

A. DESCRIPTION AND PURPOSE

Student Services

1. Describe the program’s purpose and mission. Limit 250 words.

The Learning Resource Center (LRC) is a comprehensive approach by Santa Monica College to provide students with the academic support addressing the developmental and educational needs of students, so that they will be successful in their college pursuits. Learning Resource areas include Tutoring (By Instructional Tutors & peer students), Instructional Labs, and Supplemental Instruction. These services provide a diverse student population with the tools and strategies that allow students to persist and successfully complete their coursework.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

- ☐
- #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- ☒
- #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
- ☐
- #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events
- ☐
- #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style
- ☐
- #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College serve a diverse student population, reflective of the broader demographics of the college. The salient demographic characteristics of students who utilize these services include:

1. **Underrepresented Minority Students:** A portion of the students served by the program come from underrepresented racial and ethnic groups, particularly African American and Latinx students. This demographic aligns well with the program’s goal to support students from disadvantaged backgrounds who may face additional challenges in navigating the academic environment. The collaboration with programs like the **Adelante & Black Collegians Program** is an intentional effort to provide tailored academic support for Latinx and African American students, addressing the academic performance gap often seen among underrepresented groups.
2. **Low-Income and First-Generation Students:** A large percentage of students utilizing tutoring services come from low-income households and are often the first in their families to attend college. Some of these students are also participants in the **Extended Opportunity Programs and Services (EOPS)**, which serves low-income and educationally disadvantaged students. The program's commitment to this demographic is evident in its specialized tutoring which focus on providing academic resources that consider the socioeconomic barriers these students face, such as limited access to technology or online support.
3. **STEM Students:** Students majoring in Science, Technology, Engineering, and Mathematics (STEM) fields are another significant demographic group served by the program. This group includes many women and students from underrepresented backgrounds in STEM disciplines, aligning with the college’s mission to promote diversity and inclusion in high-demand fields. The **STEM Program** partnership helps ensure that tutoring and SI sessions are geared toward the specific challenges faced by students in these rigorous courses, providing them with the academic tools and support necessary for success.

Alignment with Program Objectives:

These demographics reflect the broader mission of the Tutoring and SI programs to support students who face academic challenges due to historical or socio-economic disadvantages. By focusing on underrepresented minority students, low-income and first-generation students, and those pursuing demanding STEM disciplines, the program ensures that it meets the needs of populations who may benefit the most from additional academic support. This alignment helps reduce achievement gaps and promotes student retention and success, consistent with the college’s overall goal of fostering equity and inclusion across all areas of student support.

4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College utilize a comprehensive outreach strategy to ensure that the intended student populations—particularly underrepresented, low-income, and first-generation students—are aware of and have access to these vital academic resources. The program's outreach and access efforts are closely aligned with its mission to support students who face academic challenges, and they involve both proactive engagement and collaboration with other campus programs.

1. Collaboration with Special Programs

A key component of the program’s outreach strategy involves partnering with special programs that already serve the target student populations. For example:

- The **Black Collegians Program** and **Adelante Program**, which support African American and Latinx students, respectively, work closely with the Tutoring and SI programs to ensure that students from these groups are aware of the academic resources available to them. Faculty and program coordinators promote tutoring and SI sessions during program-specific workshops, orientations, and advising meetings, ensuring that students feel comfortable and encouraged to seek out academic help.
- The partnership with **EOPS (Extended Opportunity Programs and Services)** is another major outreach avenue. EOPS serves low-income, first-generation, and educationally disadvantaged students, and through this collaboration, tutoring and SI services are integrated into the program’s offerings. EOPS counselors regularly refer students to tutoring and SI, and the program provides direct communication about these services through emails.
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2. Direct Faculty Referrals and In-Class Presentations

The program works closely with faculty, especially those teaching foundational or challenging courses where students may struggle. Faculty members often refer students directly to tutoring or SI sessions, especially those from underrepresented groups or who are in need of additional academic support. In addition:

- **In-class presentations** by tutoring center staff and SI leaders are a regular practice at the beginning of each semester. During these presentations, students are informed about the available services, how to access them, and the benefits of utilizing academic support. This method ensures that students across different disciplines are aware of the resources and provides a face-to-face introduction, which can reduce any hesitation or stigma associated with seeking help.

3. Targeted Email Campaigns and Digital Outreach

The program uses targeted email campaigns through the SMC Bulletin, special programs email listservs, and course rosters to reach students who may benefit the most from tutoring and SI services. These campaigns often focus on students enrolled in key gateway courses, such as introductory STEM classes or general education requirements, which tend to have higher rates of students from disadvantaged backgrounds. The emails include detailed information on the types of tutoring available, SI session schedules, and how to sign up or attend sessions.

- **Canvas integration:** Through the college's learning management system, Canvas, tutoring and SI services are promoted directly to students enrolled in specific courses. Announcements, reminders, and links to tutoring sign-ups are embedded within the course pages, making access to academic support a seamless part of students' daily learning environment.

#### 4. Campus-Wide Marketing and Events

The Tutoring and SI programs also conduct campus-wide marketing through the CC system on the campus TV's in high-traffic areas of the college, including the library, student services offices, and Cafeteria. Additionally, the programs participate in major campus events such as **VIP Welcome Day, SMC Start-Up, Midterm Motivation, Black Student Success Week, and College Resource Fairs**, where staff set up booths and distribute materials to incoming and returning students about how to access tutoring and SI. These efforts are designed to create broad awareness across the entire student body, while also strategically focusing on students who may need the most support.

#### 5. Accessibility and Flexibility of Services

In addition to outreach efforts, the program is designed to be as accessible and flexible as possible to meet the needs of its diverse student population. The tutoring center offers extended hours, including evenings and weekends in some centers, to accommodate students who may have work, family obligations, or other barriers to attending during traditional hours. Moreover:

- **DSPS accommodations** are available in SMC Writing and Humanities Tutoring Center and upon request in other LRCs.
- **Online Tutoring:** To expand access for students who cannot attend in person, the program provides online tutoring options. This is particularly beneficial for students who may have transportation challenges or who prefer a more flexible schedule. The online format allows students to access academic support from anywhere, ensuring that those from disadvantaged backgrounds have multiple avenues to receive help. Supplemental Instruction modality aligns with the specific course modality: on ground, online, or hybrid.

#### Conclusion

The Tutoring and Supplemental Instruction programs at Santa Monica College employ a multifaceted outreach strategy that leverages partnerships with key campus programs, direct faculty involvement, digital communications, and campus-wide marketing to reach the students most in need of academic support. By focusing on accessibility through flexible service options and fostering connections with other programs serving underrepresented and disadvantaged populations, the program ensures that it is effectively providing access to the intended student groups.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College are designed to address the equity gaps, particularly for Black and Latinx students, by providing academic support that is accessible, culturally responsive, and targeted to the specific needs of these student populations. Recognizing that Black and Latinx students face unique challenges that contribute to academic performance disparities, the programs actively work to reduce these equity gaps through a combination of strategic partnerships, tailored support, and inclusive practices.

### 1. Strategic Partnerships with Equity-Focused Programs

One of the primary ways the program addresses equity gaps is through intentional collaborations with campus programs that specifically serve Black and Latinx students. For example:

- The partnership with the **Black Collegians Program** allows Tutoring to target academic support directly to African American students. Through this collaboration, students in the Black Collegians Program are connected to tutoring and SI sessions that are specifically aligned with their courses. The tutors are often trained to work with students from diverse backgrounds, ensuring they can provide culturally relevant support that helps students feel understood and included.
- Similarly, the collaboration with the **Adelante Program**, which focuses on Latinx students, ensures that academic support is accessible to students who may face language barriers, cultural differences, or other challenges in their educational journey. The SI sessions and tutoring services are designed to be inclusive and responsive to these students' needs, helping them overcome any obstacles to success.

### 2. Culturally Responsive Tutoring and SI

To effectively close equity gaps, the Tutoring and SI programs focus on providing **culturally responsive academic support**. This involves training tutors and SI leaders to recognize and address the specific academic and personal challenges faced by Black and Latinx students. Equity training is embedded into the mandatory SI leader training and covers topics such as inclusive language, cultural sensitivity, and implicit bias. By being aware of these challenges, tutors can offer support that goes beyond just academic assistance. They can provide encouragement, foster a sense of belonging, and help students build the confidence they need to succeed in the classroom.

Additionally, the Tutoring and SI programs strive to recruit a diverse pool of tutors and SI leaders who can serve as role models for Black and Latinx students. Having tutors who share similar backgrounds or experiences can make students feel more comfortable seeking help, reducing the stigma that sometimes surrounds tutoring and reinforcing the message that academic success is achievable for everyone.

### 3. Targeted Support in High-Impact Courses

The equity gaps for Black and Latinx students at SMC are often most pronounced in key gateway courses, particularly in subjects like math, science, and English. The SI program is specifically designed to target these high-impact courses by offering peer-led study sessions that allow students to engage more deeply with course content. These sessions are designed to be collaborative and interactive, helping students to develop a stronger understanding of difficult material.

For Black and Latinx students, who may have been historically underserved in traditional classroom settings, these SI sessions provide an additional layer of support that can make a significant difference in their academic outcomes. The sessions are led by SI leaders who have successfully completed the course themselves, providing students with not only academic guidance but also a relatable example of success.

### 4. Proactive Outreach and Inclusivity

Recognizing that Black and Latinx students may be less likely to seek out academic support due to cultural or social barriers, the Tutoring and SI programs engage in proactive outreach to encourage participation. This outreach includes targeted emails, class presentations, and collaborations with student services to ensure that students are aware of the available resources. Importantly, the messaging is crafted to be inclusive and welcoming, emphasizing that the services are designed to help all students, regardless of their background, achieve academic success.

#### Conclusion

By providing culturally responsive tutoring, strategic partnerships with equity-focused programs, targeted support in high-impact courses, and proactive outreach, the Tutoring and SI programs at Santa Monica College are actively working to close the equity gaps for Black and Latinx students. These efforts ensure that students from underrepresented groups receive the academic support they need to succeed, contributing to a more equitable and inclusive campus environment. Through these targeted initiatives, the program is making significant strides in reducing performance disparities and helping Black and Latinx students achieve their academic goals.



6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College have developed critical instructional partnerships and collaborations that significantly enhance student success, particularly for those involved in specialized campus programs. Through these collaborations, we have been able to expand our reach and improve the academic support provided to underrepresented and at-risk student populations.

One of our key partnerships is with the **Adelante/Black Collegians Program**, which is dedicated to the academic and personal success of Latino and African American students. Through this collaboration, we offer targeted tutoring services that align with the specific academic needs of students in the program. The full-time Math Instructional Tutor works closely in their designated area and collaborates with faculty and program staff to ensure that the tutoring strategies implemented are culturally responsive and supportive of the unique challenges faced by Latino and Black students. This partnership not only helps students improve their academic performance but also fosters a sense of community and belonging, which is crucial for student retention and success.

The Embedded Tutor Program is a strategic partnership between the College’s Tutoring Center and the faculty of key academic departments. The aim is to provide real-time, in-class support to students by embedding qualified tutors directly into courses with historically high rates of student challenges. Tutors attend lectures, offer supplemental instruction, and collaborate with faculty to reinforce course content. Regular meetings between the tutoring center coordinator, tutors, and faculty members ensure that the embedded tutors’ efforts are effectively aligned with classroom instruction and student needs. Faculty provide feedback on tutor performance, while tutors offer insights into student learning behaviors and areas needing further instruction.

Similarly, our partnership with the **STEM Program** aims to support students pursuing degrees in these challenging fields. Through this collaboration, the SI program has also been instrumental in offering weekly peer-led study sessions for difficult courses in the STEM fields, allowing students to engage more deeply with course content and develop better study habits. The partnership ensures that students have access to consistent and high-quality academic support, which is particularly important for underrepresented groups in STEM disciplines.

These partnerships have been vital in developing tutoring strategies that are not only academically sound but also supportive of the students' overall well-being. By working closely with these special programs, we are able to offer a holistic approach to student support that goes beyond traditional tutoring. This integrated model helps students not only improve their academic performance but also build resilience, self-efficacy, and a sense of belonging within the college community.

In summary, the collaborations between the tutoring and Supplemental Instruction programs and the Black Collegians Program, STEM, and through the embedded tutoring model at Santa Monica College have been instrumental in enhancing student success. By focusing on the specific needs of underrepresented and disadvantaged students, these partnerships provide targeted academic support that fosters both personal and academic growth. This approach has proven to be effective in improving student outcomes and continues to be a key component of our strategy to support student success on campus.

<i>Table 1.</i> <i>Unduplicated</i> <i>Headcount of</i> <i>Students</i> <i>Served by</i> <i>Tutoring Type,</i> <i>Race/Ethnicity,</i> <i>and Academic</i> <i>Year (Excludes</i> <i>No-Shows)</i>														
		Asian		Black		Latine/x		Two or More		Unreported		White		
AY	Tutoring Type	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count
2017-2018		428	18.4%	222	9.5%	799	34.3%	83	3.6%	200	8.6%	595	25.6%	2,331
	Adelante	5	3.4%	4	2.7%	133	90.5%	1	0.7%	2	1.4%	2	1.4%	14
	Black Collegians	0	0.0%	49	70.0%	9	12.9%	6	8.6%	4	5.7%	2	2.9%	70
	Business	25	16.9%	15	10.1%	39	26.4%	6	4.1%	19	12.8%	44	29.7%	14
	CMD English/Writing	3	12.0%	1	4.0%	6	24.0%	1	4.0%	5	20.0%	9	36.0%	25
	Communications	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	2
	Computer Science	48	30.4%	12	7.6%	32	20.3%	6	3.8%	8	5.1%	52	32.9%	15
	Econ, History, Poli Sci	4	9.8%	10	24.4%	18	43.9%	1	2.4%	1	2.4%	7	17.1%	41
	English/Writing	203	19.8%	83	8.1%	372	36.3%	41	4.0%	85	8.3%	240	23.4%	1,011
	ESL	82	46.1%	3	1.7%	15	8.4%	1	0.6%	42	23.6%	35	19.7%	17
	Mathematics	5	6.8%	8	10.8%	23	31.1%	2	2.7%	5	6.8%	31	41.9%	74
	Modern Languages	6	9.4%	8	12.5%	23	35.9%	5	7.8%	3	4.7%	19	29.7%	64
	Science (Sci 245)	40	11.1%	29	8.0%	118	32.7%	13	3.6%	20	5.5%	141	39.1%	36
	Writing & Humanities ON CAMPUS	7	20.0%	0	0.0%	10	28.6%	0	0.0%	6	17.1%	12	34.3%	35
2018-2019		247	13.2%	146	7.8%	620	33.1%	58	3.1%	274	14.6%	527	28.2%	1,831
	Adelante	0	0.0%	0	0.0%	34	97.1%	0	0.0%	0	0.0%	1	2.9%	35
	Black Collegians	0	0.0%	7	77.8%	2	22.2%	0	0.0%	0	0.0%	0	0.0%	9
	Bundy English/Writing	3	25.0%	2	16.7%	1	8.3%	0	0.0%	0	0.0%	6	50.0%	12
	Business	12	10.4%	13	11.3%	38	33.0%	7	6.1%	12	10.4%	33	28.7%	11

	CMD English/Writing	7	17.5%	3	7.5%	12	30.0%	0	0.0%	6	15.0%	12	30.0%	40
	Computer Science	22	15.5%	12	8.5%	34	23.9%	4	2.8%	29	20.4%	41	28.9%	14
	Econ, History, Poli Sci	3	4.7%	3	4.7%	27	42.2%	1	1.6%	5	7.8%	25	39.1%	64
	Embedded Tutor	2	33.3%	0	0.0%	4	66.7%	0	0.0%	0	0.0%	0	0.0%	6
	English/Writing	121	14.1%	77	9.0%	314	36.6%	24	2.8%	131	15.3%	192	22.4%	85
	ESL	26	20.0%	3	2.3%	6	4.6%	1	0.8%	67	51.5%	27	20.8%	13
	Mathematics	8	11.0%	3	4.1%	23	31.5%	2	2.7%	6	8.2%	31	42.5%	73
	Modern Languages	4	13.8%	4	13.8%	9	31.0%	2	6.9%	2	6.9%	8	27.6%	29
	Science (Sci 245)	37	11.7%	18	5.7%	97	30.6%	14	4.4%	12	3.8%	139	43.8%	31
	Speech Lab (Lib 193)	0	0.0%	0	0.0%	7	50.0%	1	7.1%	1	7.1%	5	35.7%	14
	Writing & Humanities ON CAMPUS	2	7.4%	1	3.7%	12	44.4%	2	7.4%	3	11.1%	7	25.9%	27
2019-2020		180	11.6%	138	8.9%	519	33.5%	60	3.9%	328	21.2%	324	20.9%	1,544
	Adelante	1	1.9%	0	0.0%	48	92.3%	0	0.0%	1	1.9%	2	3.8%	52
	Black Collegians	0	0.0%	29	76.3%	0	0.0%	7	18.4%	2	5.3%	0	0.0%	38
	Bundy English/Writing	1	12.5%	0	0.0%	0	0.0%	2	25.0%	2	25.0%	3	37.5%	8
	Business	19	17.0%	9	8.0%	26	23.2%	3	2.7%	36	32.1%	19	17.0%	11
	CMD English/Writing	3	12.0%	2	8.0%	13	52.0%	1	4.0%	2	8.0%	4	16.0%	25
	Computer Science	8	9.1%	4	4.5%	33	37.5%	3	3.4%	16	18.2%	24	27.3%	88
	Econ, History, Poli Sci	4	8.3%	4	8.3%	18	37.5%	2	4.2%	8	16.7%	12	25.0%	48
	English/Writing	79	10.6%	55	7.4%	267	35.9%	27	3.6%	173	23.3%	143	19.2%	74
	ESL	23	24.7%	1	1.1%	5	5.4%	0	0.0%	52	55.9%	12	12.9%	93
	Mathematics	1	5.0%	1	5.0%	9	45.0%	0	0.0%	4	20.0%	5	25.0%	20
	Modern Languages	4	11.1%	5	13.9%	8	22.2%	4	11.1%	1	2.8%	14	38.9%	36
	Science (Sci 245)	37	13.0%	28	9.8%	92	32.3%	11	3.9%	31	10.9%	86	30.2%	28
2020-2021		69	8.7%	82	10.4%	261	33.0%	43	5.4%	102	12.9%	235	29.7%	79
	Business	1	4.2%	7	29.2%	8	33.3%	1	4.2%	1	4.2%	6	25.0%	24
	Computer Science	1	4.3%	2	8.7%	5	21.7%	2	8.7%	2	8.7%	11	47.8%	23
	Econ, History, Poli Sci	3	7.0%	4	9.3%	11	25.6%	3	7.0%	5	11.6%	17	39.5%	43
	English/Writing	35	8.3%	43	10.1%	149	35.1%	17	4.0%	58	13.7%	122	28.8%	42
	ESL	10	18.9%	2	3.8%	4	7.5%	3	5.7%	25	47.2%	9	17.0%	53
	Modern Languages	5	8.6%	6	10.3%	24	41.4%	3	5.2%	2	3.4%	18	31.0%	58
	Science (Sci 245)	14	8.4%	18	10.8%	60	35.9%	14	8.4%	9	5.4%	52	31.1%	16
2021-2022		55	10.9%	41	8.1%	173	34.3%	24	4.8%	72	14.3%	139	27.6%	50
	Business	3	9.7%	5	16.1%	9	29.0%	0	0.0%	6	19.4%	8	25.8%	31
	Computer Science	0	0.0%	2	14.3%	6	42.9%	0	0.0%	2	14.3%	4	28.6%	14
	English/Writing	3	27.3%	1	9.1%	1	9.1%	0	0.0%	0	0.0%	6	54.5%	11
	ESL	7	15.2%	2	4.3%	10	21.7%	1	2.2%	17	37.0%	9	19.6%	46
	Modern Languages	4	10.3%	5	12.8%	11	28.2%	2	5.1%	1	2.6%	16	41.0%	39
	Music	1	5.9%	1	5.9%	6	35.3%	1	5.9%	2	11.8%	6	35.3%	17
	Science (Sci 245)	9	10.2%	3	3.4%	38	43.2%	7	8.0%	7	8.0%	24	27.3%	88
	Social Sciences	1	14.3%	3	42.9%	0	0.0%	0	0.0%	2	28.6%	1	14.3%	7
	Writing & Humanities ON CAMPUS	27	10.8%	19	7.6%	92	36.7%	13	5.2%	35	13.9%	65	25.9%	25
2022-2023		165	10.4%	137	8.6%	545	34.2%	70	4.4%	272	17.1%	403	25.3%	1,544
	Adelante Math Tutoring	1	2.0%	1	2.0%	43	86.0%	0	0.0%	2	4.0%	3	6.0%	50

	Black Collegians Math Tutoring	0	0.0%	13	59.1%	7	31.8%	1	4.5%	1	4.5%	0	0.0%	22
	Business	4	6.2%	8	12.3%	24	36.9%	3	4.6%	8	12.3%	18	27.7%	65
	Computer Science	7	13.7%	6	11.8%	17	33.3%	1	2.0%	8	15.7%	12	23.5%	51
	ESL	11	19.0%	1	1.7%	9	15.5%	0	0.0%	27	46.6%	10	17.2%	58
	MATH LAB ON GROUND	47	12.3%	19	5.0%	132	34.6%	21	5.5%	70	18.4%	92	24.1%	38
	MATH LAB ZOOM APPS	4	12.5%	5	15.6%	8	25.0%	2	6.3%	3	9.4%	10	31.3%	32
	MATH LAB ZOOM WLK INS	8	9.9%	10	12.3%	29	35.8%	5	6.2%	6	7.4%	23	28.4%	81
	Modern Languages	12	12.0%	11	11.0%	29	29.0%	5	5.0%	15	15.0%	28	28.0%	10
	Music	4	9.3%	11	25.6%	8	18.6%	2	4.7%	3	7.0%	15	34.9%	43
	Science (Sci 245)	10	6.7%	13	8.7%	54	36.2%	3	2.0%	16	10.7%	53	35.6%	14
	Writing & Humanities ON CAMPUS	23	8.3%	18	6.5%	104	37.5%	15	5.4%	53	19.1%	64	23.1%	27
	Writing & Humanities ONLINE	34	12.0%	21	7.4%	81	28.6%	12	4.2%	60	21.2%	75	26.5%	28
2023-2024		158	8.5%	156	8.4%	675	36.2%	97	5.2%	293	15.7%	488	26.1%	1,81
	Adelante Math Tutoring	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Black Collegians Math Tutoring	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1
	Business	4	6.2%	6	9.2%	25	38.5%	5	7.7%	10	15.4%	15	23.1%	65
	CSIS	5	6.9%	5	6.9%	28	38.9%	2	2.8%	15	20.8%	17	23.6%	72
	ESL	9	23.7%	1	2.6%	4	10.5%	1	2.6%	13	34.2%	10	26.3%	38
	Graphic Design & IxD	2	13.3%	1	6.7%	2	13.3%	2	13.3%	3	20.0%	5	33.3%	15
	MATH LAB ON GROUND	49	6.7%	59	8.1%	283	38.8%	42	5.8%	115	15.8%	182	24.9%	73
	MATH LAB ZOOM APPS	3	12.0%	2	8.0%	13	52.0%	1	4.0%	4	16.0%	2	8.0%	25
	MATH LAB ZOOM WLK INS	8	12.7%	4	6.3%	23	36.5%	1	1.6%	7	11.1%	20	31.7%	63
	Modern Languages	14	14.4%	11	11.3%	19	19.6%	4	4.1%	9	9.3%	40	41.2%	97
	Music	2	6.1%	5	15.2%	7	21.2%	2	6.1%	4	12.1%	13	39.4%	33
	Science (Sci 245)	10	6.6%	15	9.9%	57	37.5%	11	7.2%	14	9.2%	45	29.6%	15
	Writing & Humanities ON CAMPUS	27	9.6%	22	7.9%	105	37.5%	12	4.3%	48	17.1%	66	23.6%	28
	Writing & Humanities ONLINE	25	8.5%	24	8.1%	108	36.6%	14	4.7%	51	17.3%	73	24.7%	29
Grand Total		1,302	12.4%	922	8.8%	3,592	34.2%	435	4.1%	1,541	14.7%	2,711	25.8%	10,5

C. ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

These are some of the changes that we have implemented:

- Officially incorporated online/hybrid tutoring options to increase overall access to tutoring resources
- Developed training for tutors that included practices that were specific to online/hybrid tutoring modalities
- Utilize GPS/early alert for proactive tutoring outreach
- Developed more robust embedded tutoring program; hired more embedded tutors to support courses that were established as a result of AB705
- Developed a hybrid model for supplemental instruction
- Supplemental Instruction and Tutoring Canvas shells were created to streamline administrative processes and facilitate tutor/SI leader training

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College aim to provide students with targeted academic support that enhances their learning experience and promotes success. After receiving services from these programs, students are expected to experience the following key outcomes:

1. Improved Academic Performance



One of the primary outcomes for students who utilize tutoring or participate in SI sessions is **improved academic performance** in their courses. Tutoring and SI are designed to help students better understand course content, clarify difficult concepts, and develop effective study strategies. For students in challenging subjects such as math, science, and English, these services provide essential support that can lead to higher grades and better overall course outcomes. By attending regular tutoring sessions or participating in peer-led SI, students are expected to see improvements in their quizzes, exams, and assignments, contributing to overall course success.

This improvement is particularly significant for students from underrepresented or disadvantaged backgrounds, who may face additional challenges in achieving academic success. The personalized support offered through the program helps bridge the gap between classroom instruction and individual learning needs, making academic achievement more attainable for all students.

**2. Increased Confidence and Self-Efficacy**

Another expected outcome for students who engage with the Tutoring and SI programs is an increase in **academic confidence and self-efficacy**. By working closely with tutors and SI leaders, students develop a better understanding of how to approach difficult material and improve their problem-solving skills. As they gain mastery over challenging content, students often report feeling more confident in their academic abilities and more capable of handling future coursework independently.

This boost in confidence is critical for long-term academic success, as students who believe in their ability to succeed are more likely to persist in their studies, take on more challenging courses, and achieve their academic goals. For first-generation, low-income, and underrepresented minority students, who may experience doubts about their academic potential, the confidence gained through tutoring and SI can be transformative. It helps foster a mindset of growth and resilience, equipping students to overcome obstacles and thrive in their educational journeys.

In summary, after participating in the Tutoring and SI programs, students are expected to experience both **improved academic performance** and **increased confidence in their academic abilities**, outcomes that contribute to their overall success and retention at Santa Monica College.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

Student outcomes are assessed by monitoring attendance data collected through WC Online for the tutoring labs and the SI sign-in sheets for Supplemental Instruction. For tutoring, student attendees can leave feedback on each session through the WC online platform. For Supplemental Instruction, SI attendance in course sections assigned an SI leader is used to compare grade outcomes/distributions for those who do not attend SI.

8c. What is the “effectiveness” target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

For Supplemental Instruction, students who regularly attend SI are more likely to achieve 1 letter grade higher than those in the same course who don't attend SI sessions. For tutoring, the target goal of at least 20 percent of students enrolled in subjects where tutoring is offered utilize tutoring and LRC resources at last once in a semester.

8d. Analyze the program’s performance on the data collected to assess the program’s student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

Post Covid-19, there was a significant decline in student use of online and in-person tutoring services. However, we have seen a drastic increase in participation starting in Fall 2022.

While we have seen an increase in in-person student participation over the past 5 academic years, there is still lower participation from Black students across all of our tutoring areas. This may present as a disparity in the delivery of our general tutoring services

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

Instructional Support has been able to expand learning support offerings to hybrid modalities in each subject area. Math Lab and Writing & Humanities, specifically, have been able to almost double their student participation rates by offering both in-person and online tutoring appointments.

Supplemental Instruction attendance has steadily increased and has seen more faculty buy-in than previous semesters. Fostering support from faculty is a key component of the success of students attending SI sessions. Course sections that offer SI have generally seen higher success rates from students who regularly attend SI sessions. Specifically, anatomy, math, Japanese, and chemistry are the most regularly attended SI sessions each semester.

10. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

Our department needs to streamline assessment and evaluation methods across tutoring labs and within the SI program to yield more accurate attendance data. There needs to be a qualitative evaluation method that incorporates student feedback, overall perception of their confidence and self-efficacy after utilizing instructional support services, and self-reported performance outcomes.

There is also a need for robust training for student and professional tutors that highlights issues of equity and inclusion. This would allow our tutors to have a more equitable approach to learning support that does not isolate students with differing levels of academic preparedness, students from historically marginalized backgrounds, and students with different abilities.

D. THE FUTURE OF THE PROGRAM

11. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

Goals:

- 1. Establish a centralized tutoring center and tracking system that covers all subjects and allows us to streamline data collection.
- 2. Technology upgrade for tracking use of our services (new SMC card, mag strip swipe in)
- 3. Provide mandatory equity training to all student and professional instructional support staff members.

E. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

12. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)



13. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

The current organizational structure of instructional support and tutoring places a significant burden on the Associate Dean, who is responsible for directly managing a large number of staff. This level of direct oversight is not typical for an Associate Dean position, where responsibilities are generally more strategic and less focused on day-to-day personnel management.

Adding another manager would provide much-needed support to instructional staff, allowing for more dedicated attention to training, evaluation, and departmental assessment strategies. It would also create the opportunity to implement innovative tutoring approaches and ensure that the program operates efficiently and effectively.

By redistributing responsibilities, the Associate Dean could better focus on long-term program development, strategic planning, and fostering institutional partnerships — key functions of the role. An additional manager would significantly enhance the overall effectiveness and sustainability of the instructional support and tutoring program.

14. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College place a strong emphasis on providing ongoing professional development opportunities for staff. These opportunities are designed to ensure that tutors, SI leaders, and support staff are continually improving their skills, staying current with best practices, and effectively meeting the evolving needs of students. Professional development is seen as an essential part of maintaining the high quality of the services offered by the program, and it is integral to the success of the students who rely on these academic resources.

### 1. Initial and Ongoing Training for Tutors and SI Leaders

All tutors and SI leaders undergo comprehensive initial training before they begin working with students. This foundational training covers essential tutoring techniques, including how to facilitate learning without simply providing answers, how to engage students in active learning, and how to create a supportive and encouraging environment. Additionally, tutors and SI leaders receive training in communication skills, conflict resolution, and cultural competency to ensure that they are prepared to work with a diverse student population.

Beyond this initial training, ongoing development is a priority. Regular **workshops** and **training sessions** are scheduled throughout the semester to help staff continue developing their skills. These workshops might focus on specific topics, such as:

- **Effective questioning techniques:** helping students arrive at answers on their own rather than relying on the tutor to provide them.
- **Culturally responsive tutoring:** ensuring that tutors and SI leaders are equipped to work effectively with students from a variety of backgrounds, particularly those from historically marginalized or underrepresented groups.
- **Learning disabilities and accommodations:** training on how to support students with learning differences, including how to modify tutoring approaches to be more inclusive and effective.

### 2. Classified Tutors and Professional Development Days

Classified Instructional Tutors also participate in **professional development days** each semester, where they engage in workshops and training sessions focused on enhancing their instructional skills. These professional development days are designed to ensure that classified staff are continually honing their abilities and staying up-to-date with the latest tutoring strategies.

Additionally, classified staff are encouraged to attend **conferences** related to tutoring and student support. Conferences like the **ACTLA (Association of Colleges for Tutoring and Learning Assistance)** conference provide classified tutors with opportunities to learn from experts in the field, share best practices with their peers, and bring new insights and approaches back to the program. Participation in these events strengthens the staff's ability to provide effective academic support and helps them stay informed about innovations in tutoring and learning assistance.

### 3. Associate Dean’s Professional Development and Leadership

The program benefits from the active leadership of the associate dean, who oversees the area and engages in continuous professional development. The associate dean has attended the **ACCCA (Association of California Community College Administrators)** annual conference and is an active member of the organization, which provides leadership development for California community college administrators. Her participation in the ACCCA conference, as well as her involvement in several leadership **training workshops** through this organization, ensures that the Tutoring and SI programs are aligned with the latest administrative practices and trends in higher education leadership.

In addition, the associate dean has attended the **NCORE (National Conference on Race and Ethnicity in Higher Education)**, a premier conference focusing on issues of race, equity, and diversity in higher education. Attending NCORE enables the associate dean to bring back critical insights on how to better support underrepresented student populations, ensuring that the Tutoring and SI programs are continually evolving to address the needs of Black, Latinx, and other underserved students. Her participation in these conferences underscores the program’s commitment to promoting equity, inclusion, and academic success for all students.

### 4. Peer Observation and Feedback

A key component of professional development within the SI program is the practice of **peer observation and feedback**. SI leaders are encouraged to observe each other's sessions, which provides an opportunity for them to learn from their peers' approaches and techniques. After observations, staff members engage in reflective discussions where they provide constructive feedback and share best practices.

This peer-driven feedback system creates a collaborative learning environment where SI leaders can continuously improve their performance. It also fosters a sense of community and mutual support among the staff, which enhances the overall effectiveness of the program.

### 5. Professional Development in Pedagogical Approaches

The program has brought in **guest speakers** and **educational experts** to offer insights into new pedagogical approaches and developments in tutoring and supplemental instruction. These sessions expose staff to the latest research and trends in higher education, learning theories, and student success strategies. For example, workshops on **growth mindset** and **student-centered learning** have been instrumental in helping tutors shift their focus from simply helping students get through their coursework to empowering students to become independent, self-motivated learners.

Additionally, we will be having our first Instructional Support retreat for staff. "The Empowering Success Retreat” was designed to enhance the professional development of instructional support staff, by improving collaboration, and strengthening employee retention. Also staff have been provided opportunities to attend **conferences** or **webinars** related to tutoring and supplemental instruction. These external professional development events allow staff to network with peers from other institutions, share knowledge, and bring back new ideas to improve the program at Santa Monica College.

### Conclusion

The Tutoring and Supplemental Instruction programs at Santa Monica College are committed to the ongoing professional development of their staff. Through comprehensive training, peer observation, professional development days, participation in conferences like ACTLA, and the associate dean's leadership and involvement in organizations such as ACCCA and NCORE, the program ensures that staff are continuously improving their skills and staying equipped to provide high-quality academic support. These professional development efforts directly contribute to the success of the students who rely on these services, fostering an environment of continuous learning and excellence within the program.

15. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College are committed to embedding equity-centered practices and fostering an inclusive, supportive environment for students from all backgrounds. Recognizing the equity gaps that exist in higher education, particularly for Black and Latinx students, the program has implemented several strategies aimed at addressing these disparities and creating a more inclusive learning space.

#### 1. Supporting Men of Color Online Course and Follow-Up Discussions

One of the key equity-centered practices implemented in the program is staff participation in the **Supporting Men of Color** online course. This course provided staff with valuable insights into the unique challenges faced by men of color in higher education, including systemic barriers, cultural dynamics, and the intersection of race and gender in academic success. The course helped staff develop a deeper understanding of the needs of this student population and equipped them with strategies to better support them in their academic journey.

Following the completion of the course, staff engaged in a **follow-up discussion** to reflect on what they learned and to brainstorm actionable strategies that could be incorporated into their daily work. These discussions were crucial in translating theoretical knowledge into practical, student-centered interventions. As a result, the team identified key approaches such as **building strong relationships** with students, **creating safe spaces** for open dialogue, and **actively mentoring students of color** to help them navigate their educational pathways.

#### 2. Caring Campus Initiative



In addition to training on supporting men of color, the staff have been actively involved in the **Caring Campus initiative**. This initiative is designed to foster a sense of belonging and inclusion among all students, with a particular emphasis on those from underserved or marginalized groups. Through Caring Campus, staff are trained to create a welcoming and supportive environment, one where students feel seen, heard, and valued. The initiative promotes **personalized interactions** with students, **empathetic listening**, and **proactive outreach** to ensure that students feel connected to the campus community and supported in their academic endeavors.

The Caring Campus initiative has strengthened relationships between students and staff, resulting in increased trust and higher student engagement in tutoring and SI sessions. Staff have also reported that students are more likely to seek help and communicate their needs openly when they feel a strong sense of belonging. This initiative has been a significant step toward closing equity gaps by ensuring that all students, regardless of background, feel welcomed and supported in the program.

3. Strengths of Equity-Centered Practices

One of the key strengths of these equity-centered practices is the **increased awareness** among staff of the systemic barriers that students of color face. By participating in professional development opportunities like the Supporting Men of Color course and the Caring Campus initiative, staff are better equipped to understand the unique challenges these students encounter and to provide them with the support they need to succeed academically. Additionally, the follow-up discussions have fostered a culture of **continuous reflection and improvement**, encouraging staff to think critically about how they can better serve students from diverse backgrounds.

Another strength is the program’s **commitment to building relationships** with students, particularly those from underrepresented groups. By focusing on empathy, active listening, and creating safe spaces for students to express their needs, the program has been able to cultivate a more inclusive and welcoming environment for all students.

4. Areas for Growth

While the program has made significant strides in implementing equity-centered practices, there are still areas for growth. One area that could be improved is **expanding the scope of equity training** to include more staff and to cover a wider range of topics, such as supporting students with disabilities and addressing the needs of LGBTQ+ students. Additionally, there is a need for more **data-driven assessment** to measure the effectiveness of these equity-centered practices. Collecting and analyzing data on student outcomes, particularly for students of color, would allow the program to identify areas where further support is needed and to refine its strategies accordingly.

5. Institutional Support for Developing an Equity-Minded Work Culture

To further develop an equity-minded work culture, the institution could take several steps to better support the program and its staff. One way the institution could assist is by providing **ongoing equity training** for all staff members, not just those within the tutoring and SI programs. By making equity training a campus-wide priority, the institution can ensure that all departments are aligned in their efforts to close equity gaps and support underrepresented students.

The institution could also provide **additional resources** for professional development, such as funding for staff to attend national conferences on equity in education (e.g., **NCORE**) and access to more specialized training workshops. These opportunities would allow staff to stay current with best practices and to bring new, innovative strategies back to the program.

Additionally, the institution could foster a more **collaborative approach** to equity work by encouraging partnerships between different departments and programs on campus. By sharing insights and resources across departments, the college can create a more unified and comprehensive approach to addressing equity gaps.

Conclusion

The Tutoring and Supplemental Instruction programs at Santa Monica College have implemented several key equity-centered practices, including staff training through the Supporting Men of Color course and participation in the Caring Campus initiative. These efforts have helped to create a more inclusive and supportive environment for all students, particularly those from underserved communities. However, there is still room for growth, particularly in expanding the reach of equity training and developing data-driven assessments to track progress. With continued institutional support, the program can further develop an equity-minded work culture and continue to make strides in closing equity gaps for Black, Latinx, and other marginalized students.

16. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

Succession Plan – Student Instructional Support

To ensure continuity and sustainability in the delivery of tutoring and Supplemental Instruction (SI) services, the Student Instructional Support area has developed a comprehensive succession plan. This plan is grounded in principles of cross-training, mentorship, and robust documentation, and is designed to proactively prepare future leaders from within the program. The key components of this plan include:

1. Cross-Training of Key Personnel

All critical team members—such as program coordinators, lead tutors, and senior SI leaders—are to be cross-trained in essential functions across both tutoring and SI programs.

Coordinators will develop working knowledge of each other’s responsibilities, allowing them to step in as needed and ensure seamless operations in case of staff turnover or extended absences.

Cross-training schedules and checklists will be maintained and updated regularly to reflect evolving program needs.

2. Internal Development and Mentorship

An internal development pipeline will be established to prepare high-performing tutors and SI leaders for future leadership roles.

The program will offer structured mentoring relationships, pairing experienced staff with emerging leaders.

Development opportunities will include:

Leadership workshops focused on communication, team-building, and conflict resolution.

Shadowing opportunities with coordinators and administrative staff to gain insights into program management.

Administrative and operational training for those interested in transitioning to permanent or full-time roles.

3. Comprehensive Program Documentation

A centralized and continually updated Tutoring and SI Operations Manual will be maintained to ensure consistency and knowledge transfer.

Documentation will include detailed processes for:

Recruitment and hiring

New hire onboarding

- Scheduling and timekeeping
- Collaboration with faculty and academic departments
- Evaluation and continuous improvement of support services

These materials will be stored in an accessible, cloud-based repository with regular reviews scheduled each semester.

#### 4. Ongoing Evaluation and Feedback

The succession plan will be reviewed annually to incorporate feedback from staff and adapt to changes in program scope or institutional priorities.

A feedback loop will be established to assess the effectiveness of mentoring and training initiatives and to identify additional support needs for team members.

17. Describe the program’s workplace culture, climate, and morale, and discuss how it impacts the program’s ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

The Tutoring and Supplemental Instruction (SI) programs at Santa Monica College are experiencing a complex workplace culture characterized by a combination of both challenges and positive developments. This blend of factors significantly impacts the morale of staff and, consequently, the program's ability to effectively serve students. There are areas where morale is low, but there are also positive changes that have been acknowledged and appreciated by staff members. To maintain high-quality services for students, it is essential to address these issues while leveraging the positive aspects.

#### 1. Challenges in the Workplace Culture

One of the significant challenges faced by the program is **low morale** among staff. This is particularly noticeable in the context of the program's vision and how it fits into the broader goals of the college. Many staff members have expressed concerns about the lack of a clear, communicated vision regarding the role of tutoring and SI within the institution. The fact that there are college wide initiatives such as **Guided Pathways** which had a strong start and now there is no talk about has resulted in a sense of **disconnection** from the broader mission of the college, leaving staff uncertain about the long-term direction of their work. When staff members feel disconnected from the overarching goals, it can be difficult for them to remain motivated, which in turn affects their performance and the quality of service provided to students.

Another challenge affecting morale is the **limited opportunities for advancement** for some part-time instructional tutors. Specifically, many English tutors work part-time but have expressed the desire to transition to full-time positions. The lack of full-time opportunities creates feelings of **job insecurity** and limits their engagement with the program. Without clear pathways to full-time employment, tutors may feel under appreciated and underutilized, which can negatively affect their commitment to the role and, ultimately, student outcomes.

Furthermore, there is a need for **increased professional development opportunities** and certification for tutors. Staff members are eager to advance their skills and knowledge, but they require more support in the form of funding and resources to access these opportunities. When staff members are not able to develop their professional skills, it can hinder their effectiveness in supporting students, especially those who may need additional instructional support.

#### 2. Positive Aspects of the Workplace Culture

Despite these challenges, there have been some positive developments in the workplace that have been well-received by staff. One of the most notable is the implementation of a **remote work policy**. This policy allows staff to work from home for a few days a week, which has greatly improved their **work-life balance**, particularly for those with long commutes. This level of flexibility has been a significant morale booster, enabling staff to manage their personal and professional responsibilities more effectively. By allowing more remote work, the program is fostering a healthier work environment, which ultimately helps staff maintain their productivity and focus when serving students.

Additionally, staff have **appreciated the recent pay increases**, which reflect the institution's commitment to offering market-competitive salaries. Knowing that their compensation aligns with market standards has provided a sense of security and value, which positively contributes to the workplace climate. Fair and competitive wages help retain talented tutors and support staff, ensuring that students receive the highest quality of support possible.

#### 3. Impact on Student Service Capacity

The program’s workplace culture directly affects its ability to serve students effectively. When morale is low, staff may not feel fully engaged or motivated to go above and beyond in their interactions with students. On the other hand, when staff feel valued, supported, and have a clear sense of purpose within the institution, they are more likely to provide a higher level of service, which can lead to better student outcomes. For example, the positive impact of the remote work policy allows staff to focus more on students when they are on campus, while the pay increases provide a sense of job security that helps staff remain committed to their roles.

However, without addressing the underlying issues, such as the part-time status of tutors and the lack of professional development, the program may struggle to fully maximize its capacity to serve students. In order to effectively close equity gaps and provide robust academic support, it is essential that the program addresses these concerns to ensure that staff are engaged, motivated, and adequately prepared.

#### 4. Recommendations for College Support

To improve the workplace culture and morale in the Tutoring and SI programs, Santa Monica College can take several steps:

- **Invest in Professional Development:** By allocating more funds for professional development and certification opportunities, the college can empower staff to grow in their roles. This will not only increase staff engagement but also improve the quality of tutoring and SI services, as staff will be better equipped with new instructional strategies.
- **Pathways to Full-Time Employment:** Providing clear pathways for part-time tutors to transition into full-time positions can significantly boost morale. Staff who feel secure in their jobs are more likely to be committed and productive, which directly benefits students.
- **Clarify Institutional Vision:** The college should make efforts to clearly communicate the role of tutoring and SI within the larger institutional vision. When staff understand how their work contributes to the college's mission, they are more likely to feel a sense of purpose and direction, which boosts morale and enhances their performance.

In conclusion, while the Tutoring and SI programs face some challenges related to morale and workplace culture, there are also positive aspects that the program can build upon. By addressing the areas that need improvement and continuing to support initiatives like remote work, the college can foster a more motivated and engaged workforce, ultimately benefiting the students served by the program.

### F. BUDGET PLANNING

18. Describe how the current program budget aligns with the program’s goals and outcomes over the next three years. If it doesn’t align, what would be needed to supplement the current budget allocation? (250 words)

The current program budget for the Tutoring and Supplemental Instruction (SI) program faces significant challenges in aligning with the program's goals and outcomes due to financial constraints, particularly around wage increases and insufficient additional funding. The state-mandated increase in minimum wage has significantly impacted the cost of paying tutors and SI leaders. Despite this increase, the college has not adjusted the program's budget to keep pace with these rising costs. This creates a discrepancy between the wages we are required to pay and the allocated funding. The current grant allocations helps, but it is not enough to fully cover the expanding needs of the program, especially with the wage increases. Considering the misalignment, the College would need to increase baseline funding for SI and tutoring. We need the College to adjust the budget to reflect the rising minimum wage and ensure there is sufficient funding to support

tutor and SI leader staffing levels. There is also no room for expansion with the current budget, so the program is forced to continue to operate at its current capacity unless additional allocations are made.

19. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

- Tutoring Certification
- Annual membership into ACTLA and ongoing funds to attend the annual conference.
- Instructional Support Retreat

This form is completed and ready for acceptance.