Non-Instructional Program Review Template

What is a Non-Instructional Program?
Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name
Please indicate the program name: Teaching and Learning Support Center
Academic Year: 2025-2026
Name(s) of Submitter(s): Angela Cardinale, Crystal Tafoya, and Malina Ramos

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Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

   The Teaching and Learning Support Center provides high-quality student support through peer and faculty tutoring services and general learning support. TLSC provides a supportive and encouraging environment in which students learn and apply effective study skill techniques, become active participants in their learning process, and develop a growth mindset towards learning that will facilitate achievement of their academic goals.

B. What is the area vision and how does it support the institutional vision?

   The Teaching and Learning Support Center is committed to innovative, inclusive student support services, fostering educational excellence.

C. Please provide a short area description:
   To provide tutoring and general academic assistance to BCC students.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?
   Click or tap here to enter text.

- Innovate to Achievable Equitable Student Success

   - Close equity gaps by providing students with support through tutoring and academic assistance at the TLSC

   - Provide embedded tutoring support

   - Implement culturally responsive tutoring practices

   - Build relevant offerings and flexible scheduling for military partners

   - Ensure all materials and offerings are designed with UDL and accessibility principles in mind
- Ignite a Culture of Learning and Innovation

   - Leverage instructional technology in innovative ways to support and enhance teaching

and learning

- Empower students by supporting them in acquiring and applying research-based learning and study skills practices to their academic work
- Build Community
  - Provide avenues for continuous input and feedback from the college community
  - Utilize feedback to inform program updates and strategic plans
  - Communicate with campus community meaningfully and regularly
  - Embrace an internal culture of open communication, collaboration, innovation, and continuous improvement
  - Provide regular opportunities for professional development

- Achieve Sustainable Excellence in all Operations
  - Regularly assess workflows and tools and resources to ensure relevance, efficiency, and sustainability
  - Ensure college information systems and technology adequately support operations
  - Regularly update external-facing materials, including website, marketing, social media, etc.

Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Customers

As of spring 2023, BCC enrolled 3,355 students, 47% Hispanic, 24% White, 16.5% Black, and 3% Asian. 63% of students are female and 35% are male, and 40% are first-generation. 37% indicate a goal of obtaining an Associate Degree for transfer. 69% of enrollments are online and 21% are on-campus.

In spring 2025, TLSC served 494 unduplicated students, representing 15% of the total BCC headcount. Students received an average of 8.89 hours of tutoring. 52% female, 44% male, and 3% non-binary students. We served 45.79% Hispanic, 21.06% Black, 19.34% White, and 7.54% multi-ethnicity, and 3.23% Asian/Filipino students. 55% of appointments were made by males and 41% of drop-in appointments were utilized by Hispanic students.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

1. AB705/1705
- This legislation has an ongoing impact on tutoring centers, particularly in offerings targeted to math and English students.

2. State Legislation & Title 5 Regulations – Supervised Tutoring (AB 1187)
Background: AB 1187 (Irwin, 2022) mandated the Board of Governors adopt Title 5 regulations by July 31, 2023, requiring CCCs to offer supervised tutoring for foundational, degree-applicable, and transfer-level courses.
- Districts are now eligible for state apportionment funding for supervised tutoring across all course levels—not just basic skills.
- Expectation for tutoring centers to expand offerings and provide structured, supervised support.
- Academic senates, as per ASCCC resolution, have backed allocating resources accordingly

4. Title II Digital Accessibility Rule (Effective June 24, 2024)
- The U.S. Department of Justice finalized the Title II rule, which explicitly requires all state- and locally-affiliated public entities (including California Community Colleges) to make their websites, mobile apps, and related digital content accessible. All programs must meet WCAG 2.1 Level AA for all new and significantly updated content by April 2026.

3. Expansion of Tutoring Funding & Access (SSCCC Resolution Spring 2025)
The Student Senate (SSCCC S25.19.06, Spring 2025) is advocating for the following:
- Formal evaluations of tutoring programs,
- Increased funding to boost tutor staffing and operational hours,
- Hiring current students as tutors,
- Maintaining a balance of in-person and online support

5. Faculty Governance – Role & Quality Standards
ASCCC has encouraged the development of systemwide standards for tutoring centers, highlighting the faculty's pedagogical leadership role.
- Tutoring coordination should continue to involve strong faculty partnerships that inform training,

and alignment of tutoring practices with curricular outcomes.

What in-house policies, procedures, and processes need to be updated, created, or deleted?
TLSC should review all materials for accessibility and usability. A streamlined online appointment system should be developed as should a streamlined student check-in system to reduce or eliminate manual entry. Training for TLSC staff and both faculty and student tutors should be reviewed and updated. Due to budget and personnel constraints, new policies will be developed to ensure adequate tutoring availability, prioritizing registered students.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.
Instruction: TLSC supports student retention and success in their courses
Online Education: TLSC provides frontline support to online students
IT/App Services: TLSC leverages technology to support students
Student Services: TLSC collaborates on orientation and frontline support and referrals

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.
TLSC has provided embedded online and in-person tutoring to support AB 1705 implementation and provides general technical and academic support to students. As a hub for student support needs, the area provides frontline support for and referrals to Financial Aid, Admissions, IT/App Services, Distance Education, and ACCESS. The area partners with Special Programs, ACCESS, Adult Education, CTE, and dual enrollment to support and promote tutoring tailored to diverse student needs.

What other areas do you want or need to work with more and why?
Instruction: As MESA grant is implemented and AB 1705 continues, TLSC will collaborate to support.
Instructional Technology: TLSC will collaborate to redesign and update orientation and support resources for online students.
IT/App Services: TLSC will collaborate to explore technology options to streamline appointment making and tracking.
Marketing: TLSC will collaborate with Library to boost social media engagement and marketing efforts for the areas.
Dual Enrollment: TLSC will collaborate to ensure adequate support for dual enrollment students as CCAP agreements are formed and dual enrollment expands.
Student Services: TLSC will collaborate on implementation of Early Alert system.

Staffing

Area Organization – state any changes in past few years
An Associate Dean of Library and Learning support was recently hired. Due to budget, the allocation for student workers was decreased, resulting in 6 dedicated student workers instead of the previous year's 15. There is currently no faculty coordinator for TLSC and no dedicated administrative support for the area. A Learning Support Specialist also recently resigned.

Please list any professional development that staff has participated in (Standard 3.2)
In both fall 2024 and spring 2025, the Associate Dean completed semester-long communities of practice in Generative Artificial Intelligence and institutional and academic applications. In fall 2024, she designed training on UDL, accessibility, and culturally responsive practices and trained 9 faculty

coaches from all disciplines, including counseling and learning support. In July 2025, the Associate Dean attended the 2025 Curriculum Institute. TLSC staff participated in the following: Burlington English training, LLLATCCH, CASAS, AZTEC, and Teaching and Learning in Canvas trainings.

Please list any professional development staff would benefit from (Standard 3.2)
Student workers, staff, faculty, and admin in the area would benefit from training in apportionment and positive attendance. The area needs continual training in tutoring best practices as recommended by CRLA. The area should also explore training in culturally responsive, inclusive practices, accessibility, user experience, and universal design for learning, and any related technology to support their implementation.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.

Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?
No. The area requires a faculty coordinator to develop, update, and deliver regular training to student tutors. It also requires dedicated administrative support to support administrative functions of the Associate Dean and staff in this area and a Learning Support Specialist to fill the soon-to-be vacant position. A Learning Support Specialist resigned this year and that position needs to be replaced. We have 6 student workers and had 15 last fall, so we also need additional student worker support to meet need.

Area Effectiveness Data and Analysis

Satisfaction Surveys
In a spring 2025 Math English and ESL Survey, 41% of students (sample size of 12) stated they did not know what TLSC offers. Because of limit size of respondent group, a new satisfaction and needs assessment survey will be distributed fall 2025.

Audits, project tracking, etc.
N/A

Student Equity Data
Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Pacific Islander/Hawaiian and Black students experience the highest rates of disproportionate impact in retention and success overall and this is particularly exacerbated in online classes, at -6% and -8% respectively.

Ensuring streamlined user experience to student support resources as well as expanded training on culturally responsive, universally designed tutoring practices will directly address these gaps. TLSC will also offer a variety of faculty workshops to support students needing additional support, particularly in computer and software use for education and basic skills. We will continue to expand our embedded tutor program and promote and clarity offerings to increase engagement. We will utilize genAI to develop writing, study skills, and basic skills coaches and partner with ACCESS to ensure adequate support for our students of color with disabilities.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

A MESA grant is forthcoming, which will expand tutoring and counseling supports to STEM students. AB 1705 is a continuing priority, and embedded tutoring practices will expand to support both initiatives. A priority of this area will be to update training and ensure consistency, relevancy, and ease of use for all offerings.

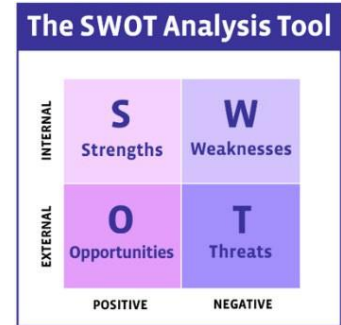Other Supporting Data (Qualitative or Quantitative)
Click or tap here to enter text.

Non-Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS • Caring, talented staff and student and faculty tutors • Discipline expertise • Welcoming, supportive environment	WEAKNESSES • Social media presence • Diversity of offerings • Manual tracking of positive attendance and appointments • Consistency in training
External	OPPORTUNITIES • MESA • Evolving technologies • Improved user experience • Increased engagement	THREATS • Budget constraints • Enrollment growth • Community need • Fewer staff

Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)
The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle
You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.
As you develop goals and outcomes:

    a. formulate **two to three goals with an expected outcome for each** that will help

Non-Instructional Program Review Template

maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).

b. indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)

c. indicate how each goal and outcome are **aligned** with the College's _Strategic Priorities._

d. indicate how each goal and outcome are **aligned** with the _Pillars of Guided Pathways_.

e. List at least one **action/strategy** for each goal/outcome.

f. Explain how you will **measure** the goal/outcome.

g. List any **resources** that will be needed to achieve the goal/outcome

GOAL 1

Streamline appointment systems and positive attendance record-keeping to improve user experience for students and internal efficiency.

- Strategic Priority Alignment: SP1 – Innovate to achieve equitable student success; SP4 – Achieve sustainable excellence in all operations
- Guided Pathways Alignment: Staying on the Path, Support Learning

Objective

Create an efficient, user-friendly appointment scheduling and positive attendance tracking system that meets staff needs, is intuitive for students, and supports accurate reporting.

Actions/Tasks

1. Assess current appointment and attendance systems; gather input from staff and students.
2. Explore options for streamlining and automating appointment scheduling.
3. Research and test methods for improving positive attendance tracking.
4. Collaborate with Application Services to develop and test a new or revised system.
5. Prototype and pilot proposed systems with a small user group.
6. Refine based on feedback and implement fully.

Expected Outcomes

- Reduced scheduling and attendance tracking errors.
- Faster and easier scheduling for students and staff.
- Improved staff efficiency through automation.
- Increased student satisfaction with appointment booking.

Measurement & Assessment

- Pre- and post-implementation staff surveys.
- Student satisfaction surveys.
- Comparison of attendance reports before and after system change.
- Reduction in manual data corrections and tracking errors.

Resources Needed

None needed at this point. We will review SARS and SARS Track to see if it can be better leveraged to meet needs.

GOAL 2

Expand and improve upon in-person and digital offerings, resources, and marketing to build community, ensure relevance, and increase engagement by 25%.

- Strategic Priority Alignment: SP1 – Innovate to Achieve Equitable Student Success; SP2 – Ignite a Culture of Learning and Innovation; SP3 – Build Community
- Guided Pathways Alignment: Staying on the Path, Support Learning

Non-Instructional Program Review Template

Objective

Increase student and faculty engagement with TLSC offerings by enhancing the variety, accessibility, and visibility of programs and resources—both online and in-person.

Actions/Tasks

1. Develop an annual calendar of faculty workshops, prioritizing topics like AB 1705 support, MESA, and digital literacy.
2. Design and launch a marketing/social media campaign to promote offerings.
3. Provide training for staff and tutors in UDL, accessibility, culturally responsive practices, and UX principles.
4. Implement an online student support chat system.
5. Create a student readiness survey with targeted follow-up resources.
6. Integrate generative AI (genAI) into TLSC resources and offer AI literacy workshops for faculty and students.

Expected Outcomes

- 25% increase in attendance at workshops and services.
- Improved accessibility and cultural responsiveness of resources.
- Greater awareness of TLSC services among students and faculty.
- More robust digital presence and engagement.

Measurement & Assessment

- Attendance and participation data.
- Survey results linking TLSC engagement to student outcomes.
- Social media analytics (engagement rates, reach).
- Accessibility review of materials.
- Tracking chat usage, Canvas analytics, and website traffic.

Resources Needed

Student workers

Fall 2024, we had 15 student tutors in TLSC. Fall 2025, we have increased usage and only 6 student tutors. As we seek to increase engagement, we must return our student worker staffing to not only serve as tutors but provide check-in, front desk, basic technical and DE support and to liaise with student services.

LibChat

Library will acquire LibChat and TLSC will utilize license to provide chat support during business hours at no additional cost to TLSC budget.

GOAL 3

Expand and revise tutor training to ensure consistency, relevance, alignment with best practices, inclusion, and accessibility.

- Strategic Priority Alignment: SP1 – Innovate to Achieve Equitable Student Success; SP2 – Ignite a Culture of Learning and Innovation; SP3 – Build Community
- Guided Pathways Alignment: Staying on the Path, Support Learning

Objective

Develop a comprehensive, regularly updated tutor training program that ensures all faculty and student tutors apply best practices in equitable, accessible, and effective tutoring.

Actions/Tasks

1. Hire a faculty coordinator to oversee tutor training and mentoring.
2. Review and align training content with CRLA best practices.
3. Build training modules in TRLC Canvas and schedule ongoing delivery, review, and updates.

4. Train staff, faculty, and student tutors on apportionment guidelines, accessibility, UDL, culturally responsive practices, and AI literacy.
5. Create a faculty and student tutor mentoring program.
6. Integrate genAI coaching into tutoring and train tutors in its effective use.

Expected Outcomes

- Tutors consistently apply evidence-based, inclusive practices.
- Increased compliance with apportionment and attendance requirements.
- Improved student satisfaction with tutoring services.
- Higher engagement with training materials.

Measurement & Assessment

- Annual tutor/staff knowledge assessments.
- Accuracy and completeness of positive attendance records.
- Student satisfaction survey results.
- Analytics on engagement with online training resources.
- CRLA certification renewal status.

Resources Needed

Faculty coordinator; ongoing CRLA membership

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Previous Goal #1: Increase TLSC usage 100%

This goal will be modified (see goal #2 above) to make it more specific, measurable, and attainable as well as to gather baseline engagement data.

Previous Goal #2: Fully establish writing, math, and ESL Success Centers by beginning of Spring 2023

This goal will be suspended. There are no separate writing, math, and ESL Success Centers. Keeping tutoring services centralized to TLSC ensures a consistent experience for students. We will be coordinating with MESA program once it is established to ensure consistent user experience continues, and the faculty coordinator will ensure consistency of workshops, DLAs, and other tutoring activities and methods for a consistent and high-quality student experience.

Previous Goal #3: Integrate VR into Academic Support experience.

This goal will be suspended at this time. The technology to prototype VR was purchased and training for STEM faculty was implemented. The STEM Tutoring Center, which this technology was primarily supporting, was ended and will be replaced by the MESA tutoring center. STEM faculty were trained and some continue to leverage VR for instruction, but it is not widely used. Given the other priorities, this is not a current urgent need. The focus will shift to leveraging technologies that streamline student user experience, data tracking, and high-quality tutor training. This could be a future goal for the forthcoming MESA program; however, updated technology and training will need to be implemented and we will also need to address accessibility issues going forward.

Non-Instructional Program Review Template

Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

We received a new typing program that doesn't fully meet the need. When this license expires in January, we will assess other options to replace. A typing program continues to be needed, however.

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

a. *Personnel/Staffing*
b. *Technology Resource*
c. *Facilities Resource*
d. *Professional Development*
e. *Other*

For all resource requests departments/areas should utilize the _Budget Allocation Proposal form_ and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
All	Administrative Assistant @50% (shared with Instruction)	$78, 672 (salary and benefits; shared w/ Instruction 50%	Y	
#2 and #3	Faculty Coordinator @40%	.40 load	N	Academic Affairs budget
All	Learning Support Specialist	Backfill vacancy; no additional cost	N	Academic Affairs budget
All	Additional student workers and tutors	TBD	N	Academic Affairs budget; CalWorks

BUDGET ALLOCATION PROPOSAL

Date: 07/30/2025		**Originator:** Angela Cardinale	
Program or Department Name:		Library and Learning Support, Academic Affairs	
Dean/Vice President/Supervisor:		Angela Cardinale, Associate Dean of Library and Learning Support	

What are you requesting? *(Brief)*	We are requesting ongoing funding for an Administrative Secretary (Range 16) to support the Instruction Office in Academic Affairs with daily clerical and administrative needs.
Amount Requested: $78,672 (includes salary and benefits)	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known):	Unrestricted General Fund

REQUEST TYPE:

☒ **Personnel/Staffing** *Complete **Personnel/Staffing** section below* ☐ **OTHER**	☐ **Technology Resource** *Complete **Technology** section below*	☐ **Facilities Resource** *Complete **Facilities** section below*	☐ **Professional Development** *Complete **Professional Development** section below*

PERSONNEL/STAFFING REQUEST

Is the position request for:	☐ Faculty ☒ Classified ☐ Management/Confidential
Is the position requested:	☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)
	☒ An existing classification *Official Job Title:* Administrative Secretary
Is the position requested:	☒ Full Time ☐ Part Time: 12 Months/Year 40 Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain: _____

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users:	☐ Students ☐ Faculty ☐ Staff ☐ Other
Is maintenance required? ☐ No	☐ Yes Explain: _____

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Do other internal areas/departments need to be involved?
☐ No ☐ Yes Explain: _____

Is technology needed? ☐ No ☐ Yes Explain: _____

1. Why is the request being made?

> The Instruction Office has expanded significantly in scope, overseeing multiple instructional divisions, programs, and support areas, including the Teaching and Learning Support Center (TLSC) and Career and Technical Education (CTE). This expansion has increased workload across faculty scheduling, evaluations, curriculum processing, and daily support. The Dean of Instruction and the Associate Dean of Library and Support Services, currently lacks dedicated clerical support, impacting the timeliness and efficiency of operations.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> Program Review – Section: Goals and Outcomes (Goal #1):
> "Improve efficiency and effectiveness of Academic Affairs operations by adding dedicated administrative support… allowing for faster response times and increased faculty support."

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> Instructional efficiency and faculty support are tracked through processing time for evaluations, scheduling forms, and meeting deliverables. The lack of clerical support has resulted in delayed responses and slower coordination during high-volume periods, directly impacting service quality. This new position supports improved outcomes in communication and workflow management.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> **Goal #1:**
> "This position will reduce processing time for key tasks by 30% and improve faculty satisfaction with Instructional support services."

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

N/A

4. a) How will this resource improve student success or institutional services?

This role will improve institutional services by:
- Enhancing operational efficiency in instructional scheduling, evaluations, and reporting
- Freeing up leadership time for strategic planning and instructional support
- Supporting timely responses to student and faculty needs

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Time-to-complete for evaluations, scheduling, and key forms
Faculty satisfaction surveys on Instructional support
Comparison of project tracking logs pre- and post-hire

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

This staffing request supports Barstow Community College's mission to provide equitable, accessible, and affordable education by strengthening the operational capacity of both the Dean of Instruction and the Associate Dean of Library and Support Services. These two leadership roles oversee a wide range of academic and student support functions, including curriculum, scheduling, faculty evaluations, tutoring, library services, and instructional support programs that serve diverse, military-affiliated, and historically underrepresented students. Adding a full-time Administrative Secretary will help streamline daily operations, improve communication, and reduce delays that impact course access and student support. This role is essential to maintaining high-quality service and ensuring the college's mission is fully carried out across both instruction and support services.

2. Strategic Priorities / Strategic Goals

This request aligns with Strategic Priority 1: Innovate to Achieve Equitable Student Success by ensuring that the operational side of instruction and student support services functions efficiently, allowing faculty and staff to focus on teaching and student engagement. Timely scheduling, curriculum processing, and faculty support are critical to keeping students on track in their educational pathways, especially those from historically underserved populations. It also supports Strategic Priority 4: Achieve Sustainable Excellence in all Operations by addressing a clear staffing gap that impacts workflow, communication, and service delivery across Instruction and Library and Support Services. Adding an Administrative Secretary creates long-term stability, improves internal processes, and strengthens the foundation needed to carry out high-impact academic and student-centered initiatives.

3. Educational Master Plan

This request supports the Educational Master Plan, specifically Goal 3.1: Strengthen Institutional Effectiveness and Accountability by addressing a critical staffing need that directly impacts the college's ability to manage instruction, academic support, and student services effectively. The addition of an Administrative Secretary enhances the operational infrastructure necessary to carry out key initiatives in curriculum development, scheduling, instructional support, and library services. By improving response times, coordination, and internal workflows across both academic and student support divisions, this role contributes to the college's broader goal of ensuring institutional quality, responsiveness, and efficient resource use in support of student achievement.

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

This request aligns with the Human Resources Staffing Plan by addressing a documented need for classified support in high-impact administrative areas. As the responsibilities of the Dean of Instruction and Associate Dean of Library and Support Services have expanded, the absence of a dedicated Administrative Secretary has created operational strain, delaying essential processes like scheduling, evaluations, and academic support coordination. The HR Staffing Plan emphasizes aligning personnel resources with institutional needs to ensure efficient service delivery and support student success. Adding this position ensures workload is distributed appropriately and supports long-term employee effectiveness, retention, and job satisfaction within Academic Affairs.

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

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Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL — OUT OF CYCLE

Date: __10/9/2025__	Originator:	Angela Cardinale
Program or Department Name:	TLSC and Library	
Dean/Vice President/Supervisor:	Angela Cardinale	

What are you requesting? *(Brief)*	Faculty Instructional Specialist
Amount Requested: **$95,000 + benefits**	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known) :	SEA, Strong Workforce, General fund

REQUEST TYPE:

X Personnel/Staffing *Complete Personnel/Staffing section below*	☐ Technology Resource *Complete Technology section below*	☐ Facilities Resource *Complete Facilities section below*	☒ OTHER

PERSONNEL/STAFFING REQUEST

Is the position request for: **X** Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title: Instructional Specialist, TLSC and Library*

Is the position requested: X Full Time   ☐ Part Time: 11 Months/Year   32 Hours/Week

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TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain: _____

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

Both the Library and TLSC program reviews identify critical needs for consistent faculty leadership in coordinating academic support, expanding professional development, and embedding equity-based learning strategies across courses. This faculty position directly responds to those findings, providing a bridge between instruction and student services to increase engagement, close DI gaps, and strengthen institutional capacity for inclusive innovation.

2. a) What is the urgency for this request being made outside of the Annual Update/Program Review regular cycle?

The Library and TLSC Program Reviews (2025) both cite the need for a faculty-level leader to coordinate academic support and professional learning. The Library review calls for strategic integration of LibAnswers/LibWizard and instructional partnerships to increase engagement. The TLSC review identifies the lack of a faculty coordinator to oversee tutor training and faculty PD. This position will fill that gap by providing faculty leadership for coordinated Library–TLSC integration, professional development, and data-driven assessment.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

We assess our library outcomes largely through usage statistics. Over time, especially since the post-pandemic reopening, we have seen our foot traffic drop while our electronic usage data has proportionately increased. This strongly suggests the need for a much more extensive ebook collection.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This position will support the shared goals of increasing meaningful and outcomes-based engagement in both the Library and TLSC. This request will establish a faculty-led Instructional Specialist position to coordinate instructional programming, faculty professional development, and integrated learning-support activities across the Library and Tutoring Center (TLSC). This role will enhance collaboration between instructional and student-service areas, improve equity in student success and retention, and provide faculty leadership in accessibility, Universal Design for Learning (UDL), culturally responsive pedagogy, and AI/digital literacy.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

(empty box)

4. a) How will this resource improve student success or institutional services?

> Students and faculty will have increased and consistent access to research-based, relevant programming and resources that will support them in teaching and learning for successful outcomes.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> Indicators will include increased engagement with academic support programs, increased faculty PD participation, improvement of transfer-level English/Math success rates for DI students, and 100% accessibility compliance for digital materials.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

> This position will ensure equitable and accessible academic support to diverse students in both educational and career pathways.

2. Strategic Priorities / Strategic Goals
- SP1 – Innovate to Achieve Equitable Student Success
- SP2 – Ignite a Culture of Learning and Innovation
- SP3 – Build Community
- SP4 – Achieve Sustainable Excellence in All Operations

3. Educational Master Plan

> This position will increase efficiency, equity, and student outcomes by coordinating instructional integration of tutoring and library services within transfer-level, CTE, and high-need courses.

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

> This position will directly and impactfully address needs identified in the Student Equity and Professional Development Plans. Lead faculty professional development in UDL, accessibility, AI literacy, and equity-minded instruction. This position will develop and maintain a calendar of professional development activities and create and maintain a Canvas resource hubs and

asynchronous tutorial modules for students and faculty. Supervise and mentor faculty and peer tutors; align training with CRLA and Title 5 requirements (AB 1187/1705). This position will integrate tutoring and library projects into curriculum through course collaborations and faculty workshops and collect and analyze usage and learning data across Library and TLSC Program Review and SEA Plan reporting.

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

_____
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|_____|

Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

_____
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|_____|

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____   Date: _____