Learning Center

Program Review - Annual Update

2022 - 2023

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2022 - 2023

Annual Update Questions - Disciplines

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

There have been a few significant changes recently which prompted this update and a resource request. First, the STEM-HSI grant which supported a great deal of the learning assistance and tutoring that took place, has expired and the Learning Center has absorbed much of what was covered on that grant. Fall 2022 the Learning Center picked up the drop in tutoring and Spring 2023 we will roll out our EPIC (embedded tutoring) coverage, not just in STEM but in multiple subjects.

The second significant change has been the request for the Learning Center to offer technology support for students and faculty. As we returned to campus there was a growth in the use of in-class, instructional technology like Neat Boards, in class camera/projector, etc. Additionally, students have been asked to engage with technology as well via Canvas, Pronto, and other applications. As a result, the Learning Center was asked to hire, train and schedule student technology assistants. We successfully hired and trained 4 student assistants in the use of the most common technologies. As awareness of the technology assistants has grown, so has the demand for that support.

The final change is the receipt of the DHSI grant which includes several classified positions needed in order to fulfill the objectives of the grant. The grant has specific objectives which involve work from Counselors, Peer Tutors and Mentors, Retention Specialist, Financial Aid and the Cultural Center. Three new Classified positions, **Financial Aid PSC, Cultural Center PSC and Retention Specialist**, have been submitted for approval as new, full-time positions for consideration. The objectives of the grant are not achievable without the additional positions and they are funded, on a steadily decreasing scale, over the 5-year life of the grant. (see grant proposal for specific objectives and duties).

Financial Aid PSC -

Assist with Financial Support program to provide personalized financial aid programs and activities, particularly for our DI students to help ensure they maximize their financial support. A lower financial burden from their education will give our DI students the greatest opportunity to meet college goals, especially completion within 3 years.

Assist with launching the Financial Support Program supporting retention efforts by identifying students and work with Interest Area Success Teams and othe rspecial programs to allow for a case-management approach to Fin Aid. Identify and work with students who are enrolled in less than 6 units per term to make sure thety are aware of the types of financial assistance available to them and help them apply. Support students in participating in career-related position LAEP while in school and encourage them to maintain at least 7.5 units per term for program eligibilty.

Learning Center - Annual Update

2. Provide a summary of the progress you have made on the goals identified in your last program review.

The Learning Center is on track with its 21-22 goal Integration and institutionalization of STEM programs and services within the Learning Center. We have added funds for the Learning Center to pay for tutors, Instructional Aides and embedded tutors in STEM subjects. We are planning for growth of learning assistance for Spring 23 in STEM and other areas, especially in embedded supports.

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

With the receipt of the DHSI grant, there are new resources and objectives (see grant documents). In order to achieve the grant;s goals, it is necessary to request several new positions which, while working within other organizations, will be all working together under a model of shared leadership and responsibility with the ASLT division and Ron Andrade as Project Director.

Supporting Information

Learning Center - Goals and Resource Requests

Goals

Goal Status
1 - New (PR)

Goal Title
Technology Support

Goal Description
The Learning Center is tasked with providing students and faculty with support for the use of technology

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Ron Andrade

Mapping
- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Connect students to the academic program(s) and classes they need: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Help meet the basic needs of Cañada students and other community members: X
- Help students explore and find employment in fields of their choice: X

- CAN College Goals: (X - Selected)

CAN College Goals

- Student Access, Success and Completion: X

Resource Requests

Item Requested
LC Technical Assistants

Item Description
An initial pilot program of training students to provide technical support for students who have challenges with technology (Canvas, email, SSO) as well as supporting faculty with classroom technology (Neat Boards, multi-modal course delivery) has been successful as far as it has gone. We anticipate a growing need for in person and remote technology support as educational technology becomes more integrated with instruction and non-instruction activities. Continuing to fund this initiative would allow us to extend the hours that support is offered, provide more in class support and develop on demand help via short how-to videos.

Status
Continued Request - Active

Type of Resource
Budget Augmentation

Cost
60000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Providing technology assistance to students helps to eliminate equity gaps by teaching them how to utilize educational technology to complete course assignments and have greater success. We have programs to make technology accessible to students through our technology loan program; however, in doing that we also need to provide students with support on how to utilize that technology. A peer to peer mmodel, such as peer tutoring, has shown that it is less stressful and intimidating for students who may be reluctant to seek help. By providing support on how to use technology, we can support academic success and improve retention for disproportionately impacted student populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?
This resource request supports our Latinx and AANAPISI students by supporting course success and semester-to-semester retention. This is accomplished by coaching them through the use of instructional technology which is vital to classroom success. Secondarily, there should be a lower loss of instructional time if our Tech Student Assistants can troubleshoot low level connectivity problems. It also then frees up ITS to handle more challenging and higher priority items.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Interest Area Peer Mentors

Item Description
Peer mentoring is a core component of the support for students in the GP Redesign model and is vital to support course success and retention for students in our emerging Interest Areas. We currently allocate some funding to support these efforts from SEA categorical funds, however the yearly funding through Guided Pathways state resources is uncertain, and may prove inconsistent with the new funding model. By providing steady and ongoing funding for this vital resource, we can continue to integrated and expand our Peer Mentors into GP activities which support retention and success for years to come.

Status
Continued Request - Active

Type of Resource
Budget Augmentation

Cost
50000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Tutoring and learning support programs are high-impact practices in successful efforts to eliminate equity gaps. Programs such as peer tutoring and supplemental instruction consistently demonstrate success in reducing equity gaps in student success and increasing retention for disproportionately impacted student populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?
This resource request supports our Latinx and AANAPISI students by providing vital academic support programs to increase course success and semester-to-semester retention.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Learning Center Coordinator

Item Description
1.0 Learning Center Coordinator to support expansion of LC programs and services

Status
New Request - Active

Type of Resource
Non - Instructional Personnel

Cost
Budget for Learning Center Coordinator (1.0 FTE), Salary Schedule (60), Grade 27, Step 3: **For FY24: Salary increase 2% - $77,148.72 + Benefit (6F:57.457%) increase 1% - $44,770.61 = $121,919.33

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Without adequate supervision and coordination, the quality of the programs and services of the Learning Center will deteriorate. Providing high quality tutoring, technical support, and a welcoming place for academic pursuits is critical for the success of our DI populations. Adding this position to the Learning Center will allow us to add, and expand, our embedded tutor program. It will allow us to provide ongoing technology support for students who need it, while also providing support for faculty as more educational technology is adopted.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Without adequate supervision and coordination, the quality of the programs and services of the Learning Center will deteriorate. Providing high quality tutoring, technical support, and a welcoming place for academic pursuits is critical for the success of our DI populations. Adding this position to the Learning Center will allow us to add, and expand, our embedded tutor program. It will allow us to provide ongoing technology support for students who need it, while also providing support for faculty as more educational technology is adopted.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
ASLT/Learning Center

Position Title:
Learning Center Coordinator

Is this position permanent?
Yes

Position Type
Full - Time

Learning Center - Goals and Resource Requests

Provide # of months
12

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
The Learning Center is requesting the addition of 1.0 position, Learning Center Coordinator. There have been some significant shifts in LC functions and staffing needs as the HSI-STEM grant has ended and new requests for support have been added to the LC portfolio. For Fall 2022, most of the embedded peer tutoring program (EPIC) was suspended. The coordination of embedded tutors for STEM was handled by a role funded by the HSI-STEM grant. With the end of that grant, the functions of the position were shifted to the LC's Tutor Coordinator but he was unable to fully absorb that support program in addition to the current 26 drop in tutors (a number we feel is still inadequate to fully support the tutoring needs of our students). Additionally, the Learning Center has been given the responsibility of providing technology support for students and faculty. For our students who have technology challenges, the Student Tech Assistants provide individual and group tutorials on topics like, accessing and navigating Canvas and Zoom, forwarding my.smccd.edu email accounts, utilizing the Google suite, just to name a few. In addition, our Student Tech Assistants also provide in class support to faculty who are utilizing DE technology such as Neat Boards, and multi-modal teaching technology. We anticipate that the demand for technology assistance is only going to grow and persist. The Learning Center Coordinator position could take ownership and supervision of in-class support like EPIC and technology assistance while also providing general LC supervision and support. The Director of Student Support, who has oversight of the Learnign Center, is also responsible for directing the continued campus adoption of Guided Pathways and has added Project Director for a recent DHSI grant. The Learning Center needs a Coordinator level position to ensure continued delivery of high quality programs and services.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.
EMP Strategic Initiatives
4.8 Increase student access to tutoring and other academic supports
A Coordinator would allow us to implement and grow the EPIC brand of embedded tutoring. To meet our growth plan to support each AB 705 section, we will need to increase our embedded supports, primarily through peer tutors, and that type of program expansion and management requires a dedicated individual.
4.10 Ensure faculty, staff and students have access to technology to support multiple modalities
4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning
A Coordinator would be available to field requests for support, schedule the Tech Team for classroom visits, or to host classes in the LC for workshops on technology use. Whether it is how to best access and utilize zero cost course materials, submit video assignments in Canvas or forwarding my.smccd.edu email, students will have a greater probability of course success if there is technology support available. The college has done an excellent job of providing access but our Tech Team shows students how to use that technology. If students know how to use the technology needed to be successful in their classes, they are more likely to complete the course and have a greater probability of success. Similarly, as more faculty have begun utilizing in-class technology, there have been more requests for our Tech Team to demonstrate or offer a refresher to faculty on things like Neat Boards, cameras, laptop connections.

3. Explain how adding this position will strengthen the department or division.
The needs of the Learning Center have been evolving over the last several years. The Director of Student Support, which oversees Learning Center operations, is also cultivating the growth and utilization of our Interest Areas. It is a split role with competing demands for time and attention. Additionally, the added function of Project Director has been folded in with the announcement of a Developing Hispanic Serving Institutions grant being awarded. This will add to the deman for the Director's time and attention. Adding a leadership position, like Learning Center Coordinator, will provide the LC with the appropriate level of supervision and management needed to continue to operate at a high level and grow those programs mentioned previously (EPIC, embedded tutoring, Tech Team) to meet campus demand.

4. Explain how this work will be accomplished if the position is not filled.
Some of the work will not be accomplished, or at least it will be significantly slowed. Without a Coordinator to provide leadership and management for growing demands for Tech Team support, embedded support, and resuming EPIC supprort. These things would still happen, but it would be at a lesser scale of adoption and with fewer hours/people available to meet campus goals and needs.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name
David Reed

Date
10/28/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Retention Specialist

Item Description
Retention Specialist for Art, Design and Performance Interest Area

Status
Continued Request - Active

Type of Resource
Non - Instructional Personnel

Cost
Budget for Retention Specialist (1.0 FTE), Salary Schedule (60), Grade 24, Step 3: **For FY24: Salary increase 2% - $71,701.92 + Benefit (6F:57.457%) increase 1% - $41,609.75 = $113,311.67

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
The early intervention and support provided by the Retention Specialist will be critical for our efforts to ensure retention within the Interest Area and help close equity gaps by providing support to students. Peer-to-peer engagement within a structured retention program is a proven practice for improving equity outcomes.

Critical Question: How does this resource request support Latinx and AANAPISI students?
This resource supports our Latinx and AANAPISI students by ensuring ongoing, connection to support, services and information and therefore increasing the number of DI students who are directed to one or more of the supports provided via the Interest Area Success Teams.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
ASLT

Position Title:
Retention Specialist (Art, Performance & Design)

Is this position permanent?
Yes

Position Type
Full - Time

Allocation: External Funds
Guided Pathways

External Funds Expiration Date
09/30/2026

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
Interest Areas are dependent on a very lean organization with a Retention Specialist being responsible for connecting with students, supporting their needs and directing them to additional resources when needed.

Much like students in Promise, EOPS or Athletics, having an individual identified who students can turn to when they need help or have a question is critical for their success. There are other retention specialists in other Interest Areas who are permanent, full time employees and while this essential role is currently filled, being able to provide long term stability by making this role permanent as well would go a long way towards retaining employees and students.

Retention Specialists program events and activities like the Speaker Series, transfer workshops and scholarship application workshops. They reach out directly to students if there is an early alert. They supervise Peer Mentors who also provide direct support and guidance to students. They do outreach for SEP updates, enrollment reminders and work to build community and connection within the Interest Area.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

1.12 Increase Peer Mentoring - the Retention Specialists hire, train and supervise peer mentors assigned to the interest area

1.15 Create and scale the First Year Experience Program - Retention Specialists participate in FYE activities like PEP and Colts-Con

1.16 Create campus culture that supports completion within 3 years - The Interest Area structure relies on the Retention Specialist to act to increase Fall to Fall retention, increase the percentage of students with complete SEPs, and increase graduation and transfer rates.

4.8 Increase student access to tutoring and other academic supports - Retention Specialists act on Early Alerts and utilize their connection with students in their Interest Area to direct students to support services like tutoring.

3. Explain how adding this position will strengthen the department or division.

The existing Retention Specialist position relies on one-time funding from the college which is not sustainable and has to be negotiated year to year. The uncertainty of the funding makes the position difficult to fill and puts stress on the person in the role, knowing the the end of their position could be coming soon. The Retention Specialist position is the key Classified role within Interest Area Success Teams and are a vital component of Guided Pathways implementation and this request is needed to ensure the position continues for the Arts, Design & Performance Interest Area

4. Explain how this work will be accomplished if the position is not filled.

It won't. Without a Retention Specialist for Art, Design and Performance that Interest Area will not have the services of a dedicated individual to reach out to students, act on early alerts, and provide programming for students in those majors to improve communication, connection and community.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name
Ron Andrade

Date
10/13/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Office Assistant II (1.0)

Item Description
An Office Assistant II position is needed to support the expanding scope and demand for ASLT programs and services in the Library, Learning Center, and division office. Duties include operation and supplies budgeting and tracking, support for maintaining staffing schedules, Student Employee Personnel Support (payroll, schedules, point of contact) web site and content updating tasks and general communication support, updating program materials, and point of contact for Learning Center office operations.

Status
Continued Request - Active

Type of Resource
Non - Instructional Personnel

Cost
97,605.10

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
ASLT programs such as the Library Technology Loan Program, the Learning Center Tech Team and the support structures provided collectively by these entities have a direct impact on helping to close equity gaps.

Critical Question: How does this resource request support Latinx and AANAPISI students?
ASLT programs such as the Library Technology Loan Program, the Learning Center Tech Team and the support structures provided collectively by these entities have a direct impact on supporting Latinx and AANAPISI students.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
ASLT

Position Title:
Office Assistant II

Is this position permanent?
Yes

Position Type
Full - Time

Provide # of months
12

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
Existing ASLT programs and coordination areas such as Online Education, Professional Development and OER/ZTC initiative, as well as expanded programs in the Library and Learning Center, have resulted in a large workload increase required to handle the related clerical and admin support functions. Related to this are increases in student assistant positions needed for the tutoring and peer mentor programs, support for Guided Pathways implementation, embedded tutoring and other academic support programs, and the merging of formerly STEM-specific programs like EPIC. The resulting workload increase has created a sustained and large amount of overtime hours for the ASLT Division Assistant, which is not sustainable. This range of program expansion requires hiring an additional office support position to handle the high volume of clerical and administrative support tasks that are ongoing, including these duties:

- Student hiring and payroll support

- Program support for OER/ZTC, Online Education and Professional Development activities including related budget tracking

- Support for committee meetings (DEAC, PD Planning Committee, OER/ZTC)

- Support for 6 Flex day events each year and related logistical and admin support needs

- Support for Learning Center operations (point of contact for internal and external needs, student employee staffing support, scheduling support for new and expanding programs)

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

This position aligns with and supports the mission and strategic goals of the college, most specifically goal #1 - Student Access, Success and Completion. This position will help the ASLT division maintain the timely and efficient delivery of academic support program resources to our students, which in turn will ensure more of our students are able to realize their completion goals.

3. Explain how adding this position will strengthen the department or division.

Adding this position will strengthen the ASLT division by relieving the excess workload currently falling to the Division Assistant as well as by improving the ability of areas such as the Learning Center to coordinate their staffing and delivery of support resources.

4. Explain how this work will be accomplished if the position is not filled.

This work will not be accomplished in an adequate manner if this position is not filled. The increase in workload due to program growth has been ongoing for several years now and the amount of overtime hours required to manage this increase is not sustainable.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name
David Reed

Date
10/28/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Cultural Center Program Services Coordinator/Project Coordinator

Item Description
1.0 PSC position to support objectives of DHSI grant

Status
New Request - Active

Type of Resource
Non - Instructional Personnel

Cost
Budget for Program Services Coordinator (1.0 FTE), Salary Schedule (60), Grade 27, Step 3: Grant covers a steadily decreasing amount of position (see grant proposal)

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
One of the critical functions of this position is to lead HSI fellows program. This program should have positive impacts on the student sense of belonging, which will support compmletion and retention.

Critical Question: How does this resource request support Latinx and AANAPISI students?
By leading the HSI Fellows program, this role will have a positive impact on our students' sense of belonging, especially our Latinx students.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
Student Services

Position Title:
Program Services Coordinator - Cultural Center & Project Coordinator

Is this position permanent?
Yes

Position Type
Full - Time

If Part-Time, what percentage of Full-Time is this position?
100

Provide # of months
12

Allocation: External Funds
DHSI Grant has gradually decreasing level of financial support for position

External Funds Expiration Date
09/30/2027

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
One of the grant objectives is to have a number of faculty (12) complete a culturally sustaining training program and this role will support that effort and develop a HSI Fellows program. Additionally, this PSC supports the Project Director with with managing the day to day activities of the grant as well as preparation, and submission of regular reports to the college as well as the U.S. Department of Education.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.
This role supports the grant activities, which in turn support the mission goals of the college including improved completion and transfer rates; increased student sense of belonging; financial stability of students and meeting basic needs; supporting development of a Second Year Experience that keeps students engaged until the end of their program of study.

3. Explain how adding this position will strengthen the department or division.
This position will proved leadership in the HSI Faculty Fellows program; provide support to the management of the DHSI grant; provide direct support in assuring grant objectives are being met according to timelines outlined in the grant application; support Concencia cohort in transforming college practices; support organization of culturally responsive and community building events; assist in the preparation and submission of regular reports to the college and Department of Education.

4. Explain how this work will be accomplished if the position is not filled.
Without the support provided to the Project Director through this position I don't see how the activities and objectives of the grant could even be attempted.

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested
Retention Specialist

Item Description
Retention Specialist (1.0) Science and Health Interest Area

Status
New Request - Active

Type of Resource
Non - Instructional Personnel

Cost
Budget for Retention Specialist (1.0 FTE), Salary Schedule (60), Grade 24, Step 3: **For FY24: Salary increase 2% - $71,701.92 + Benefit (6F:57.457%) increase 1% - $41,609.75 = $113,311.67

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
The early intervention and support provided by the Retention Specialist will be critical for our efforts to ensure retention within the Interest Area and help close equity gaps by providing support to students. This position fills an obvious gap in the college's support services. Not only does the role help connect students to needed resources but gives them a "home base" when they do not have other programatic support.

Critical Question: How does this resource request support Latinx and AANAPISI students?
This resource supports our Latinx and AANAPISI students by ensuring ongoing, connection to support, services and information and therefore increasing the number of DI students who are directed to one or more of the supports provided via the Interest Area Success Teams.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
ASLT/Guided Pathways

Position Title:
Retention Specialist

Is this position permanent?
Yes

Position Type
Full - Time

Provide # of months
12

Allocation: External Funds
DHSI Grant

External Funds Expiration Date
09/30/2027

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
Interest Areas are dependent on a very lean organization with a Retention Specialist being responsible for connecting with students, supporting their needs and directing them to additional resources when needed. Much like students in Promise, EOPS or Athletics, having an individual identified who students can turn to when they need help or have a question is critical for their success. There are other retention specialists in other Interest Areas who are permanent, full time employees and while this essential role is currently filled, being able to provide long term stability by making this role permanent as well would go a long way towards retaining employees and students.
Retention Specialists program events and activities like the Speaker Series, transfer workshops and scholarship application workshops. They reach out directly to students if there is an early alert. They supervise Peer Mentors who also provide direct support and guidance to students. They do outreach for SEP updates, enrollment reminders and work to build community and connection within the Interest Area.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.
1.12 Increase Peer Mentoring - the Retention Specialists hire, train and supervise peer mentors assigned to the interest area

1.15 Create and scale the First Year Experience Program - Retention Specialists participate in FYE activities like PEP and Colts-Con

1.16 Create campus culture that supports completion within 3 years - The Interest Area structure relies on the Retention Specialist to act to increase Fall to Fall retention, increase the percentage of students with complete SEPs, and increase graduation and transfer rates.

4.8 Increase student access to tutoring and other academic supports - Retention Specialists act on Early Alerts and utilize their connection with students in their Interest Area to direct students to support services like tutoring.

3. Explain how adding this position will strengthen the department or division.

The existing Retention Specialist position relies on one-time funding from the college which is not sustainable and has to be negotiated year to year. The uncertainty of the funding makes the position difficult to fill and puts stress on the person in the role, knowing the the end of their position could be coming soon. The Retention Specialist position is the key Classified role within Interest Area Success Teams and are a vital component of Guided Pathways implementation and this request is needed to ensure the position continues

4. Explain how this work will be accomplished if the position is not filled.

The current, one-time, funding would hopefully continue so that the Retention Specialist currently in the role would be able to continue

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Goals

Goal Status
2 - Continuing (PR)

Goal Title
Institutionalize Tutoring and Peer Mentoring Services

Goal Description
The tutoring and peer mentoring academic support services are currently financially supported in large part by grant funds.
Academic supports for drop-in tutoring, embedded tutoring and graduate level tutoring need to be institutionalized and supported
through college funding and staffing processes.

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
ASLT Dean, Director of Student Support

Resource Requests

Item Requested
Three (3) part-time (40%), 10 month Instructional Aide II positions

Item Description
These part-time positions are needed to provide discipline support and higher level tutoring in our tutorial labs and through embedded assignments with specific faculty members. In the past, we have been able to provide this support by leveraging short-term, temporary employees. After consultation with CSEA and administration we have concluded we will no longer be able to hire short term temporary employees to fill these tutoring positions. We are requesting to use our existing SEAP funding to support these positions, with any additional funding support needed to come from Fund 1 or a source recommended by VPA.

Status
New Request - Active

Type of Resource
Budget Augmentation

Cost
$85,900

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Timely and effective tutoring and learning assistance are high impact practices that have been demonstrated to help close equity gaps.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Our Latinx and AANAPISI students will benefit from accessing timely and effective tutoring and learning assistance support.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:
ASLT/Learning Center

Position Title:
Instructional Aide II

Is this position permanent?
No

Position Type
Part Time

If Part-Time, what percentage of Full-Time is this position?
40%

Provide # of months
10

Position: General Funds
TBD - current funding source is SEAP and Fund 1

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
These part-time positions are needed to provide discipline support and higher level tutoring in our tutorial labs and through embedded classroom support assignments with specific faculty members. In the past, we have been able to provide this support by leveraging short-term, temporary employees. After consultation with CSEA and administration we have concluded we will no longer be able to hire short term temporary employees to fill these tutoring positions. We are requesting to additional funding support due to the increase in cost needed to move these positions from short-term to permanent part-time. The current sources of funding for these positions are Fund 1 and potentially the new HSI grant.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.
This position aligns with the mission of the college and most directly supports the college goals of Student Success, Access and Completion and Equity-Minded and Antiracist College Culture. By increasing the adoption of high impact practices such as tutoring and other learning assistance programs we will better support our students success and completion goals.

3. Explain how adding this position will strengthen the department or division.
Adding these positions will strengthen the department and divisoin by providing a more reliable staffing resource for this important work. Identifying and hiring short-term positions can be challenging due to the temporary nature of those positions.

4. Explain how this work will be accomplished if the position is not filled.

If these positions are not funded we will convert a smaller number of the positions to permanent part-time, however this will limit our ability to support all areas of need for professional tutoring and learning assistance.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name

David Reed

Date

10/28/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?