

**Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan**

Planning years: 2023-24 through 2025-26

Plan Type: Program Plan

Planning Area: Tutoring

Office of Primary Responsibility: Associate Vice-President

Plan Author(s): Loretta Richard

Date: March 1, 2023

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

The overall objectives of the Tutoring Program Plan (TPP) is to provide academic support to SCC's diverse student population in different delivery systems and modalities, such as on-ground and online individual and group tutoring and learning assistance services. This support helps students achieve competency in basic skills, vocational, and transfer-level courses across disciplines.

Learning outcomes (See **Appendix B**) for tutoring and learning assistance follow those of the Human Services (HSER) 1000 course and include that students 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.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the 2020-2023 cycle, as applicable.

2020-2023 AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome

Goals A, B, D	AUO #1: Expand online tutoring through the different SCC Tutoring Centers/Labs	Target: Increase online services Baseline year: 2020 Measure(s): Usage via tracking systems Data Source(s): Reports from tutoring centers/areas	Online tutoring/ learning assistance services were expanded due to Covid shutting down on-ground services March 2020. See Appendix F for data from individual centers/areas.
Goals A & D	AUO #2: Continue to provide research regarding tutoring services for SCC students	Target: Record data Baseline year: 2020 Measure(s) & Data Sources: Tutoring Survey & PRIE research reports	The Tutoring Survey was provided to students in the various centers & programs to obtain feedback regarding services.
Goals A, B, & D	AUO #3: Expand tutoring through the different SCC Tutoring Centers/Labs	Target: Increase accessibility Baseline year: 2020 Measure(s) & Data Source(s): Reports from tutoring centers/areas	A Psyc 300 project utilized the PAL (Peer-Assisted Learning) Program model in fall 2021 and spring 2023.
Goal A	AUO #4: Continue to identify and institutionalize tutoring activities outside the Tutoring Program Plan	Target: Tutoring Program Plan (TPP) Baseline year: 2020 Measure(s) & Data Source(s): Reports from tutoring centers/areas	The college reorganization placed the TPP under the Associate Vice President of Instruction rather than the Dean of Learning Resources.

Narrative:

- Many tutoring centers/areas use OnTrack, an internal program developed to track attendance to sessions. Some are using Penji or WC Online programs and uploading data into OnTrack. This OnTrack data is obtained by PRIE and used for analysis of each center/area in the **Tutoring Dashboard**. This data is accessible only by the coordinator of each center/area.
- The Tutoring Survey was developed by PRIE and given to each center/area to obtain feedback from students using the services. The last survey was done in Spring 2019. Some centers/areas are creating their own surveys.
- Proposals for tutorial/ learning assistance services have developed outside the TPP and the purview of the Associate Vice-President of Instruction, mostly through proposals for SEAP funding.

2. Review of last year's resource use: *Briefly explain how resources were used during the previous cycle to support the work of the plan.*

- Funding for the Tutoring Program Plan was provided through General Funds, Perkins, and SEAP (Student Equity and Achievement Program). See **Appendix C**.
 - Funding for the Tutoring Program Plan was distributed across 17 tutoring centers/areas including the Davis and West Sacramento Centers. See **Appendix E**
 - Most centers/areas hired student help as peer tutors, Beacon tutors, or PAL (Peer-Assisted Learning) Leaders. However, a small portion of student help funds were transferred to temporary classified funding in order to hire Master Tutors. Master Tutors have been previous student tutors that are no longer enrolled in at least 6 units within the district. This unit enrollment is required for paid student help. The Master Tutor job title is expected to be changed; options include, but may not be limited to, Tutor II or Advanced Tutor.
 - **Appendix F** provides more detailed information from each tutoring centers/areas about 2021-22 and Fall 2022 services.
- 3. Factors affecting the work of the program.** *Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges.*
- In March 2020, tutoring centers shut down on-ground services due to Covid and the closure of the college. Some centers had already developed some online tutoring services but most had not. Thus, the Spring 2020 semester proved challenging for centers, tutors, and students. Some tutors were lost due to classes being cancelled, which dropped their enrollment status to less than 6 units. In turn, tutoring hours were reduced since tutors were not available. By Fall 2020, tutoring centers/areas expanded or created online services.
 - With the return to on-ground classes, tutoring/learning assistance areas have continued to offer online as well as on-ground services. However, hiring student help to work both modalities has been challenging for many centers/areas.
 - Although online services may be perceived as being done anywhere, such is not always the case. Thus, space on campus for online sessions is needed. Consider that some tutors (and Instructional Assistants, IAs) provide on-ground and online help during their work shifts. These employees do not have space that is free from distractions and noise for online sessions that are provided through platforms such as Zoom or Google Chat. When working online, ambient sounds can be amplified to the listeners. In addition, some student help and students seeking help do not have an environment conducive to providing online sessions. They may not have a room or space away from others or they may not have equipment or Internet services for online web-conferencing. Thus, there is a need for space to provide online tutoring/learning assistance that will reduce noise from others in the center and provide a more confidential and distraction-free environment. In addition, equipment such as a laptop, headset, tablet with stylus, and/or other equipment/supplies may be needed. The renovation of current space and/or purchase of pods is outside the TPP.

- The minimum wage increased 12/25/22 unexpectedly from \$15.00/hour to \$15.50/hour, which reduced the number of tutoring hours for Spring 2023.
- If the Tutoring Survey is not created thru PRIE, tutoring centers/areas will need to develop surveys from students to help provide data for future program plans.
- As noted, there are 17 different tutoring centers/areas in the TPP (See **Appendix D**). In Fall 2022, plans to co-locate tutoring services in one area (LRC-144) began to be implemented. This directive from administration is expected to help students find tutorial services more easily.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

- Tutoring centers that do not require specialized equipment for sessions are being co-located in LRC-144 in an effort to provide students with more convenient access to different services. The Business Student Center and Business/CIS Computer Lab have already moved at the time of this TPP. The Math Lab and Science & Allied Health Tutoring Center are expected to move by Fall 2023. Currently, students may be directed to different buildings for assistance in specific courses.
- Tutoring centers/areas will continue to provide online and on-ground services, which may be dependent upon tutor availability for each modality. Since these tutors/learning assistants may provide services in both modalities during their work shifts, space is needed for them to move between on-ground and online sessions easily. Equipment, such as laptop, headset, and/or tablet with stylus, may also be needed for these online sessions. These spaces may also be utilized by students needing assistance due to lack of equipment or lack of environment conducive to online sessions. Purchasing small premade pods is being suggested that will be housed in LRC-144 between LRC-147 & LRC-148. Additional equipment may need to be purchased. Both purchases are outside the TPP.
- The previous Beacon/ Beacon-PAL program has been rebranded to PAL (Peer-Assisted Learning) Program, which is a modified supplemental instruction (SI) model. PAL Leaders facilitate group learning activities with students from the class. Activities focus on collaborations among groups of students in applying and learning concepts presented in each class, and could include handouts, practice problems, games, discussions, study skills, etc. PAL sessions, held outside the class/class lab, are different from tutoring in that homework is not the focus for the group. In addition to developing activities and holding PAL sessions, PAL Leaders attend the class or class lab regularly to develop rapport with students and they connect with the professor weekly.

- PAL Leaders may hold PAL sessions online or in the LRC. The two small group rooms in LRC-144 (LRC-147 & LRC-148) are expected to have equipment installed by Fall 2023 that will enable on-ground and online sessions be provided simultaneously.
- Tutors and PAL (Peer-Assisted Learning) Leaders will continue to receive training in equity, which includes anti-racism concepts.

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES \(AUOs\)](#) or [STUDENT LEARNING OUTCOMES \(SLOs\)](#) FOR THE PLANNING CURRENT CYCLE

Using the templates below, list the [AUOs](#) and/or [SLOs](#) that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Please feel free to add or delete additional rows as needed.

Examples of possible AUOs, SLOs, and expected outcomes/targets are provided below. These are intended to be illustrative, and not necessarily the AUOs or SLOs that you develop for your program plan.

2023-2026 AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
Goals A, B, & D	AUO #1: Design areas for online tutoring & PAL (Peer-Assisted Learning) group and online sessions.	Space created for two concurrent online sessions by 2025 and for two more concurrent online sessions by 2026. Services are provided online and on-ground during the work shifts of tutors, learning assistants, and IAs.
Goal A	AUO #2: Continue to review the process for collecting apportionment for Supervised Tutoring and confirm SCC is compliant with Title 5 regulations.	SCC will be fully compliant with Title 5 regulations. See Appendices A & B
Goals A, B, & D	SLO #1: Students will report an improved understanding of class concepts	Through surveys/feedback, 80% of students using tutorial services will report an improvement in understanding of class concepts.
Goals A, B, & D	SLO #2: Students will report increased confidence in their ability to meet coursework requirements	Through surveys/feedback, 80% of students using tutorial services will report an increased confidence in their ability to meet coursework requirements.

Goals A, B, & D	SLO #3: Students will express an increased understanding and use of strategies that lead to course success	Through surveys/feedback, 80% of students using tutorial services will express an increase in their understanding of strategies that lead to course success.
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Sacramento City College Strategic Plan Goals

Goal A: Deliver programs and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement.

Goal B. Align processes and practices to assist students in moving from first enrollment to goal completion.

Goal D: Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.

NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

Program Strategies: Explain the overall strategies that the program uses to fulfill its purpose and implement its objectives. List the timeline and responsible persons for procedures.

AUOs/SLOs: Include the AUO/SLO(s) that the program strategy is designed to address.

Resource requirements: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

Previous funding sources: State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCCCO allocations, as well as general fund dollars.

2023-2024 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Provide services thru tutoring & learning	AUO#1, SLO#1, SLO#2, SLO#3	2023-24; 2024-25; & 2025-26	+See Narrative below	+See Narrative below	Yes	General Funding (GF), Perkins/

assistance centers/ areas in the TPP (See Appendix D)		Academic Years				VTEA, & SEAP
				++Total Cost: 2023-24: \$613,229 2024-25: \$616,417 2025-26: \$619,060		

Narrative:

SLOs in HSER 1000, Supervised Tutoring course outline (See **Appendix B**). HSER 1000 meets Title 5 regulations. (See **Appendix A**).
 + Justifications from each tutoring center/area provide specific information for unanswered columns above. (See **Appendix F**).
 ++ A summary of allocation requests for each academic year is provided in **Appendix E**. More detailed information can be found in the Justifications from each tutoring center/area. (See **Appendix F**).

SECTION IV: APPENDICES

Include appendices as needed in order to provide more information and context to the main plan. Some examples of appendices are suggested below:

- Detailed Program Data
- Details of External Requirements Affecting the Program
- Details of Funding Sources
- Measurement Tools/Procedures to Assess Objectives

Please be sure to reference any appendices you include in the main document.

APPENDIX A: DEFINITIONS

The planning year refers to the upcoming academic year. For example, this plan is being written during the 2022-2023 academic year; the first planning year of this plan is 2023-2024.

Administrative Unit Outcomes (AUOs) include goals related to service quality, efficiency, compliance, utilization of services, student satisfaction, and employee professional development, and indirectly affect the experiences of the students at SCC. AUOs help areas develop strategies to improve service delivery and student satisfaction. Examples are shown below:

- The Writing Center will increase overall utilization rates by 3% annually.

- The Tutoring and Learning Center will increase satisfaction rates among students from disproportionately impacted groups.
- IT Services will ensure that 85% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
- Participation in the Online Teaching and Learning Academy (OTLA) will increase by 15%.

Student Learning Outcomes (SLOs) are objectives of the unit that state the major skills and abilities that students will gain as a result of their work with the program. They complete the sentence: “As the result of the work of the unit, the student will be able to . . .”. Some areas, such as Tutoring, may already have SLOs in a course outline of record (in this case, from HSER 1000), and these are what should be entered into the table below.

Appendices

Appendix A: California Code of Regulations, Title 5: Section 58170, Tutoring Apportionment, & Section 58168, Tutoring

Appendix B: Human Services 1000, Supervised Tutoring Course Outline

Appendix C: Funding Source Chart for 2019-2023

Appendix D: Tutoring/Learning Assistance Areas

Appendix E: Summary of Allocations & Allocation Requests

Appendix F: Allocation Request Justifications by Tutoring Center/Area

Appendix A: California Code of Regulations, Title 5 Section 58170, Tutoring Apportionment, & Section 58168, Tutoring

Board Of Governors Of The California Community Colleges
Proposed Revisions To Title 5 Regulations: Of Apportionment For Tutoring

1. Section 58170 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58170. Apportionment for Tutoring.

Apportionment may be claimed for individual student tutoring only if all the following conditions are met:

(a) The individual student tutoring is conducted through a designated learning center.

(b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.

(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.

(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."

(e) Students enroll in the Supervised Tutoring course, through registration procedures established

pursuant to section 58108, after referral by the student, a counselor or an instructor on the basis of

an identified learning need.

(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.

(h) The district shall not claim state apportionment for tutoring services for which it is being paid

from state categorical funds.

Note: Authority cited: Sections 70901 and 84500, Education Code. Reference: Sections 70901, 84500 and 87356, Education Code.

https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Regulation-Notices/Notice_Tutoring_Apportionment.pdf

Code Regs. Tit. 5, § 58168

Current through Register 2023 Notice Reg. No. 5, February 3, 2023

Section 58168 - Tutoring

Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2).

Cal. Code Regs. Tit. 5, § 58168

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

1. New section filed 12-17-84; effective thirtieth day thereafter (Register 84, No. 51).
2. Amendment of section and Note filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
3. Amendment filed 12-30-2005; operative 1-29-2006. Submitted to OAL for printing only (Register 2006, No. 1).

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58168-tutoring>

Appendix B: Human Services 1000, Supervised Tutoring Course Outline

[See Section 3: Learning Outcomes and Objectives]

Course Outline
Sacramento City College
Los Rios Community College District

Section 1: Curriculum Cycle Information

<u>Course:</u>	HSER 1000: Supervised Tutoring
Outline Status:	Catalog
Last Full Review:	Oct 11, 2019
Last Curriculum Action:	Oct 18, 2019
Catalog Date:	Jun 01, 2020
Official:	Yes

Section 2: Basic Course Information

Identifier:	HSER 1000
Title:	Supervised Tutoring
Units:	0.00
Prerequisite:	None.
Enrollment Limitation:	Student must be enrolled in a college credit course and be referred to tutoring by an instructor or counselor.
Hours:	0.01 hours lecture, 0.02 hours out-of-class work, for a total of 0.03 student learning hours.
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.

Section 3: Learning Outcomes and Objectives

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.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Topic

Course content will vary depending upon the adjunct course. Students will be tutored in the academic topics that they request. Attention will be given to strategies for success in the discipline in which the student is being tutored.

Total Hours

Section 5: Methods of Instruction

Individualized tutoring will take place in a designated learning center under the supervision of a certificated supervisor.

Section 6: Typical Student Assignments

None.

Section 7: Evaluation and Assessment Methods

This is a 0-unit course. It is utilized for record-keeping purposes for Title 5 Regulations regarding WSCH for tutoring services. There will be no evaluation of the students receiving the tutoring.

Section 8: Emergency Closure Distance Education

During a college/facility emergency closure, this course may be offered via distance education. When taught online during a college/facility emergency closure, the course shall include regular and effective contact as required by Title 5 and adhere to the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act. Course outcomes will be met by providing synchronous or asynchronous instruction using the learning management system. Assessments, assignments, and projects may be collected and evaluated via the learning management system.

In order to offer this course via distance education outside of a college/facilities emergency closure, regular distance education curriculum approval must be granted separately from this college/facility emergency closure addendum.

Approved: Jan 01, 2021

Section 9: Representative List of Textbooks

Section 10: Additional Course Information

Faculty Discipline(s):	Interdisciplinary Studies
Short Title for Transcripts:	Supervised Tutoring
Type of Grading:	Pass/No Pass Only
Times Taken for Credit:	This course may be taken 4 times for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	4930.09 (<i>Supervised Tutoring</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Enrollment Limitation Justification

Enrollment Limitation:	<i>Student must be enrolled in a college credit course and be referred to tutoring by an instructor or counselor.</i>
Justification:	<i>Statute or Regulation: This is a Title 5 regulation, section 58170 (e).</i>

Section 12: Relationship to College Programs

Need/Purpose

for the Course: Title 5 regulations that govern apportionment-generating tutoring services state, "All students receiving individual tutoring have to be enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled 'Supervised Tutoring.'" This course is set up to meet those requirements.

Degrees and Certificates: None.

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Digital Signatures

Faculty Initiator: [Susan Griffin](#)

Department/Subject: HSER

Department Vote: *Yes:* 4

No: 0

Abstain: 0

Total: 4

**Department Chair/
Designated Contact:** [Susan Griffin](#) (Signed: Sep 26, 2019)

Librarian:

Division Dean: [Kevin Flash](#) (Signed: Feb 12, 2018)

ARC Contact: [Victoria Bovard](#) (Signed: Feb 27, 2018)

CRC Contact: [Hoyt Fong](#) (Unsigned) Requested: Feb 12, 2018

FLC Contact: [Kalinda Jones](#) (Signed: Feb 12, 2018)

Appendix C: Funding Source Chart for 2019-2023

Funding Source	2019-20	2020-2021	2021-2022	2022-2023
Gen Funds (050C)	\$192,100	\$163,285	\$163,285	\$163,285
VTEA/Perkins (314C)	\$80,000	\$68,000	\$68,000	\$68,000
Other: College Discretionary Funds (041A)	\$33,000	\$28,050	\$48,352	\$48,352
SEAP (Replaced SSSP, BSI & Student Equity)	-	\$262,973	\$262,973	\$262,973
SSSP	\$61,900	-	-	-
BSI (57XH)	\$194,600	-	-	-
Student Equity	\$52,880	-	-	-
TOTAL	\$614,480	\$522,308	\$542,610	\$542,610

Appendix D: Tutoring/Learning Assistance Areas

Name of Center	Coordinator &/or Classified Professional Contact	Dean
Included in the Tutoring Program Plan Budget		
Business Student Center	James Town	Sandra Camarena (Interim)
Business/ CIS Computer Lab	James Town	Sandra Camarena (Interim)
Davis Center	Jacek Kozikowski	Andrea Gaytan
Design Lab	Chris Seddon	Paul Estabrook
ESL Lab	JoAnna Prado	Marci Selva
Reading and Writing Lab		Marci Selva
Tutoring & Learning Center	Liz Stevenson	Angelena Lambert
Math Lab	Halsey Boyd	Angelena Lambert
Music		Patti Leonard
Occupational Labs	Loretta Richard	Angelena Lambert
PAL Program	Loretta Richard	Angelena Lambert
Photography Lab	Vhonn Ryan Encarnacion Amelia Tuifua/ Valerie Lockhart	Paul Estabrook
RISE		Tanya Anderson
Science & Allied Health Tutoring Center	Callid Banks	Rose Giordano (Allied Health) / LaTonya Williams (Interim Nat Sciences)
West Sacramento Center	Alicia Still	Andrea Gaytan
Veteran's Resource Center	Jake Hughins	Tanya Anderson
Writing Center	Susan Griffin	Marci Selva
Not Included in the Tutoring Program Plan Budget		
MESA	Lorena Jauregui	Angelena Lambert
Science PAL Program	Joel Hwang	LaTonya Williams (Interim Natural Sciences)

APPENDIX E: Summary of Allocations & Allocation Requests

Tutoring Program Plan Allocation & Allocation Requests				
Tutoring Center/Area	2022-23 Allocation*	2023-24 Request	2024-25 Request	2025-26 Request
Business Student Center	\$15,900	\$16,151	\$16,151	\$16,151
CIS Tutoring Lab	\$30,900	\$33,976	\$33,976	\$33,976
Davis Center	\$12,210	\$13,175	\$13,175	\$13,175
Design Lab	\$31,913	\$36,208	\$37,376	\$38,544
ESL Lab	\$25,000	\$29,760	\$29,760	\$29,760
Math Lab	\$100,000	\$148,800	\$148,800	\$148,800
Music Lab	\$4,900	\$4,960	\$4,960	\$4,960
Occupational Labs	\$4,900	\$4,960	\$4,960	\$4,960
PAL Program	\$52,000	\$94,860	\$94,860	\$94,860
Photography	\$26,900	\$27,792	\$27,792	\$27,792
Reading & Writing Lab	\$25,000	\$15,000	\$15,000	\$15,000
RISE	\$21,750	\$23,560	\$23,560	\$23,560
Science & Allied Health Tutoring Center	\$19,500	\$27,270	\$29,290	\$30,300
Tutoring & Learning Center	\$61,500	\$76,880	\$76,880	\$76,880
Veteran's Resource Center	\$3,000	\$4,960	\$4,960	\$4,960
West Sacramento Center	\$25,000	\$24,800	\$24,800	\$24,800
Writing Center	\$43,000	\$46,268	\$46,268	\$46,733
Mid-Semester Reserve	\$55,137	-	-	-
Total	\$542,610	\$613,229	\$616,417	\$619,060
Tutoring Hours	35,581	39,563	39,769	39,939
*2022-23 Allocations from General Fund, SEAP, and/or Perkins				

APPENDIX F: Allocation Request Justifications by Tutoring Center/Area

The following pages present information for each Tutoring Center/ Area. Each justification form follows the following format:

Column I: Enter information for the Tutoring/ Learning Assistance center or program.

a) Name of the tutoring/ learning assistance center or program; b) its Location; c) Contact person & email or phone number.

Column II: Enter information regarding the 2021-22 and the 2022-23 allocations for the center or program.

a) Allocation received for 2021-22 and for 2022-23. b) Number of tutoring/ learning assistance hours for 2021-22 and for 2022-23. **Divide the allocation by \$14.50 (2021-22) and by \$15.25 (2022-23).** c) Number of students served in 2021-22 and number served thru **Fall 2022.**

Column III: Enter the number of tutoring/ learning assistance hours requested for each of the next three academic years **and** the funding amount **(multiple hours requested for each year by \$15.50/hr).**

a) 2023-24; b) 2024-25; c) 2025-26.

Column IV: Enter a brief explanation for the requested 2023-26 allocations (up to 150 words total).

a) How will funding be used (e.g., individual, group, embedded tutors/learning assistants, master tutors, etc.) and what is the expected outcome for the allocations (e.g., increase number of tutors/learning assistants for center, program, specific class, etc.; extend hours of operation; provide tutors/learning assistants for pilot project; provide master tutors for specific classes; increase number of students attending sessions; etc.)?

Column V: Enter information regarding funding sources (e.g., SEAP, Strong Workforce, Perkins, General Fund, etc.).

a) Provide the specific funding source(s) for which your center or program is or was eligible.

b) Amount received from each funding source for 2022-23 (i.e., SEAP: 8,000; Perkins: \$15,500);

c) Are any changes in funding source(s) expected for 2023-26 (e.g., one-time funding only; proposal to funding source may not be approved; state or federal reduction to funding source; etc.)?

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Business Student Center b) LR 144 c) James Town townj@scc.losrios.edu	a) 21-22: \$12,000 22-23: \$15,900 b) 21-22: 828 hours 22-23: 1042 hours c) Fall 21: 26 students Spring 22: 28 Students Fall 22: 19 students	a) 2023-24: \$16,151 b) 2024-25: \$16,151 c) 2025-26: \$16,151	a) The funding will be used to support one-on-one tutoring for individuals, group studies for specific classes and help students with online homework and projects assigned for their classes. We also proctor exams. We are working on expanding our operation hours to open later than our current hours because of a request from our full-time working students. This activity was developed by the previous IA, which the replacement may want to continue.	a) Perkins/VTEA, General Funds, SEAP b) \$11,000 from Perkins/VTEA \$4,900 from SEAP c) Proposal to funding sources may not be approved.

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)												
a) CIS Tutoring Lab b) LR 141 c) James Town townnj@scc.losrios.edu	a) 21-22: \$30,900 22-23: \$30,900 b) 21-22: 1705 hours 22-23: 1705 hours c) Fall 21: 78 students Spring 22: 78 Students Fall 22: 100 students	a) 2023-24: 2192 \$33,976 b) 2024-25: 2192 \$33,976 c) 2025-26: 2192 \$33,976	a) The funding will be used to bring back in-person tutoring for the CIS Lab while maintaining its current online tutoring. We provide both one-on-one tutoring and embedded tutors. Our data show we are bouncing back from our lower COVID numbers and since online classes are here to stay, we will need both an in-person presence and an online one to meet our students' needs. Our data also show tutors help students be successful in their courses and reduce the chances of them dropping out. <table border="0" data-bbox="989 893 1692 1153"> <thead> <tr> <th></th> <th style="text-align: center;">Success (Everyone)</th> <th style="text-align: center;">Drop Rate (Everyone)</th> </tr> </thead> <tbody> <tr> <td>CIS Tutoring Lab</td> <td style="text-align: center;">80.1%</td> <td style="text-align: center;">11.2%</td> </tr> <tr> <td>CIS</td> <td style="text-align: center;">71.6%</td> <td style="text-align: center;">18.0%</td> </tr> <tr> <td>SCC</td> <td style="text-align: center;">68.8%</td> <td style="text-align: center;">15.8%</td> </tr> </tbody> </table> PRIE data averaged from Spring 2020 to Fall 2022.		Success (Everyone)	Drop Rate (Everyone)	CIS Tutoring Lab	80.1%	11.2%	CIS	71.6%	18.0%	SCC	68.8%	15.8%	a) Perkins/VTEA, General Funds b) \$17,000 from Perkins/VTEA \$4,900 from SEAP \$9,000 from General Funds c) No expected changes
	Success (Everyone)	Drop Rate (Everyone)														
CIS Tutoring Lab	80.1%	11.2%														
CIS	71.6%	18.0%														
SCC	68.8%	15.8%														

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Davis Center b) Davis Center (DAC-215) c) Jacek Kozikowski kozikoj@scs.losr ios.edu	a) 2021/22: \$10,000 2022/23: \$12,210 b) 2021/22: 690 2022/23: 800 c) 2021/22: n/a F2022: 185	a) 2023-24: \$13,175 (850 hrs/year) b) 2024-25: \$13,175 (850 hrs/year) c) 2025-26: \$13,175 (850 hrs/year)	a) The Davis Center provides individual as well as group tutoring, both on-ground and online. Tutoring is available for the following subjects: MATH, STAT, CHEM, CISP, and Writing (which is provided to all subjects). We hire Student Help as well as Temporary Classified Master Tutors to provide tutoring. All tutors go through equity training and also work on individual equity projects. We are requesting 850 hours of tutoring per fiscal year. The slight increase will attempt to bring us a little bit closer to pre-COVID coverage as well as help offset potential minimum wage increases.	a) SEAP & General b) SEAP \$10,000 / Gen: \$2210 c) n/a

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Design Lab b) Tech 109 c) Chris Seddon SeddonC@scc.lo srios.edu	a) Same allocation for 2022/23 & 2021/22 \$31,913 \$21,513 from VTEA \$4,900 from SEAP \$5,500 from General Fund b) 2127 tutor hours for 21/22 2058 tutor hours for 22/23 c) 5699 student hours 4197 reportable hours	a) 2023-24: 2336 hours x \$15.50=\$36,208 b) 2024-25: 2336 hours x \$16.00=\$37,376 c) 2025-26: 2336 hours x \$16.50=\$38,544 *estimated as California minimum wage is tied to inflation by statute	a) Tutoring is done for EDT and D&DM (ANIM, DDSN, GAME, & MODL) classes in an open lab providing primarily individual, but occasionally group tutoring. Drop-in and scheduled tutoring are available both in-person and online. Additional funds are meant to account for tutor wage increases and to restore hours to Fall 2021 levels.	a) General Fund, VTEA, SEAP b) \$31,913 \$21,513 from VTEA \$4,900 from SEAP \$5,500 from General Fund c) unknown

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
<p>a) ESL Lab & the English Language Learner and Immigrant Support (ELLIS) Center</p> <p>b) RS 328 & Online</p> <p>c) JoAnna Prado, Lab Coordinator pradoj@scc.losrios.edu (916) 558-2428</p> <p>Lidia (Johanna) Gonzalez, Lab IA gonzall@scc.losrios.edu (916)558-2324</p>	<p>a) 2021-22 TPP allocation: \$16,584.85 2022-23 TPP allocation: \$25,000</p> <p>b) # Tutoring/ Learning assistance hours for 2021-22: 1,380 tutor hours 2022-23: 2750 tutor hours (Includes FWS tutors)</p> <p>c) # of students served in 2021-22: 159</p>	<p>a) 2023-24: Requested Hours: 1920 Funding: \$29,760</p> <p>b) 2024-25: Requested Hours: 1920 Funding: \$29,760</p> <p>c) 2025-26: Requested Hours: 1920 Funding: \$29,760</p>	<p>a) How will funding be used and what is the expected outcome? The ESL Lab and the English Language Learner and Immigrant Support (ELLIS) Center use individual and group tutoring. Tutoring is available in-person and online. The tutors assist students in ESLLAB courses as well as just-in-time tutoring through HSER 1000. The lab provides tutoring to students from all ESL classes, as well as multi-lingual students needing English assistance for any SCC course. The ESL Lab serves many black and brown students who are recent immigrants. The ELLIS Center has also begun offering workshops related to scholarships, financial aid, and other services on campus. Tutors follow up with students and give one-on-one assistance to make sure students understand the information and help them with the language needed to access these services. The ESL Lab currently provides in-person tutoring 3 days/week and online tutoring 7 days/week including some evening hours. We will most likely increase in-person hours in Fall 2023 as the ESL Department has more in-person classes. The expected outcome is that students will be more successful in their courses, and they</p>	<p>a) SEAP, GF</p> <p>b) SEAP: \$25,000</p> <p>c) Unknown</p>

<p>(Marci Selva, Dean)</p>	<p>Fall 2022: 118</p>		<p>will be more likely to persist in their ESL courses and the college and will be more likely to complete a certificate and/or degree.</p>	
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I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Math/Stats Tutoring Lab; b) Rodda Hall South 162; c) Halsey Boyd, boydh@scc.losrios.edu , 916-558-2162.	a) \$100,000 for 2021-2022 and \$100,000 for 2022-2023 b) 2021-22: 1774.25 tutoring hours 2022-2/24/23: 3967.63 c) Number of students served was 2880 (note that some Summer '22 student hours may not have been logged).	a) 2023-24: Requesting 9600 hours, \$148,800 b) 2024-25: Requesting 9600 hours, \$148,800 c) 2025-26: Requesting 9600 hours, \$148,800	a) We expect to balance online (by appointment) and on ground tutoring (drop-in). Our physical location drop-in tutoring will be open 40 hours per week with an average number of tutors of 5 per hour to support all stats and math students. Our online tutoring will be open for 40 hours per week with an average number of tutors of 2.5 per hour. Based on the expected 3.2-fold increase from '21-22 to '23 in tutoring hours, an on-trend linear estimate for '23-24 would be 12,446.81 tutoring hours needed. However, we feel an estimate of 9600 hours is more realistic using a log-linear trend.	a) Math Lab funding is institutionalized through the use of Gen Funds. b) c) NA

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Music Lab/Dept b) Music Lab or various music classes c) Patti Leonard Dean, LeonarP@scc.losrios.edu 916-558-2552 Prepared by Loretta Richard RicharL@scc.losrios.edu 916-558-2183	a) 2021-22: \$4,500 2022-23: \$4,900 b) Unknown c) Unknown	a) 2023-24: 320 tutoring hours; \$4,960 b) 2024-25: 320 tutoring hours; \$4,960 c) 2025-26:320 tutoring hours; \$4,960	a) The Music department uses tutors or PAL Leaders to assist in specific classes or in the Music Lab. The funding request is for 10 hours/week for 32 weeks to assist students with instruments or specialized music concepts.	a) GF, SEAP b) SEAP: \$4,900 c) Unknown

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022- 23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Occupational Labs b) College-wide for CE programs c) Loretta Richard RicharL@scc.losri os.edu 916-558-2183	a) 2021-22: \$6,000 2022-23: \$4,900 b) Hours unknown c) # of students served unknown	a) 2023-24: 320 hours/ \$4,960 b) 2024-25: 320 hours/ \$4,960 c) 2025-26: 320 hours/ \$4,960	a) These tutors/ PAL Leaders may assist students in CE courses that are outside a CE tutoring center or for a CE tutoring centers that need additional funding. Sessions may be group embedded tutors or PAL leaders for CE programs, such as allied health, cosmetology, engineering, mechanical-electrical technology (e.g., Mechanical Systems Calculations). The requests have varied each semester. Hire 2 tutors/PAL Leaders per semester for 5 hrs/wk for 32 weeks.	a) Perkins; GF; SEAP b) Perkins \$0 GF \$0 SEAP \$4,900 c) Future funding sources are unknown. Pre-Covid, received some funding from Perkins.

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) PAL Program Peer-Assisted Learning (Rebranding of Beacon program) b) Across college c) Loretta Richard, RicharL@scc.losri os.edu 916-558-2183 LRC-151	a) 2021-22 allocation of \$52,000 2022-23 allocation of \$52,000 b) 2021-22 had 3,586 hours 2022-23 had 3,410 hours (increased minimum wage 12/25/22) c) 2021-22 had 176 unique students. Fall 2022 had 108 unique students.	a) 2023-24: 6,120 hours \$94,860* b) 2024-25: 6,120 hours \$94,860* c) 2025-26: 6,120 hours \$94,860* *Collaboration with Math Lab to absorb Math Embedded Tutors into PAL program. May add more Science PAL leaders also	~ PAL runs fall and spring semesters. ~ PAL is a modified supplemental instruction (SI) model that enables peer Leaders to help create community among students, help identify needs of individual students, and help lead/coach students. ~ Leaders are better able to develop a rapport with students, which in turn is expected to improve retention in the classes. ~ In consultation with the professor, Leaders prepare various activities for groups of learners, which promote community in learning, including skill sets. ~ Students meet online or on-ground to collaborate on activities, such as practice problems, games, discussions, study skills, handouts, etc. ~ The allocated hours per Leader have increased from 5 to 10 hours/week so Leaders can attend the class/class lab, prepare activities, hold PAL sessions, and attend weekly meetings with coordinator. ~ Pre-Covid, we had 20-22 Beacon tutors. Hire 18 PAL Leaders at the current minimum wage of \$15.50 for 34 weeks to include 1 week of training prior to start of each semester. ~ May add more leaders and need more funding if adding Math PAL Leaders versus embedded tutors. ~Expected outcomes: increase student retention and success through surveys and data submitted to PRIE.	a) GF & depending upon the class, funding may be available thru Perkins or SEAP. b) GF: \$14,297 SEAP: \$4,9000 DO: \$32,803 Perkins: \$0 c) Increase in demand. In addition, if SEAP and/or Perkins funding are reduced, an increase in GF will be needed.

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Photography b) STS 212, 213, 207, 204, 203 c) Randy Allen / Vhonn Encarnacion	a) 21/22: 26,900 22/23: 26,900 b) 21/22: 1855 22/23: 1793 c) 21/22: 429 22/23: 246	a) 2023-24: 1793 \$27,792 b) 2024-25: 1793 \$27,792 c) 2025-26: 1793 \$27,792	a) During a typical 3-hour lab section, a tutor supports the instructor with students working in 6 different lab areas. Tutors also support cross-listed courses with the Journalism program, and we offer regularly scheduled online tutoring support to server our fully online students. Success in our PHOTO/JOUR programs is measured in employment, which is directly related to the quality of the student’s portfolio and not whether they received a degree or certificate. Portfolio development is an intense and very hands on process with both the instructor and tutor working very closely and for extended times with the student.	a) VTEA/Perkins; GF b) \$26,900 \$20,000 from Perkins/VTEA \$4,900 from SEAP \$2,000 from GF c) None/Funding the same

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation 2021-22: 2022-23: b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) English Reading/Writing Lab b) RHS 329 c) Carrie Marks (English Department Chair) MarksC@scc.losrios.edu Marci Selva (Dean) Selvam@scc.losrios.edu ; (916) 558-2337	a) 2021-22: \$8,000 (TPP); (\$16, 680 SEAP) 2022-23: 0 (TPP) \$25,000 SEAP) b) 2021-22: 1840 2022-23: 1639 c) 2021-22: 182 Fall 22: 43	a)2023-24: 970 (approx.) hours; \$15,000 b) 2024-25: 970 (approx.) hours; \$15,000 c) 2025-26: 970 (approx..) hours; \$15,000	a) Funding will be used for training and employment of tutors for the English Reading/Writing Lab to provide tutoring support for students in all classes requiring significant reading and writing assignments. ENGLB 55 enrollments have declined over the past few semesters, due in large part to the COVID-19 pandemic (which forced us to offer Reading/Writing lab tutoring entirely online – not the most effective option for many students) and the implementation of AB-1705, which reduced the number of courses that had previously had ENGLB 55 as a required co-requisite. Our recent semesters' success data and drop data for courses such as our stand-alone ENGWR 300 courses, however, suggest that students could benefit from additional reading/writing support (particularly disproportionately impacted students and first-time college students). The English Department is currently working on implementing changes to the Reading/Writing Lab to make it an even more effective resource for students and to reach students who may not have previously enrolled in ENGLB 55 and used the lab's services. While we do not expect to serve quite as many students as we did pre-AB 705/AB 1705, and have reduced the number of ENGLB 55 sections offered (and our request for funding) accordingly, we expect that, with significant ongoing outreach to students enrolled in English courses as well as reading and writing-intensive courses in other disciplines, we will be able to increase the number of students benefiting from the lab's services. The expected outcome is a continual (albeit gradual) increase in students seeking Reading/Writing tutoring assistance and the ability to continue to provide these services to all students needing them in the coming years.	a) SEAP, TPP b) SEAP: 25,000; TPP: 0 c) Uncertain

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
<p>a) RISE Program</p> <p>b) Rodda South 158</p> <p>c) Valerie Lockhart lockhav@scc.losrios.edu (916) 558-2134</p> <p>Lia Tuifua tuifuaa@scc.losrios.edu (916) 558-2023</p>	<p>a) 2021-22 Allocation: \$19,500.00</p> <p>2022-23 Allocation: \$21,750.00</p> <p>b) 2020-21 hours: 1,345/\$14.50 = 92.75</p> <p>2022-23 hours: 1,450/\$15.00 = 96.66</p> <p>c) # of students served in 2021-22 & thru Fall 2022: 110 students</p>	<p>a) 2023-24: 1,520 hours x \$15.50 = \$23,560</p> <p>b) 2024-25: 1,520 hours x \$15.50 = \$23,560</p> <p>c) 2025-26: 1,520 hours x \$15.50 = \$23,560</p>	<p>a) Funding will be used for one-on-one tutoring and small group tutoring sessions in person as well as online. These funds will continue to support our efforts to engage our DI populations in strengthening their skills in English, Math, Chemistry, Biology, Spanish, Stats, etc. The expected outcome is to increase our tutoring percentage post pandemic, and to increase the overall percentage of student's persistence and retention.</p>	<p>a) SEAP</p> <p>b) \$21,750</p> <p>c)</p>

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
Science & Allied Health Tutoring Center Update: 2/14/2023 LIH 114 Callid Banks 916-558-2122	a. 2021-22 Allocation: \$19,500 # Tutoring Hours: 1258 2022-23 Allocation: \$19,500 # Tutoring Hours: 1,193 c. Students served 2019: 1020 2020 : 299 2021- 2022: approx. 598	a) <u>Year 1 (2023-24):</u> <i>Requested Hours:</i> 2,020 hours <i># Hours Incr/Decr:</i> +50 <i>Funding:</i> \$27,270 total b) <u>Year 2 (2024-25):</u> <i>Requested Hours:</i> 2,020 hours <i># Hours Incr/Decr:</i> 0 <i>Funding:</i> \$29,290 total c) <u>Year 3 (2025-26):</u> <i>Requested Hours:</i> 2,020 hours <i># Hours Incr/Decr:</i> 0 <i>Funding:</i> \$30,300 total	a) a) Tutoring: general, group, one-on-one, walk-in, open lab. b) Increase the number of tutors to provide: 1) the ability to have at least one tutor covering specific classes available during the center’s hours of operation as a whole. 2) Provide more than one tutor specializing in classes during peak tutoring times. There will be an increase of classes (Science & Allied Health collectively) offered starting Fall 2020. c) Year 1: With the new Mohr Hall and Lillard Hall open, there will be an increase of students on campus in need of tutoring for Science and Allied Health classes. Health programs lost tutoring services through the Pandemic. There is a need to reinstate these services for Allied Health tutoring programs in addition to maintenance of current staffing of the Science tutoring services. 1200 tutoring hours for Education & Health Professions (EHP) tutors are being requested and for 2 Master Tutor (job title to change) positions. A buffer of \$1000. Funding will be also be needed [outside TPP] for one part-time IA at \$19.18/hr x 25 hrs/wk x 36 wks/year = \$17,262 Year 2: See Above. Year 3: See Above.	a) GF, SEAP b) GF: \$10,000 SEAP: \$9,500 c) Unknown

I. a) Tutoring/ learning assistance center/program; b) Location; c) Contact person & email/phone number	II. a) 2021-22 & 2022-23 TPP allocation b) # Tutoring/ Learning assistance hours for 2021-22 & 2022-23 c) # of students served in 2021-22 & thru Fall 2022	III. Tutoring/ Learning assistance hours requested for next three years & amount of funding for each (multiple hours by \$15.50/hr)	IV. Brief explanation for the requests in tutoring/ learning assistance hours (Up to 150 words total) a) How will funding be used and what is the expected outcome? Please be brief and clear in explanation.	V. a) Funding source(s) eligible; b) Amount received from each funding source in 2022-23; c) Expected changes, if any, in funding source(s)
a) Tutoring and Learning Center b) LR 144 c) Liz Stevenson, StevenE@scc.losrios.edu 916-558-2600 Loretta Richard Richarl@scc.losrios.edu 916-558-2183	a) 2021-22 allocation: \$61,500 2022-23 allocation: \$61,500 b) #Tutoring hours 2021-22: 1383 Fall 2022: 364 c) # students served 2021-22: 252 Fall 2022: 132	a) 2023-24: Requested Hours: 4960 # Hours Incr/Decr: 597 Funding: \$76,880 b) 2024-25: Requested Hours: 4960 # Hours Incr/Decr: 0 Funding: \$76,880 c) 2025-26: Requested Hours:\$4960 # Hours Incr/Decr: 0 Funding: \$76,880	The Tutoring & Learning Center (TLC) <ul style="list-style-type: none"> ● Provides tutoring for many required classes taught at SCC. ● Offers 1-1, small group sessions by appointment or drop-in basis. ● Maintains online and on-campus tutoring with peer tutors; demand for online tutoring has remained steady since the pandemic started, necessitating maintenance of both modalities. ● Supports courses affected by AB 1705: STATS, MATH, & courses like CHEM that need math fluency students might not have. Appointment-based 1-1 tutoring supports students who need intensive help to get up to speed, such as DSPS, and those who would have been taking lower level courses previously. ● Employee benefits need to be accounted for, which reduces actual tutoring hours. ● We need to budget for summer. ● S2023 vs. S2022, to date, we've had ~ 50% increase in Ss served and we will have to increase our budget to serve them both online and on campus. Spring 2022, thru February: 60 students, 161 sessions. Spring 23 thru Feb.: 93 students, 212 sessions. Years 1, 2 & 3 Minimum wage increases are to be expected.	a) Gen Fund, SEAP, Perkins b) 2022-23: GF:\$56,600 SEAP: \$4,900 Perkins: 0 c) Funding sources may change.

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a) Veterans Resource Center b) PAC 101 & 102 c) Jake Hughins HughinJ@scc.losrios.edu 916-650-2951 Prepared by Loretta Richard RicharL@scc.losrios.edu 916-558-2183	a) 2021-22: 0 2022-23: \$3,000 b) Unknown c) Unknown	a) 2023-24: 320 tutoring hours; \$4,960 b) 2024-25: 320 tutoring hours; \$4,960 c) 2025-26: 320 tutoring hours; \$4,960	a) The Veterans Resource Center provides peers to assist veterans to complete their academic work for various classes. The funding request is for 10 hours/week for 32 weeks.	a) GF, SEAP b) SEAP: \$3,000 c) Unknown

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<p>a) West Sac Center Math Lab & Writing Center</p> <p>b) West Sacramento Center, 3rd Floor</p> <p>c) Alicia Still; stilla@scc.losrios.edu; 916-375-5505</p>	<p>a) 2021-2022: \$12,000; 2022-2023: \$25,000</p> <p>b) Unknown at this time. Alicia will look into it.</p> <p>c) Unknown at this time. Alicia will look into it.</p>	<p>a) 2023-24: Hours: 1,600 hours; Funding: \$24,800</p> <p>b) 2024-25: Hours: 1,600 hours; Funding: \$24,800</p> <p>c) 2025-26: Hours: 1,600 hours; Funding: \$24,800</p>	<p>a) The requested funding will be used for 5 tutors to work 10 hours a week. We anticipate hiring 3 math/statistics tutors and 2 writing tutors. The expected outcome is to resume in-person Math Lab support as we now have on-ground math and statistics courses/students again at the West Sacramento Center. Students taking a math/stat course would not need to commute to the main campus to receive in-person tutoring. We plan to collaborate with the main campus Math/Stats Lab in the hiring and implementation of the program. The West Sac Writing Center has a successful program under the dedicated faculty member. We expect to continue offering both in-person and virtual support for writing across the disciplines daily on Mondays-Saturdays and general workshops to help students with elements of writing.</p>	<p>a) SEAP Funding</p> <p>b) \$79,501 for payment & fringe benefits for: 1 Math Lab IA, 1 Writing Center IA, and 1 Writing Center Faculty Coordinator.</p> <p>c) Unknown at this time. SEAP funding status for FY 2023-24 is expected in May.</p>

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a) Writing Center b) LR 144 c) Susan Griffin griffis@scc.losrios.edu 650-2791	a) Allocations: 2021-22 allocation:\$43,000 (2,965 hours); 2022-2023 allocation: \$43,000 (2,819 hours) b) Number of Tutoring Sessions: Fall 2021: 1,145; Spring 2022: 949; Fall 2022: 1,297 c) Number of Students Tutored Fall 2021: 441; Spring 2022: 367; Fall 2022: 438	a) 2023-24: 2,985 hours \$46,268 (if minimum wage is \$15.50) b) 2024-25: 2,985 hours, \$46,268 (if minimum wage is \$15.50) c) 2025-26: 3,015 hours, \$46,733 (if minimum wage is \$15.50)	a) Funding will be used primarily for writing tutoring hours. It will also be used for mentoring done by tutors, tutor visits to classes, and anti-racism training/education for tutors. In general, the expected outcomes are that student writers, with a particular focus on Black and Latinx writers, complete their writing projects successfully and feel confident in their writing abilities. For specific goals and outcomes, see the Writing Center Program Plan, which outlines goals and outcomes in detail.	a) Funding Sources: General Fund and SEAP b) \$10,000 General Fund money and \$33,000 SEAP c) I do not know what to expect.