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 resource allocations. With that in mind, please answer the following questions.

Program/Department Name: The Teaching and Learning Center

Division Name: Language Arts

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

Name	Department	Position
Katie Ha	LAS	Faculty, Supplemental Instruction
Julie Riggins	LAS	Instructional Associate
Josh Pelletier	LAS	Instructional Associate
Al Guzman	LAS	Administrative Assistant

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 18

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

Instructional Associate I
Instructional Associate I
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.

> After the renovation of the 3600 building, the Teaching and Learning Center (TLC) absorbed the Media Center's computer lab, and the Library took in the non-print collection. Henceforth, any references to the TLC also include student learning activities that take place in the computer lab.
>
> Based on the program review data, the TLC achieved a slight, but significant, increase in the number of Filipino students and Latino/a students it served; respectively, the number of students from each ethnic group rose from **53** in **2014-15** to **77** in **2015-16** and **397** in **2014-15** to **517** in **2015-16**. Achieving an increase in the TLC's service to these populations was a program goal last year, and the numbers from 2015-16 affirm that the TLC's efforts to this end have been successful.
>
> Furthermore, additional data provided by the campus researcher indicates that students served in classes in which the TLC has placed an embedded tutor have higher success rates than students in the same courses who did not work with an embedded tutor. The TLC placed embedded tutors in 9 different courses, representing 6 different disciplines: Biology, Economics, English, History, Political Science, and Psychology. (The STEM Center also placed ETs in Math My Way.) Students who worked with an

embedded tutor, on average, enjoyed a **93%** success rate; students who did not seek out embedded tutoring, by contrast, passed at a rate of **77%**.

The TLC also continued to support students' academic goals by aiding them in application writing for scholarships, grants, and university and graduate school applications. While indirectly related to their coursework, the TLC is proud to assist students in the high stakes writing tasks when applying for transfer to further their academic goals.

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.

As part of the TLC's commitment to support Foothill College's equity-driven agenda, the TLC will focus on outreach and support for Basic Skills students; that is, the TLC will continue to communicate and partner with programs like Summer Bridge and Owl Scholars, as well as with learning communities like First Year Experience (FYE), Puente, and Umoja. These campus alliances remind Basic Skills students and those in targeted groups that they have safe, friendly, and welcoming support services and encourage them to seek supplemental instruction support before they experience an academic problems.

Given the early success of the embedded tutoring program (see Section 1A above), the TLC also plans to continue providing embedded tutors in classes with identified basic skills and equity needs based on data from the Office of Institutional Research. Efforts are also being made to staff the Foundations Lab in the STEM Center with Language Arts tutors to provide a more intimate setting for pre-collegiate levels of writing and reading support.

The TLC is also excited to launch a peer tutoring program to further our support of students and also foster a sense of service leadership in the peer tutors. These student tutors will perform the same functions as the original TLC faculty tutors, will attend the required tutor training courses, and will serve as role models to their peers on the campus. As our employment of peer tutors expands, coupled with the space the center shares with Pass the Torch, we hope to reach a wider student population.

Furthermore, the TLC intends to add to its current library of resource materials: textbooks, style manuals, handouts, and the like to not only aid the students but also the faculty and peer tutors who strive to support and promote student learning.

Since the TLC has acquired the Media Center's ePRINTit system and expansive computer lab, it is now providing much in terms of staff support to students with printing and technology needs. The Media Lab will allow the TLC to expand digital services and support, such as self-directed student learning modules that supplement course content and support in-person tutorial activities provided by the TLC.

In addition to online modules, to reach more basic skills students, the TLC will be creating a new department on campus called Non-Credit College Skills to house courses to be created to supplement academic coursework and build on the need for students to improve skills related to vocabulary development, mechanics, note-taking, and application writing.

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)?

Tutorial services tend to be more successful when students return at least once for assistance. Retention, therefore, becomes an important measure of success. The Student Appointment and Reservation System (SARS) allows the TLC to collect data regarding the nature of tutorial sessions--the subject matter, the course, and whether students are returning for assistance after their initial

appointment.

As noted in section 1A above, data from the TLC's embedded tutoring program has been an important measure of success thus far; as the program grows, it will continue to be a significant measure of future success. The TLC is distributing surveys this quarter to all embedded tutoring recipients to allow for reflection on current and future services.

Furthermore, the TLC will coordinate with the Office of Institutional Research to distribute student surveys that will provide qualitative data regarding student success and satisfaction with the TLC's services.

Lastly, if possible, the TLC would like to track the success rates of students who receive tutoring and compare them to the success rates of those who don't. This quantitative data would allow the TLC an opportunity to further evaluate its effect on student learning outcomes.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) 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.

To support Foothill College's emphasis on fostering a culture of equity, the TLC will continue to outreach to students involved in Summer Bridge, FYE, Puente, Umoja, OWL Scholars--as well as any other support services, programs, clubs, and cohorts--in order to promote the use of the TLC among underserved populations.

Also, the TLC computer lab strives for inclusivity by providing an environment that recognizes all skill levels and offers support to any and all classes of learners.

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
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Expansion of Embedded Tutoring	Winter and Spring 2017	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
Offer new NC College Skills and TLC courses	Fall 2017	Course Enrollment
Lending Library in Foundations Lab	Fall 2017	Tracking the number of users

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) <u>website</u> for current guiding principles, rubrics and resource allocation information.

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
Full-Time Faculty Position: Supplemental Instructor (SI)	To be determined by the FHDA Salary Schedule	Expansion of tutorial services; coordinating schedules for TLC and ET; orienting new students to the services; tutoring; teaching TLC courses; interacting more extensively with basic skills students and targeted equity groups				
Two t.v. displays in two study rooms	$1197 each. $2394 for two.	To promote and encourage self-guided learning, match the library study rooms, and provide a place for public speaking practice				
Lockers for Staff/Tutors	$124 for each locker. $745 for six. $2980 for 24.	To further encourage tutors and staff to settle into the TLC and make it a homey environmen				

		t for the students they serve.
Materials for Lending Library	$1,000	To building a robust lending library for basic skills students and learning communities

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

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The TLC continues to provide outstanding service to students and now that it is established in its permanent location, I suspect that demand for the services of the TLC will continue to grow. The addition of the media lab adds a new benefit to the TLC and this should help to bring in students who might not have discovered the TLC on their own.

I am particularly pleased with the success of the embedded tutor program and would like to see this expand into basic skills English and ESL courses.

The faculty and staff of the TLC are doing an outstanding job working to meet students' needs, and I applaud each of them for the hard work they have been engaged in, first with the move and then with setting up the center and continuing to make the TLC a student-centered space.

4B. Areas of concern, if any:

  I am concerned about the need for the TLC to get their services to students in basic skills courses. This program review suggests that the faculty and staff are aware of this and are going to try and outreach to these student populations, so we can follow up next year to see how successful they were. I'd also like

to see an expansion of the peer-tutoring model that began this winter quarter.

4C. Recommendations for improvement:

I don't have any at this time. The program seems on the right track to address concerns I have brought to their attention.

4D. Recommended Next Steps:

X Proceed as Planned on Program Review Schedule

Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, 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.

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
	registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.		
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. **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** Students must sign a contract stating the policies/procedures at the TLC before receiving assistance. **Assessment Method Type:** Pre/Post Test **Target:** 85% of students go through an "intake" process in which TLC policies are explained.		
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. **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** Students receive "receipts" through which they reflect on what they learn in tutoring sessions. **Assessment Method Type:** Pre/Post Test **Target:** 80% of students that seek tutoring return for additional help.		
	Assessment Method: Attendance data will be extracted from internal database (TrackVia). **Assessment Method Type:** Data **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.		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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. **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** Data collected from Banner. **Assessment Method Type:** Data **Target:** Accurately track 100% of students who seek assistance in the TLC.		
	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 registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.		
	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 registered for classes to invite them to the Becoming a Foothill Student workshops and/or to visit our department for one-on-one assistance.		
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.	**Assessment Method:** Verify through Banner that student time sheet exists and is completed. Compare list of orientation attendees with time sheets in the system. **Assessment Method Type:** Data		

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.		