TUTORING PROGRAM PLAN (TPP)

– CONTENTS –

TUTORING OVERVIEW

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas

TPP Overview

- This overview provides a compilation and summary of the reports from each area listed above.
  - Computer Information Science Tutoring, Davis Center, Education & Health Professions Tutoring, ELLIS Center, English Lounge, Math Lab, PAL, RISE, Tutoring and Learning Center, West Sacramento Center, and Writing Center.
  - Tutorial Services provides support to all tutoring centers/areas.
  - The Design and Photography labs provide support to classes in these areas and it was determined that they not be considered part of the TPP.
  - The Veterans Resource Center has not submitted a proposal for more than two years and asked to be removed from the Tutoring Services flyer. Thus, it is not included in this TPP.

Learning Assistants (i.e., tutors, PAL leaders, Advanced tutors, Instructional Assistants)

- Meet individual students or groups of students in person and online
  - Assist with homework questions, help develop or improve study skills, and facilitate group learning activities
  - Help identify issues students encounter
  - Serve as resource by guiding students to individuals and departments for various needs and interests
    - textbook assistance, crisis counseling, health and wellness services, Panther Cares, clubs, and more.
  - Perform other tasks, such as but not limited to, help at the front desk, create handouts and activities for sessions, email professors and students, review textbooks and Canvas Courseroom material for sessions, visit classes, give presentations, promote services, etc.
- Efforts are made to hire all learning assistants prior to the start of each semester, but many are hired after the semester begins.
  - Applicants (even those hired early) may take two or more weeks to be processed before they are approved to start working
  - Number of weeks each works varies

Tutoring Services

- Provide learning assistance across the main campus and outreach centers to students enrolled in various SCC classes.
- Overall objective is to assist students in gaining competency and being successful in lower-level, transfer-level, and vocational courses. Students that succeed in their classes are expected to continue their academic goals at SCC.
- Tutoring services can also provide apportionment for the college providing Title 5 requirements are met under § 58168. Criteria for Supervised Tutoring:
  (a) Supervised tutoring is considered a method of instruction that involves a student tutor who provides supplemental instruction in a subject or skill.
  (b) Supervised tutoring must be coordinated through a designated learning center and may be conducted either in person or virtually.
  (c) Supervised tutoring instruction conducted under this section must be supervised by faculty members who meet the minimum qualifications prescribed by section 53410 or 53415.
  (d) Any district policy or process governing the hiring of student tutors shall include collegial consultation as an academic and professional matter pursuant to section 53200, subdivision (c).
  (e) Student tutors must successfully complete training in tutoring methods, and the use of appropriate written and mediated instructional materials, including supervised practice tutoring, and demonstrate appropriate levels of proficiency in the subject(s), course(s), or skill(s) being tutored.
  (f) Students receiving tutoring must be enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled “Supervised Tutoring.”
  (g) Student tutors may be paid for their tutoring services but do not receive concurrent academic credit.

(h) Classified staff may provide operational direction or support for supervised tutoring consistent with district policy.

TELA 310, TELA 311, and HSER 1000

- TELA 310, Introduction to Peer Individual Tutoring; TELA 311, Introduction to Peer Group Tutoring classes
  - Canceled prior to the start of the Spring 2026 semester
  - Late starting classes that traditionally have late enrollments partly due to the continuation and late hiring of tutors/learning assistants.
  - In some cases, applicants who were not interested in being volunteers were able to use these units to meet the 6-unit requirement of the district to be student employees.
- HSER 1000, Supervised Tutoring
  - Description: This course offers individualized tutoring designed to assist students to increase their success in college courses. Content will vary depending upon the adjunct course. Students may enroll in more than one section for support with more than one college course per semester. This course may be repeated in subsequent semesters.
  - Different sections are specific to tutoring centers/areas with faculty oversight
  - Learning Outcomes
    - Upon completion of this course, the student will be able to:
      - report an improved understanding of class concepts.
      - report increased confidence in his or her ability to meet coursework requirements.
      - express an increased understanding and use of strategies that lead to course success.

Support of Learning Outcomes

Links-Systems International, Inc. that provides Net Tutor thru the California Community College Chancellor's Office shared a link to a recent article noting that tutoring is beyond numbers.

I feel this information supports our concerns that the **quantitative data in this TPP does not demonstrate the true value of tutoring services at SCC**. Following is an excerpt of the article.

> ***The ROI of Tutoring: What Usage Reports Won't Tell You***
> *December 18, 2025*
> *When institutions assess the return on investment (ROI) of tutoring services, they often start with a familiar set of numbers: logins, session counts, and hours used. These metrics certainly matter; they reveal how often students are engaging and how accessible support systems are. But true ROI in tutoring extends far beyond usage data. The real impact lies in what those numbers represent: confidence gained, persistence strengthened, and connections deepened between students and faculty.*
>
> ***Confidence: A Leading Indicator***

Students rarely describe a successful tutoring session in terms of minutes spent or problems solved. Instead, they talk about how the session made them feel—more capable, more prepared, more willing to tackle the next challenge. That shift in confidence is one of tutoring's most valuable outcomes, and it's also one of the hardest to quantify. Research consistently links self-efficacy to academic performance and retention, suggesting that even modest improvements in student confidence can yield exponential academic and financial benefits for an institution.

Persistence: The Hidden Payoff

A single tutoring session can make the difference between a student dropping a class and deciding to stick with it. When students know that personalized help is available, especially if it's available at night or on weekends, they're more likely to persevere through difficult material. That persistence translates directly into improved course completion rates and, in many cases, higher overall retention. These long-term outcomes are the true financial returns on tutoring investments, even if they don't show up in the monthly usage report.

Faculty Alignment: Closing the Loop

Effective tutoring programs don't operate in isolation. When tutors, instructors, and academic support staff share feedback loops that are aligned through learning outcomes, rubrics, and institutional goals, tutoring becomes a natural extension of the classroom rather than an external service. Faculty who trust and collaborate with tutors often report higher student engagement and fewer repeat struggles on key concepts. This alignment reduces instructional inefficiencies and ensures that the institution's resources are being used strategically, not reactively.

Tutoring as a Long-Term Investment

The most successful institutions view tutoring not as an expense, but as an investment in student success. Like any investment, its returns compound over time. Each confident student, each retained enrollment, and each strengthened faculty partnership contributes to a healthier academic ecosystem. Usage reports may tell you how much tutoring is happening, but the real ROI lies in how deeply it transforms the student experience.

In the end, tutoring is about more than numbers. It's about creating the conditions where students can thrive—academically, emotionally, and persistently. And those returns, while not always visible on a dashboard, are the ones that matter most.

This TPP template is an updated revision of the previously revised TPP template. Despite this revision, a further update may be needed in order to provide a more accurate picture of tutoring in the various centers/areas. I welcome the opportunity to collaborate on further revisions and to answer any questions.

Respectfully submitted,
Loretta Robicheau, Tutorial Services Coordinator

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions provide support to tutorial services but are **not part of the TPP and are funded by divisions or college-wide resources**.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator	PT, 0.65FTE, 10-month FT, 174-day	CIS Lab Math Lab, TLC, Writing Center
Tutorial Services Coordinator	FT, 174-day	TLC/PAL/Tutorial Services
Tutorial Services Assistant	FT, 174-day	TLC/Tutorial Services (75% GenFd & 25% Perkins (Perkins portion needs to be arranged by Administration)
Instructional Assistant (IA)	FT, 12-month FT, 10-month PT (60%), 10-month	CIS Lab. EHP, Math Lab, TLC, Writing Center ELLIS, Math Lab, WSC, Writing Center Math Lab
Instructional Assistant (IA) Vacant	*FT, 12-month* *FT, 10-month* *FT, 10-month*	*CIS: Vacant since IA retirement* *DAC: Vacant since 2021 resignation of IA & FTE reallocated from DAC* *TLC: Vacant since 2022 resignation of Business Student Center Accounting IA*
Student Support Assistant Student Support Specialist	FT, 12-month FT, 12-month	RISE RISE
Center Supervisor	FT, 12-month	DAC & WSC
Instructional Science Laboratory Supervisor	FT, 12-month	Education & Health Professions Tutoring (EHP)
Faculty Reassignment	FT, 164-day (DAC & WSC) FT, 164-day (ELLIS) FT, 174-day (RISE)	0.4 release time shared between Davis and WSC 0.4 FTE load contingent on funding FT Counselor, Faculty of record for RISE tutoring services
Other Permanent Position, Specify:	FT, 12-month	RISE Student Support Supervisor

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. Outcomes assessment: Briefly state the objectives worked on last year and the progress on those objectives for the center/area.

- In LRC-144 or PARC (Panther Academic Resource Community), the former LTAT 92 lab class furniture was replaced with 7 individual cubicles and chairs for online tutoring. Each cubicle enables more privacy and is large enough for a laptop, papers, and books. These cubicles were purchased as a result of the MSE division submitting a request to the Budget Committee. They are available for online tutoring from any of the tutoring areas.
- New Penji integrations with People Soft include Courses and Course Enrollments. These integrations provide course sections and professor, which can be easily selected for each student signing in for tutorial assistance.
    - Expected to enable research requests to PRIE for more accurate student success data
    - OnTrack system requires an on-ground computer for students to login.
        - Cannot login online students
        - Students from other colleges cannot be accounted for. The TLC helps students from our sister colleges when possible.
        - Data for PAL program cannot provide demographics or student success rates due to this data being entered under the TLC system as Other Resources and does not show the class or tutor.

B. Factors affecting the work of the center/area: Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area.

- Increases in minimum wage each January
- Reduction in TPP allocation
- Increases in request for tutorial assistance for on-ground and online modalities
- Increase in tasks to provide on-ground and online tutoring
    - Scheduling
    - Space
    - Equipment (laptops, headphones, tablets, pens)
    - Staffing (permanent and temporary)
- Delays in hiring process for student help and temporary classified positions
    - Often takes 2+ weeks for HR to complete
    - Delay in available tutorial assistance resulting in students withdrawing from class
    - Delay in processing of Zoom Pro for online sessions
- Compete with outside businesses that provide higher wages/hours
- Compete with non-person tutorial assistance (AI, Google, etc.)
- Challenge to obtain OnTrack data for all tutoring services
    - Data for students that dropped was found to be missing in OnTrack
    - Students from sister colleges, students with Incomplete attempts, students meeting in online sessions, etc. need to be manually entered, which is labor intensive
    - Resulting in the need for Penji and WC Online software for tutoring areas

- Funding sources vary for each center/area
  - Current funding sources (2025-26)
    - General funding
    - SEAP
    - Perkins
    - Strong workforce
  - Individual centers/areas may obtain additional funding outside the TPP allocation
    - For various positions and needs

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$156,664	• Student tutors & PAL leaders, Temp classified, Temp IAs, Benefits, Advanced tutors, Clerk, Front desk staff, Penji, and Scanner
Perkins	$15,590	• Student tutors
SEAP	$335,356	• Student tutors, Advanced tutors, Temp IAs, Benefits, Temp classified, Clerk, Anti-racism training for tutors, Supplies and materials, Tutor Appreciation Week
SWPA (Strong Workforce)	$13,763	• Student tutors
LRNC	$43,133	• Student tutors, Temp classified, PAL leaders, Summer front desk staff
SEAP-DEI* (included in SEAP above for most areas)	$7,160	• Student tutors, Advanced tutors, Temp IAs, Clerk, Anti-racism training for tutors
Federal Work Study**	$75,861	• Front desk staff and student tutors
LA & L Stipends***	$12,000	• Faculty stipends and benefits set up under Language Arts & Library division
TOTAL	**$571,666** **$659,527**	• **TPP Total allocation without FWS & Stipends** • Totals **with** FWS & Stipends

***SEAP-DEI was created in response to a proposal for DEI training for tutors in each tutoring area. Yet it was allocated to some tutoring areas as SEAP. Most of these areas included the allocation in their total for SEAP and not separated out for SEAP-DEI.**

****FWS is not part of TPP. However, several areas hired tutors and front desk staff that were eligible for FWS. This funding is not always possible yet the tutoring data is important to include.**

*****Faculty stipends for the Writing Center were set up by former AVPI to be provided by the Language Arts & Library division rather than the TPP.**

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT **	TOTAL REMAINING *
Student tutors	$676,392	$112,774	$161,927 (SEAP) $28,738 (Perkins & SWP) $25,447 (TPP unspecified) $216,112 Total	**	*
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	$292,662	$27,641	$252,463 (SEAP)	**	*
Equipment / Materials/ Software	$52,408	$13,600	$2,520 (SEAP)	**	*
Special project	0	0	0	0	0
Other	$5,945		$13,480 (SEAP)	**	*
TOTAL	**$1,027,407**	**$154,015**	**$430,390 (SEAP) $28,738 (Perkins) $10,560 (SWP) $25,447 (TPP unspecified)**	**$631,866** (not all defined amount per funding source)**	**$144,374* (see individual areas for details)**

**Some centers/areas did not show totals spent for separate funding sources. Also, the total allocation is less than the amount spent due to additional funding sources outside the TPP.
* Some areas did not identify remaining funds in each separate funding source. In addition, unspent funding for some areas was due to FWS and/or volunteers, and less than full semester weeks worked by positions.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)*	# WEEKS
Tutors/PAL leaders	95	19,712	12,922	12-40
Advanced Tutors (non-students)	17	2,229	2,616	16-34
Temp Instructional Assistants	9	5,366	2,609	32-34
Clerks	4	2,103	NA	30-32
Temp Specialists	NA	0	0	0
Other	3	360	270	30

***The number of hours learning assistants met with students does not tell the full story**. Each tutoring area attempts to schedule learning assistants for times that have shown the greatest need, which vary each semester.

- Students may not utilize the full appointment time, may cancel appointments, or may be a no show. If the latter two are repeated, the student may only attend drop-in sessions.
- Embedded tutors attend the class: student attendance is not taken (avoid "double-dipping").
- PAL leaders attend the class, consult with the professor, prepare activities for PAL sessions, promote sessions, collect attendance, provide feedback, attend meetings.
- Tutors, Advanced Tutors, IA, **perform other duties outside meeting directly with students**
  - Review concepts
  - Create worksheets and other activities
  - Promote sessions with flyers, announcements, etc.
  - Email professors and students
  - Collect attendance and submit reports
  - Submit feedback
  - Help staff tutoring table at events
  - Assist at center's front desk
  - Help mentor new hires
  - Visit classes and give presentations
  - Attend tutoring area meetings: check-ins, updates, etc.
  - IAs conduct workshops, such as writing-related topics, study skills, etc.
  - IAs help with orientations and onboarding with software and technical support
  - IAs help with committee and Senate membership

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	**TOTAL**
African American	220	162	**382**
Asian	242	251	**493**
Filipino	36	No data	**36**
Latinx	550	408	**958**
Multi-Race	107	105	**212**
Native American	No data	No data	**No data**
Pacific Islander	No data	No data	**No data**
Unknown	14	6	**20**
White	288	274	**562**
TOTAL	**1,457**	**1,206**	**2,663**

*If your area is **not listed in the Tutoring Dashboard**, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	647	345	992

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

NOTE: Dashboard Data for CIS, Ellis Center, Math lab, Tutoring & Learning Center, Writing Center

RACE	FALL 2024	SPRING 2025	FALL 2025
African American	68%	70%	68%
Asian	82%	85%	81%
Filipino	85%	88%	73%
Hispanic/Latino	77%	77%	72%
Multi-Race	72%	84%	68%
Native American	--	--	--
Other Non-White	--	--	--
Pacific Islander	--	--	--
Unknown	--	--	45%
White	83%	80%	84%
TOTAL	78%	80%	76%

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area

- Many centers/areas use Penji software for scheduling and tracking attendance. Plans to develop Metadata are being considered.
- An updated Tutoring Survey is being discussed with PRIE to distribute in Fall 2026.
- Further collaborations with PRIE are planned in an effort to seek ways to obtain data from all tutoring centers/areas.
- Each tutoring center/area has individual plans listed in each one's report.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below

- An expected outcome of Penji Metadata is the ability for centers/areas to obtain additional data, including demographics. In turn, this data could be submitted to PRIE for reports such as student success.
- The survey will help provide student feedback pertaining to overall tutoring.
- Obtaining data for all tutoring centers/areas will help provide more accurate information about tutorial services across the SCC campus and outreach centers.
- Tutoring centers/areas discuss expected outcomes to their future plans in their individual reports.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors	SH	*	28,228	$519,729	$523,538	$544,461
PAL Leaders & City Scholars	SH	*	6,880	$118,184	$118,184	$118,184
Advanced Tutors/PAL Leaders	TCL	*	8,276	$149,619	$152,031	$154,502
Instructional Assistants	TCL	*	10,690	$232,694	$234,478	$236,235
Clerk I	TCL	*	3,320	$61,360	$62,099	$45,318
SSA/SSP	TCL	*	0	0	0	0
Other (Specify) Faculty	FAC-ESA	30 (DAC & WSC) 36 (Writing Cntr)	840	$42,176	$42,176	$42,176
Front desk assistants	SH	--	1,920	$32,448	$32,448	$32,448
TOTAL	--	--	--	**$1,156,210**	**$1,164,954**	**$1,173,324**

***The number of weeks vary from 28-43 by center/area for these positions.**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software (unlimited communities)	College license	$12,657	$12,657	$12,657	$12,657
WC Online	1	$1,500	$1,500	$1,500	$1,500
Equipment: English Lounge	See English Lounge	See English Lounge	$20,220	$2,600	$2,600
Equipment: Tablets/Pens PAL	2/yr	$450 each	$900	$900	$900
Equipment: iPads & pens TLC	4	$430 each	$1,860	0	0
Equipment: Laptops Math Lab	2	$800/each	$1,600	0	0
Equipment: Laptops TLC	2/yr	--	$2,500	$2,500	$2,500
Equipment: Scanner for Tutorial Services Assistant	1	$450	$450	0	0
Books: English Lounge	50	$20 each	$1,000	0	0
Books: Math Lab	10	$100 each	$1,000	$1,000	$1,000
Other: Supplies Engl Lounge	See English Lounge	See English Lounge	$3,651	$3,076	$3,076
Other: Math Manipulatives	1 set	$2,000	$2,000	$2,000	$2,000
Other: PAL leader training	30 SH	$345/SH	$8,970	$8,970	$8,970
Other: Tutor Appreciation Week	$1,500	$1,500	$1,500	$1,500	$1,500
TOTAL	**--**	**--**	**$59,808**	**$36,703**	**$36,703**

TUTORING CENTER/AREA: CIS Lab

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The CIS Lab provides tutoring in all CIS courses as well as computers with the required software for Business and CIS students. We also provide in-class tutors for key introductory courses to ensure student success and retain students in our programs.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator	PT 0.65 FTE – 10 months	
Tutorial Services Coordinator		
Tutorial Services Assistant		
Instructional Assistant	FT - 12 months FT – 12 months	 Second IA position vacant since IA retirement
Student Support Assistant/Specialist		
Center Supervisor		
Instructional Science Laboratory Supervisor		
Faculty Reassignment		
Other Permanent Position, Specify:		

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).
   Last year we worked on providing tutoring to students in all CIS courses both in person and online. We were successful in providing tutoring to both types of students.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).
   The growing popularity, accessibility, and accuracy of Generative AI has likely led to a reduction in demand for our online tutoring. GenAI has also impacted our in person tutoring, as well, with students who are still taking CIS classes at SCC and who regularly attended tutoring in previous semesters reporting that they only come in for tutoring now when “ChatGPT can’t answer the question.” This is concerning due to the varying quality of GenAI answers combined with no oversight.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year’s resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$	•
Perkins	$15,590	• Student tutors
SEAP	$0	•
SWPA (Strong Workforce)	$12,048	• Student tutors
LRNC	$0	•
SEAP-DEI	$0	•
TOTAL	**$27,638**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	27,885		28,738 (Perkins and SWPA)	24937.75	3800.25
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)					
Equipment / Materials/ Software					
Special project					
Other					

* Brief explanation for unspent funding in above table (**Max 150 words**): The Division office had hired in-class CIS tutors out of the CIS Lab budget, I do not know how much they used of the budget, but I was told to start spending conservatively once this came to light. The situation has been rectified for 25-26 and all tutors (in class and in lab) are through the CIS Lab once again.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	8	1534	1534	40
Advanced Tutors (non-students)				
Temp Instructional Assistants				
Clerks				
Temp Specialists				
Other				

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American	16	-	16
Asian	34	14	48
Filipino	-	-	
Latinx	38	18	56
Multi-Race	-	-	
Native American	-	-	
Pacific Islander	-	-	
Unknown	-	-	
White	27	15	42

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED			

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available) N/A
African American	65%	-	
Asian	74%	82%	
Filipino	-	-	
Hispanic/Latino	58%	86%	
Multi-Race	-	-	
Native American	-	-	
Other Non-White	-	-	
Pacific Islander	-	-	
Unknown	-	-	
White	71%	94%	
TOTAL	69%	86%	

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

Our plan is to continue to provide excellent tutoring to all CIS students both in-person and online.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

We expect our student success rate to remain high. In order to do this we need to have tutors with the right skillset at the right times so that whenever a student drops in someone is there who can help them.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#)	SH	40	1700	28730	28730	28730
PAL Leaders (#)	SH					
Advanced Tutors/PAL Leaders (#)	TCL					
Instructional Assistants (#)	TCL					
Clerk I (#)	TCL					
SSA/SSP (#)	TCL					
Other (Specify & #)						
TOTAL				**$28730**	**$28730**	**$28730**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software					
WC Online					
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL			**$0**	**$0**	**$0**

TUTORING CENTER/AREA: Davis Center

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The Davis Center offers tutoring in a wide range of subjects, including Math, Statistics, Chemistry, Biology, Economics, and Sign Language, as well as Writing Center support for writing assignments across all disciplines. Services are available Tuesday through Thursday, both in person and online. We actively work to expand our tutor roster each semester to meet student demand, and we offer late-afternoon hours whenever possible to give students greater flexibility in accessing the help they need.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator		
Tutorial Services Coordinator		
Tutorial Services Assistant		
Instructional Assistant	0	The permanent 10-month IA resigned in 2021, and that FTE was reallocated from DAC.
Student Support Assistant/Specialist		
Center Supervisor	FT, 12-month	
Instructional Science Laboratory Supervisor		
Faculty Reassignment	FT - 164-day	0.4 FTE release time, shared between Davis and West Sac Centers. This position has historically been funded through different sources. It was supported by SEAP funding through the 23-24 AY, then it changed to other temporary funding sources through the Instruction Office. Those

		funding sources have ended, and the position has been paused.
Other Permanent Position, Specify:		

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).
The Davis Center has made meaningful progress in expanding student support services as the Center's on-ground class offerings have continued to grow. With a faculty coordinator's 0.4 FTE release time (split between both Davis and West Sac Centers), we established a formal Writing Center in Fall 2024, adding structured support and a connection to the main campus Writing Center to our existing tutoring offerings. Our outreach efforts are beginning to yield measurable results, with tutoring visits increasing steadily semester over semester, in both in-person and online formats.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).
Two primary factors have challenged the Davis Center's operations. First, the loss of our permanent 10-month Instructional Assistant in 2021 has placed a vast workload on a part-time Temporary IA and the Davis Center Supervisor. This arrangement is not ideal and is not sustainable long-term as the Center continues to bring more students on-ground. Second, the post-pandemic hiring environment has made it difficult to recruit qualified tutors, particularly in high-demand subjects. Despite broad outreach efforts, the very part-time nature of the positions we can offer limits our candidate pool. The shift toward online course delivery has also made it harder to actively reach and engage students.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$	•
Perkins	$	•
SEAP	$47,477	• Student Tutors • Advanced Tutors • Temp IA • Benefits
SWPA (Strong Workforce)	$	•
LRNC	$	•
SEAP-DEI	$	•
TOTAL	**$47,477**	

In AY 2024–25, the Davis Center's tutoring operations were supported entirely through SEAP funding. Resources were used to employ student tutors, temporary advanced tutors, and a temporary Instructional Assistant to provide tutoring coverage across the disciplines.

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	$12,000	$0	$15,067 (SEAP)	$15,066	$1
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	$38,668	$0	$32,410 (SEAP)	$32,316.16	$93.84
Equipment / Materials/ Software					
Special project					
Other					

* Brief explanation for unspent funding in above table (**Max 150 words**):

The Davis Center expended nearly its entire SEAP allocation, with only approximately $95 remaining. The small surplus was the result of careful budget monitoring to avoid overspending rather than any reduction in services.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	3	913	123	32
Advanced Tutors (non-students)	5	824	179	32
Temp Instructional Assistants	1	871	64	34
Clerks				
Temp Specialists				
Other				

B. Disaggregated Headcount (from Tutoring Dashboard)
use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American			
Asian			
Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

Demographic breakdown by race/ethnicity is not available for the Davis Center, as tutoring visits are currently tracked through Penji rather than OnTrack. Penji allows us to record and analyze overall visit counts and appointment data, but does not generate the disaggregated reporting available through the OnTrack/Tutoring Dashboard system. Total unduplicated headcount is reported in the tables above. Efforts are being made to integrate the data into OnTrack or with the PRIE office.

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	63	83	146

Please note that Chemistry tutors were not available until late in both Fall 2024 and Spring 2025 semesters, which limited visits in our highest-demand subject area. Despite this, total unduplicated headcount more than doubled in Fall 2025 and continues to trend upward in Spring 2026.

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American			
Asian			
Filipino			
Hispanic/Latino			
Multi-Race			
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White			
TOTAL			

Student success data by course is not available for the AY 24-25 year.

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

With the Writing Center Faculty Coordinator position paused after AY 2025–26 due to funding, we are requesting funding to pay a modified Faculty Lead on an ESA for both the Davis and West Sac Writing Centers while we work toward securing sustainable funding for the permanent Faculty Coordinator release-time position.

The Faculty Lead will provide focused oversight of both Writing Centers, working collaboratively with deans, supervisors, and the main campus Writing Center Coordinator to ensure aligned operations. This individual will meet weekly with each center's IA to plan day-to-day operations, meet monthly with tutors, and attend advisory and tutoring meetings to maintain consistent pedagogy and outreach strategies across all SCC Writing Centers. The Faculty Lead will also keep both centers fully staffed by advertising, screening applicants, interviewing, and onboarding writing tutors and IAs.

Beyond Writing Center oversight, the Davis Center will continue offering tutoring across disciplines. We will advertise through class visits, embedded tutoring, flyers, digital displays, social media, Canvas, and email outreach. We will also continue to expand late-afternoon availability to better meet our students' needs.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

The Davis Center's growth in tutoring visits reflects the success of our outreach efforts and the expansion of on-ground course offerings. Headcount has more than doubled from Fall 2024 to Fall 2025, demonstrating student demand for our services.

To sustain this momentum, we are requesting the following staffing across AYs 2026–2029:

- Student Tutors (4): 2 general & 2 Writing Center, 10 hrs/week, 16 weeks/semester; $16.90/hr
- Advanced Tutors (4): 2 general & 2 Writing Center, 10 hrs/week, 16 weeks/semester; $18.78/hr
- Temporary Instructional Assistants (3): 1 STEM & 2 Writing Center, 25 hrs/week, 18 weeks/semester; $22.01/hr
- ESA for Writing Faculty Lead: 10 hrs/week, 18 weeks/semester

The temporary Faculty Lead request is 10 hours per week, compared to 28 hours under the previous 0.4 FTE Faculty Coordinator position. The second Writing Center Temp IA is included in response to the AVP’s recommendation when the Writing Center Faculty Coordinator position was paused. This additional IA will ensure continuity of support during the transition, including the direct tutoring previously provided by the faculty coordinator. This staffing level will allow us to maintain adequate coverage as in-person enrollment and student demand continue to grow.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (4)	SH	32	1,280	$21,632	$21,632	$21,632
PAL Leaders (0)	SH					
Advanced Tutors/PAL Leaders (4)	TCL	32	1,280	$24,039	$24,039	$24,039
Instructional Assistants (3)	TCL	36	2,700	$59,427	$59,427	$59,427
Clerk I (0)	TCL					
SSA/SSP (0)	TCL					
Other (Specify & 1)	Faculty, ESA for Davis & West Sac Centers combined	36	360	$20,000	$20,000	$20,000
TOTAL				**$125,098**	**$125,098**	**$125,098**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software	*				
WC Online					
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL			**$**	**$**	**$**

***Please note that the Davis Center utilizes Penji for appointment tracking and visit data collection through Sacramento City College's existing institutional account and is not requesting separate funding for this software.**

TUTORING CENTER/AREA: *Education & Health Professions Tutoring*

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

Health Professions offers tutorial services for students enrolled in one of our health programs, this includes Dental Assisting, Dental Hygiene, Nursing, Occupational Therapist Assistant, and Physical Therapist Assistant Programs.
Courses include DHYG 101-109, NURS N407-437, and PTA 100-151

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator		
Tutorial Services Coordinator		
Tutorial Services Assistant		
Instructional Assistant Tyler Nutt	Full-time :12 months	
Student Support Assistant/Specialist		
Center Supervisor		
Instructional Science Laboratory Supervisor Callid Banks	Full-Time 12 months	
Faculty Reassignment		
Other Permanent Position, Specify:		

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).

Last year, our objective was to offer more tutoring opportunities within the Health professions. We successfully hired two tutors for our PTA program and 4-6 Nursing tutors, and 1 Dental tutor. Having more tutors available continuously was beneficial to the students in our areas resulting in increased preparedness for lectures, labs and during testing.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

A major objective was to offer more tutoring hours and have more tutors in order to reach more students. One of the obstacles we encounter/ed is availability of candidates for these roles. We optimally would have 6 tutors for Nursing, however we regularly only maintain 2 or 3 due scheduling conflicts as they progress through the program. Tutoring services for other programs are not impacted by this issue. We will work with faculty to figure out the best way to address this and offer more support, either by increasing the number of candidates onboarded or expanding the hours of the those able to tutor for consecutive semesters.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$10,000	• Student tutors
Perkins	$	•
SEAP	$7,700	• Student tutors
SWPA (Strong Workforce)	$	•
LRNC	$	•
SEAP-DEI	$2,000	• Student tutors
TOTAL	**$19,700**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS / ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors 6	$33,000	$10,000	SEAP: $7,700 SEAP DEI: $2,000	$6,699 GF $5,850 SEAP $12,549	$6,502* (GF) $3,850* (SEAP) $7,151
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	-	-	-	-	-
Equipment / Materials/ Software	-	-	-	-	-
Special project	-	-	-	-	-
Other	-	-	-	-	-

* Brief explanation for unspent funding in above table (**Max 150 words**):

We planned for 14-16 weeks of tutoring but on average tutors only tutored for 10-12 weeks depending on the program that they tutored for. This is due to schedule changes after they move from being on campus to moving out to clinical sites more often. Additionally, we were not able to hire the number of tutors planned for.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	6	406	406	12
Advanced Tutors (non-students)	-	-	-	-
Temp Instructional Assistants	-	-	-	-
Clerks	-	-	-	-
Temp Specialists	-	-	-	-
Other	-	-	-	-

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Latinx	N/A	N/A	N/A
Multi-Race	N/A	N/A	N/A
Native American	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
Unknown	N/A	N/A	N/A
White	N/A	N/A	N/A

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	34 Students	68 Students	102 Total Students

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A
Multi-Race	N/A	N/A	N/A
Native American	N/A	N/A	N/A
Other Non-White	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
Unknown	N/A	N/A	N/A
White	N/A	N/A	N/A
TOTAL	N/A	N/A	N/A

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

Having additional tutors and tutoring hours would be beneficial to the area, and would allow us to serve more students by having a more times slots available than we offer currently. Coordinating with faculty on recruitment and identifying more candidates and opportunities will be one of the main focuses in the upcoming year. This would include expanding tutorial services to include Vocational Nursing with the addition of tutors to support their cohorts.

B. **EXPECTED OUTCOMES:** Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#)6	SH	28	1,344	$23,184	$23,184	$23,184
PAL Leaders (#)	SH	-	-	-	-	-
Advanced Tutors/PAL Leaders (#)	TCL	-	-	-	-	-
Instructional Assistants (#)	TCL	-	-	-	-	-
Clerk I (#)	TCL	-	-	-	-	-
SSA/SSP (#)	TCL	-	-	-	-	-
Other (Specify & #)	-	-	-	-	-	-
TOTAL	-	-	-	$23,184	$23,184	$23,184

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software	-	-	-	-	-
WC Online	-	-	-	-	-
Equipment, Specify:	-	-	-	-	-
Books	-	-	-	-	-
Other, Specify:	-	-	-	-	-
TOTAL	-	-	**$**	**$**	**$**

TUTORING CENTER/AREA: ELLIS Center

I. DESCRIPTION (**Max of 100 words**).

The ELLIS Center provides both instruction and tutoring for ESL and multilingual students. Students access ELLIS Center services through ESLLAB courses and HSER 1000 (a supervised tutoring class) according to the support they want. (1) Students who want to work with teachers, tutors, and lab materials to study and practice English, take ESLLAB courses. (2) students who want tutoring to help with their courses or to navigate the college, sign up through HSER 1000 (a supervised tutoring class). Tutors in the ELLIS Center help both ESLLAB and HSER 1000 students, so the TPP will include data connected to both services.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Instructional Assistant	One FT Instructional Assistant 10 months	
Faculty Reassignment	One .4 FT Faculty load with a 164-day contract	.4 FTE load is contingent on funding Currently funded by SEAP **Needs a permanent funding source**

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).
   The ELLIS Center focused on the following areas:
   - Improved instructor processes to identify appropriate materials for ESLLAB students so that tutors can more effectively identify the best ways to tutor LAB students.
   - Improved tutor training to help tutors support the diverse needs of students in ESLLAB courses and HSER 1000. This included
     - a 6-hour training at the beginning of the semester,
     - follow-up in tutor meetings throughout the semester,
     - training specifically targeted towards helping HSER 1000 students with their ESL and other courses, and
     - exploration of a variety of materials that tutors can use to assist students.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

- Data is always a challenge, including a major discrepancy between data on the Tutoring Data Dashboard and rosters.
- Evidence clearly indicates students find our services valuable and return during the semester.
- Data from rosters in Socrates and Canvas for ESLLAB courses and HSER 1000, show the ELLIS Center served an additional
    - 25 students and
    - 968 hours for HSER students (than in 2023-2024).
- Delays in tutor hiring cause major challenges. The beginning of the semester the most hectic period as tutors help onboard ESLLAB students and assist HSER 1000 students with enrollment, SCC services, Canvas, and their ESL courses.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. **Last year's resource use**: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$40,000	• Student Help Tutors
TOTAL	**$40,000**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds
Student tutors	$64,944	$40,000		**TPP = $27,687** **Also spent:** FWS $21,057.75 **Total Spent w/FWS = $48,745**	**TPP = $12,313**

* Brief explanation for unspent funding in above table (**Max 150 words**):

We were very fortunate to have six of our twelve tutors qualify for Federal Work Study dollars in 2024-2025. With Federal Work Study funds, we paid tutors an additional $21,057.75 over TPP funds. Thus, thus money spent to pay tutors equaled $48,745 ($8,745 above the $40,000 budget allocated). FWS is a temporary funding source. We cannot always rely on tutors qualifying for FWS.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	**F24 total = 9** 6 SH + 3 FWS **S25 total = 10** 7 SH + 3 FWS **Total 2024-25 = 12** SH only = 6 SH + FWS = 4 FWS only = 2	F24 SH = 718.5 F24 FWS = 894.5 S25 SH = 1,078 S25 FWS = 419.50 **Total 2024-25** **SH = 1,796.50** **FWS = 1,314**	SH = 1,650 FWS = 1,270	32 weeks

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American			
Asian	31	37	68
Filipino			
Latinx	16		16
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White	33	28	61

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

Alternate Source of Data: Rosters in Socrates & Canvas

Numbers show final enrollment	FALL 2024 **Canvas/Socrates**	SPRING 2025 **Canvas/Socrates**	TOTAL **Canvas/Socrates**
Unduplicated Lab Students Unduplicated HSER Students **Total may have duplication**	ESLLAB courses = 85 HSER = 112 **Total = 197 students**	ESLLAB courses = 80 HSER = 96 **Total = 176 students**	ESLLAB courses = 165 HSER = 208 **Total = 373 students**
Headcount from the Tutoring Dashboard	80 students	65 students	145 students
Total HSER Tutoring Hours (tracked with OnTrack & Reported in Socrates Grades)	HSER = 1,275.81 hours	HSER = 1,392.90 hours	HSER = 2,668.71 hours

Explanation of the need for the alternative data in the table (above)

When comparing the numbers in the Tutoring Dashboard with course enrollment recorded in the Canvas and Socrates Rosters, there is a huge discrepancy.

- **OnTrack** shows a total of 145 students served in 2024-2025. This is significantly less than the total students served in ESLLAB courses (165) or HSER 1000 (208). It is unclear why this is the case because all ESLLAB and HSER students are tracked using Ontrack.
- **HSER Enrollment (supervised tutoring) via Socrates**: Socrates provides a roster for HSER 1000. Hours were tracked using Ontrack and then total hours were submitted via Final Grades. There is a challenge worth noting for tracking tutoring hours:
  - Generally, tutors in the ELLIS Center move between students. Tutors often assist students for a time. Then ask students to work independently and apply what was discussed while tutors assist other students. Tutors return later to check progress, comprehension, and assist in next steps.
  - The goal is to provide assistance, but to also help students become independent.
  - The hours in the table (above) show all hours that students were in the ELLIS Center, including time that students worked independently to apply concepts.
  - This practice helps the ELLIS Center to assist many more students than would be possible with one-hour appointments.
- **ESLLAB Course enrollment**: All ESLLAB courses have a combined Canvas site, so it is easy to see the total enrollment for all ESLLAB courses with an accurate unduplicated headcount. Totals were taken from Canvas:
  - at the end of the semester
  - do not include “no shows”
  - do not include students who dropped even though they did receive tutoring.
  - do not count multiple enrollments of ESL Lab courses (some students take more than one lab course).
- **Tutoring Hours for ESLLAB students not included in the Table (above):** Students in ESLLAB courses pass if they complete 27+ hours of study using lab materials and activities (including time spent working with tutors). However, it is difficult to track the exact number of hours that tutors worked with lab students so ESLLAB tutoring hours were not included in the table below, even though tutors often help ESLLAB students.
- **Duplication in headcount may occur between ESLLAB and HSER 1000 students**. Many ESL students use both of these services. However, they are very different services, and the ELLIS Center tracks the hours separately. The ELLIS Center tutors should get full recognition and credit for both. Tutors are integral to both programs. Basically, the college is getting tutors for two programs at the price of one.
- **Theories for missing headcount in the Tutoring Dashboard:** The ELLIS Center is not entirely sure why the headcounts through the Tutoring Dashboard and Canvas are not in closer alignment. Theories:
  - When looking at the dropdown choices in the Tutoring Dashboard, the subject and Catalog numbers don’t include all of our current course numbers.
  - Records for which class students got help with are not easy to track. We often just report students as HSER in Ontrack (not connected to a specific ESL class), but that doesn’t seem to be recognized in the Tutoring Dashboard.
  - There may be other problems in our processes that need to be worked out after a conversation with Hendrick and PRIE.

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American			
Asian	95%	95%	
Filipino			
Hispanic/Latino	83%		
Multi-Race			
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White	94%	96%	
TOTAL	92%	95%	

The success rates divided by race above are misleading and not very useful for the ELLIS Center. Immigrant students don't identify race in the same way as people in the U.S. For the ELLIS Center, it would be much more useful to focus on success rates by the first language of the students or by country of origin.

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

- Develop better systems for tracking data, including:
    - Reviewing and developing better processes with PRIE so that headcount in the Tutoring Data Dashboard better matches other sources of data.
    - Developing a system to collect student data more relevant to ESL students, e.g. country of origin, first language, educational level, etc.
    - Developing a way to connect relevant ESL data to Student Success Data. (The ELLIS Center is unclear on how to do this. They have talked to PRIE before and submitted a research request, but the data does not seem to be available.)
- Improve communication with ESL faculty to better assist HSER students. This will include:
    - a reporting system to faculty so that faculty know what assistance their students are receiving.
    - discussion with faculty regarding better ways to assist students.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

The ELLIS Center respectfully requests that the college fund our TPP requests for staffing. The requested staffing is essential for the ELLIS Center to continue to provide high-quality tutoring for ESL and multilingual students, a disproportionately impacted population. The ELLIS Center provides an important, in-demand service for these students as evidenced by the following data.

- Students who use the ELLIS Center average a 92% success rate.
- Students return and use our services throughout the semester:
  - 208 HSER 1000 (supervised tutoring) students received tutoring in the ELLIS Center for a total of 2,668.71 hours during the 2024-2025 AY.
  - HSER 1000 students received an average of 12.83 hours of tutoring.
  - 165 ESLLAB students also received tutoring services in the ELLIS Center (the hours 2,668.71 hours do not include ESLLAB students). Most ESLLAB students also received multiple hours of tutoring.
- The ELLIS Center experienced an increase in enrollment in Fall 2025 in comparison to the 2024-2025 AY. The ELLIS Center served an additional
  - 32 ESLLAB students
  - 41 HSER students.
  - Enrollment for Spring 26 seems to be tracking at these higher numbers.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

Current minimum wage = $16.90

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#) 10-15	SH	32	3200	$55,200	$55,200	$55,200
Instructional Assistants (#) 1	TCL	32	960	$21,360	$21,360	$21,360
Clerk I (#) 1-3	TCL	32	960	$17,520	$17,520	$17,520
TOTAL				**$94,080**	**$94,080**	**$94,080**

Note: In the 2025-2026 AY, the ELLIS Center received AB-1705 funds to pay a Temp Clerk. Unfortunately, this funding is temporary. TPP funding for a Temp Clerk will simply maintain current staffing. The position of clerk is essential for tracking student data. The request for a Temp IA would add to our staff. Our current IA is in high demand and needs assistance.

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software					
WC Online					
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL					

TUTORING CENTER/AREA: English Lounge

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The English Lounge is an essential academic and community resource that supports Sacramento City College students of all backgrounds—especially those enrolled in ENGL C1000 and ENGL C1001. As foundational writing courses, these classes require sustained reading, drafting, revision, and one-on-one feedback. The English Lounge provides that critical support through drop-in tutoring, instructor guidance, workshops, and a structured training program that equips tutors to work effectively with multilingual writers, students with disabilities, and diverse learners. In addition to academic coaching, students access computers, printers, Wi-Fi, and basic needs support, ensuring barriers do not interrupt progress. By integrating writing development, equity-centered mentoring, and holistic student care, the English Lounge directly strengthens retention, persistence, and student success.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator	0	
Tutorial Services Coordinator	0	
Tutorial Services Assistant	0	
Instructional Assistant	0	
Student Support Assistant/Specialist	0	
Center Supervisor	0	
Instructional Science Laboratory Supervisor	0	
Faculty Reassignment	0	
Other Permanent Position, Specify:	FT, 164-month	Stipend to temporary instructors to coordinate services.

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

C. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).

Last year, the English Lounge focused on three primary objectives: (1) increase academic support for reading and writing courses, particularly ENGL C1000 and C1001; (2) expand equitable access to campus resources and basic needs support; and (3) strengthen tutor professional development. Progress included consistent student use of the Lounge for tutoring, essay revision, Canvas navigation, and virtual office hours. We provided access to technology, supplies, food resources, and referrals to Panther Cares and counseling services. Tutors completed equity-centered training on supporting multilingual writers and students with disabilities. We also hosted writing workshops and student-centered events that increased engagement and fostered a welcoming, inclusive learning community.

D. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

The primary factors affecting the English Lounge this year were limited funding and reduced staffing. The center operated with only four tutors—down from eight in previous years—resulting in increased demand on available staff and greater reliance on volunteer instructors. With minimal institutional funding, essential supplies, food, and student support resources were sustained through a few hundred dollars in colleague donations and personal contributions from Prof. Makeba Rangel. Despite financial and staffing constraints, the Lounge continued to provide tutoring, academic support, technology access, and basic needs assistance, demonstrating strong commitment but highlighting the urgent need for stable funding and adequate staffing.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$	•
Perkins	$	•
SEAP	$16763.88	• Student tutors
SWPA (Strong Workforce)	$	•
LRNC	$	•
SEAP-DEI	$	•
TOTAL	**$16763.88**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	26928		11000 (SEAP)	16763.88	Additional funds were provided through SEAP, Federal Work Study, and General Funds, to maintain the necessary support students need from the English Lounge
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	0				
Equipment / Materials/ Software	0				
Special project	0				
Other	0				

* Brief explanation for unspent funding in above table (**Max 150 words**):

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	5	1032.25	Tutors are responsible for signing in students, cleaning, escorting students to campus services, creating and distributing flyers and bulletin boards throughout campus, co-hosting English Lounge events, providing tech support for students and faculty, planning and providing classroom presentations, etc.	32
Advanced Tutors (non-students)	0			
Temp Instructional Assistants	0			
Clerks	0			
Temp Specialists	0			
Other	0			

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American			
Asian			

Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED			

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American			
Asian			
Filipino			
Hispanic/Latino			
Multi-Race			
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White			
TOTAL			

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

The English Lounge will expand its role as an equity-centered academic hub by strengthening three key strategies: (1) increased tutoring capacity, (2) inclusive access to technology and adaptive equipment, and (3) integrated academic and wellness programming. We plan to restore staffing levels to expand writing support for ENGL C1000/C1001 and other high-enrollment courses. We will enhance tutor professional development in disability-informed strategies, linguistic justice, and neurodiverse learning practices. Technology upgrades (computers, headphones, projector, charger stations) will improve access to online coursework and hybrid tutoring. Adaptive resources (noise-canceling headphones, communication software, Braille printer, ADA seating, fidgets) will ensure full participation for disabled students.

We will also formalize basic needs support (nutrition supplies, hygiene items, shelf-stable food) and continue workshops on ethical AI use, writing development, banned books, learning strategies, and student poetry. Safety and sustainability upgrades (security equipment, air purifier, shelving, laminator) will stabilize operations. These strategies position the English Lounge as both an academic success center and a retention-driven student support space.

B. **EXPECTED OUTCOMES:** Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

Student usage, tutoring visits, workshop attendance, and basic-needs referrals demonstrate that the English Lounge directly supports persistence, assignment completion, and writing improvement—particularly in foundational writing courses. Expanded staffing and technology access are expected to increase tutoring appointments, improve draft revision quality, and reduce course withdrawal rates in ENGL C1000/C1001.

Adaptive equipment and inclusive furniture will remove participation barriers for disabled and neurodiverse students, contributing to improved retention and equity in completion outcomes. Nutrition and hygiene support address food insecurity—one of the strongest predictors of attrition—allowing students to remain on campus longer for study and tutoring.

Enhanced instructional tools (projector, Owl Camera, instructional materials) will increase workshop participation, extend access to online students, and strengthen engagement in writing-centered programming. Safety and environmental improvements (security cameras, air purifier) will promote sustained Lounge usage. Collectively, these investments are expected to increase student persistence, course success rates, and equitable academic achievement while reducing non-academic barriers that disrupt student learning.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#)6	SH	32	1920	32640	33120	33120
PAL Leaders (#)	SH	0				
Advanced Tutors/PAL Leaders (#)	TCL	0				
Instructional Assistants(#)	TCL	0				
Clerk I (#)	TCL	0				
SSA/SSP (#)	TCL	0				
Other (Specify & #)		0				
TOTAL				**$32640**	**$33120**	**$33120**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software	0	0	0	0	0
WC Online	0	0	0	0	0
Equipment, Specify: See below	See below	See below	20220	2600	2600
Books	50	20	1000	0	0
Other, Specify: See below Supplies	See below	See below	3651	3076	3076
TOTAL			**$24871**	**$5676**	**$5676**

English Lounge Equipment

ITEM	VAR CATEGORY	QTY	COST /ITEM	2026-27 REQUEST	2027-28 REQUEST	2028-29 REQUEST
Owl Camera (Meeting Owl 3)	Student Support Services → Unstructured Student Support / Tutoring / Specialized/Supplemental Instruction	1	$1,050	$1,050	$0	$0
Desktop Computers (mid-range, edu pricing)	Direct Aid → Technology	10	$900	$9,000	$2,000	$2,000
Headphones (regular)	Direct Aid → Technology	10	$25	$250	$100	$100
Noise-Canceling Headphones	Student Support → Alternative Media/Adaptive Equipment	5	$150	$750	$300	$300
ADA-Compatible Couches (safe seating)	Student Support → Alternative Media/Adaptive Equipment	2	$1,200	$2,400	$0	$0
Communication Board Program / Software	Student Support → Alternative Media/Adaptive Equipment	1	$300	$300	$0	$0
Laminator	Student Support → Specialized/Supplemental Instruction	1	$200	$200	$0	$0
Braille Printer	Student Support → Alternative Media/Adaptive Equipment	1	$3,500	$3,500	$0	$0
Security Cameras	Student Support → Program Onboarding/Retention	3	$250	$750	$0	$0
Bluetooth Speaker	Student Support → Program Onboarding / Supplemental Instruction / Peer Support	1	$120	$120	$0	$0
Industrial Air Purifier (large-room HEPA)	Student Support → Program Onboarding/Retention	1	$800	$800	$0	$0
Projector (HD classroom)	Student Support → Specialized/Supplemental Instruction	1	$700	$700	$0	$0
Charger Stations	Direct Aid → Technology	10	$40	$400	$200	$200
TOTAL				$20,220	$2,600	$2,600

English Lounge Supplies

ITEM	VAR CATEGORY	QTY	COST/ ITEM	2026-27 REQUEST	2027-28 REQUEST	2028-29 REQUEST
Nutrition Support (granola/cocoa/coffee/creamer — bulk)	Direct Aid → Food	Annual Bulk	$1,200	$1,200	$1,200	$1,200
Printer Paper (plain copy paper)	Direct Aid → Academic Supplies / Technology	32	$6	$192	$192	$192
Shelf-Stable Food (instant soup cups)	Direct Aid → Food	32	$12	$384	$384	$384
Cleaning Supplies (Lysol wipes/tissue/paper towels/touchless	Student Support → Program Onboarding/Retention	Annual Bulk	$600	$600	$600	$600
Bamboo (Biodegradable) Plates/Utensils/Napkins (500 set)	Direct Aid → Food	1	$100	$100	$100	$100
Fidgets (for neurodiverse students)	Student Support → Alternative Media/Adaptive Equipment	10	$15	$150	$75	$75
First Aid Supply Kit for Classroom	Student Support → Program Onboarding/Retention	1	$100	$100	$50	$50
Feminine Hygiene Supply Kit for Classroom	Direct Aid → Emergency Aid	Annual Bulk	$300	$300	$300	$300
Art Supplies (poster paper/markers/permanent markers)	Student Support → Program Onboarding / Completion & Student Success Activities	1	$75	$75	$75	$75
Prayer Rugs	Student Support → Unstructured Student Support	10	$25	$250	$0	$0
Yoga Mats	Student Support → Independent Living Workshops/Activities	10	$30	$300	$100	$100
TOTAL				$3,651	$3,076	$3,076

TUTORING CENTER/AREA: Math/Stats Lab

I. Description

The Math Lab helps students enrolled in any class with designation Math, MathS and Stat as well as students in courses that are math-adjacent: Physics, Chemistry, Nursing (TEAS prep, e.g.), Economics, Accounting, and more. We offer tutoring both in LR144 and in learning communities on campus such as VAKA/Pacifika, ASHE, RAZA, and we collaborate with RISE, EOPS and DSPS/Disability Cultural Center in supporting students that are minoritized, disproportionately impacted. We support classes devoted to under-resourced students such as Math 300 sections that are devoted to DSPS/Disability Cultural Center students and are on board to support the Math needs of the City Scholars program as it unfolds through individual tutoring support for students in the program as well as embedded tutors for cohorted classes.

II. Permanent Staffing

The Math Lab has permanent staffing positions. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator Halsey Boyd	100%, 174-day schedule	Includes some summer support but mostly Spring and Fall semester support. Halsey was on campus 4 days a week in Fall ’25 and 3 days a week in Spring ’26 and will maintain 4 days a week in academic year 26-27 on campus, with one virtual day (excepting days with important outreach events).
Instructional Assistant Michelle Gitonga	100% 12-month	
Instructional Assistant Alevtina (Tina) Tuaeva	100% 10-month	
Instructional Assistant position to be filled	Part time (60%) 10-month	We anticipate this position will be filled in Spring ’26.

III. Review of Accomplishments Over the Previous Planning Cycle

A. Outcomes assessment

Briefly state the objectives worked on last year and the progress on those objectives for the center/area (Max of 100 words).

B. Factors affecting the work of the center/area

- **The impact of AB1705/705 in the Math Lab is significant!** Before students were allowed to take algebra and pre-algebra, we would spend less time per student per visit. Now we are finding that students need more time per visit. The averager time per visit is now at least a half hour more yet we are supporting just as many students.
- Difficulty hiring for the Academic Year. The trend is upward for ability to hire and improveed over the year prior, so no hiring difficulty is anticipated (or less difficulty) in the next AY.
- Need for more evening hours and less morning hours came to light during the semester, as we experienced slow mornings and busier evenings when we would still have students needing support when we closed at 4 pm. We have adjusted by opening at 10 am and closing at 6 pm a couple days a week (and this continued to change when we added two more weekdays open to 6 pm).
- With uncertainty in the global and domestic environment (inflation, for example), it is clear there is a need for mental health and self-care support for our student employees. One hour per week might make a difference between a student becoming overwhelmed and not being stressed as they balance academics and life. The Math Lab can work with the mental health advocates about how they might support student employees as they navigate their time at SCC.

IV. TPP Resources for Academic Year (AY) 2024-2025

A. Last year’s resource use

List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$10,713	This includes all tutors, both embedded and lab, and two temporary classified professionals.
LRNC	$13,602	
FWS	$9,863	
SEAP (570A)	$15,724	
TOTAL	**$49,902**	

B. Last year's funding resource allocations: List the amounts for each position/item

Positions/Items	Total $ Requested	GENFD $ Allocated	Other $ Allocated (SEAP)	Total $ Spent	Total Remaining*
Student tutors	$158,400	$20,000	$10,000	$131,909	$ 26,491
Temporary classified: Instructional Assistants (IAs) and Advanced Tutors (ATs)	$0	---	$39,560 (AT) $21,986 (IA)	$30,279	$31,267
Equipment / Materials/ Software	$36,308	---	---	---	---
Special project (embedded tutors)	$0	---	$13,600	$4,204	$9,9397

Notes:

- Money was reallocated during the year from Student tutors to TCL and embedded tutors.
- Money appears in the "Total Remaining*" column as we had some initial difficulty the first semester of the Academic Year in finding math tutors. Hiring became more prolific as the year progressed and many applications for the subsequent Fall appeared than the year before leading us to suppose that hiring difficulties which were even worse the year before, were not starting to heal from things such as residual consequences of the Covid break to online learning.
- Note that embedded tutors were not coordinated by the Math Lab for the special project but hat in the next academic year and in the notes to section VI, we envision a new paradigm where we apportion TCL employees to specific cohorts of students (such as DSPS sections of Math 300) or to groups of student (such as all Math 372 students).

V. Tutoring Data (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

Position	Number of People	Number of Hours Paid	Number of Hours Tutoring[1]	Number of Weeks
Tutors	11	2584.25	2584.25	34
Advanced Tutors	1	695	695	34
Temporary Instructional Assistants	1	1920	1920	34
Student Allies (Federal Work Study)	5	1492	0	34

[1] Defined as time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office.

B. Disaggregated Headcount

Add in RAZA/ASHE numbers

Unduplicated Students Tutored	Fall 2024	Spring 2025	Total
African American	74	68	142
Asian	66	76	144
Filipino	24	---	24
Latinx	206	162	368
Multi-Race	50	44	94
Native American	---	---	---
Pacific Islander	---	---	---
Unknown	---	---	---
White	90	82	172

C. Student Success

Race	Fall 2024	Spring 2025
African American	56% (+8%)[2]	48% (+6%)
Asian	64%	66%
Filipino	67%	---
Hispanic/Latino	65% (+7%)	59%
Multi-Race	62%	81%
Native American	---	---
Other Non-White	---	---
Pacific Islander	---	---
Unknown	---	---
White	68%	64%

[2] The difference in percentage between DI populations receiving tutoring and the average for everyone is included. The value in parentheses is the percentage increase in success for studeny that receive tutoring.

VI. Future Plans/Strategies & Expected Outcomes

A. Plans/Strategies

The Math Lab plans to expand who has knowledge of math tutoring on campus and who receives math tutoring on campus through outreach, charge and mentoring, with a feedback loop for reflection and improvement.

Outreach means we will go to the events on campus and table and connect to students. We will reach out to faculty and students via newsletters and emails, we will visit classrooms with permission periodically in the semester (rather than just at the beginning). And we will visit the cafeteria for some lunch hours to connect with students and let them know about math tutoring. The Math Lab will be developing a newsletter that will also be available for students that humanizes the tutors and student allies who welcome students into the space and ensure it is a safe space for all.

Charge means we assign tutors and temporary classified professionals to meet math needs for learning communities: City Scholars, ASHÉ/Umoja-SBA, RAZA/Puente, Veterans' Center, Disability Cultural Center/DSPS, API, Pride Center, NASCC, EOPS, VAKA/Pacifika, FYE and classes for specific cohorts from any of these communities or other. Tutors may also be assigned a specific subject matter such as trig and then support students in trig with group sessions and dedicated hours. And mentoring develops tutors and student allies in their roles as educators on campus.

Mentoring involves check-ins with Math Lab staff (student employees and temp classified) about their experiences in the learning communities or interactions with students. We offer continued professional development that is badged: some badges include ones for general tutoring, imposter syndrome, general campus knowledge (to direct /connect students to resources), disability culture, antiracism, stereotype threat, cultural sensitivity, and more. Mentoring will also involve team building within the Math Lab – creating art together, playing games that have some type of logic/critical thinking/math relationship, etc.

Feedback means we get data through students and tutors that help us refine and grow our ability to convey concepts and provide guidance as we witness and herald students in their math maturation.

B. Expected Outcomes

Our success rates are higher for students in math and stats that receive tutoring support and in particular success rates are higher for our disproportionately impacted students. The expected outcomes are:

- Continue to have a higher success rate for students receiving tutoring from the general success rate for all students.

- With no success rate via tutoring available for many students (such as the PI population), the Math Lab will grow those numbers so we can get real data from more populations, and this is where outreach will be imperative.
- Grow the number (headcount) of disproportionately impacted and under-resourced students that get support from the Math Lab.
- Employ feedback mechanism to always improve and adapt (allow feedback at any time using QR codes/links): the outcome is a system in place that is reliable and collects many more dynamics of the data for flow and satisfaction.

VII. Annual Procedures & Resource Requests for AYs 2026-2029

A. Temporary Staffing Request for TPP

Position	Group[3]	# Weeks	Total Hours	2026-27 $ Requested	2027-28 $ Requested	2028-29 $ Requested
Tutors (30)	SH	43	4104	$109,358	$111,438	$113,581
Advanced Tutors (5)	TCL[4]	43	3840	$66,662	$68,662	$70,722
Instructional Assistants (3)	TCL	43	1920	$34,752	$35,795	$36,868
Total	---	43	9864	$210,772	$215,895	$221,172

[3] SH=Student Help; TCL=Temporary Classified Professional
[4] Note TCL employees engage in 960 hours or 135 days, whichever comes first.

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

Item	Quantity	Cost/Item	2026-27 $ Requested	2027-28 $ Requested	2028-29 $ Requested
Penji Software (in Tutorial Services)					
Equipment, Specify: Laptop[5]	2	$800	$1600	---	---
Books[6]	10	$100	$1000	$1000	$1000
Math Manipulatives	1	$2000	$2000	$2000	$2000
TOTAL	---	---	**$4,600**	**$3,000**	**$3,000**

[5] One for front desk for student allies to help guide students and locate resources, look items up such. One that will be used and set up for video creation from Advanced Tutors and Temporary Classified Professionals in creating content for students.

[6] Most books are available as pdf (for OER) or via publisher. For high throughput courses where this is not the case, we would purchase the books via Amazon.

TUTORING CENTER/AREA: PAL (Peer Assisted Learning) Program

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

- Formerly Beacon Program
- Offered fall and spring semesters
- Is a modified **UMKC Supplemental Instruction** (SI) model
- PAL leaders help create community among students in classes (e.g., Biology, Chemistry, Physics, Deaf studies, Cantonese, Spanish, Anthropology, Psychology, History, Fashion, etc.)
- PAL leaders hold online sessions that include evening or weekend hours
- PAL leaders work up to 8 hrs/wk:
    - attend class or class lab or Canvas Courseroom to develop rapport with students, keep up with concepts, assist with in-class activities, promote PAL sessions
    - hold PAL sessions on-ground and online for groups (2-12+)
    - prepare activities (practice problems, study skill techniques, quizzes, etc.) that promote group collaborations in learning course concepts
    - consult with the professor(s)

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator	NA	
Tutorial Services Coordinator	FT-174 days	Coordination of SCC supplemental instruction is a task in this job description
Tutorial Services Assistant	NA	
Instructional Assistant	NA	
Student Support Assistant/Specialist	NA	
Center Supervisor	NA	
Instructional Science Laboratory Supervisor	NA	

Faculty Reassignment	NA	
Other Permanent Position, Specify:	NA	

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. Outcomes assessment: Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).

a. Returned separate science PAL leaders to the main PAL program. It caused confusion to students and the Tutoring & Learning Center (TLC) employees.
b. A temporary Instructional Assistant for 2025-26 provides a few hours assisting coordinator with tracking and promoting PAL sessions.
c. The temp IA and TLC student front desk assistants manually enter Penji data into TLC's On Track system.
d. Penji updated system provides PAL leaders with QR code or kiosk link for easier method to login students.
e. Penji Course and Course enrollment integrations completed before Fall 2025 are expected to provide better attendance data per student, class, andr instructor.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

a. Reduced allocation for PAL leaders
b. Minimum wage increased
c. Science PAL leaders separated from main PAL program: slightly different structure; no information shared; no attendance data available.
    i. Reduced number of PAL leaders hired for AY 2024-25
d. Onboarding and training of Zoom and Penji fall on coordinator. An IA could help.
e. Manually entering data into OnTrack is labor intensive with no demographic or success data for PAL
f. TELA 311 canceled before SP26 classes started. Class provided consistent training for PAL Leaders and ability to learn from each other. Class met Title 5 requirement for tutoring apportionment. No funding for tutors to attend other training.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$0	•
Perkins	$0	•
SEAP	$0	•
SWPA (Strong Workforce)	$0	•
LRNC	$25,000	• Student help PAL Leaders
SEAP-DEI	$0	•
TOTAL	**$25,000**	

B. Last year's funding resource allocations: List the amounts for each position/item
SH=Student help; TCL = Temp classified Advanced tutor

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors/PAL leaders	$79,200	0	$25,000 ($22,950 for SH; and $2,050 forTCL)	$20,829.50 ($19,293.50 for SH; and $1,536 moved to pay for Advanced tutor)	$4,170.50
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	$35,058	0	0	0	0
Equipment / Materials/ Software	0	0	0	0	0

Special project	0	0	0	0	0
Other	0	0	0	0	0

* Brief explanation for unspent funding in above table (**Max 150 words**):

Fewer PAL Leaders hired for this AY due to several science PAL leaders funded in a separate SEAP proposal. One PAL leader volunteered hours.

Advanced tutor chose to work fewer hours and assisted three science classes for fall term.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above) **	# WEEKS
Tutors/PAL Leaders	FA24: 5 paid, 1 volunteer SP25: 8 paid for 9 classes	1,184	1,029	30-32
Advanced Tutors (non-students)	FA24: 1 SP25: 0	96	88 (AT held PAL sessions for 3 classes but did not attend the classes)	16
Temp Instructional Assistants	NA	NA	NA	NA
Clerks	NA	NA	NA	NA
Temp Specialists	NA	NA	NA	NA
Other	NA	NA	NA	NA

** **PAL Leaders attend the class or class lab or Canvas Courseroom, prepare activities for PAL sessions, consult with the professor in addition to meeting/tutoring groups of students.**

B. Disaggregated Headcount (from Tutoring Dashboard) *use next table if not listed in this Dashboard*

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American	Entered in TLC On Track system	Entered in TLC On Track system	Entered in TLC On Track system
Asian	"	"	"
Filipino	"	"	"
Latinx	"	"	"
Multi-Race	"	"	"
Native American	"	"	"
Pacific Islander	"	"	"
Unknown	"	"	"
White	"	"	"

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

FROM PENJI: SCC| PAL COMMUNITY	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	155	104*	259

***NOTE: PAL does not have a designated OnTrack system. Hours are manually entered into TLC system. Data inconsistent with Penji Data. TLC Other Reason showed only 139 Fall 2024 and 66 Spring 202S unduplicated students**

Spring 2025 data:

~One PAL leader was embedded in two classes so these students were not counted.

~Another PAL leader began mid-semester.

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)
***PAL data was entered into Tutoring & Learning Center data. There is no separate OnTrack computer set up for PAL separately since PAL leaders may meet in various places and online.**

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American	Entered in TLC On Track system	Entered in TLC On Track system	Entered in TLC On Track system
Asian	"	"	"
Filipino	"	"	"
Hispanic/Latino	"	"	"
Multi-Race	"	"	"
Native American	"	"	"
Other Non-White	"	"	"
Pacific Islander	"	"	"
Unknown	"	"	"
White	"	"	"
TOTAL	"	"	"

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

- Beginning with 2025-26 Academic Year, all PAL leaders, including previously separate science PAL leaders and Davis Center PAL Leaders, are funded under the main college PAL program.
- Embedded tutors for classes such as, but not limited to Math and Fashion classes, plan to be funded under PAL. These PAL Leaders may provide further assistance in Zoom, LRC room, or a lab to answer questions outside the classroom.
- Student attendance is not obtained when PAL leader works in the class or class lab.
- PAL Leaders for City Scholars classes are being added to the 2026-29 PAL program TPP.
- Beginning with 2026-27 AY, embedded Math tutors are being added to the PAL allocation requests.
- Update Penji with Metadata Integration is being planned.
- Plan to work with PRIE in reporting Success data with the current Penji integrations.
- Hire an IA to assist with Zoom and Penji tasks.
- Request tablets & pens that enable writing and drawing of concepts, such as anatomy, cells, formulas, etc. PAL leaders will be able to write more clearly and efficiently that will reduce repeating efforts and

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**).

- Data beginning with Fall 2025 is expected to be obtained with the recent Penji Course and Course Enrollment integrations and can be submitted to PRIE for a success report.
- Penji Metadata integration could provide demographic data that PAL cannot obtain through the On Track system.
- Anecdotal data from professors and students has indicated the PAL program assisted students in learning concepts.
    - A Chem 300 professor used class grades to compare students using PAL for the Fall 2024 term. The data indicated that 93.7% of students passed the class with an A, B, or C compared to 78.5% in Fall 2023 and 72.5% in Spring 2024. Of the 93.7%, 84.4% earned As or Bs.
    - In turn, retention and success rates are expected to increase in the classes with PAL leaders.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional (enrolled in less than 6 units in LRCCD)

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#)	SH	NA	0	$0	$0	$0
PAL Leaders (#) **20** PAL, Davis, & Math	SH	31	4,960	$85,064	$85,064	$85,064
Advanced Tutors/PAL Leaders (#) **2**	TCL	31	496	$9,002	$9,002	$9,002
Instructional Assistants (#) **split hrs**	TCL	32	640	$14,087	$14,087	$14,087
Clerk I (#)	TCL	NA	0	$0	$0	$0
SSA/SSP (#)	TCL	NA	0	$0	$0	$0
Other (Specify & #) **PAL Leaders for City Scholars (6)**	SH	32	1,920 6x10x32	$33,120	$33,120	$33,120
TOTAL	--	--	--	**$141,273**	**$141,273**	**$141,273**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software **In the Tutorial Services TPP request**	SCC|PAL Community	--	$0	$0	$0
WC Online	--	--	$0	$0	$0
Equipment, Specify: 2 Tablets & 2 pens for PAL leaders to draw & write more clearly in Zoom sessions	2 each AY	$450/each	$900	$900	$900
Books	NA	--	$0	$0	$0
Other, Specify: Training due to cancelation of TELA classes	26 PAL leaders x 20 hrs each	$345/ PAL Leader	$8,970	$8,970	$8,970
TOTAL	**--**	**--**	**$9,870**	**$9,870**	**$9,870**

TUTORING CENTER/AREA: RISE Program

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The RISE program empowers disproportionately impacted students by equipping them with the academic skills, knowledge, and confidence needed to achieve their educational goals. We provide personalized tutoring tailored to individual learning styles, along with one-on-one academic advising to support goal setting, course planning, and navigating challenges. Students have access to essential resources, including textbooks, study materials, and computer labs to promote success. We foster an inclusive, culturally responsive environment that values diversity and lived experiences. Through progress monitoring, workshops, peer support, and collaboration with campus partners, we ensure students receive comprehensive, holistic support that strengthens academic performance, engagement, and long-term achievement.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator		
Tutorial Services Coordinator		
Tutorial Services Assistant		
Instructional Assistant		
Student Support Assistant/Specialist	Valerie Lockhart Arthur Meadows	FT, 12-month Student Support Specialist FT, 12-month Student Support Assistant
Center Supervisor		
Instructional Science Laboratory Supervisor		
Faculty Reassignment	Amelia Tuifua FT, 174-day Maurice Geddis FT, 174-day	FT Faculty (ended Jan 2026) RISE counselor/Faculty of record for tutoring services FT Faculty (starting Feb 17, 2026) RISE counselor/Faculty of record for tutoring services
Other Permanent Position, Specify:	Tiffany Clark	FT, 12-month Student Support Supervisor

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).
Last year, RISE tutoring focused on improving student course completion rates, increasing individualized tutoring support, expanding access to academic resources, and strengthening progress monitoring practices. We increased one-on-one and small group tutoring sessions, and offered targeted skill-building workshops in study strategies and time management. As a result, student engagement and repeat tutoring visits increased, and many participating students demonstrated improved exam scores and course pass rates. We also strengthened collaboration with faculty to better align tutoring with course expectations, leading to more coordinated and responsive academic support for disproportionately impacted students.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).
A funding discrepancy in our SEAP allocation resulted in a temporary disruption of services. Although we received a portion of our requested funds, the reduced award required us to scale back hiring. As a result, we were unable to provide the full range of tutoring services originally planned.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$	•
Perkins	$	•
SEAP	$25,477	• Student tutors (3)
SWPA (Strong Workforce)	$	•
LRNC	$	•
SEAP-DEI	$	•
TOTAL	**$25,477**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	$82,560		$25,447*	$25,447*	*
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)					
Equipment / Materials/ Software					
Special project					
Other					

* Brief explanation for unspent funding in above table (**Max 150 words**):
$82,560 was designated "Student Services – SEAP allocation" in the 2025 Tutoring Program Allocation Budget. There was a discrepancy and RISE never received these funds. The **$25,477 was paid out of the Tutorial Services overall budget** in order to sustain RISE tutoring.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	3	1,723	1,605	38 (includes summer)
Advanced Tutors (non-students)				

Temp Instructional Assistants				
Clerks				
Temp Specialists				
Other				

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American			
Asian			
Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

DATA SOURCE: SARS	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	39	37	76

***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 Disaggregated Headcount.**

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American			
Asian			
Filipino			
Hispanic/Latino			
Multi-Race			
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White			
TOTAL			

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. **PLANS/STRATEGIES:** Briefly explain for tutoring center/area **(Max of 200 Words)**
To better support the growing number of students we serve, we would like to hire additional student tutors in high-demand subject areas and extend tutoring hours to increase accessibility. We also plan to implement structured group tutoring sessions. To ensure quality, tutors will receive ongoing training in culturally responsive practices and effective learning strategies. We will strengthen collaboration with faculty to proactively connect students to tutoring and use data tracking systems to monitor tutoring attendance, academic progress, and retention trends. These strategies will allow us to serve more students while maintaining individualized, high-quality support.

B. **EXPECTED OUTCOMES:** Data-informed justification for resource/funding requests below (**Max Of 200 Words**)
Our tutoring demand consistently exceeds our limited available appointment slots, particularly during peak weeks. Expanded staffing and service hours are expected to increase student access, reduce wait times, and improve persistence and course completion rates. Data from prior semesters show that students who attend three or more tutoring sessions demonstrate higher pass rates and stronger academic performance. With increased capacity, we anticipate measurable gains in GPA, course success rates, and fall-to-spring retention among participating students. Additional resources will directly address tutoring needs and ensure equitable academic support for the population we serve.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors **(5)**	SH	38	2,650	$44,785.00	$44,785.00	$44,785.00
PAL Leaders (#)	SH					
Advanced Tutors/PAL Leaders (#)	TCL					
Instructional Assistants(#)	TCL					
Clerk I (#)	TCL					
SSA/SSP (#)	TCL					
Other (Specify & #)						
TOTAL		38	2,650	**$44,785.00**	**$44,785.00**	**$44,785.00**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software					
WC Online					
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL			**$**	**$**	**$**

TUTORING CENTER/AREA: Tutoring and Learning Center

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The Tutoring & Learning Center
● Provides tutoring for many required and/or “gatekeeper” 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.
●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.
Tutoring supports success, retention, and persistence.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator Liz Stevenson	FT 174 days	
Tutorial Services Coordinator Loretta Robicheau	FT 174 days	
Tutorial Services Assistant Cady Daly	FT 12 month	Salary 75% Gen Fund/25% Perkins *Note: The Perkins portion needs to be arranged by Administration.*
Instructional Assistant Stephanie Cortez	FT 12 month	
Instructional Assistant Accounting	FT 10 month	*Not currently filled

*This position existed in the Business Student Center (BSC) which supported Accounting, Economics and Business courses. These functions are now under the TLC. It is our opinion that in order to truly support Bus. Div. students, we need this position reinstated.

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).

We were able to hire a temp. Advanced Tutor for Accounting, who helped build stronger relationships with the professors who refer potential tutors and tutees to us. In Fall 23: 12 students, 24 sessions of tutoring, vs Fall 24: 42 students, and 109 sessions of tutoring. Having an Advanced Tutor (who later became an IA) made the difference.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

A decrease in funding and the uncertainty of the amount led us to hire fewer tutors in early Fall. Our experience is that we lose students if there is not a tutor for their class at the beginning of the semester.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$35,551	Student Tutors, Advanced Tutors, Clerk, Temp IAs, Front Desk staff (050C)
SEAP and SEAP-DEI	$52,914	Student Tutors, Advanced Tutors, Clerk, Temp IAs, Anti-Racism training for tutors (570A & 570B)
SWPA	$1,715	Accounting tutors *
LRNC	$4,531	Summer front desk staffing & some tutors**
Federal Work Study	$65,998	Front Desk staff and FWS eligible tutors***
TOTAL	**$94,711 TPP Funds**	Total all funds: **$160,709**

*We paid for 1 ACCT tutor out of the TPP. We had 2 others that were paid out of FWS. The remainder of this budget was used to pay CIS Lab & CIS embedded tutors.
**Summer is not included in other reported figures from 24-25. It is included here to note what was spent from our allocation, for information purposes.
***FWS numbers are included for illustration of the need for this staffing, as FWS is a variable source of funding.

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors (19)	$124,810	$24,000	$35,000 SEAP $10,000 SEAP DEI $10,560 SWPA	$31,331 GENF $15,652 SEAP $1,715 SWPA $48,698	$79,560 -48,698 $30,952
Temporary Classified Clerk, Ats, IA (9)	$64,810	$1,000	$46,507 SEAP	GENF: $4,240 SEAP: $37,263 $41,503	$46,507 -41,503 $5,004
FWS Tutors (8)	NA	NA	FWS	$30,532	NA
Front Desk Assistants (6)	NA	NA	FWS	$39,740	NA

* Brief explanation for unspent funding in above table (**Max 150 words**):

SWPA funds can only be spent on ACCT tutoring. See also notes for table IV A.
We use FWS funds for tutoring when possible. This can vary widely from year to year.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	19	2,684	527	30
Advanced Tutors (Temp Classified)	6	848	170	30
Temp Instructional Assistants	2	353	41	32
Clerk - TCL	1	797	NA	30
Other- FWS Tutors*	8	1881	870	30

*These tutors are not paid through the TPP, but are relevant to the overall productivity of the Center.

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American	45	25	70
Asian	36	30	66
Filipino			
Latinx	75	57	132
Multi-Race	18	23	41
Native American			
Pacific Islander			
Unknown	14	6	20
White	39	44	83

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED			

C. Student Success: in Courses that Received Tutoring (from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American	65%	78%	68%
Asian	72%	75%	84%
Filipino	100%		89%
Hispanic/Latino	75%	75%	72%
Multi-Race	65%	81%	69%
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White	80%	82%	79%
TOTAL	74%	78%	74%

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

The Math Lab has extended evening hours this S26 semester, and have deemed it a success, with a notable increase in students in LR 144 during those hours. PAL groups are also meeting in 144 more frequently, for safety, oversight, and support.
Several reasons for the TLC to stay open later:

- Other buildings close earlier than the LRC, leaving students studying in a building with few faculty/staff present, creating potentially dangerous situations.
- Many faculty in programs with later class times, such as the PT Program whose students we serve, have said there is not enough support for their students on campus. This is a potential source of more students getting tutoring.

- No additional cost for FT staffing, since we already work later and can adjust our schedules accordingly
- "Liz's Restaurant Theory of Tutoring": You can't just be open when it's busiest. You have to be available at reliable times in order for people to choose to come to your restaurant, in order to build your clientele.

We are seeking to work with the Business Division on increasing our presence with those students and possible creative ways to fund a TCL or FT Instructional Assistant for Accounting.

A statewide Tutoring Coordinators group has been created, with our first meeting this semester. Goals include addressing "AI" in tutoring, and we will also be addressing how to adapt to this new technology. There is currently no funding request for this, but it is included here in case of future needs in this 3-year plan.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

We hope to increase the number of students served by evening tutoring, and to serve more accounting students. As noted in Accomplishments, having an Accounting IA, we can serve more students, and get more applicants to be tutors, thus serving more students–creating a virtuous cycle.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (25)	SH	30	7500	$126,750	$126,750	$126,750
Tutors (3) For City Scholars	SH	30	900	$15,210	$15,210	$15,210
Advanced Tutors (4)	TCL	30	1200	$21,480	$21,480	$21,480
Instructional Assistants (1)	TCL	30	960	$21,130	$21,130	$21,130
Clerk I (1)	TCL	32	960	$17,184	$17,184	$17,184
Other Front Desk Assistants (6)	SH	32	1920	$32,448	$32,448	$32,448
TOTAL				**$234,202**	**$234,202**	**$234,202**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software					
WC Online					
Equipment, Specify: iPads with pens	4	$350 iPad $80 pencil	$1,860 w/tax	0	0
Books					
Other, Specify: 2 Replacement laptop PCs with cameras per year	2/year	$1250	$2500	$2500	$2500
TOTAL			**$4360**	**$2500**	**$2500**

TUTORING CENTER/AREA: West Sacramento Center

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

The West Sac Center offers up to 8 hours of tutoring daily, Monday through Saturday, in subjects including Math, Statistics, ESL, Optical Technology, and Writing across the disciplines. Services include embedded classroom tutoring, general writing workshops, weekly ESL conversation hours, online tutoring for remote students, and in-person appointments and drop-in tutoring. Our ESL Ambassador program and ESL Conversation Hours give students additional opportunities to practice English speaking skills outside the classroom. We schedule our offerings each semester to keep pace with growing course offerings and student need.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator		
Tutorial Services Coordinator		
Tutorial Services Assistant		
Instructional Assistant	FT - 10 months	This permanent 10-month IA - Learning Resources position was vacant from November 2024 to February 2025 due to a resignation.
Student Support Assistant/Specialist		
Center Supervisor	FT, 12-month	
Instructional Science Laboratory Supervisor		
Faculty Reassignment	FT - 164-day	0.4 FTE release time, shared between Davis and West Sac Centers. This position has historically been funded through different sources. It was supported by

		SEAP funding through the 23-24 AY, then it changed to other temporary funding sources through the Instruction Office. Those funding sources have ended, and the position has been paused.
Other Permanent Position, Specify:		

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

A. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).
The West Sac Center focused on two goals this past year: ensuring services met student needs and implementing reliable data-tracking systems. In Fall 2024, we implemented the Penji system for appointment tracking and established a process for enrolling students in HSER 1000, enabling us to analyze growth and service utilization for the first time since pre-pandemic. Our in-person course offerings continued to grow, particularly in ESL, English writing, and our Optical Technology and Community Healthcare Worker programs. Our targeted support for these programs contributed to a 15% overall increase in student visits.

B. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

The Center's primary challenges have centered on staffing and the evolving balance between in-person and online classes. Tutor and temp classified positions have been difficult to fill despite active recruitment efforts, and vacancies directly limit the outreach and support we can provide. In 2024–25, the Center experienced turnover or vacancies in the permanent IA, temporary Math IA, and student tutor positions. At the same time, the normalization of online and hybrid courses since the pandemic has required the Center to continually adapt its outreach strategies to reach students who may never set foot on campus. We continue to explore ways to reach our online community while also supporting our returning in-person population.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$	•
Perkins	$	•
SEAP	$100,000	• Student Tutors • Advanced Tutors • Temp IAs • Benefits • Supplies & Materials
SWPA (Strong Workforce)	$	•
LRNC	$	•
SEAP-DEI	$	•
TOTAL	**$100,000**	

In AY 2024–25, the West Sac Center's tutoring operations were supported entirely through SEAP funding. Resources were used to employ student tutors, temporary advanced tutors, and a temporary Instructional Assistants to provide tutoring coverage across the disciplines.

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	$25,000	$0	$21,000.00 (SEAP)	$38,838.25	-$17,838.25
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	$85,000	$0	$71,000.00 (SEAP)	$42,102.87	$28,897.13
Equipment / Materials/ Software	$2,500	$0	$2,520 (SEAP)	$7,039.90	-$4,519.90
Special project					
Other	$4,945 (Benefits)	$0	$5,480 (SEAP)	$2,474.28	$3,005.72

* Brief explanation for unspent funding in above table (**Max 150 words**):

The West Sac Center ended AY 2024–25 with $9,544.70 in unspent funds, the majority of which came from temporary classified positions. In Fall 2024, our temp Math IA resigned for an external promotional opportunity, and despite active recruitment efforts, a replacement was not hired until the end of Spring 2025, leaving those hours and funds unspent for much of the year. Additionally, one of two Math student tutors left during Fall 2024. Given that Math course sections at WSC did not fill to capacity that year, we made the deliberate decision to reallocate funds toward additional student tutors supporting English and writing courses. Since resolving these staffing challenges, we have not experienced difficulty filling these positions and do not anticipate significant unspent funds going forward.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources

HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	6	1,875.5	324.25	28
Advanced Tutors (non-students)	2	119	70	32
Temp Instructional Assistants	3	1,867.25	647.5	32
Clerks				
Temp Specialists				
Other				

B. Disaggregated Headcount (from Tutoring Dashboard)

use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American			
Asian			
Filipino			
Latinx			
Multi-Race			
Native American			
Pacific Islander			
Unknown			
White			

Demographic breakdown by race/ethnicity is not available for the West Sac Center, as tutoring visits are currently tracked through Penji rather than OnTrack. Penji allows us to record and analyze overall visit counts and appointment data, but does not generate the disaggregated reporting available through the OnTrack/Tutoring Dashboard system. Total unduplicated headcount is reported in the tables above. Efforts are being made to integrate the data into OnTrack or with the PRIE office. The table below reflects all students who accessed any tutoring or LRC academic support services on the third floor; the second line reflects students who received Math Lab or Writing Center tutoring specifically.

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	647 (all students) 182 (Math + Writing only)	345 (all students) 81 (Math + Writing only)	992 (all students) 263 (Math + Writing only)

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American			
Asian			
Filipino			
Hispanic/Latino			
Multi-Race			
Native American			
Other Non-White			
Pacific Islander			
Unknown			
White			
TOTAL			

Student success data by course is not available for the AY 24-25 year.

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

The West Sac Center LRC tutoring area has seen steadily increasing student traffic since its reopening in Fall 2024. A key part of this growth has been co-locating tutoring with other student resources on the same floor, making it easier for students to access support in one centralized space. This year, unit plan funds are being used to upgrade seating and add whiteboards, further improving comfort and group-study options for students.

The WSC will continue to offer targeted tutoring for its most in-demand courses, including ESL, English-writing classes, Optical Technology, and Community Health Worker (CHW). We will also strengthen outreach to our online student population by ensuring that information about tutoring services is relevant, timely, and easily accessible. Ongoing improvements to our data-tracking systems through Penji and HSER 1000 will allow us to analyze growth, identify needs, and make strategic, data-informed staffing and scheduling decisions.

With the Writing Center Faculty Coordinator position paused after AY 2025–26, we are requesting funding to pay a modified Faculty Lead on an ESA. This request was submitted on the Davis Center TPP to provide shared interim oversight of both Writing Centers while we work toward securing sustainable funding for the Faculty Coordinator release-time position.

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

Since Fall 2024, the West Sac Center has seen consistent growth in student visits, driven by increasing in-person course offerings, improved data-tracking, and expanded outreach. We anticipate this to continue as more in-person classes and ESL, Opt Tech, and CHW programs continue to grow.

For AYs 2026–2029, we are requesting similar funding to what was received in 2025–2026, allocated as follows:

- Student tutors (6): 2 Writing/2 Math/2 ESL; 10 hrs/week; 17 weeks/semester; $16.90/hr
- Advanced tutors (2): 1 Writing, 1 Opt Tech; 10 hrs/week; 17 weeks/semester; $18.78/hr
- Temp IAs (3): 2 Writing, 1 Math; 20 hrs/week; 18 weeks/semester; $22.01/hr
- ESA for Writing Faculty Lead: 10 hrs/week; 18 weeks/semester; listed on the Davis Center TPP as a shared position.

The Optical Technology Advanced Tutor has demonstrated a measurable impact by assisting in the lab classes for the program. We also plan to continue offering ESL Ambassadors to support the 30-, 40-, and 50-level ESL classes that are consistently offered at the West Sac Center. Maintaining this staffing will allow us to deliver excellent academic support across all subject areas.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (6)	SH	34	2,040	$34,596.67	$34,596.67	$34,596.67
PAL Leaders (0)	SH					
Advanced Tutors/PAL Leaders (2)	TCL	34	680	$13,485.54	$13,485.54	$13,485.54
Instructional Assistants (3)	TCL	36	2,160	$50,203.93	$50,203.93	$50,203.93
Clerk I (0)	TCL					
SSA/SSP (0)	TCL					
Other (Specify & 1)	Faculty, ESA for Davis & West Sac Centers entered on the **Davis** TPP					
TOTAL				**$98,286.14**	**$98,286.14**	**$98,286.14**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software	*				
WC Online					
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL			**$**	**$**	**$**

***Please note that the West Sac Center utilizes Penji for appointment tracking and visit data collection through Sacramento City College's existing institutional account and is not requesting separate funding for this software.**

TUTORING CENTER/AREA: WRITING CENTER

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas. (Max of 100 words)

The Writing Center helps City College students working on any type of writing for any SCC class. We also help with other writing that supports student persistence, success, and transfer. This includes transfer application writing (like the UC Personal Insight Questions), scholarship applications, and writing in support of financial aid appeals. Students can come at any stage in the writing process to have a conversation with a tutor about any aspect of their writing. We offer synchronous online tutoring as well as in-person tutoring. Tutors at the center learn culturally responsive tutoring pedagogy. We also offer workshops.

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator: Susan Griffin	FT, 174 days	
Tutorial Services Coordinator	NA	
Tutorial Services Assistant	NA	
Instructional Assistant: Meghan Facciuto Instructional Assistant: Jason Melton	FT, 12-month FT, 10-month	
Student Support Assistant/Specialist	NA	
Center Supervisor	NA	
Instructional Science Laboratory Supervisor	NA	

Faculty Reassignment	NA	
Other Permanent Position, Specify:	NA	

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

C. Outcomes assessment: Briefly state the objectives worked on last year and the progress on those objectives for the center/area

Objectives:

1. Continuing to increase the number of students using the Writing Center:
    - During the 2024-25 year, the Writing Center saw 1,053 students; this was an increase of 10% from the 2023-24 year (954) and a 21% increase from the 2022-23 year (868).
2. Taking steps to address the challenges caused by the impact of AI on student writers and faculty:
    - The writing center added five short videos for students to its website that discuss issues related to AI use, and one of the Writing Center IAs offered some in-person workshops about generative AI.
    - The Writing Center Coordinator also added information about AI to the education/training for tutors, and the Writing Center Coordinator and IAs participated in AI professional development.

D. Factors affecting the work of the center/area: Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

1. The excessive length of time it takes employees to clear after they do their hiring paperwork: This means that we sometimes do not have enough tutors to meet demand early in the semester, particularly in the fall.
2. Budget reductions: This exacerbates the problem mentioned above because the Writing Center is not only short of student tutors early in the semester, but the cuts have forced us to reduce the number of faculty working for stipends.
3. Generative AI (its effect on students, faculty, and the relationship between the two): Most faculty don't want students using AI to write papers; some students are using AI to do this and are getting flagged by Turnitin. Others are not using AI but still are flagged. We deal with the fallout of this in ways too numerous to explain here given the word count limit.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$ 48,000	• Hours for IAs, student tutors, benefits, and $1,200 for WCONLINE
Perkins	None	
SEAP	$ 68,300 $12,000 (During 2024-25, this was SEAP money allocated through LA&L, not the TPP)	• Hours for front desk clerks, student tutors, advanced tutors, and IAs, faculty stipends for one English faculty member (fall and spring) assisting at the Writing Center, and benefits • Faculty stipends (and benefits) for two ESL faculty working at the Writing Center--last year this was not part of the TPP because the prior dean had set it up the procedure of requesting it through Language Arts and Library. In the 2025-26 plan, it was requested through the TPP but not funded.
SWPA (Strong Workforce)	None	
LRNC	None	
SEAP-DEI Training	$ 5,160 (This training money was not requested.)	• **The WC was allotted $5,160 listed in the TPP budget spreadsheet "for training." This seems like it was a mistake.** In the past, this money was for training for all the centers and labs. The Writing Center did not use most of this money because it was listed as money for training and was far more than one center would ever spend on training.
TOTAL	**$128,300 without training money and $133,460 with training money**	

The above numbers are for the 2024-25 budget. The Writing Center budget for 2025-26 was reduced to $105,600. This is a 21% reduction from the prior year if the training money is included or an 18% cut if the training money is excluded from the total.

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	$41,664.62 (2,480 hours)	$18,774	$20,000 SEAP; $5,160 SEAP DEI training (allocated in error)	$17,669.50 GENFUND; $20,000 SEAP; $803 DEI training money	$1,104.50 GENFUND $4,357 of DEI TRAINING MONEY ALLOCATED TO THE WRITING CENTER IN ERROR
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	$69,125.75 (680 Advanced Tutor hours; 1,350 IA hours; 1,430 Clerk hours)	$26,641 ($28,160 pre-benefits)	$41,000 SEAP (plus $2,688 benefits)	GENFUND: 26,639.14 SEAP: $36,107.37	GENFUND: $1.86 SEAP: $4,892.63
Equipment / Materials/ Software	$1,200 for WCONLINE	$1,200		$1,200	0
Special project					
Other: Faculty stipends for work at WC.			$7,000 SEAP (7,300 pre-benefits)	$5,000.40	$1,999.60

In addition to the TPP money accounted for above, as noted in Section IV, the Writing Center was funded for two faculty stipends per semester through Language Arts and Library in 2024-25. While that money did not come through the Program Plan, it was part of the Writing Center's funding. In last year's TPP, the Writing Center requested all the faculty stipend funding through the TPP. No additional funding was requested anywhere outside the Program Plan last year, and none is being requested outside the TPP this year.

* **Brief explanation for unspent funding in above table** (**Max 150 words**): As mentioned above, the “training” money that the Writing Center was allocated seems to have been an error. This was far too much for training. The WC also ended up with SEAP temporary classified dollars left over for two reasons. The first was that we were not able to find someone to work at the front desk on Mondays in Spring of 2025. Although we needed clerk coverage that day, we had to go without it. In addition, we only had one advanced tutor in Fall 2024 when we needed two. All the IA money allocated was spent. There were two reasons for the money remaining in the faculty account. The money allocated for stipends was too much for one stipend per semester but not enough for two. The stipends are $3,000 each, so one in spring and one in fall would be $6,000 (not including benefits), not the $7,000 allocated. It also looks like there must have been an error somewhere in faculty timesheets (so someone was not paid the right amount) because the total spend was $5,000, not $6,000. The Writing Center does not handle the timesheets for faculty.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors*	9 Fall ‘24 8 Spring ‘25	2,284.5	1,229.50	31
Advanced Tutors (non-students)	2	470.5	323	31
Temp Instructional Assistants	2	1,226	NA	32
Clerks	3	1,305.75	NA	32
Temp Specialists	0			
Other: Faculty working as tutor/mentors	3 per semester (2 ESL, 1 English)	360	270	30

*The Writing Center also employed two FWS student tutors in Fall ’24 and five in Spring ’25. The funding for these tutors was not from TPP money because they were paid through FWS. The total FWS hours for both semesters combined was 636.5.
**The template language above implying that the hours tutors do not have students are hours they spend doing nothing is not correct. In addition to tutoring, tutors help with tabling at campus events, creating social media content and flyers, helping with Writing Center workshops, accompanying IAs doing class visits, and helping with research related to writing tutoring, most recently related to writing and AI.

B. Disaggregated Headcount (from Tutoring Dashboard)

Use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
African American	85	69	154
Asian	75	94	169
Filipino	12	**	unknown
Latinx	215	171	386
Multi-Race	39	38	77
Native American	Not listed on dashboard	Not listed on dashboard	Not listed on dashboard
Pacific Islander	**	**	unknown
Unknown	**	**	unknown
White	99	105	204

If the number of students was under ten for either semester, the totals are unknown.

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED			

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American	74%	72%	
Asian	91%	88%	
Filipino	92%	**	
Hispanic/Latino	85%	80%	
Multi-Race	83%	90%	
Native American	Not listed on dashboard	Not listed on dashboard	
Other Non-White	**	**	
Pacific Islander	**	**	
Unknown	**	**	
White	89%	91%	
TOTAL	85%	83%	

**If the number of students is under ten, success percentages are not included in dashboard.
For comparison of these numbers to overall SCC success numbers for African American and Latino students, see the two graphs that appear after the Writing Center requests.

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. **PLANS/STRATEGIES:** Briefly explain for tutoring center/area **(Max of 200 Words)**

- Maintaining the gains made over the last three years in the number of students using the Writing Center. If the budget remains reduced, we may not be able to further increase student numbers, but we hope to maintain the increases already achieved.
- Continuing to hire, educate, and train tutors and IAs in ways that support our goal of culturally response tutoring
- Staying current with AI trends and helping students navigate writing in the age of AI
- Collaborating with faculty in English and other departments related to AI issues
- Offering workshops for students through the RAZA and ASHE Centers
- Providing some support for cohort sections of English C1000, (including City Scholars, Puente, and Umoja).

B. **EXPECTED OUTCOMES:** Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

Expected Outcomes are that students who use the Writing Center:

- Feel like they are welcomed
- Have a better understanding of the concepts and strategies for academic writing, including developing their writing voice (SLO's one and three for HSER 1000)
- If appropriate, understand how to make informed decisions about AI and writing while following the policies outlined for their classes
- Are more likely to be successful in the classes linked with their visits

Justification for Funding:

- In surveys, students using the center have indicated that they feel welcome at the Writing Center and that they feel they have a better understanding of writing concepts after visiting the center.
- They also have indicated that they think visiting the Writing Center has positively affected their course grades.
- As mentioned in the accomplishments section, the number of students using the Writing Center has increased over the last three years.
- Student success data demonstrates higher success rates for students who use the Writing Center than the overall SCC success rates and the overall ENGWR success rates across all demographic groups. Additionally, data comparing success in ENGWR300 (now ENGLC1000) shows substantially higher success rates for students who use the Writing Center than the overall success rates in that class. This also applies to the success data specifically for Black and Latinx students.

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

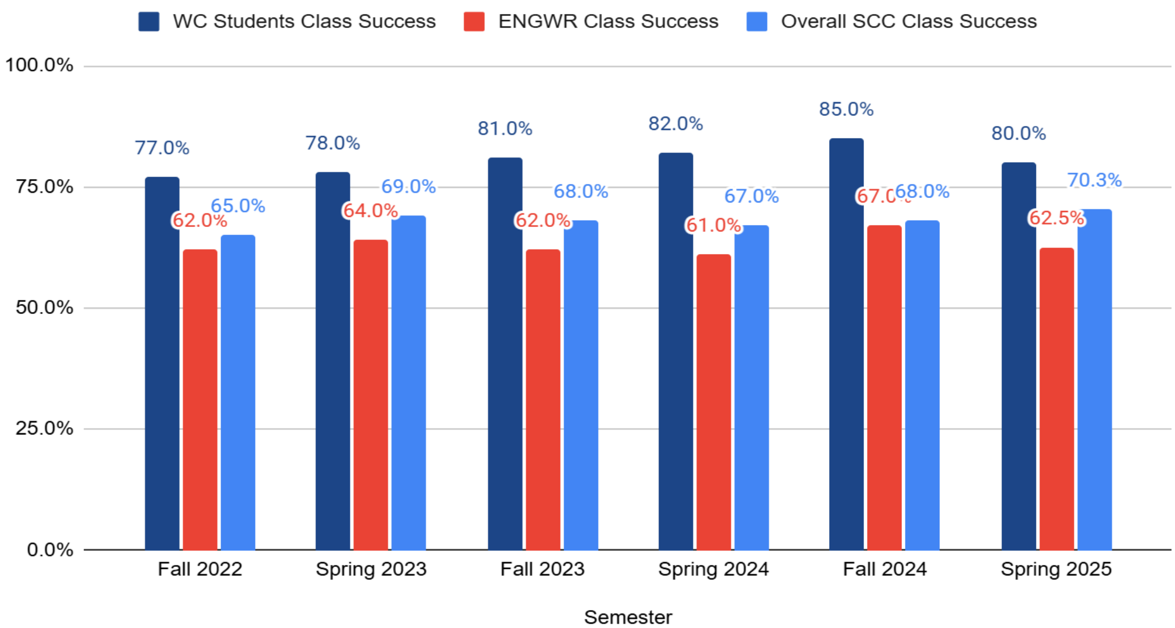
SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (10-12)	SH	31 for AY, plus 3 in June	2,490	$42,852.96 ($149.46 of which is benefits)	$44,102.32 ($153.82 of which is benefits)	$45,361.88 ($158.18 of which is benefits)
PAL Leaders (0)	SH		NA			
Advanced Tutors/(2-3)	TCL	31 for AY plus 3 in June	780	$14,949,79 ($792.79 of which is benefits)	$15,361.63 ($814.63 of which is benefits)	$15,773.47 ($836.47 of which is benefits)
Instructional Assistants (2)	TCL	32 for AY, plus 3 in June	1,350	$31,733.86 ($1,682.86 of which is benefits)	$32,475.17 ($1722.17 of which is benefits)	$33,159.46 ($1758.46 of which is benefits)
Clerk I (3)	TCL	32 for AY, plus 3 in June	1,400	$26,655.55 ($1,413.55 of which is benefits)	$27,394.75 ($1,452.75 of which is benefits)	$28,133.95 ($1,491.95 of which is benefits)
SSA/SSP (0)	TCL		NA			
Other: English and ESL faculty tutor/mentors: 4 total in fall and 3 total in spring	Faculty	30	480	$22,176 ($1,176 of which is benefits): 4 stipends in fall and 3 in spring semester	$22,176 ($1,176 of which is benefits)	$22,176 ($1,176 of which is benefits)
TOTAL				**$138,368.16**	**$141,509.87**	**$144,594.56**

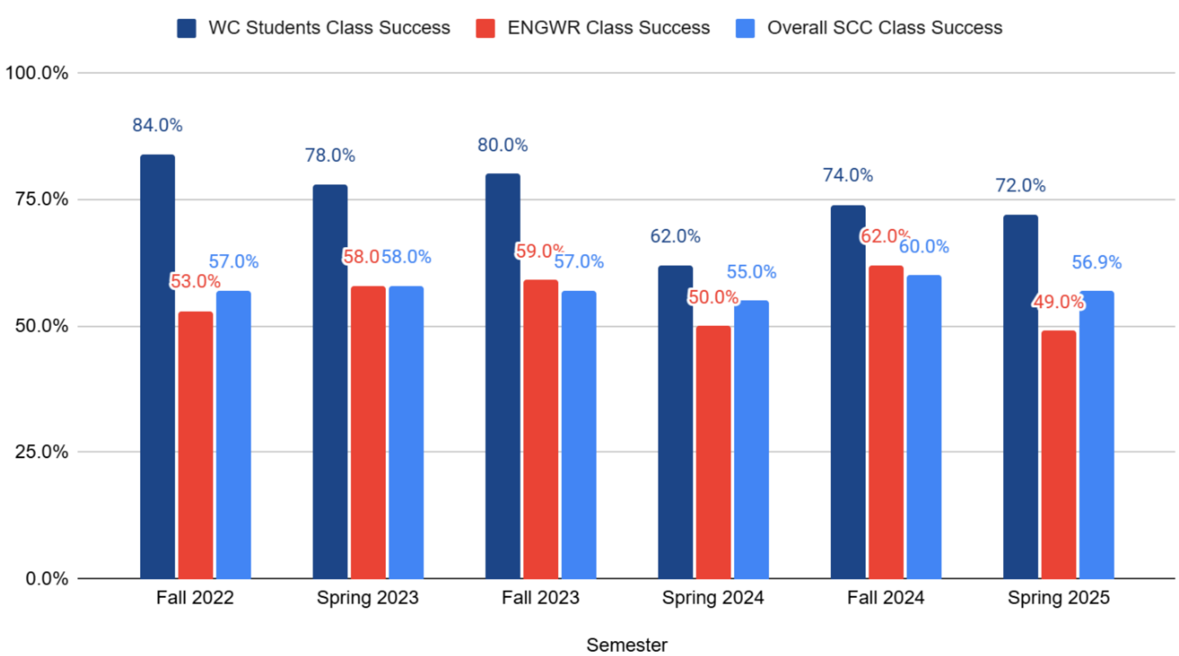
B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
WCONLINE	1	$1,500	$1,500	$1,500	$1,500
Equipment, Specify:					
Books					
Other, Specify:					
TOTAL	**1**	**$1,500**	**$ 1,500**	**$1,500**	**$1,500**

Class Success Comparison for Hispanic/Latinx Students



Class Success Comparison for African American Students



TUTORING CENTER/AREA: Tutorial Services

I. DESCRIPTION

Briefly describe how this tutoring center/area helps students, such as classes for specific areas (**Max of 100 words**).

- Tutorial Services oversees & monitors the Tutoring Program Plan allocations.
- Tutorial Services provides support to the faculty and classified professional staff in SCC tutoring centers/areas.
- Tutorial Services implements equipment, software, events, etc. that are shared by tutoring centers/areas (e.g., Penji software, Tutor Appreciation Event, etc.).

II. PERMANENT STAFFING (**NOT PART OF TPP**)

Centers/areas have different permanent staffing positions as shown in the following table. These permanent positions are not part of the TPP and are funded by divisions or college-wide resources. **Note** any position vacated due to retirement/resignation.

Permanent Positions (not part of the TPP)	FT/PT – days/months	Notes
Faculty Coordinator	NA	
Tutorial Services Coordinator	FT-174 days Tutorial Services Coordinator	
Tutorial Services Assistant	FT-12 months Tutorial Services Assistant	Salary 75% Gen Fund/25% Perkins. The Perkins portion needs to be arranged.
Instructional Assistant	NA	
Student Support Assistant/Specialist	NA	
Center Supervisor	NA	
Instructional Science Laboratory Supervisor	NA	
Faculty Reassignment	NA	
Other Permanent Position, Specify:	NA	

III. REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

E. **Outcomes assessment:** Briefly state the objectives worked on last year and the progress on those objectives for the center/area (**Max of 100 words**).

- Penji
  - Coordinator requested Penji Course and Course Enrollment Integrations with People Soft & was the contact between Penji and IT. These integrations were completed by Fall 2025 to better connect tutors/PAL leaders to specific class sections.
  - Online sessions continue to be tracked easily.
  - Penji data was used to help provide VAR report to CCCCO through Baserow.
- April 2025 Tutor Appreciation Week
  - Bulk notepads and pens with appreciation message were purchased through Amazon and provided to tutors/learning assistants.
  - Snacks were donated from SCC faculty and classified professionals in addition to some purchased items. These donations helped reduce the cost for SCC.
  - Snacks, popsicles, and tutoring information were handed out to students to further promote tutorial services. Tutors and tutoring employees assisted in handing out these items as well as staffed the tables with games set up to attract students.
  - Thank you notes from students, faculty, and SCC community were collected, displayed, and given to respective tutors/learning assistants.
  - The event contributed to increased morale of tutors/learning assistants and created a greater sense of community among these peer educators, students, and faculty.

F. **Factors affecting the work of the center/area:** Briefly provide an overview of the major factors, internal and/or external, that affected the work of the center/area (**Max of 100 words**).

- Reduced TPP allocations
  - Reduced allocation for Tutor Appreciation Week (TAW)
    - No allocation for TAW in 2025-26 TPP
- Increased requests for tutorial assistance from students and faculty
- Recent factor is the cancellation of TELA 310 & 311, tutor education classes for group and individual tutoring. These met Title 5 requirement of tutor training for apportionment.

IV. TPP RESOURCES for Academic Year (AY) 2024-2025

A. Last year's resource use: List how resources were used during the previous cycle to support the work of the plan.

Allocation 2024-25	Amount	Positions/Items (such as student tutors, temp IAs, clerks, Adv tutors, software, special project, etc.)
General Funding	$12,400	• Penji ($12,000) • Scanner ($400)
Perkins	$0	•
SEAP	$1,000	• Tutor Appreciation Event
SWPA (Strong Workforce)	$0	•
LRNC	$0	•
SEAP-DEI	$0	•
TOTAL	**$13,400**	

B. Last year's funding resource allocations: List the amounts for each position/item

POSITIONS/ ITEMS	TOTAL $ REQUESTED	GENFD $ ALLOCATED	OTHER $ ALLOCATED (specify source)	TOTAL $ SPENT	TOTAL REMAINING *submit an explanation for unspent funds below
Student tutors	NA	NA	NA	NA	NA
Temporary classified (IAs, advanced tutors, clerks, SSA, etc.)	NA	NA	NA	NA	NA
Equipment / Materials/ Software: Penji 1-year license & scanner	$12,400	$12,400	$0	$11,124 (Penji) $400 (Scanner was not requisitioned)	$876
Special project	NA	NA	NA	NA	NA
Other: Event - Tutor Appreciation Week (TAW)	$1,000	$0	$1,000 (SEAP)	$645	$355

* Brief explanation for unspent funding in above table (**Max 150 words**):

- The Penji license was less than estimated.
- The Scanner for the Tutorial Services Assistant was not purchased.
- Donations of snacks helped reduce the purchase of these items for the TAW. The interest is to have more funding for the token of appreciation.

V. TUTORING DATA (AY 2024-2025)

A. Temporary staffing: Provide positions that were paid using TPP funding sources
HOURS TUTORING = time tutors spent tutoring students as opposed to participating in training or waiting for students to show up to an appointment, session, or office

POSITION	# PEOPLE	# HOURS PAID	# HOURS TUTORING (see above)	# WEEKS
Tutors	NA	NA	NA	ANA
Advanced Tutors (non-students)	NA	NA	NA	NA
Temp Instructional Assistants	NA	NA	NA	NA
Clerks	NA	NA	NA	NA
Temp Specialists	NA	NA	NA	NA
Other	NA	NA	NA	NA

B. Disaggregated Headcount (from Tutoring Dashboard)
use next table if not listed in this Dashboard

UNDUPLICATED STUDENTS TUTORED	FALL 2024	SPRING 2025	TOTAL
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

*If your area is not listed in the Tutoring Dashboard, please submit the following Headcount table if using a data-tracking system separate from OnTrack

	FALL 2024	SPRING 2025	TOTAL
UNDUPLICATED STUDENTS TUTORED	NA	NA	NA

C. Student Success: in Courses that Received Tutoring **(**from Tutoring Dashboard)

RACE	FALL 2024	SPRING 2025	FALL 2025 (if available)
African American	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic/Latino	NA	NA	NA
Multi-Race	NA	NA	NA
Native American	NA	NA	NA
Other Non-White	NA	NA	NA
Pacific Islander	NA	NA	NA
Unknown	NA	NA	NA
White	NA	NA	NA
TOTAL	NA	NA	NA

VI. FUTURE PLANS/STRATEGIES & EXPECTED OUTCOMES

A. PLANS/STRATEGIES: Briefly explain for tutoring center/area **(Max of 200 Words)**

- Penji software program
  - Used in scheduling learning assistants.
  - Provides attendance tracking for online and in-person tutoring sessions that On Track cannot provide.
  - Used to assist in the VAR data reporting to the state chancellor’s office.
  - Generates various reports – usage, modes, heat maps, etc.
  - Sends reminders to students about sessions.
  - Enables learning assistants to chat with students
  - Student-friendly design enables students to access from smartphones.
  - Shows location of each session.
  - Courses and Course enrollment Integrations provide more specific data pertaining to class section and tutoring obtained by each student.

    - Metadata Integration is planned to be requested to provide extended data such as student demographics.
- Tutor Appreciation Week
    - Tutors/learning assistants are appreciated for their work with thank you notes and a token of appreciation
    - Snack donations will be sought and provided to students across the campus and outreach centers
    - Plan to use MakerSpace to create tokens of appreciation
    - Plan to seek MakerSpace or a third-party to create a banner or tablecloth personalized to promote tutorial services

B. EXPECTED OUTCOMES: Data-informed justification for resource/funding requests below (**Max Of 200 Words**)

- Penji Course and Course Enrollment Integration is expected to provide more detailed data beginning with Fall 2025 term
    - Request to PRIE with this new data expected to provide success data specifically for each Penji community (tutoring center/area)
- Penji contract discounts possible for SCC 3-year contract paid yearly or paid in full for the 3-years.
- Penji is used by ARC and CRC with FLC interested in purchasing.
    - District license will provide greater discount.
- Tutor Appreciation event promotes tutoring services to students and the SCC community reaching those not aware of tutorial assistance
    - In turn, helping to retain students and promote student success.
    - Increased morale among tutors/learning assistants

VII. ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR AYs 2026-2029

A. Temporary Staffing Request for TPP (Include # for each position)

SH=Student Help; TCL= Temporary classified professional

POSITION	GROUP	# WEEKS	TOTAL HOURS	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Tutors (#)	SH	NA	NA	$0	$0	$0
PAL Leaders (#)	SH	NA	NA	$0	$0	$0
Advanced Tutors/PAL Leaders (#)	TCL	NA	NA	$0	$0	$0
IAs (#)	TCL	NA	NA	$0	$0	$0
Clerk I (#)	TCL	NA	NA	$0	$0	$0
SSA/SSP (#)	TCL	NA	NA	$0	$0	$0
Other (Specify & #)		NA	NA	$0	$0	$0
TOTAL		NA	NA	**$0**	**$0**	**$0**

B. Other Requests for AYs 2026-2029 (Equipment, Software, Etc.)

ITEM	QUANTITY	COST/ ITEM	2026-27 $ REQUESTED	2027-28 $ REQUESTED	2028-29 $ REQUESTED
Penji Software Unlimited seats & communities (e.g., tutoring areas & departments)	1-year license with SIS & IT integration	$12,657	12,657	12,657	12,657
WC Online	NA	$0	$0	$0	$0
Equipment, Specify:	NA	$0	$0	$0	$0
Books	NA	$0	$0	$0	$0
Scanner for Tutorial Services Assistant (preparing employment paperwork)	1	$450	$450	0	0
Other, Specify: Tutor Appreciation Event	Per year	$1,500	$1,500	$1,500	$1,500
TOTAL			**$14,607**	**$14,157**	**$14,157**