busy times. This is done at tutor discretion, and we don't track this.	
Lab enrolled	closed	82 (see note)	106 (see note)
Total Headcount	0	101 students	124 students
Note: This doesn't match what is listed in the Data Dashboard. I'm not sure why since we have been careful to enter everything into OnTrack. I think it is because when we manually enter the information into OnTrack, we mostly enter HSER student hours as "HSER." However, when I looked at the course drop-down options in the Data Dashboard, all of the ESL courses were listed, but not HSER, so I don't think those hours are making it to the Data Dashboard. This is a significant number of tutoring hours. I plan to email Tiffany Ho & Hendrick Teh, so see if there is a solution for this.			

VI. Staffing Requested for the next FY F25 and S26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	2,425 Note: this is my GF request. We will hopefully, staff more hours with FWS	16.5	\$40,000 Note: this is my GF request. We will hopefully, staff more hours with FWS
Faculty Coordinator (.4)	permanent	40% of FT faculty load.		Approx \$55,000 for release-time. Cost could vary because the ESL department agreed this can be rotating 2-year position
Other: Instructional Assist	Temp Class	960	16.5	\$19,200

VII. Other Requests for the upcoming FY F25 - S26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Burlington English - a web-based language learning software	40 accounts/users	\$96	\$3,840
Burlington English is sold as a license agreement for a set number of users for the academic year. It would need to be renewed annually.			

VIII. Summary of accomplishments (limit: 300 words)

During the F23/Spring 24 academic year, we focused on reaching more students. The success of this can first be seen in the PRIIE Data Dashboard regarding headcount. In Fall, 2022, the ELLIS Center served 57 students, In Spring 2023, we served 66 students. In Fall 2023, we served 76, and in Spring 2024, we served 94 students. This shows steady growth and a total increase of 61%. The data also shows a steady increase in the number of hours that we served students. In Fall 2022, the Data Dashboard shows a total of 92,598 minutes (1,543 hours or 1,852 lab hours) serving students. In Spring 2024, we served students a total of 130,450
--

minutes (2,174 hours, or 2,609 lab hours), an increase of 71%. This is a huge growth, and a testament that students find the ELLIS Center to be a valuable resource and a safe space to connect with ESL faculty and tutors.

We have also invited representatives from various campus support services (such as Financial Aid, EOPS, Honors & Awards, Health Services and the Career Center) to present informational workshops. These workshops have helped students learn about and connect with the services available to them.

We have also added monthly tutor training meetings to supplement the training that tutors receive from the required TELA course. The ELLIS tutor training meetings focus on the needs specific to our program and ESL students.

The ELLIS Center also collaborated with the ELLIS Club to publish the first ever *ELLIS Stories & News*, a newsletter written and designed by ESL students at SCC.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

To continue to serve students at the current level, the requested tutoring budget is a must.

The faculty .4 Coordinator position is essential to the success of the ELLIS Center and merits permanent funding (last 2 years has been funded through SEAP).

A Temp IA is needed because our FT IA is in high demand. She is constantly helping students. Students need to be her primary focus, but it impacts her ability to perform other duties, especially the timely management of data in OnTrack. Additional support is desperately needed. A Temp IA can also provide extra support to students and tutors.

Burlington English is necessary because our existing web-based programs expire in May. These programs are essential to the lab's ability to manage the diverse needs and goals of students. We rely on these programs to provide much of the content for our lab courses. With the guidance of instructors, lab students choose the programs that best fit their goals. The programs have rich content and provide immediate feedback, so students can easily check their understanding and determine whether they need help.

Burlington English, specifically, has many advantages. Over the past five years, we have used seven different programs. The programs have been very good, but they have been a lot to manage. Burlington is a multi-skill, multi-level program that fits the range of skills and levels we need, even English for specific careers. This means we can streamline to one program. In addition, it provides easy tracking of students, so teachers can clearly see what students are doing and areas where they need help. Moreover, the ELLIS Center will maintain ownership of the accounts, so if a student drops their lab course or doesn't make good use of the program, we can transfer use to another student. This program also was highly recommended by the ESL Labs at American River and Folsom Lake Colleges.

TUTORING AREA: *English Lounge*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator:	PERMANENT/RE LEASE TIME	Faculty:164-day/ 174- day	.2
Instructional Asst:	0	Classified: 10 months/ 12 months	0
Other:	0	Classified: 10 months/ 12 months	0

II. Data Reporting – Student help/temp class: Fall _23_ – Spring 24__ (as of date:)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	*	*	*	*
Adv tutors	0	0	0	0
IAs	0	0	0	0
clerks	0	0	N/A	0
specialists	0	0	0	0
other	0	0	0	0

III. Data Reporting – Funding: Fall 23__ – Spring _24_ (as of date:)

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	*			20,088.51	3,588.51
Temp-class (IAs, clerks, etc.)	0	0	0	0	0
Faculty (stipend)	0	0	0	0	0
Special project	0	0	0	0	0
Equipment / software	*	*	*	*	*

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL23__	SPRING __24_ (to date)	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)	*	*	*
DISAGGREGATED			
African American			
Asian			

Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER _23__	FALL _23__	SPRING _24__
Drop-in	*	*	*
By appointment			
Lab enrolled			
Total Headcount			

VI. Staffing Requested for the next FY _25/26__.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	1,024	32	16,896
Advanced tutors	Temp class	0	0	0
Instructional Assist	permanent	0	0	0
Clerks	permanent	0	0	0
Specialists	permanent	0	0	0
Other	instructor	20	16	*

VII. Other Requests for the upcoming FY _25/26__.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Office Supplies	10 items	*	201.64
Personal Protective Equipment	5 items	*	328.13
Printer	1 item	*	219.99

VIII. Summary of accomplishments (limit: 300 words)

The English Lounge has proven to be a valuable resource for students, providing both academic support and a welcoming environment for relaxation and community engagement. Many students have utilized the lounge as a study space, reading, writing essays, or preparing for class assignments. The lounge also serves as a hub for tutoring and academic assistance, with students meeting with English Lounge instructors and tutors for guidance on writing, reading skills, and challenging coursework. Additionally, some students attended workshops and club meetings, while others participated in required class sessions or used the space to connect with professors during virtual office hours. Beyond academics, the English Lounge plays a crucial role in supporting students' overall well-being by offering practical resources such as computers,

printers, office supplies, and Wi-Fi assistance. It has also provided a space for students to charge devices, find snacks, or enjoy a cup of hot cocoa between classes. Moreover, the English Lounge has served as an essential point of contact for students seeking guidance on personal and academic matters. Some students received advice on class schedules, therapy options, and campus resources for basic needs, including food assistance. Others sought help navigating online course platforms such as Canvas or revising complex writing assignments. Additionally, the lounge functioned as an informal gathering space, allowing students to meet with friends, classmates, and instructors in a supportive and engaging setting. Whether seeking academic support, campus resources, or simply a place to unwind, students have benefited greatly from the diverse services offered by the English Lounge. Through its commitment to student success and well-being, the English Lounge has established itself as an essential space that fosters learning, connection, and personal growth. For a view of the preliminary survey (with just 3 responses, so far) of the English Lounge, attached to this document.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

The English Lounge plays a crucial role in supporting student success by providing essential resources that enhance learning, equity, and accessibility. Access to a reliable printer allows students, particularly those with dyslexia and other learning differences, to print assignments, mark readings, and revise drafts more effectively, improving comprehension and academic performance. Additionally, providing basic office supplies ensures that all students, including those who may not have access to these resources at home, can fully engage in their coursework without financial barriers. PPE supplies are also necessary to maintain a safe and hygienic environment, allowing students and staff to utilize the space with confidence. These resources promote equity by ensuring that all students, regardless of their personal circumstances, have the tools they need to succeed. Funding for these essential supplies will directly contribute to student achievement, retention, and overall well-being within the academic community.

Appendix for (*) Clarification Regarding the English Lounge and TPP Report Data

To Whom It May Concern,

I would like to provide clarification regarding my role and the development of the English Lounge, as well as address the inaccuracies or omissions in Sections I–VI of the TPP Report.

I did not become the official coordinator of the English Lounge until the Fall 2024 semester, and the English Lounge itself—with its structured support system, including hired tutors and scheduled instructors—did not exist prior to that time. In Fall 2023, what existed was still the old Reading/Writing Lab, where only a few sections of the ENGLB 55 course were being offered. I was one of the instructors teaching ENGLB 55, but there was no designated coordinator or

even an Instructional Assistant at that time, as our former IA, Ashley Lanham, had resigned the previous semester.

In Spring 2024, due to the implementation of AB-705/AB-1705, all sections of ENGLB 55 were canceled, resulting in the discontinuation of the Reading/Writing Lab. During that semester, while we still did not have an official coordinator, I was paid a stipend to serve as a Developmental Writing Assistance Program (DWAP) instructor, and I, along with a few other DWAP instructors, provided drop-in assistance to students in the lounge space. However, this was an informal and experimental phase, primarily serving ENGWR 300/80 cohort students, and I was not in charge of overseeing the lounge's operations.

It was not until Fall 2024 that the English Lounge was formally established, with me officially appointed as the coordinator (.2 reassigned time). This is also when we began systematically collecting data on student usage. Consequently, due to this transitional phase, there is no significant data available for student usage in the 2023-24 academic year. During that period, we lacked an IA, a formal coordinator, and any systematic tracking mechanism for student drop-ins.

I appreciate the opportunity to provide this clarification, and I am happy to answer any further questions regarding the evolution of the English Lounge.

Thank You For Your Understanding,

Prof. Makeba Rangel

English Professor

English Lounge Coordinator

TUTORING AREA: *Math/Stats Lab*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Halsey Boyd	Permanent full-time	Faculty:174-day	100%
Instructional Assistant Michelle Gitonga	Permanent full-time	Classified: 12 months	100%
Instructional Assistant Nina Sholomytska	Permanent full-time	Classified: 10 months	83.33%
Instructional Assistant Tina Tuaeva	Permanent part-time	Classified: 10 months at 24 hours/week (80%)	60%

II. Data Reporting – Student help/temp class: Fall 2023-Spring 2024 (as of date: 08/21/2023)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
Tutors	15	2153	2153	34
Adv tutors	1	471	471	17
IAs	1	494	494	17
Clerks (Student Allies, FWS)	5	1453	N/A	34

III. Data Reporting - Funding: Fall '23 - Spring '24 (as of date 08/21/2023)

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$80,000	\$45,000	\$35,000 (SEAP)	\$34,190	\$45,810
Temp-class (IAs, advanced tutors)	—	—	\$12,117 (MSE)	\$12,117	0

Note that the temporary classified positions (IA and advanced tutor) were paid out of divisional funds.

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL 2023	SPRING 2024 (to date May 16th, 2024)	TOTAL

TOTAL STUDENTS TUTORED (total hours / total headcount)	4581.5 / 296	3909.4 / 277	8490.9 / 573
DISAGGREGATED			
African American	248.5 / 33	441.6 / 31	690.2 / 64
Asian	1729.1 / 71	843.3 / 54	2572.4 / 125
Filipino	73.2 / —	58.0 / —	131.2 / —
Latinx	1520.9 / 94	1408.2 / 101	2929.1 / 195
Multi-Race	381.7 / 33	220.9 / 25	602.6 / 58
Native American	3.7 / —	24.0 / —	27.7 / —
Pacific Islander	35.9 / —	22.0 / —	57.9 / —
Unknown	94.0 / —	9.6 / —	103.6 / —
White	494.5 / 45	881.9 / 52	1376.4 / 97

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER 2023	FALL 2023	SPRING 2024
Drop-in	78	296	277
By appointment	0	28	23
Lab enrolled	1172	2537	2464
Total Headcount	1250	2861	2764

VI. Staffing Requested for the next FY 2025-26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	Student	4352	34	\$71,808
Student Federal Work Study Assistants	Student	4	34	\$55,000
Advanced tutors	Temp class	2	44	\$34,000
Instructional Assist	Permanent 12-month	1	52	\$80,500
Instructional Assist	Permanent 10-month	1	44	\$60,000
Instructional Assist	Permanent part-time (32 hours, not	1	44	\$44,000

	including summer)			
Instructional Assist	Temp class	1	44	\$21,000

VII. Other Requests for the upcoming FY 2025-26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Webcams (Logitech C920x HD Pro Webcam)	5	\$70.00	\$350.00
Noise-cancelling headsets (Jabra Evolve2 30 SE Wired Stereo Noise-Cancelling Headset)	5	\$72.00	\$360.00
TI-84 calculators for tutors	3	\$110.00	\$330.00
Small standing dry erase board for triaging students when busy (Rolling Dry Erase Board 24 x 48 - Large Portable Magnetic Whiteboard with Stand)	1	\$130.00	\$130.00
Total	—	—	\$1170.00

VIII. Summary of accomplishments (limit: 300 words)

In Stats 300, there was a 92% success rate among African American and Black students that sought tutoring (Spring '24), way above the average of all Stats students (58%). Embedded a tutor within the RAZA/ASHE center, meeting students where they are. This significantly helped with success rates.

For Fall '23 and Spring '24, success rates for African American and black students receiving tutoring for MATH courses were on average 4.5% higher than overall. For Hispanic/LatinX students, receiving tutoring led to a 5% increase in success.

For our African American and Black students, those receiving tutoring saw above average success rates (up to 8% higher) and below average drop rates (roughly 10% lower drop rates). For Hispanic/LatinX students, success rates were higher as well (2% higher) and drop rates lower (about 8%).

The Math/Stats Lab continued to reach students despite obstacles including:

We successfully integrated a move to a new space in LR144 on top of getting ready for the semester. After adjusting to the new space, we then moved again in Fall '24 within the LR144 area.

We had difficulty in hiring tutors as many students had transitioned to online classes. We responded by hiring advanced tutors that did not have to be students.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

To respond to AB1705, the Math/Stats Lab needs to do more, and we fully plan to embed into the cultural centers tutors that can meet students where they are. We are now supporting the

VAKA/UMOJA class, the EOPS class, and the Puente classes.

One reason we need to do more is that our success rates are still lower than we desire especially for our LatinX/Hispanic population. Although success rates for students receiving tutoring are higher than overall, the success rates generally for African American and black (AA) and Hispanic/LatinX (HLX) students in MATH courses need improvement. In most cases, the success rates for these populations of students lag behind the overall rate.

We are helping students through technology including the responsible use of AI such as ChatGPT and PhotoMath and the ability to help students create TeachMe videos in the Lab.

We anticipate many more students will seek help in the next fiscal year as in-person classes grow and foundational classes continue to disappear from what we can offer. We also will expand our online offerings to meet the needs of online (asynchronous and hybrid) learners.

We feel that our hiring difficulties in the past year are behind us and we are currently moving forward with embedded tutors in the Cultural Engagement Centers working with the coordinators of those centers to optimize the student experience.

TUTORING AREA: *PAL (Peer Assisted Learning) Program*

V. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Loretta Robicheau	Permanent	Faculty:174-day	100% (Part of Tutorial Services Coordinator duties)
Instructional Asst: NA	NA	NA	NA
Other: NA	NA	NA	NA

VI. Data Reporting – Student help/temp class: **Fall 2023– Spring 2024** (as of date:)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	10	913	482	32
Adv tutors	1	210	96	32
IAs	0	0	0	0
clerks	NA	NA	NA	NA
specialists	NA	NA	NA	NA
other	NA	NA	NA	NA

VII. Data Reporting – Funding: Fall 2023-Spring 2024 (as of date:)

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$94,860	\$0	\$32,000 (College Discretionary Funds) \$4,900 (SEAP)	\$36,900	\$17,581
Temp-class (IAs, clerks, etc.)	\$0	\$0	\$0	\$0	\$0
Faculty (stipend)	NA	NA	NA	NA	NA
Special project	NA	NA	NA	NA	NA
Equipment / software	NA	NA	NA	NA	NA

VIII. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL ____	SPRING ____ (to date)	TOTAL
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TOTAL STUDENTS TUTORED (total hours / total headcount)	Data not available separately for PAL on Dashboard. Included in TLC data	Data not available separately for PAL on Dashboard. Included in TLC data	Data not available separately for PAL on Dashboard. Included in TLC data
DISAGGREGATED	NA	NA	NA
African American	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Latinx	NA	NA	NA
Multi-Race	NA	NA	NA
Native American	NA	NA	NA
Pacific Islander	NA	NA	NA
Unknown	NA	NA	NA
White	NA	NA	NA

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following: From Penji

TOTAL PEOPLE TUTORED	SUMMER ____	FALL <u>2023</u>	SPRING <u>2024</u>
Drop-in	NA	36	101
By appointment	NA	NA	NA
Lab enrolled	NA	NA	NA
Total Headcount	NA	36	101

VI. Staffing Requested for the next FY 2025-2026

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
PAL Leaders for groups (15)	Student help	3,840	32	\$63,360
Advanced PAL leaders [tutors] (2)	Temp class	512	32	\$8,960
Instructional Assist	permanent	NA	NA	NA
Clerks	permanent	NA	NA	NA
Specialists	permanent	NA	NA	NA
Other: (1-2) Instructional Assist	Temp PT class	960 hrs	34 wks	\$19,988
TOTAL				\$92,308

VII. Other Requests for the upcoming FY ____.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Penji listed in Tutorial Services report	-	-	-

VIII. Summary of accomplishments (limit: 300 words)

- The PAL program encourages group collaborations in learning material.
- PAL Leaders have been for various classes, including Chemistry, Biology, and Deaf Studies classes during 2023-24.
- Some embedded PAL leaders were in Fashion and Art classes due to equipment or materials needed.
- Each PAL leader is allocated 8 hrs/wk: attending the class or class lab to develop a rapport with students, model good student behavior, assist with any in-class activities, and promote their PAL sessions; holding PAL sessions outside the class/class lab; preparing various activities, such as practice tests, discussion questions, problem-solving handouts, study skills development, vocabulary & concept gamification, etc.; and consulting with the professor as they discuss class needs and create activities.
- Faculty can count this consultation time as college service.
- PAL sessions help promote community among students in the class as they collaborate on learning concepts using the various activities.
- PAL sessions are held at regular times each week outside the class/class lab and do not require appointments.
- At these PAL sessions, PAL leaders do not give answers but help learners confirm the steps they have taken are correct or reassess the steps if incorrect.
- Qualitative responses from students noted how PAL leaders helped them better understand concepts and in turn be successful in the class.
- Through my visits to the Davis Center, I collaborated with a Chem 300 professor; and in Fall 2024, we hired two PAL leaders for the class.
 - The outcomes indicated 93.7% of students passed the class with the same instructor with an A, B, or C compared with 78.5% in Fall 2023 and 72.5% in Spring 2024. Of the 93.7%, 84.4% earned As or Bs.
 - For Spring 2025, one PAL leader is covering both labs and holding PAL sessions that have 8-12 students per session.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

- As PAL coordinator, I continue connections with faculty about the PAL program for their class(es).
 - Discussed with Math faculty about how to incorporate PAL leaders next year in classes that have embedded tutors and in the math classes for STEM majors.
- A temporary Instructional Assistant will assist in onboarding, training, and meeting with PAL Leaders.
- Since there is a separate science/STEM PAL model, if funding for the two models was consolidated, they could be run under the same program and space with the slight differences. See SEAP section about this model.
 - Doing so could improve efficiency in recruiting & training PAL leaders and directing students & faculty to one program, while working towards a cohesive SCC model.
 - In addition, records can be maintained under one model in Penji.
 - Coordinating the Beacon program (now PAL program) falls under the Tutorial Services Coordinator's duties.

- For this 2023-24 TPP report, PAL Leaders that held sessions in the Biology open lab did not use Penji efficiently to obtain attendance records for each session.
 - Since then, the process for tracking students in Penji has improved so that PAL leaders can simply share a kiosk link or QR code to login students in an open lab, in any room, or online rather than students logging into Penji first.
 - Tutoring & Learning Center student help has been entering Penji data into the TLC's OnTrack system, which does not provide separate demographic data for PAL.
 - Penji currently is integrated with People Soft in regards to students. Course integration is planned, which will help obtain even more specific data.
- Spring 2024, PAL Leaders had 304 visits with 135 unduplicated students for 666 hours.
- Fall 2024, they had 978 visits with 156 unduplicated students for 1,137 hours.

TUTORING AREA: *RISE PROGRAM*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Amelia Tuifua (Counselor) *RISE does not have a Coordinator	Full-Time Counselor	Faculty: 174-day	100%
Student Support Specialist: Valerie Lockhart	Full-Time	Classified: 12 months	100%
Student Support Assistant: Arthur Meadows III	Full-Time	Classified: 12 months	100%

II. Data Reporting – Student help/temp class: Fall 23– Spring 24 (as of date:)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	3-5	1,762	1,512*	31
Adv tutors	N/A			
IAs	N/A			
clerks	N/A			
specialists	5-6	4,800	N/A	31
other	N/A			

***Roughly about 250 hours were spent outside of tutoring. RISE tutors serve as staff support and complete clerical duties as needed.**

III. Data Reporting – Funding: Fall 23– Spring 24 (as of date: End of June 2024)

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (SEAP)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$23,560	\$5,053.00	\$21,700.00 \$3,500.00	\$30,252.50	0
Temp-class (IAs, clerks, etc.)	\$186,760.00*		\$187,000.00*	\$133,297.00	\$53,703.00
Faculty (stipend)	N/A				
Special project	N/A				
Equipment / software	N/A				

***Temp Specialist is for Jr. RISE outreach at feeder high schools and does not utilize any tutoring funds.**

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL <u>23'</u>	SPRING <u>24'</u> (to date)	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)	423	309	732
DISAGGREGATED			
African American	67	56	123
Asian	75	57	132
Filipino	14	** (numbers under 10 not available on dashboard)	14
Latinx	159	106	265
Multi-Race	31	18	49
Native American	** (numbers under 10 not available on dashboard)	** (numbers under 10 not available on dashboard)	Not available
Pacific Islander	32	22	54
Unknown	** (numbers under 10 not available on dashboard)	** (numbers under 10 not available on dashboard)	Not available
White	40	34	74

***RISE data is not reflecting accurately on the dashboard for Headcount and tutoring hours. I believe the issue is HSER1000 not connected to our tutoring services. In the interim all our tutoring data is in SARS. Student ID #'s would need to be extracted and submitted to PRIE to obtain success rates.**

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER <u>23'</u>	FALL <u>23'</u>	SPRING <u>24'</u>
Drop-in	0	1	1
By appointment	28	250	230
Lab enrolled			
Total Headcount	28	251	231

VI. Staffing Requested for the next FY 2025-26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	2400	31	\$40,200 plus benefits (\$120.60)= \$40,320.60
Advanced tutors	Temp class	N/A		

Instructional Assist	permanent	N/A		
Clerks	permanent	N/A		
Specialists	Temp class	960	31	\$186,760.00* plus benefits (\$11765.88)= \$198,525.88
Other		N/A		

***Temp Specialist is for Jr. RISE outreach at feeder high schools and does not utilize any tutoring funds.**

VII. Other Requests for the upcoming FY ____.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
N/A			

VIII. Summary of accomplishments (limit: 300 words)

This data is significant as it underscores the growing impact and demand for RISE's tutoring services. The 60% increase in unique tutoring attendees from FY 2022-2023 to 2023-2024 highlights that more students are seeking and benefiting from academic support. Even more notably, the 126% increase in duplicated tutoring appointment attendance demonstrates that students are returning for multiple sessions, reinforcing the effectiveness of our case management model.

Additionally, the rise in average tutoring sessions per student from 4 to 6 per year indicates deeper engagement and reliance on RISE's academic support. This increased frequency suggests that students see tangible benefits from repeated interactions with tutors, leading to stronger academic outcomes.

By tracking these trends, we can make data-driven decisions to further enhance our services, advocate for additional resources, and ensure that our expansion efforts align with the growing needs of our students. This data validates the importance of sustained academic support in fostering student success, retention, and long-term educational achievement.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

RISE is growing in size. With this highly anticipated space expansion, we will have the ability to accommodate even more students. Through personalized, one-on-one tutoring sessions tailored to individual learning styles, we provide targeted academic support that enhances comprehension, engagement, and confidence. Small group study sessions and peer-led tutoring further foster collaboration and a sense of community, ensuring that students feel supported both academically and socially. By continuously tracking student progress and collaborating with faculty and campus partners, we adapt our tutoring strategies to meet evolving academic needs. This expansion enables us to reach more students than ever, reinforcing our

commitment to fostering academic excellence, resilience, and long-term success.

TUTORING AREA: *Technology & Innovation Division*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Chris Seddon	PERMANENT	Faculty:174-day	100%
Instructional Asst: Vhonn Encarnacion	PERMANENT	Classified: 12 months	100%
Other: N/A		Classified: 10 months/ 12 months	

II. Data Reporting – Student help/temp class: Fall 2023– Spring 2024 (as of date: 1/8/25)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	2	220	220	32
Adv tutors	4	2140	2140	32
IAs				
clerks			N/A	
specialists				
other	4 Adjunct Coord.	1497	1497	32

III. Data Reporting – Funding: Fall 2023– Spring 2024 (as of date: 1/8/25)

	TOTAL \$ REQUESTED for FY 23/24	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$26,900	\$2000	VTEA/Perkins \$20,000 SEAP \$4900	\$26,900	\$0
Temp-class (IAs, clerks, etc.)	N/A	N/A	N/A	N/A	N/A
Faculty (stipend)	N/A	N/A	N/A	N/A	N/A
Special project	N/A	N/A	N/A	N/A	N/A
Equipment / software	N/A	N/A	N/A	N/A	N/A

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL 2023	SPRING 2024 (to date)	TOTAL
TOTAL STUDENTS TUTORED (total hours /	PHOTO 184 Design Lab 442	PHOTO 154 Design Lab 336	PHOTO 338 Design Lab 778

total headcount)			
DISAGGREGATED			
African American	9.91% / 18 8.14% / 36	12.74% / 18 6.25% / 21	10.65% / 36 7.32% / 57
Asian	11.26% / 21 13% / 57	11.32% / 17 18.15% / 61	11.24% / 38 15.16% / 118
Filipino	2.18% / 4 3.61% / 16	2.15% / 4 5.35% / 18	2.36% / 8 4.3% / 34
Latinx	30.18% / 55 30% / 133	30.19% / 46 25.89% / 87	29.88% / 101 28.27% / 220
Multi-Race	9.46% / 17 8.1% / 36	N/A 10.41% / 35	9.46% / 17 9.12% / 71
Native American	N/A N/A	N/A N/A	N/A N/A
Pacific Islander	N/A N/A	N/A N/A	N/A N/A
Unknown	2.32% / 4 N/A	2.94% / 4 N/A	2.36% / 8 N/A
White	32.88% / 59 33.25% / 147	33.02% / 51 30.35% / 102	32.54% / 110 32% / 249

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER 2024	FALL 2023	SPRING 2024
Drop-in	PHOTO 5	PHOTO 30 Design Lab 143	PHOTO 21 Design Lab 134
By appointment	N/A	N/A	N/A
Lab enrolled	PHOTO Hybrid - 19 Online - 24	PHOTO Hybrid – 46 Online – 108 Design Lab 275	PHOTO Hybrid – 52 Online – 81 Design Lab 297
Total Headcount	PHOTO48	PHOTO 184 Design Lab 418	PHOTO 154 Design Lab 431

VI. Staffing Requested for the next FY 25/26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student			
Advanced tutors	Temp class	PHOTO 450 Design Lab 1960	32 32	\$8550 \$32'340
Instructional Assist	permanent			
Clerks	permanent			
Specialists	permanent			

Other				
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VII. Other Requests for the upcoming FY 25/26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
N/A	N/A	N/A	N/A

VIII. Summary of accomplishments (limit: 300 words)

<p>PHOTO: During a typical 3-hour scheduled lab section, a tutor supports the instructor with students working in 6 different lab areas. Tutors also support cross-listed courses with the Journalism program, and we offer regularly scheduled online tutoring support to server our fully online students.</p> <p>DESIGN LAB: During the 2023/24 school year The Design Lab provided 6045.05 hours (4333.6 in-person and 1711.45 online) of lab services to our students.</p>

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

<p>Historically, both PHOTO and Design Lab tutoring programs have been locally funded with Perkins through the Technology & Innovation division. We do not us this plan to justify our expenditures to operate/fund these programs. We analyze in person scheduling and historical tutoring use patterns to make schedules that meet the student's needs.</p>

TUTORING AREA: *Tutoring and Learning Center*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Liz Stevenson	Permanent	Faculty: 174-day	100
Faculty Coordinator: Loretta Robicheau	Permanent	Faculty: 174-day	100
Instructional Assistant: Stephanie Cortez	Permanent	Classified: 12 months	100
Tutorial Services Assistant: Cady Daly	Permanent	Classified: 12 months	100

II. Data Reporting – Student help/temp class: Fall 23– Spring 24 (as of date:)

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
Tutors	18	2628	576	30
Adv tutors	5	1822	275	30
IA	1	56	18	16
Clerk	1	911	N/A	32

III. Data Reporting – Funding: Fall 23– Spring 24 (as of date:)

	TOTAL \$ REQUESTED for FY 2024	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	TLC \$76,880	\$50,000	\$4,900 SEAP	\$42,267	\$12,633
	BSC \$16,151	\$4000	\$11,000 VTEA* \$4,900 SEAP	\$8 GENF \$5,332 VTEA \$48 SEAP	\$3,992 GENF \$1,168 VTEA \$4,852 SEAP
Temp-class (AT4E** TCL)	\$58,167		\$57,717 SEAP	\$ 51,045.00	\$ 3,675.00

*\$4500 was given back since we were having difficulty finding BSC tutors and knew we weren't going to use it.

**Advanced Tutors for Equity. Separate funding applied for through SEAP, but was combined in budgets.

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL 2023	SPRING 2024	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)	473/234	439/197	912/431
DISAGGREGATED			
African American	90	56	146
Asian	63	14	77
Filipino	14	27	41
Latinx	110	183	293
Multi-Race	51	9	60
Other Non-White	>1	15	15
Native American	-	-	-
Pacific Islander	3	-	3
Unknown	13	2	15
White	130	95	225

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED (per Penji)	SUMMER 2023	FALL 2023	SPRING 2024
Drop-in	14	27	29
By appointment	79	222	197
Lab enrolled	95	246	210
Total Headcount	86	240	208

VI. Staffing Requested for the next FY 26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
15 Tutors	Student	15*10/wk*30wk	30	74,250
4 Advanced tutors	Temp Class	4*20*32=2560	32	49,101
1 Clerk	Temp Class	950	32	16,492
BSC Instructional Assist	Permanent			58,479
1 Clerk	Permanent			40,643

VII. Other Requests for the upcoming FY 26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Textbooks for Business Div. Courses	7	\$160	\$1120

VIII. Summary of accomplishments (limit: 300 words)

The Tutoring & Learning Center

- Provides tutoring for many required classes taught at SCC.
- Offers 1-1, small group sessions by appointment or drop-in basis.
- Maintains online *and* on-campus tutoring with peer tutors; demand for online tutoring has remained steady since the pandemic started, necessitating maintenance of both modalities.
- Supports courses affected by AB 1705: STATS, MATH, & courses like CHEM that need math fluency students might not have. Appointment-based 1-1 tutoring supports students who need intensive help to get up to speed, such as DSPS, and those who would have been taking lower level courses previously.

FY24 saw increases in hours and numbers of students served. We anticipate continued increases that keep pace with enrollment. It's important to note that students usually come to us for tutoring in the first few weeks of the semester, and rarely return if we have not already hired a tutor for their class by then. When we did not know if we were going to get our allocation, we were unable to hire tutors as soon as we had planned, and subsequently did not use as much of our budget and tutoring students as we could have. It's likely the number would have been even higher for F24.

The 23-24 school year was challenging to find tutors for the Business Division courses we would like to have tutors for. Since then, we have hired an Advanced Tutor who has helped build stronger relationships with the professors who refer potential tutors to us. Fall 24 numbers are vastly improved over F23: Fall 24, 3 tutors/1 Advanced Tutor, 253 students, and 646 hours tutoring.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

A permanent Clerk has been on the Tutoring and Learning Center's plan for many years. Note that if we got the permanent positions requested, we would not need the TCL Clerk and IA.

We are asking for continued support for the growth in the Business Division courses tutored, as well as a permanent Instructional Assistant for Business courses. We believe that having a dedicated IA is crucial to maintaining tutoring in this area, and our data supports this. We also need new textbooks as none have been ordered since the permanent IA left, and many of ours are out of date.

We are concerned that a request for productivity numbers from different centers will result in comparing apples to oranges. Numbers tell only part of the story.

Unlike, for instance, writing or math tutoring, the TLC offers tutoring in a wide variety of content areas. Many of our tutors can only tutor one or two courses, while tutors in other centers can work with most students who come to that center for assistance. We also serve many DSPS students, who prefer 1-1 tutoring.

While 1-1 tutoring is labor intensive, it is extremely effective in helping students be successful in challenging courses, and continuing their education, goals that all of us at Sac City share.

Our Fall 2023 survey results:

Has tutoring impacted your grade(s) for the courses you met with a tutor?
92% reported that their grade improved, 74% reporting a big improvement.

How has tutoring impacted your overall academic success?
96% say their academic success improved, 74% reporting a big improvement.

Has tutoring affected your decision to register for classes next semester?
81% said yes, they are more likely to register for the next semester because of tutoring.

Fall 24 survey had similar results.

Tutoring supports success, retention, and persistence.

TUTORING AREA: West Sacramento Center

I. Permanent Staffing: Fall 2023– Spring 2024

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: <i>Writing Center Only</i>	Release time	Faculty:164-day	40%
Instructional Asst:		Classified: 10 months/ 12 months	
Other:		Classified: 10 months/ 12 months	

II. Data Reporting – Student help/temp class: Fall 2023– Spring 2024

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	2	632	78	16
Adv tutors	1	297	134	16
IAs	3	1,066 (169 of this was Math IA hours, whose tutoring hours is not represented in the data to the right)	709	17

clerks	0	0	N/A	0
specialists	0	0	0	0
other	0	0	0	0

III. Data Reporting – Funding: Fall 2023– Spring 2024

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	\$10,000	\$0	\$10,000 (SEAP)	\$8,828.25	\$1171.75
Temp-class (IAs, clerks, etc.)	\$92,000	\$0	\$92,000 (SEAP)	\$26,435.80	\$65,564.20
Faculty (stipend)	\$38,933	\$0	\$38,933 (SEAP)	\$48,143.81	-9,210.81
Special project	\$0	\$0	\$0	\$0	\$0
Equipment / software	\$800	\$600	\$200 (SEAP)	\$800	\$0

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

Note: No data was collected for WSC tutoring from Spring 2020 through Spring 2024.

	FALL <u>2023</u>	SPRING <u>2024</u>	TOTAL
TOTAL STUDENTS TUTORED (total hours / total headcount)			
DISAGGREGATED			
African American			
Asian			
Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER <u>2023</u>	FALL <u>2023</u>	SPRING <u>2024</u>
Drop-in	0	0	0
By appointment	0	526	533
Lab enrolled	0	0	0

Total Headcount	0	526	533
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VI. Staffing Requested for the next FY 2025-26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	2,040 hours	34	\$33,660
Advanced tutors	Temp class	680 hours	34	\$12,240
Instructional Assist	permanent	0	0	0
Clerks	permanent	0	0	0
Specialists	permanent	0	0	0
Other: Instructional Assist	Temp class	2,160 hours	36	\$45,705.60

VII. Other Requests for the upcoming FY 2025-26.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$

VIII. Summary of accomplishments (limit: 300 words)

From Spring 2020-Spring 2024, no tutoring data was reported for inclusion in the PRIE tutoring dashboard at the Center. Although the Writing Center collected some of its own data, the Center did not collect data about tutoring in other subjects. However, in Fall 2024, WSC established a system to collect appointment data through Penji. That semester, 182 unique students made 646 visits to the newly reopened third floor academic support area for Math and Writing Center tutoring and using the computer lab and private study room. Also in Fall 2024, the WSC established a system for enrolling students in HSER 1000 and logging them into OnTrack, which is being implemented in Spring 2025. As a result, WSC tutoring data will be represented on the PRIE dashboard beginning with Spring 2025.

In Spring 2025, WSC successfully hired a new permanent IA, replacing staff that vacated the position in November for a promotional opportunity. The new IA will manage data collection to inform strategic use of tutoring resources in the next fiscal year.

In 2024-25, the WSC Writing Center faculty coordinator position was funded through the Instruction Office. This provided a level of stability that allowed us to focus resources on strategic hiring and student-centered scheduling of Writing Center tutors, and the Writing Center was fully staffed in Fall 24. Other tutoring positions were also well staffed, including a Math Lab IA, two math student tutor positions, and an ESL tutor, and, after realizing the need in Fall 24, we added a new advanced tutor for the Optical Technician lab class in Spring 25.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

In 2025-26, we are requesting the same amount of tutoring resources as we received in 2024-25 to be used as follows:

Student tutors: 2 Writing/2 Math/2 ESL Student Tutors; 10 hrs/week; 17 weeks/semester; \$16.50 pay rate)

Advanced tutors: 1 Writing, 1 Opt Tech Temp Advanced Tutor; 10 hrs/week; 17 weeks/semester; \$18 pay rate

Temp IAs: 2 Writing, 1 Math Temp IAs; 20 hrs/week; 18 weeks/semester; \$21.16 pay rate

This year we saw an increase in student visits, and next year we will have more in-person classes at WSC. As a result, we anticipate more students using tutoring services; however, maintaining the same resources as in 24-25 will still allow us to provide excellent academic support through tutoring in the Writing Center, Math, ESL, and Opt Tech. Using data to strategically staff tutoring positions and schedule tutoring hours will allow for this.

We made two changes in 2024-25 that we want to continue. First is an advanced tutor for the Optical Technician lab. Students need to get labs checked off in this class, and the workload is too heavy for one person (the professor), causing long wait times and inefficient use of class time. The Advanced Tutor helps with the lab check offs and increases the quality of instruction in those classes. We also plan to hire two ESL tutors and embed one in the 30-level classes and another in the 40-level classes, similar to the PAL program.

Finally, in 2023-24, we had \$65,564.20 allocated for two temp IAs in Math that went unspent, which warrants explanation. That year, WSC had funding to hire two Math Temp IAs as well as two Writing Center Temp IAs. WSC tried to hire all of those positions but could only fill one Writing Center position and one Math position, hired late in the Spring semester. Since then, we have not had difficulty hiring for these positions and do not anticipate having any unused funds.

TUTORING AREA: Writing Center

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Susan Griffin	Full-time Coordinator	Faculty: 174-day	100%
Instructional Asst: Meghan Facciuto	Full time	Classified: 12 months	100%
Instructional Asst: Jason Melton	Full time	Classified: 10 months	100%

II. Data Reporting – Student help/temp classified: Fall 23– Spring 24

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	#HOURS Spent on Class Visits, Workshops, Progress Reports...*	# WEEKS
			47		

tutors	11-12	2,313	1,543	120*	31
Adv tutors	2	708.25	313	172*	31
IAs	2	1,243.5	406	645*	31.5
clerks	3	1,188	N/A	N/A	32
specialists	N/A	N/A	N/A	N/A	N/A
other	Four faculty receiving a stipend	480	362	0	30

*These hours are hours spent on assigned tasks other than tutoring. Instructional Assistants do many tasks at the Writing Center in addition to tutoring. These include creating, scheduling, and conducting workshops, doing class visits, reviewing the student progress forms generated by tutors (2,970 of these during the 23-24 academic year) and sending them to instructors, checking progress data to catch errors and contacting tutors when data for a session is missing, filling in at the front desk when clerks take their breaks or are unavailable, submitting items for website updates and the campus events calendar, creating social media posts and flyers, and tabling at campus events. In addition, they check in with students to see how they are doing, update monthly payroll projections as schedules change, and attend weekly staff meetings as well as play a role in mentoring new tutors. Tutors and advanced tutors help with some of these items, like tabling and creating social media content and flyers and helping with workshops. Some tutors also do outreach work in the ASHE Center. All tutors attend meetings, and new tutors participate in training and observations.

The hours noted here are only the hours that we have a record of. These are more accurate for the IAs because the IAs use placeholders in our WCONLINE scheduling system each week to set aside some time specifically to work on these items, so we have of record of these hours. We do this much less often for tutors (take them off the tutoring schedule in advance to do other work or training), so the documented hours indicated here for tutors working on other tasks are lower than the amount of time they actually spent on other tasks. Sometimes, when tutors do other work, it is when we see they have no students and ask them to do something else, but this time is not recorded and is not included here. Although in the past, we have not used the scheduling system to record all the time tutors spend on other tasks, now, with this new program plan format, we will be documenting this going forward.

III. Data Reporting – Funding: Fall 23– Spring 24 (as of end of June 2024)

TUTORED (total hours / total headcount)	Headcount: 471 Dashboard Total Hours: 1,314.5	Headcount: 426 Dashboard Total Hours: 1,064	Headcount: 897 Dashboard Hours: 2,378.5
DISAGGREGATED			
African American	79	64	143
Asian	87	76	163
Filipino	** (numbers under 10 not available on dashboard)	**	Not available
Latinx	162	154	316
Multi-Race	42	28	70
Native American	This group not listed on dashboard	This group not listed on dashboard	Not available
Pacific Islander	**	**	Not available
Unknown	**	**	Not available
White	75	86	161

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER 23	FALL 23	SPRING 24
Drop-in	9	71	66
By appointment	59	463	455
Lab enrolled	0	0	0
Unduplicated Headcount: This is lower than the sum of the numbers above because some students come in as both drop-in and by appointment	64*	482*	472

*In Summer 2024, the unduplicated headcount was up to 121, and, in Fall 2024, it was 546, so these numbers have increased since the 23-24 year.

VI. Staffing Requested for the next FY 2025-26.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	Student	2,480	31 during AY (academic year), plus 3 in June	\$41,540 plus benefits (\$124.62)= \$41,664.62
Advanced tutors	Temp. class	680	31 during AY, plus 3 in June	\$12,070 plus benefits (675.92)= \$12,745.92

Instructional Assist	Temp. class	1,350	31.5 during AY, plus 3 in June	\$28,566 plus benefits (\$1,599.69)= \$30,165.69
Clerks	Temp. class	1,430	32 during AY, plus 3 in June	\$24,824 plus benefits (\$1,390.14)= \$26,214.14
Specialists	N/A	N/A	N/A	N/A
Other	Faculty tutor/mentor stipends(2 from English, 2 from ESL)	480	30	4 stipends per semester: \$24,000 plus benefits (\$5,040)= \$29,040

The Writing Center, like other tutoring centers and labs, receives summer money, but this is not enough for the full summer. June usually is paid from the prior year's academic money.

VII. Other Requests for the upcoming FY 25-26

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Writing Center Online subscription (scheduling and data management system). The Writing Center has been using this system since 2016. When there was a Learning Resources Division, it was paid for with division money. This money was not transferred to Language Arts and Library in the reorganization, however. The system allows us to track data in much more detail than OnTrack and generate reports as well as schedule appointments. PENJI is not an equivalent system.	1	\$1,200	\$1,200
Printing cost for WC tri-fold brochures	200	\$.50	\$100

VIII. Summary of accomplishments (limit: 300 words)

<p>During the 2023-24 academic year, Writing Center online tutoring continued to be well utilized. We conducted 1,408 online sessions at the same time we substantially increased the number of in-person sessions. In-person tutoring sessions grew from 1,123 during 2022-23 to 1,562 during the 2023-24 year. This is a 39% percent increase for in-person sessions with only a 4% decrease in online sessions during the same period. One of the reasons for this growth was the outreach efforts made by staff and tutors to encourage students to use the center.</p> <p>The Writing Center continued to survey students and used survey feedback to evaluate services. We also particularly worked to connect with students from disproportionately</p>
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impacted groups to receive their feedback about how we can best serve them. In Spring 2024, the Writing Center, with help from facilitators from other programs, conducted four focus groups with Latinx students. Students from these groups provided feedback about the Writing Center and their college experiences. We incorporated ideas from these groups into tutor education and training. We also used this feedback to make some additional changes to the Writing Center, including adding information about which tutors speak Spanish to our tutor request form and tutor biographies, indicating which front-desk clerks speak Spanish, and exploring options for small group tutoring.

Hiring practices that promote equity are another success. One of our goals has been to work toward equity in staff positions as well as student positions. We have particularly used the advanced tutor position to promote this goal by looking for tutors from disproportionately impacted groups who can be hired as advanced tutors when they no longer qualify to be student tutors and then encouraging them to continue as IAs when they have enough experience. This has allowed us to make progress toward a staff that aligns more closely with our student population.

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

Our plan is to make the best use of the money that we are allocated to further our goals of increasing student confidence and belonging, increasing student knowledge, and promoting higher class success rates for students, particularly disproportionately impacted students.

An important part of our plan every year is looking at success data, and when something is unusual or unexpected, trying to figure out the reasons and modifying what we do as needed. We also collaborate regularly with the ASHE and RAZA Centers and the faculty teaching the Umoja and Puente cohorts.

The number of students tutored at the Writing Center in 2023-24 increased by 10% over the prior academic year. In surveys, students reported that our services helped them build confidence and understand writing concepts. Students also indicated that writing tutoring had a positive impact on their course grades. In almost all semesters for the past six years, student success numbers across all demographic groups were higher for students who used the Writing Center than the success numbers in ENGWR classes and the overall success numbers for SCC.

The requested funding for tutors, advanced tutors, IAs, clerks, and faculty is necessary for the Writing Center to successfully serve students. Our clerks, in addition to all of their other work, make sure that students and tutors are successfully logged into all their online sessions.

I cannot emphasize enough that what helps us best serve our students and further our equity efforts is flexibility with how the allocated money can be spent to achieve our goals, particularly the temporary classified money. Our aim is to hire people who will provide excellent, culturally responsive assistance to our students. Some semesters we may need to hire more advanced tutors and other semesters more IAs because how many outstanding candidates are eligible for these positions varies. Also, we sometimes have student tutors who become ineligible to work

late in the semester when they have to drop a class, and we may have to fill scheduling gaps with an advanced tutor or IA based on who is available. Flexibility is important when staffing variables are constantly changing.

TUTORING AREA: SEAP

No additional requests/reports were submitted for SEAP funding.

- The AT4E (Advanced Tutors for Equity) were included in the Tutoring and Learning Center report.
- The STEM/Science PAL program did not submit information and is not included in the PAL Program information in this TPP.

The science professors wanted to secure a specific number of Beacon tutors/PAL leaders as they had previously been allocated (12-16). Since funding was limited, Loretta suggested seeking SEAP funding, which they did. Since the programs had different funding sources and data needs, it was decided to maintain separate records.

This model used the Beacon Tutor/PAL Leader model and altered it using the CSUS PAL program that is a class.

Rather than PAL leaders/facilitators creating activities in consultation with the professor, the professors create handouts with problems to solve. This model stresses no answer key so students cannot confirm if the solution is correct, which does not work for all students. The TLC shared anecdotally that students came to them for help because the students wanted to know if they were using the correct steps in solving problems.

These PAL leaders/facilitators usually do not attend the class or class lab. They may hold office hours for individual tutoring help.

This model stressed it is not tutoring and does not give answers. However, the main PAL leaders and tutors in all tutoring areas do not give answers but help guide students in solving problems/questions also.

- The Psyc Peer Course Mentors Project was not included in this TPP since it has not been funded under the TPP and it is unknown whether this project will continue.

TUTORING AREA: *Tutorial Services (College-Wide Tutoring)*

I. Permanent Staffing

POSITION	STATUS	GROUP	PERCENTAGE
Faculty Coordinator: Tutorial Services Coordinator, Loretta Robicheau	Permanent	Faculty: 174-day	100%
Instructional Asst:	NA	NA	NA
Other: Tutorial Services Assistant, Cady Daly	Permanent FT	Classified: 12 months	100%

II. Data Reporting – Student help/temp class: Fall ____ – Spring ____ (as of date: _____)

See individual tutoring centers' data

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING	# WEEKS
tutors	NA	NA	NA	NA
Adv tutors	NA	NA	NA	NA
IAs	NA	NA	NA	NA
clerks	NA	NA	NA	NA
specialists	NA	NA	NA	NA
other	NA	NA	NA	NA

III. Data Reporting – Funding: Fall 2023– Spring 2024

	TOTAL \$ REQUESTED for FY ____	GENFD \$ ALLOCATED	OTHER \$ ALLOCATED (specify source)	TOTAL \$ SPENT	TOTAL \$ REMAINING
Student tutors	NA	NA	NA	NA	NA
Temp-class (IAs, clerks, etc.)	NA	NA	NA	NA	NA
Faculty (stipend)	NA	NA	NA	NA	NA
Special project	NA	NA	NA	NA	NA
Equipment	NA	NA	NA	NA	NA
Software: Penji	\$32,400: 3-year license purchased for 7/2021-6/2024	NA	\$32,400 (HEERF)	\$32,400	\$0
Tutor Appreciation Week	\$1,200	NA	\$1,200 (VPI Events)	\$1,181	\$19

IV. Disaggregated Headcount. Please utilize the Tutoring Dashboard published by the PRIE Office to report the information required in the table below.

	FALL ____	SPRING ____ (to date)	TOTAL
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TOTAL STUDENTS TUTORED (total hours / total headcount)	NA	NA	NA
DISAGGREGATED	NA	NA	NA
African American	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Latinx	NA	NA	NA
Multi-Race	NA	NA	NA
Native American	NA	NA	NA
Pacific Islander	NA	NA	NA
Unknown	NA	NA	NA
White	NA	NA	NA

V. Overall Tutoring Headcount. Please utilize your area's own data-tracking to report the following:

TOTAL PEOPLE TUTORED	SUMMER ____	FALL ____	SPRING ____
Drop-in	NA	NA	NA
By appointment	NA	NA	NA
Lab enrolled	NA	NA	NA
Total Headcount	NA	NA	NA

VI. Staffing Requested for the next FY ____.

POSITION	GROUP	TOTAL HOURS	# WEEKS	\$ REQUESTED
Tutors	student	NA	NA	NA
Advanced tutors	Temp class	NA	NA	NA
Instructional Assist	permanent	NA	NA	NA
Clerks	permanent	NA	NA	NA
Specialists	permanent	NA	NA	NA
Other		NA	NA	NA

VII. Other Requests for the upcoming FY 2025-2026.

ITEM	HOW MANY?	COST/UNIT	TOTAL COST \$
Penji Software	1-yr college license	\$11,458	\$11,458
Tutor Appreciation Event	1 Event – thank tutors/learning assistants, promote	\$4,000 (snacks college-wide, token of appreciation for 150-175	\$4,000

	services collegewide	tutors/learning assistants; personalized banner or tablecloth)	
Total			\$15,458

VIII. Summary of accomplishments (limit: 300 words)

Penji:

- was developed for tutoring centers
- is integrated with People Soft and used by ARC and CRC tutoring areas; FLC hopes to add it next academic year, especially if we can obtain a district license.
- enables students to make appointments online
- enables students to join tutoring/PAL sessions whether on-ground, in an open class lab, in an LRC-144 group room, or online unlike OnTrack that requires a designated computer login station
- is used by various SCC tutoring centers/areas including Allied Health Tutoring, Tutoring & Learning Center, PAL Program, Math Lab, Davis Center, West Sacramento Center; and additional areas may join with the campus license for no additional cost
- maintains attendance records even if a student drops the class, is enrolled at a sister college, or received assistance for an Incomplete class, unlike our OnTrack system

Tutor Appreciation Week (TAW):

- held in April 2023
- journals were purchased from third-party vendor as a token of appreciation for tutors/learning assistants; they were engraved with SCC tutoring personalization
- snacks were purchased for each tutoring area to share with tutors/learning assistants & students
- thank-you notes printed by areas & displayed on tree in LRC-144
- helps morale of tutoring employees and promotes tutorial services
- April 2024 TAW
 - bulk stainless-steel key chains with a thank-you message inscribed were given to student tutors/learning assistants
 - snacks were sought from faculty, so the purchase of additional snacks for tutoring centers to share with students & tutors was reduced
 - additional snacks were handed out to students in the Quad to further promote tutorial services

IX. Plans and data-informed justification for above resource/funding requests (limit: 300 words)

Continue purchase of Penji software:

- Will provide more accurate data than OnTrack since it enables tracking of sessions on-ground and online.

- Will provide a consistent tracking program for students at SCC and sister colleges.
- Expected to expand People Soft integration to include course integration for each student

Continue Tutor Appreciation Week (TAW) event:

- Each year, SCC tutors/learning assistants have been recognized for their service.
- Tokens of appreciation (such as water bottle, tablet cover, t-shirt, etc.) with SCC personalization have been purchased through a third-party vendor.
- For TAW 2025, it's hoped the Maker's Space can be used to personalize token with SCC imprint that will reduce overall costs. Or purchase bulk thank-you token through third-party vendor.
- Snacks will continue to be sought from faculty (and other SCC employees) to be shared with tutoring areas.
- Additional snacks to share with students across the college to promote tutorial services will need to be purchased.
- A banner or tablecloth personalized to promote tutorial services. Either purchased through a third-party or created and purchased through the MakerSpace.

Tutorial services help retain students and contribute to student success in classes and in turn to student transfers.