Title: 2010-2011 Plan for SCC Tutoring Labs/Programs

Plan Type: Program

OCR/OPR Learning Skills and Tutoring Coordinator
Dean, Learning Resources

Collaborative Group: Academic Computer Labs
Athletic Study Skills Lab
Business Division Open Computer Lab
Business Student Lab, Communication Training Lab
English as a Second Language Lab
Reading Lab
English Computer Lab
Learning Skills and Tutoring Center
MacIntosh/CAD Lab
Math Lab
Occupational Labs
Writing Center
Learning Resources Division/Dean,
Student Disability Resource Center
Extended Opportunity Program and Services
All Instructional Departments and Vocational Programs

References: SCC Master Plan
SCC Mission Statement
LRCCD Mission Statement
Educational Code, Title 5, Section 58170

PURPOSE:

Aligned with campus mission of offering “a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, and personal enrichment,” the Tutoring Programs at SCC provide comprehensive academic support in order to meet the needs of our diverse students who often face numerous barriers to leading productive lives in our community. Our services help students achieve competency in basic skills and transfer-level courses that provide the essential foundation for students’ achievement of their academic and life goals. Specifically, the Learning Skills and Tutoring Programs help SCC students—especially those who are most at risk of failure—become independent learners by:

- Providing opportunities for reinforcement of course concepts and skills.
- Reinforcing and supplementing classroom instruction.
- Creating learning communities
- Supporting faculty in their work with students
- Improving learning efficiency and effectiveness.
According to the 2008 SCC ARCC Report, over 80% of SCC’s students declare that they want to earn a degree or transfer, yet 85% test skill deficient in some combination of math or English. The tutors have successfully completed the course that they are tutoring, so they are able to share with the students all the skills needed to be successful. The tutors in the various tutoring programs work with the students not only on the content of the class but on their study skills as well. Naturally if students aren't proficient in areas of reading, writing, and math these deficits will impact their ability to be successful in all other areas of study.

**SCC GOALS AND MISSION**

The services of the tutoring programs are grounded in the goals, mission statement and the core values of the college. The tutoring programs address SCC’s Goal #3, “Improve basic skills competencies in reading, writing and math and improve preparedness for degree applicable courses through developing skills in reading writing, math and information competency across the curriculum and throughout the college”. The college mission statement emphasizes “support services leading to basic skills development.” The various tutoring programs supported by this program plan provide tutoring services which help the students with their basic skills as well as the content of the course they are taking. Perhaps the strongest tie of the tutoring programs to the institutional planning language of the college is in SCC’s Core Values: “Working Together—Pursuing Excellence—Inspiring Achievement.” The tutors work with the students and faculty to ensure that the students are given the information and skills they need to be successful in their coursework.

**OBJECTIVES**

The Tutoring Programs’ main objective is to provide reliable, continuously improving, consistent, and outcomes-based long-term support through its different service delivery programs.

**TASKS AND TIMING:**

The tutoring programs funded by the centralized budget work independently from each other.
- The faculty coordinator for each program tracks the number of tutoring hours delivered and reports the number for apportionment.
- All of the programs/labs that submit hours for apportionment adhere to title 5 regulations. (Appendix B)
- The Coordinators are responsible for hiring and evaluating and training their tutors to the specific needs of the work environment.
- LSTC Coordinators teach HS 370 and HS373 with are the tutor training classes which all the tutors on campus enroll in (Title 5 regulation)
- Hiring paperwork is processed through the LSTC.
- Many tutors work in more than one of the tutoring programs/labs
- Several Coordinators provide roving coordinator coverage to insure faculty oversight during the hours the tutoring programs are in operation (Title 5 regulation).
- The LSTC staff provides three Tutor Leadership Workshops per semester for all tutors on campus.
- All coordinators evaluate their respective tutoring programs annually in order to ensure the most efficient use of resources to benefit Sacramento City College’s students.
EVALUATION/OUTCOME MEASURES:

Although a comprehensive outcomes-based assessment of tutoring services is in development, initial analysis of hundreds of student evaluations of tutoring lab reveals an overall 97% satisfaction rate with services provided. (Appendix A – Sample of student evaluation)

The following table summarizes the overall number of students served and total number of tutoring hours provided throughout the last three semesters.

In 2007-2008, an estimated 8,000 students were served each semester by campus tutoring programs, most visiting tutoring centers more than once per semester. Notwithstanding some overlap of students’ use of multiple labs, this is approximately nearly a third of the campus population.

RESOURCE REQUIREMENTS:

The tutoring programs have participated in a centralized budget request since they were opened. Because of the large number of tutoring programs the budget request supports, it is a large request. The centralized budget has several benefits, two of them are that it provides flexibility in spending between the tutoring programs and eliminates competition for the tutoring dollars. Because the tutoring centers adhere to the Title 5 regulations governing apportionment for tutoring (Title 5, Section 58170), the tutoring conducted on our campus is revenue generating for the college.

When the centralized tutoring budget was established, the allocations were based on the number of students enrolled in the various divisions where these tutoring programs/labs were housed. The tutoring budget is proportionately allocated to the campus tutoring programs:
## 2010-11 Tutoring Budget Request Options

### OPTIMAL OPTION

**Same as 2009-2010 Above the Line - $188,805**

<table>
<thead>
<tr>
<th>Tutoring Labs</th>
<th>% of Budget</th>
<th># Students projected</th>
<th># Hours Allocation</th>
<th># Students projected</th>
<th># Hours Allocation</th>
<th># Students projected</th>
<th># Hours Allocation</th>
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<tbody>
<tr>
<td>Academic Computing</td>
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<td>Athletic Study Skills</td>
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<td>563</td>
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<td>491</td>
<td>898</td>
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<td>869</td>
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<td>1,020.3</td>
<td>590</td>
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<td>Communication Training</td>
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<td>774.6</td>
<td>115</td>
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<td><strong>36,440.4</strong></td>
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### SECOND CHOICE OPTION

**Additional 10% cut Above the Line - $169,920**

<table>
<thead>
<tr>
<th>Tutoring Labs</th>
<th>% of Budget</th>
<th># Students projected</th>
<th># Hours Allocation</th>
<th># Students projected</th>
<th># Hours Allocation</th>
<th># Students projected</th>
<th># Hours Allocation</th>
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(Includes Above the line, VTEA, CAP and Student Help)

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(4)
# Funding History

## Tutoring Labs

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<tr>
<th>Tutoring Labs</th>
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<th>Above the Line - $188,805</th>
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<tbody>
<tr>
<td></td>
<td>2008-09 % of Budget</td>
<td># of Students</td>
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<tr>
<td>------------------------------------</td>
<td>-----------------------------</td>
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</table>

(Includes Above the line, Matriculation, VTEA, CAP and Student Help)

For 2009-10, and 2010-11 number of students served reflects the dollars allocated. Not all students seeking services receive tutoring at the needed levels with these allocations.
Tutoring Budget Sources

The majority of the funding for the tutoring programs is one-time-only (OTO) funding; hence, reliable, growth-based funding in order to support the expansion of services commensurate with campus growth is needed. In this time of dire economic hardship, more students than ever depend on the effective support in order to re-enter the job market more prepared and able to participate in today’s information-based economy. Secure funding for campus tutoring of basic skills is a positive step in supporting the dramatic transitions that our students are in desperate need of making.

Below is a chart that shows the funding sources available to the tutoring programs and the funding level for 2008-09 and 2009-10.

<table>
<thead>
<tr>
<th>Tutoring</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
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<td>Budget Committee</td>
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<td><strong>$319,527.00</strong></td>
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</table>

The 2009-10 overall tutoring allocation is 31% lower than the allocation for 2008-09. Only $55,179 is an ongoing budget allocation; all the others we need to request yearly and are contingent upon the overall budget constraints.

This tutoring budget request is for tutor student help funding only. All of the tutoring programs have budgetary and staffing needs beyond the need for tutors. Usually these needs are met through the division’s unit plan process. With the new Tutoring Program Plan, there needs to be a discussion and clarity of process of where and how these needs will be requested and met.
DESCRIPTION OF TUTORING PROGRAMS SUPPORTED BY THE CENTRALIZED TUTORING BUDGET.

Academic Computing
The Academic Computing Labs (located in LR 144 and B 153) serve the entire SCC student population by providing general computing resources to support class assignments. All 104 computers provide Internet access and the Microsoft Office Suite. Additionally, course-specific software is made available when requested by faculty. Instructional assistance is available to all students.

Athletic Study Skills
The Athletic Tutoring Lab in South Gym 144 is designed to assist the approximately 400 student-athletes competing on SCC's eighteen athletic teams. Many of these students are at-risk and have assessed into remedial math and English courses. The lab offers homework help, tutoring in English and Math, as well as in other subjects as needed. Fourteen computers are available for students to type papers and do research. In addition, weekly lectures are given on time and stress management as well as a variety of study-skills topics, Students must be registered in an intercollegiate sport team at SCC to enroll.

Beacon
The Beacon program is SCC’s modified supplemental instruction tutoring program. In the Beacon Program a faculty member and tutor organize a study group of students enrolled in the instructor’s class. The tutor has already successfully completed (with a grade of A or B) the course (with the instructor) and has been trained (via a 1-unit, online tutor training course and 4 hour orientation) to support interactive, collaborative learning in the tutoring sessions. In this supplemental instruction program the tutor meets with the students two hours a week outside of classroom instruction time and one hour in the classroom. In addition the tutor is paid to meet with the instructor 1 hour a week and 1 hour for preparation for the group meetings.

Business Division Open Computer
The Business Division Open Computer Lab (B151) offers free drop-in tutoring to Business Division students in a variety of CIS subjects and other computer-related topics on a first-com/first-served basis. When possible, we also provide classroom tutors upon request to instructors, especially for Computer Familiarization and other beginning computer courses with lab components.

Business Student Center
The Business Student Center serves all Business Division students in Accounting, Economics, Business, Marketing and Management. Walk-in tutoring is provided for all of those subjects, along with reference materials and solutions. Computers are provided for doing on-line homework and research. In addition, accounting tutoring is provided at the outreach campus in Davis and West Sac four days a week.

Communication Training
The Communication Lab serves students enrolled in Communication classes (e.g., public speaking, group discussion, argumentation) as well as other non-Communication students who
wish assistance with their oral communication (e.g., for oral presentations in other classes). The Lab is a “loud lab,” as students must practice their speeches and presentations, requiring it to be housed separate from the Learning Resource Center. Additionally, some general tutoring sessions occurs with multiple students, oftentimes spontaneously. Students work with tutors on topic selection, speech development, research techniques, presentation aids, and delivery practice. Students also get assistance through modules, with tutor or faculty oversight. The Lab is operates on a drop-in basis and students are enrolled for credit (completing 27 hours of lab work for 0.5 units) or, if not enrolled (and with student permission), hours are reported for HS 1000 positive attendance.

**Language and Literature Tutoring Programs**

The English Reading Lab is designed primarily to support the students in the 4 levels of (primarily native-speaker) Reading Classes. All Reading students are assessed at the start of each semester, and some of them will be told that they are required to enroll in and complete the Lab in order to pass their Reading Class. Other students may enroll by choice, whether or not they are in a class. The Lab offers practice in all areas of Reading Comprehension, and in Vocabulary Development. Students will also work one-on-one with the tutors when preparing to take or re-take a Mastery Skills Test. The tutors (and IA) are in charge of clocking the students in and out each time, helping the students keep their work organized, grading, filing, and other clerical duties as needed.

The RS326 Lang & Lit Open Lab sees traffic from not only Lang & Lit, ESL and Reading but also many other departments from across campus.

Tutors offer help to students lacking in basic computer skills. They offer help to students accessing their records and assist them with finding and starting up the unique English speaking programs for L&L and ESL students. Tutors assist instructors helping students during the scheduled class in the lab. They help students use MS Word, save files to USB drives, email files, access web sites and do Web searches.

The SCC ESL Center offers a wide range of services and activities for English Language Learners and others (such as Standard English Learners) to support their studies in their reading and listening classes, as well as improve their grammar and writing skills and their cultural understanding. We offer individual tutoring for pronunciation and conversation skills in addition to instructional materials such as textbooks and readers, audio and video tapes or discs, interactive software programs, and writing modules. Our tutors assist students in using lab equipment and instructional media and in selecting materials relevant to their coursework and objectives.

**Learning Skills and Tutoring**

The Learning Skills and Tutoring Program works with individual students, faculty, and other tutoring programs. For individual students, the program offers a variety of services: individualized peer tutoring, Beacon Pal learning groups, online resources, multi-media instructional materials, and study skills workshops. In addition, the program’s curriculum includes two courses to help individual students with basic skills review and basic learning strategies: these courses are Human Services 92 (math, reading and writing), and Human Career Development 360 (study strategies and personal management for success in all disciplines).
The coordinators work with faculty when resources permit to tailor tutoring services for specific student or class needs.

The Learning Skills and Tutoring Center also coordinates resources and services among the various college tutoring labs and programs. The center oversees the comprehensive college tutoring budget and allocates funds to the programs, processes the employment forms and payroll for all tutoring programs, and convenes meetings to discuss issues related to campus-wide tutor coordination. In addition, the coordinators of Learning Skills and Tutoring teach Human Services 370, and Human Services 373 through which all tutors for labs claiming apportionment are trained in general tutoring strategies. Last, each semester, Learning Skills and Tutoring coordinators conducted in-service and continuous improvement workshops for tutors working in labs throughout the college.

**Macintosh/CAD**
The Mac CAD Lab offers services to Graphic Communication students, Engineering Design Technology students and the campus as a whole. The lab is:

1. The primary location for approximately 650 Graphic Communication students in 34 sections to complete their lab hours.
2. The primary location for students in Engineering Technology Design classes to access AutoCAD equipped computers outside of their scheduled class time.
3. An open lab available to all students enrolled at Sacramento City College.

The lab provides access to technology, including specialized software specifically for Graphic Communication and Engineering Design Technology students as well as instructional assistance to the above students.

**Math**
The Math Lab offers a comfortable informal setting for students who seek drop-in tutorial assistance in math and related subjects, and are enrolled in at least 1 unit at SCC. The lab has 12 student computers, seats for 53 students, and is open each term on the first day of classes through the last day of finals (except college holidays). During fall and spring, the lab is open 7 days a week (67.5 hours/week). During the summer, the lab is open 4 days a week (34 hours/week) during the first 8-week session.

Student Clerks are present to welcome students to the lab, assist them in the enrollment process and check-out of lab materials (books, solutions manuals, lecture series, calculators). The Math Lab student clerks also provide clerical assistance to the lab staff and Math 27 instructors, both in and out of the classroom. Student Tutors circulate throughout the Lab, and the Math 27 lab classes assisting students with their math-related studies. Faculty and Instructional Assistants perform a variety of administrative tasks, and provide back-up clerk & tutor support to students as needed.
Occupational Labs
Tutoring is offered in various locations throughout campus for accounting, business, cosmetology, dental hygiene, fashion, motorcycle maintenance and photography. The tutoring offered in these programs is funded through the VTEA/CTE Program.

Writing Center
The mission of the Writing Center is to help all SCC students to become more effective, confident, and independent writers by providing assistance with writing in courses across the disciplines. In support of this mission, the Writing Center provides individual writing tutoring sessions for students, workshops for students and faculty, consultations for faculty, and the opportunity for qualified students to gain paraprofessional experience as peer tutors. Writing Center tutors help students with all aspects and stages of the writing process. These areas include how to interpret assignments, do prewriting and planning, develop a thesis statement, organize a paper, develop and organize paragraphs, use evidence to support an argument, and creative effective introductions and conclusions. Tutors also help students learn how to proofread for grammar, syntax, and punctuation errors.

Other tutoring programs on campus
In addition to the tutoring programs listed above which are supported by the centralized tutoring budget, the following programs offer tutoring services at Sacramento City College:
  o Basic Skills Initiative
  o HOPE Grant
  o MESA
  o RISE

REVIEW CYCLE
This process is revisited semi-annually

ATTACHMENTS:
Appendix A  Student Tutoring Feedback Survey
Appendix B  Title 5 Regulations
APPENDIX A  
Sacramento City College  
Student Tutoring Feedback Survey  
Fall 2008

We appreciate your honest feedback about your tutoring experience here at SCC. It will help us provide better services to SCC students in the future. Note: You do not need to write your name or student ID number on this form.

_____Name of Tutoring Lab/Center_____

How did you do?

1. Please list the class(es) for which are you receiving computer assistance at this facility. Next to the class, identify the grade you think you will receive at the end of the semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
</table>

2. Is the computer assistance you are receiving making a difference in completing your classes?  
☐ No  ☐ Yes ⇒ How is it is helping?

How did we do?

3. Tutoring Staff  
   a. Knowledge of the subject matter
   b. Ability to explain concepts
   c. Level of interest and enthusiasm
   d. Punctuality and dependability

4. Do you agree or disagree with the following?  
   a. The facility hours are convenient for me.  
   b. I feel the facility is a safe, comfortable place to be tutored.  
   c. The lab staff are friendly and helpful.  
   d. I am able to get assistance for the subject I need.
e. The materials/resources available (e.g., modules, handouts, books) are useful. □ □ □ □ □ □

5. Please rate your overall satisfaction with the computer lab. □ □ □ □ □ □

6. Additional comments (Please continue on the back if needed):

Please complete and return to _____________________________ by December 11, 2008
APPENDIX B

BARCLAYS OFFICIAL 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
This database is current through 8/28/09 Register 2009, No. 35

§ 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 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.