

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Katie Ha	TLC	Director, Faculty— Supplemental Instruction
Paul Starer	Language Arts	Dean

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Teaching and Learning Center proudly continued to grow in its second operational year. The unduplicated headcount increased 45.3% from 2013-14, or from 1,113 students to 1,617 students. The TLC is especially proud of this increase considering its two temporary locations during the greater library renovation. Additionally, the TLC gladly collaborated with other departments like the Transfer Center, EOPS, Financial Aid, and the Veterans Resource Center to offer workshop assistance for scholarship and transfer essays.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The area of improved identified in the previous two years was to increase the number of Basic Skills students who seek assistance in the TLC. In addition to continuous efforts to outreach to them and BS faculty, the TLC also worked closely with the new Summer Bridge English cohort to provide assistance in the form of Embedded Tutoring and also TLC faculty tutoring. In addition, the college is launching Early Alert in English 209 and 110 in Winter 2016, and with close

collaboration with the Early Alert Coordinator and English faculty, the TLC plans to provide drop-in and advanced scheduled tutoring for these Basic Skills students. Finally, last year, Russell Wong was assigned 4 hours per week to spend time in the TLC. His presence and efforts helped introduce Disability Resource Center students to our services and further increased the number of basic skills students we were able to support.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The TLC employs primarily data from SARS and supplemental data from the Office of Institutional Research to determine success. Unfortunately, due to the wide range of students we serve across all divisions, determining the impact of tutoring on grades is challenging. Therefore, other factors are considered: the number of students who repeatedly come to the TLC for help and the increasing number of faculty across divisions who refer students for help. More intrusive data would need to be collected through the Office of Institutional Research to understand the impact the TLC has on student success and retention, however, distributing student surveys could provide qualitative data on the services the TLC offers.

1D. EMP Goal: The 2015-2020 Educational Master Plan includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As previously stated, the TLC will continue to outreach to BS students. Additionally, of the students served in the TLC, only 1% consisted of Pacific Islanders, 2% Filipinos, 4% African Americans and 16% Latinos, therefore efforts need to be made to partner more closely with programs like Puente to promote the use of the TLC among these target populations. Without a large representation of Pacific Islanders and Filipinos on campus, outreaching to this small population is a challenge, but reaching out to student clubs may increase their attendance at the TLC.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
Adopt a new online tutoring platform	Spring 2016	Increased usage
Expand online tutoring hours	Spring 2016	Increased usage
Expansion of Embedded Tutoring	Winter and Spring 2016	Increased retention and passing rates in targeted courses
Create self-guided online modules aligned with curriculum across campus	2016-2017	Tracking the number of users

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Administrative Assistant	To be determined by the FHDA Salary Schedule	Expansion of tutorial services; coordinating schedules for TLC and ET; orienting new students to the services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Support Technician	To be determined by the FHDA Salary Schedule		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

SECTION 3: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

3A. Strengths and successes of the program as evidenced by the data and analysis:

The TLC faculty and staff have risen to provide an integral set of student support services on the campus. Whether through one on one tutoring, embedded tutoring, or group tutoring, the faculty have increased the support for students across all disciplines, and demand for these services continues to grow. The TLC faculty and staff are to be commended for their efforts to serve and support students.

3B. Areas of concern, if any:

I continue to want to see the TLC serve the needs of basic skills students.

3C. Recommendations for improvement:

In addition to outreach to basic skills faculty and students, the TLC is ready to start peer

tutoring services for students. Trained peer tutors can increase the reach and scope of what the TLC accomplishes.

3D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle in-Depth Review

Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College

SA - Teaching and Learning Center (TLC)

Mission Statement: Through a close collaboration between faculty, staff and students the Teaching and Learning Center support students with their academic reading and writing skills to become active independent learners across all disciplines. Through one-to-one and group sessions, the Teaching and Learning Center promotes student learning, retention and success by empowering transfer and non-transfer students to become self-aware and self-sufficient readers and writers.

Primary Core Mission: Basic Skills

Secondary Core Mission: Transfer

Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Teaching and Learning Center (TLC) - Outreach to Promote TLC - Increase the number of attendees that will take advantage of this inclusive event and to provide admission application and registration sessions. Year(s) to be Assessed: End of Academic Year SA-SLO Status: Active	Assessment Method: Matriculation and course completion data will be extracted from Banner reports. Assessment Method Type: Data Target: Increase the number of attendees successfully completing counseling 50 the following fall quarter.	 Assessment Method: Attendance data will be extracted from internal database (SARS). Attendance will be extracted from Banner reports. Assessment Method Type: Data Target: Increase the number of attendees that will take advantage of this service.	02/19/2016 - Data extracted from SARS and then uploaded into Banner indicate that in the first year of its existence, the TLC supported 1599 over the course of the 2013-2014 and 2548 the following year. This 37.25% growth provides evidence of successful outreach efforts to promote the TLC among students. Result: Target Met Year This Assessment Occurred: 2014-2015
	Assessment Method: Student contact information data will be extracted from Banner. Assessment Method Type: Data Target: Reach out quarterly to all students that have applied for Foothill College but have not		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.</p>		
<p>SA - Teaching and Learning Center (TLC) - Orientation for Tutees - Tutees that visit the Teaching and Learning Center will receive comprehensive information and guidance in how to best utilize the support offered, the processes/procedures for signing up to see a tutor.</p> <p>Year(s) to be Assessed: End of Academic Year</p>	<p>Assessment Method: Students must sign a contract stating the policies/procedures at the TLC before receiving assistance.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target: 85% of students go through an "intake" process in which TLC policies are explained.</p>		
<p>SA-SLO Status: Active</p> <p>SA - Teaching and Learning Center (TLC) - Tutoring Services - Students that participate in the program will be provided with the resources necessary to explore, identify and develop individualized strategies, tools, and tutoring to succeed academically.</p> <p>Year(s) to be Assessed: End of Academic Year</p>		<p>Assessment Method: Students receive "receipts" through which they reflect on what they learn in tutoring sessions.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target: 80% of students that seek tutoring return for additional help.</p>	
<p>SA-SLO Status: Active</p> <p>SA - Career Development - Increase the number of prospective students taking advantage of career development assessments and assist students in understanding the results and the career options available at Foothill by providing True Color Workshops.</p>	<p>Assessment Method: Attendance data will be extracted from internal database (TrackVia).</p> <p>Assessment Method Type: Data</p> <p>Target: Increase the number of prospective students taking advantage of career development assessments and assist students in understanding the results and the career options available at Foothill by providing True Color Workshops.</p>		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Teaching and Learning Center (TLC) - Provide tracking services - Prospective, returning, and current students will learn how to effectively use SARS to access services and receive in-person assistance, online tutoring, or book an appointment.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Data collected from Banner.</p> <p>Assessment Method Type: Data</p> <p>Target: Accurately track 100% of students who seek assistance in the TLC.</p> <p>Assessment Method: Student contact information data will be extracted from Banner.</p> <p>Assessment Method Type: Data</p> <p>Target: Reach out quarterly to all students that have applied for Foothill College but have not registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.</p> <p>Assessment Method: Student contact information data will be extracted from Banner.</p> <p>Assessment Method Type: Data</p> <p>Target: Reach out quarterly to all students that have applied for Foothill College but have not registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.</p>		
<p>SA - Teaching and Learning Center (TLC) - Student Worker Orientation - Every student worker who attends the Student Employee Orientation will know how to complete and successfully submit an online time sheet, use SARS, and perform front desk duties.</p>	<p>Assessment Method: Verify through Banner that student time sheet exists and is completed. Compare list of orientation attendees with time sheets in the system.</p> <p>Assessment Method Type: Data</p>		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA-SLO Status: Active	Target: Reduce the number of students going to the District office to amend/complete time cards.		