



Non-Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL AREAS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC UNIT INFORMATION

Academic Year
2018-2019

Division Name
Mathematics, Science and Engineering

Unit Name
Mathematics Learning Center; part of the Math Department

Name Person Responsible for the Program/Unit
Fari Towfiq

Please list all participants in this Program Review:

| Name | Position |
|-----------------------|--|
| Fari Towfiq | Mathematics Learning Center Director |
| Mathews Chakkanakuzhi | Mathematics Learning Center Assistant Director; Mathematics Faculty |
| Cindy Anfinson | Title V/STEM Activity Director; Mathematics Faculty |
| Jay Wiestling | Mathematics Department Chair; Mathematics Faculty |

Website address for your program or unit
<https://www2.palomar.edu/pages/math/mlc/>

Program/Unit Mission Statement

[\(click here for information on how to create a mission statement\)](#)

What is your Program/Unit's mission statement?

The mission of the Mathematics Learning Center is to contribute to and facilitate the success of all students enrolled in mathematics classes at Palomar College by providing tutoring in all levels of mathematics courses offered and by providing hybrid mathematics courses (self-taught) to accommodate the needs of our diverse student population to become more effective and empowered learners. The Mathematics Learning Center emphasizes a positive learning environment for all students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education by promoting study skill development, understanding of course concepts, reinforcing successful study habits and encouraging independent learning.

Describe how your mission aligns with and contributes to the College's Vision and Mission.

The College's Vision is Learning for Success and this dovetails with the Mathematics Learning Center's mission to contribute to and facilitate the success of all students enrolled in mathematics classes at Palomar College. The Mathematics Learning Center's goal to set up a positive learning environment for all students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education by promoting study skill development, understanding of course concepts, reinforcing successful study habits and encouraging independent learning ties in with the College's mission of supporting and encouraging students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

Program/Unit Description

Staffing

Total Number of Full-time Staff

3

Total Number of Permanent Part-time Staff

0

Number of Classified Staff

2

FTE of Permanent Part-time Staff

0

Number of CAST Staff

2

FTEF of Part-time Faculty

31

Number of Administrators

0

Number of Full-time Faculty

1

What additional temporary hourly or contract staff support this unit and/or department?

The Math Department ADA, Kelli Miller. There are 31 students and short-term tutors. For the FTEF of Part-time Faculty, the Math Center numbers are not provided separately from the Math Department; so we reported the FTEF of the Math Department which is 31.26. The above field does not accept decimal answers, so I entered 31.

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. You have three options to submit your

organizational chart:

1. Upload the document (under 5 MB)
2. Provide URL to document.
3. If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

How will you submit your organizational chart?

Upload Document

Upload Organization Chart

Math Center Org Chart.pptx

Program/Unit Description

Who utilizes your services?

Students in mathematics courses, Math Department Faculty, DRC, EOPS (tutor scheduled in for final review session for EOPS students only), and potential math students receive advising

What services does your program/unit provide (Describe your program/unit)?

Students: students receive tutoring, workshops, space for study groups, access to math books on reserve, calculators, desktop computers and laptop computers, access to GoPrint, one-to-one tutoring, drop-in tutoring, embedded tutoring, tutoring support of Summer Bridge-type programs, math tutoring provided to Escondido TLC, SEC TLC, and NEC TLC, tutoring provided to Camp Pendleton students. The Math Center also offers hybrid (self-taught) classes, which is a different instructional delivery method that is successful for some students.

DRC students: workspace and computers, a DRC referral form to the Math Center

Faculty: adjunct faculty workspace, makeup proctored testing, proctored testing for all online math classes, copier, textbooks on reserve, department point of contact for evening and weekend faculty, individual faculty materials on reserve for students, distribute graded tests to online students when requested by the online faculty member, offer PD for faculty via workshops and training sessions, space for adjunct faculty to hold office hours and meet informally with students outside of class

PROGRAM/UNIT ASSESSMENT

Service Area Outcomes

Service Area Outcome 1

Describe this Service Area Outcome

Students who use the Math Center during the semester will pass their mathematics class at a rate higher than the department pass rate.

When was this SAO last assessed?

SAO 1 was last assessed in 2012. We requested data from IRP in 2016 to re-assess this SAO. We received the data in early fall 2017 and noticed that the data was missing headcounts. We informed IRP about the missing students in the data. We have not received the updated data as of this time.

What did you learn from the last assessment?

The last assessment showed that students who use the Math Center have higher success rates in their mathematics courses as compared with students who do not use the Math Center. The Math Center users also have higher success rates than the general success rate for the Mathematics Department.

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.

The Math Center implemented a formal subject-specific tutor training session starting in fall 2016. At this session, the Math Center and STEM Center tutors receive training that specifically related to tutoring STEM students. Faculty from the Math and STEM areas give presentations on topics that students struggle with, and the instructional strategies they use in their classes to support such students. With this knowledge, tutors can support Math and STEM students more effectively. The Math Center has also had DRC attend tutor training to discuss specific challenges that DRC students have and strategies to support them.

Service Area Outcome 2

Describe this Service Area Outcome

75% of mathematics faculty are pleased to very pleased with the services provided by the Math Center.

When was this SAO last assessed?

In 2015.

What did you learn from the last assessment?

90% of all respondents were pleased to very pleased with the services provided by the Math Center.

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.

The Math Center will continuing to have on-going communication with Math faculty on how best to improve services.

Other Assessment Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:

Quantitative Data

| Measure | 2015 | 2016 | 2017 | 2018 | Definition/Description of Measure |
|--|-----------------|-----------------|-------|------|---|
| Increase in the numbers of students using the Math Center. The percentages listed are of the entire PC student population. | 6.1% (2,158) | 8.5% (2,912) | NA | NA | % of student body tutored at the Math Center |
| Increase in math success rates for 6-year cohorts. | 33.1% | 36.3% | 36.3% | NA | The 2015 cohort started in 2008-2009. The 2016 cohort started in 2009-2010. The 2017 cohort started in 2010-2011. |

| | | | | | |
|--|----------------------------------|----------------|----|--------------------------------|---|
| Math Center Success Rates; over 31 hours of tutoring | 63.7% | 67.5% | NA | NA | in 2013-14 it was 69.4% |
| Overall Math Center Success Rates (not in parentheses) as compared to Math Department Success Rates (in parentheses) | 54.5% (52.82%) | 57.4% (54.77%) | NA | NA | All the students who attended tutoring during the 2015-2016 time period were not included in the counts. We have asked IRP to include this data in the Tutoring Workbook. They are still working on that. |
| Equity gaps in Mathematics | In 2014 there were 3 equity gaps | | | In 2018 there was 1 equity gap | This is from data presented at SSEC by IRP. |

Are there any comments or notes about this quantitative data?

We see the positive impact of the Math Center in student success rates and closing equity gaps in mathematics.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

Embedded Tutoring Student Satisfaction Survey: in the spring 2017 semester, the Math Center administered a student satisfaction survey to students in classes with embedded tutors. The survey was done via Google Forms, the link sent to faculty who had an embedded tutor to pass along to their students. 82 students responded to the survey. Overall, a majority of the responding students were satisfied to very satisfied with embedded tutoring.

Math Center Student Satisfaction Survey: in fall 2016 Math Center students were given a survey via Google Forms to determine their satisfaction with Math Center services and tutoring. 54 Math Center students responded. 94.1% of respondents said the tutors explained the material moderately to extremely well. 98.1% of the respondents said the tutors were moderately to very patient with them during their tutoring session. 94.4% agreed that the Math Center helped them to reach their academic goals.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

1. We introduced formal discipline-specific tutoring training.
2. We introduced embedded tutor training for both faculty and tutors.
3. We improved the cultural competency unit in general tutor training.

Achievements and Other Relevant Information

Achievements

Describe Achievement

Increased the quantity and quality of mathematics tutoring at Palomar College by applying for additional funding from Basic Skills (2009), STEM II (2011), and Student Equity Funding (2016).

Improved tutor training, both general and subject-specific.

Supports one-to-one tutoring, small group tutoring, workshops for hybrid classes, online tutoring, embedded tutoring, AB705 efforts, Accelerated Mathematics Gateway (AMG), DRC students, EOPS students, and math tutoring at all district centers.

Organizes and hosts PD workshops for faculty, which has included training on learning management systems and apps such as GraphLock

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?

- AB705: we expect the Math Center will be more necessary than ever to help the College meet its AB705 state mandated success numbers. The Math Center has begun its efforts to support the implementation of AB 705 through embedded tutoring, workshops, and overall tutoring support. The Math Center is looking at innovative ways to support co-requisite students via tutor-led study sessions and workshops.
- Guided Pathways: Mathematics and English courses are a key component of all pathways. Clear messaging regarding math pathways to all students as well as counselors/advisors on campus is very important. Success in mathematics courses is the biggest barrier for community college students overall. Students will not be able to complete anything (transfer, certificate, AA) without mathematics success.
- Student Centered Funding Formula (SCFF): colleges receive more funding based on students passing a transfer-level mathematics course in one year, and additional funding if they complete math and English in their first year.

In addition to (or in response to) the changes listed above, what in-house policies, procedures, and processes need to be updated, created, or deleted?

The Mathematics Learning Center has been a part of Palomar College for 29 years. It still does not receive institutional support for its classified staff nor for the majority of the tutors (student or short-term hourly). Those positions are funded via soft money. The Math Center Director and others spend an inordinate amount of time looking for continuing funding for the Center. This time could be better spent on improving delivery of tutoring support and services to further the success of students in mathematics. The Math Center also needs more space to continue to deliver innovative solutions that support student success in mathematics.

PROGRAM/UNIT EVALUATION AND THREE YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing

your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

Overall Evaluation of Program

Discuss your Program’s/Unit’s Strengths, Opportunities, Aspirations, and Results ([SOAR](#)) and summarize your discussion below.

Strengths

The Math Center contributes to, and supports the success of, students in mathematics courses at all campuses of Palomar College. The Math Center continues to adapt both tutor training and tutoring delivery methods to meet the changing needs of California community college students. The Math Center participates actively in, and is a major contributor to, all campus-wide discussions and committees on tutoring.

Opportunities

The Math Center has the opportunity to provide support to mathematics students, which will help the college reach AB705 goals.
The Math Center has the opportunity to institutionalize the Math Center so we can focus on our core mission of increasing the success rates of students in mathematics courses.

Aspirations

To institutionalize the Math Center so we can focus on our core mission of increasing the success rates of students in mathematics courses.

Results

See Quantitative and Qualitative data results in Part II of this PRP.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

The program goal for the Math Center is to increase the success and retention rates for students of diverse origins, experiences, needs, abilities, and goals who are both in the Math Center hybrid courses and mathematics courses in general.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Continue to advocate on behalf of the Math Center to have a consistent base of funding.

2. In fall 2020 we will pilot a Math 120 hybrid course in the Math Center.
3. To support the efforts of AB705 we will:
 - a. Pilot weekly workshops to supplement Math 110 co-requisite instruction
 - b. Continuing to improve the training and use of embedded tutors
 - c. Continuing to offer and improve one-to-one tutoring and group tutoring
 - d. Continue to offer PD training workshops for faculty
 - e. Improve tutor training to support AB705 efforts, which includes educating the tutors regarding content knowledge students need for a particular pathway

Timeline for Implementation

1. We will continue to advocate for the Math Center's funding throughout the 3-year timeline.
2. Fall 2020.
3. Ongoing throughout the next 3 years. We will adjust efforts as data comes back.

Outcome(s) expected (qualitative/quantitative)

The Math Center will increase the success and retention rates for students of diverse origins, experiences, needs, abilities, and goals who are both in the Math Center hybrid courses and mathematics courses in general.

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.

We need our two classified positions (Tutoring Center Coordinator and ISA II) institutionalized, and the new position (ISA I) to implement this goal.

Of the resources described above, which ones are reallocated and which ones are new or needed?

The Tutoring Center Coordinator and ISA II are reallocated (SEA funding to General Fund) and ISA I is new.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?

The Department Mission Statement is to provide an environment where a diverse student body can learn and become competent users of mathematics and mathematical applications. This dovetails precisely with the Math Center's first goal of increasing the success and retention rates for students of diverse origins, experiences, needs, abilities, and goals who are both in the Math Center hybrid courses and mathematics courses in general.

The Math Center's first goal aligns with Goals 1 and 2 of the College's Strategic Plan.

The Math Center's first goal aligns with 2 of the 4 pillars of Guided Pathways: stay on the path and ensure learning.

Expected Goal Completion Date

5/27/2022

Goal 2

Brief Description

To continue outreach to DI groups with information regarding the services and support offered in the Math Center; to support DI groups once they are in the Math Center.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. We work with the Student Equity Office to send a mailer out to all students in the DI groups regarding the services offered in the Math Center.
2. Continue to send out updated flyers with information regarding Math Center services to offices including DRC, Veterans, EOPS, etc.
3. We support DRC students through one-to-one tutoring and small group tutoring.
4. Faculty, staff, and tutors continue to attend additional training such as Military Ally and Cultural Intelligence.
5. Students are assessed for individual learning needs, and then specific tutors are assigned based on those needs.
6. A continued focus on creating a positive learning environment with safe spaces for all DI and non-DI groups, through diversity training for staff and tutors, participation in campus-wide equity efforts, providing unbiased learning materials, and being sensitive to specific student needs.

Timeline for Implementation

Items 1 – 6 are all ongoing throughout this 3-year time period. We will adjust efforts as data comes back.

Outcome(s) expected (qualitative/quantitative)

We expect to see the DI groups continuing to use the Math Center in numbers proportional to their representation in the college. We expect to continue to support DI (and non-DI) groups in the Math Center so they may be successful in their mathematics courses.

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.

To implement this goal, we need our two classified positions (Tutoring Center Coordinator and Instructional Support Assistant II) institutionalized, and a new position (ISA I).

Of the resources described above, which ones are reallocated and which ones are new or needed?

The Tutoring Center Coordinator and ISA II are reallocated (SEA funding to General Fund) and ISA I is new.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?

The Department Mission Statement is to provide an environment where a diverse student body can learn and become competent users of mathematics and mathematical applications. This dovetails precisely with the Math Center's second goal of continuing outreach to DI groups with information regarding the services and support offered in the Math Center; and supporting DI groups once they are in the Math Center.

The Math Center's second goal aligns with Goals 1 and 2 of the College's Strategic Plan.

The Math Center's second goal aligns with 2 of the 4 pillars of Guided Pathways: stay on the path and ensure learning.

Expected Goal Completion Date

5/27/2022

How do your goals align with the College's value of diversity?

The College has, as one of its values, diversity in learning environments, philosophies, cultures, beliefs, and people.

The Math Center promotes diversity in learning environments in several ways; by offering hybrid classes, by offering a variety of tutoring services to meet the needs of various student groups, by offering a proctored testing center to support hybrid students and student who need a different testing environment, and by training tutors to be effective in all settings (e.g., in a tutoring center, in summer bridge-type

programs, in an embedded tutoring situation).

The Math Center supports students, faculty, and staff through cultural competency training in general tutor training, through attending additional training (such as Military Ally Training), and by focusing on creating and providing a safe space for all mathematics learners to attend.

RESOURCES

Staffing Needs

If you have a staffing need, Identify if the staffing need is to replace a position or if the need represents a new position. Further explanation /prioritize. How does it align with North and South Centers/ Define what it is you need staff to do.

Are you requesting additional personnel?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

2 (assuming "Staff" means Classified Staff)

Request for additional personnel

Position 1

Title of Staff position you are requesting

Institutionalize: Tutoring Center Coordinator (currently funded with soft money (SEA))

Which goal/strategy in your three-year plan does this resource request support?

Goals 1 and 2

Strategic Plan 2019 Objective

1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705

2.6: Strengthen and integrate existing programs focused on persistence and student success

2.7: Establish an equity and inclusion center.

4.4: Assess and improve internal communication strategies and processes.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)

Description:

- Scheduling and training of tutors for the general mathematics tutoring in the Math Center and other centers.
- The new funding formula
- The completion of the college level math requirement in one year.
- The implementation of AB-705
- Provide guidance and assistance to students, including the DI groups, requiring tutorial services in mathematics; screen and assess student needs and determine appropriate action to be taken
- Help with all aspects of tutoring in the Mathematics Learning Center
- Provide tutoring to mathematics students (25%)
- Assist with payroll and hiring forms
- Coordinate tutoring services provided by the Math Center in math classes (embedded tutoring), the Math Center, TLC in Escondido, Fallbrook, and

Rancho Bernardo, and Education Center in Camp Pendleton

- Assist in selecting and training of tutors, and monitoring program compliance and expenditures, among other activities
- Help to continue to meet the Math Center SAO of providing effective tutoring support for mathematics students, provide continuity to the program, and help to meet the Math Department's plan on providing supplemental instruction
- Assist in coordinating workshops for mathematics students, tutors and faculty
- Increase the effectiveness of all services provided by the Math Center and maintain communication with tutoring staff for continual development of tutoring services

Impacts:

- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due to completing their academic goal (certificate, AA, AST, or transfer).

Completing mathematics

courses is one of the leading barriers for students statewide.

- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due the completion of the college level math requirement in one year.
- The successful implementation of AB-705.
- Supporting DI and non-DI students in mathematics courses.

Is this a new position, a vacant position, modification to existing position, or other?

Modification

Position 2

Title of Staff position you are requesting

Institutionalize: Instructional Support Assistant II (Currently vacant; filled through part-time temporary hires. Funded through soft money (SEA))

Which goal/strategy in your three-year plan does this resource request support?

Goals 1 and 2

Strategic Plan 2019 Objective

2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705

2.6: Strengthen and integrate existing programs focused on persistence and student success

2.7: Establish an equity and inclusion center.

4.4: Assess and improve internal communication strategies and processes.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)

Description:

- ☐ Provide assistance to DRC students
- ☐ Assist with preparing materials for the Math Center's hybrid program
- ☐ Provide tutoring to mathematics students (50%)
- ☐ Review the work of the hybrid students and monitors the progress of hybrid students
- ☐ Administer tests to students
- ☐ Create test keys for hybrid classes; grade exams for hybrid classes, thereby increasing student feedback
- ☐ Assist at the front counter in the Math Center
- ☐ Coordinate online tutoring services for online classes, hybrid classes, and classes at Camp Pendleton

- ☐ Help to meet the Math Center SAO on providing effective tutoring support for mathematics students; provide continuity to the program, and help to meet the Math Department's plan on providing supplemental instruction
- ☐ Help to increase the retention and success of hybrid students
- ☐ Assist students in creating their accounts to login to the online learning management system; troubleshoot and resolve minor computer and equipment problems; refer more complex issues to Information Services for resolution
- ☐ Assist in scheduling and conducting orientation sessions for faculty and students
- ☐ Create and/or maintain learning resources including textbooks, calculators and reference materials
- The support of the hybrid classes offered through the Math Center.
- Supervised tutoring
- Tutoring of DRC students

Impacts:

- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due to completing their academic goal (certificate, AA, AST, or transfer). Completing mathematics courses is one of the leading barriers for students statewide.
- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due the completion of the college level math requirement in one year.
- The successful implementation of AB-705
- Supporting DI and non-DI students in mathematics courses.

Is this a new position, a vacant position, modification to existing position, or other?

Modification

Position 3

Title of Staff position you are requesting

Instructional Support Assistant I The Math Center had an Office Specialist, who retired. The position was never re-filled. To replace the Office Specialist, we are requesting an ISA I. An ISA is a more versatile position, with the ability to fulfill both front desk duties as well as tutoring. The duties of the ISA I are currently filled through part-time temporary hires.

Which goal/strategy in your three-year plan does this resource request support?

Goals 1 and 2

Strategic Plan 2019 Objective

2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705

2.6: Strengthen and integrate existing programs focused on persistence and student success

2.7: Establish an equity and inclusion center.

4.4: Assess and improve internal communication strategies and processes.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)

Description:

This position is to support the Supervised Tutoring program in the Math Center which routinely serves 800 to 1,000 students per semester. This Instructional Support Assistant I will provide tutoring to mathematics students, work with the Director on supporting our DRC student population, assisting at the front counter, and assisting the Title III/STEM ISA I position who is currently providing support for an average of 400 self-taught students a semester. In addition, this position will assist and support the tracking of both supervised tutoring students positive attendance and self-taught students attendance.

This position will help meet the Math Center SAO of providing effective tutoring support for mathematics students, provides continuity to the program, and helps meet the Math Department's plan of providing supplemental instruction. Due to consistent and trained staffing, this position can help increase the retention and success of our supervised tutoring students.

- Proctoring or administering the exams for the hybrid classes.
- Creation of exams for the hybrid classes
- The support of the hybrid classes offered through the Math Center.
- Supervised tutoring
- Tutoring of DRC students
- Tutoring of students in the DI groups
- The implementation of AB-705

Impacts:

- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due to completing their academic goal (certificate, AA, AST, or transfer). Completing mathematics courses is one of the leading barriers for students statewide.
- The Math Center supports students in their completion of mathematics courses, which helps the college under the new funding formula due the completion of the college level math requirement in one year.
- The successful implementation of AB-705
- Supporting DI and non-DI students in mathematics courses.

Is this a new position, a vacant position, modification to existing position, or other?

New

Technology, Equipment and Other Needs

Do you have funding requests?

No