Basic Program Information

Department Name:

The Teaching and Learning Center

Division Name:

Language Arts/Learning Resource Center

Program Mission(s):

Through a close collaboration between faculty, staff and students, the Teaching and Learning Center supports 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.

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

Name	Department	Position
Katie Ha	TLC	Faculty

Total number of Full Time Faculty:	*1*
Total number of Part Time Faculty:	5-10

Please list all existing Classified positions:
N/A

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

    a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Because this is the first quarter data has been tracked in SARS for the Teaching and Learning Center (TLC), this Program Review will refer only to data from the first eleven weeks of Fall quarter 2013.
Currently, TLC utilizes two software applications to track students. SARS Trak, at the entrance/exit of the center, tracks students' arrival, departure, and total time spent in the TLC. So far, 339 unduplicated/individual students have signed into the front computer. Of these, 132 chose NCLA406A Non-Transfer Level Support on the screen and 207 clicked on NCLA406B Transfer Level Support. Therefore, further efforts should be made to encourage Non-Transfer level students to seek assistance in the TLC, especially as they historically struggle to succeed academically. As of December 4, 2013, students have spent approximately 1671 hours in the TLC. Students sometimes forget to log out, therefore, SARS indicates that of the 1671, roughly 196 hours were not properly logged.
Data collected from SARS Grid, the application used to track individual tutoring sessions, indicates that 392 unduplicated students have sought assistance and of these, 12 have sought assistance in multiple courses. Additionally, the average wait time to see a Faculty Tutor is 28 minutes, however, this does not account for the peak hours of the day when wait time can escalate to 80 minutes.

                This data was obtained via the following sources:
_____ CCC Apply
_____ Ask Foothill
_____ Credentials
__X__ SARS
_____ Other (List)_____

    b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

The TLC does not currently engage in tracking that enables the ethnic breakdown of students, however, in future quarters, the Supplemental Instructor will collaborate with the Office of Research and Planning to cross-reference the SARS count of students to determine the demographics of usage. Qualitatively, the demographics align with those of the college in general; however, a higher rate of non-native speakers seek assistance here for grammatical and sentence-level issues than the native-speaking population.

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Currently, Online Tutoring is offered two hours per week: Wednesday from 1pm to 2pm and Thursday from 5pm to 6pm. These hours were chosen based on times recommended by the Dean of Family Global Access, Dr. Judy Baker, and also based on the survey results from an online English class. So far, only one student has logged in to receive help online, but as demand increases, the number of hours offered will also be increased. Further surveys can be distributed electronically to determine an ideal schedule for students off-campus to access academic support and also to evaluate this service.

Additionally, The Teaching and Learning Center will be launching limited support at the Middlefield campus in January 2014 with the intention of scaling that support as demands increase and ideal times determined based on student and faculty input.

Data for this area is based on services offered at the following locations:
1. _____ Middlefield
2. _____ CCOC
3. __X__ Other (List)

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The current staffing structure can be improved to meet the needs of the TLC in the short- and long- terms as its offerings expand. Ideally, the TLC could have, in addition to the full-time Supplemental Instruction Faculty and part-time Non-Credit Faculty, a classified staff member to assist with:
- the daily management of SARS log-in/log-out,
- dropping students into SARS Grid for tutoring sessions,
- monitoring length of sessions,
- assisting with the promotion of TLC services,
- assisting with the development of marketing and academic
- manual data entry
- photocopying and filing
- schedule coordination

In the long term, a second classified staff member, such as a program coordinator, could be hired to assist with coordinating supplemental instruction programs, such as Embedded Tutoring, as it grows.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. **Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> The TLC supports Basic Skills by offering non-transfer level reading and writing support for academic coursework and general skills. By focusing on global and local skill sets in individual sessions and group workshops, underrepresented students can improve their self-awareness and independence. Through NCLA 406A, the TLC assists non-transfer level students in improving their skills in constructing paragraphs and topic sentences; developing theses and organizing essays, and identifying patterns of grammar and sentence-level errors.

b. **Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> The TLC supports the needs of transfer-level students by providing them academic reading and writing tutoring in all transfer-level courses. Additionally, workshops offered are developed to improve their general skills in these areas to increase their success as they prepare to transfer.

c. **Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> Because the Teaching and Learning Center provides support for reading and writing across all disciplines, students from CTE programs, such as Dental Hygiene, often seek assistance for grammar, note-taking, or journal writing for their classes' required e-folios. Additionally, workshops are offered for CTE to improve their skills and the TLC staff promotes services by visiting CTE classes and informing faculty members of how our services align with their students' needs.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – 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: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

Student Learning Outcomes and Program Level Outcomes have been developed for this current academic year.

b. If your service area has other outcomes assessments at the program level, comment on the findings.

c. How has your service area engaged in dialogue about student learning outcomes?

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

a. **List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1.			

b. **New Goals**: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Expand tutorial offerings to include more ESL and foreign language support.	Short-term	Many students are required to take a foreign language in order to transfer, so the TLC could offer support to aid in their success.	Through Collaboration with the Office of Planning and Research, a suggestive correlation between the usage of TLC services and students' academic progress can be inferred from data.
2. Expand online tutoring hours.	Short-term	Offering more online tutoring hours would improve students' access to support off-campus.	Data can suggest a correlation between the usage of TLC services and online students' academic progress.
3. College Application Writing and Scholarship Essay Support	Short-term	The application is required to transfer, so the TLC could offer support to aid in their success.	A suggestive correlation can be inferred by tracking students' usage of the TLC and their subsequent rate of transfer.
4. Improved support of DRC students.	Short-term	The TLC plays a crucial role in assisting DRC students' success and closing their achievement gap.	A suggestive correlation can be drawn by tracking students' usage of the TLC and their parent

			courses.
5. Implement a referral system for faculty	Short-term	Collaboration with faculty is crucial to helping underrepresented students achieve academic success.	A suggestive correlation can be inferred by tracking students' usage of the TLC and their subsequent passing rates.
6. Outreach to Basic Skills and non-traditional students	Short-term	Basic Skills and non-traditional students are less likely to seek help, therefore the TLC needs to increase outreach to these population to better support them.	A suggestive correlation can be inferred by tracking students' usage of the TLC and their subsequent rate of transfer or completion of pathways.
7. Outreach to non-Language Arts Divisions	Short-term	The TLC support all Foothill College students, so an increased should be made to encourage their use of the services to increase their success.	A suggestive correlation can be inferred by tracking students' usage of the TLC and their subsequent rate of passing courses.
8. Embedded Tutor and TLC Peer Tutor Training	Short-term launch with long-term expansion	Many students need supplemental support outside of class in courses that traditionally have low passing rates.	A direct correlation can be suggested between students who receive Embedded Tutoring Support versus those in other sections of parent courses who do not.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Administrative Assistant	To be determined by the FHDA Salary	This position would support goals 4 and 5. Students are more likely to seek assistance if a staff member is readily	N

	Schedule	available to help them navigate the center's procedures.	
Program Coordinator	To be determined by the FHDA Salary Schedule	This position would support goals 5, 6, 7 and 8 as the TLC expands its offerings and scope by providing assistance needed to support students across disciplines.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Dragon	1,000	Goals 1, 4, 6, and 7. Underrepresented student populations need software programs in addition to tutoring to improve their self-awareness and independence to complete their individual programs.	N
Kurzweil or text-to-speech software	2,000	Goals 1, 4, 6, and 7. Underrepresented student populations need software programs in addition to tutoring to improve their self-awareness and independence to complete their individual programs.	N
Study Skills Software	1,000	Goals 1, 4, 6, and 7.	N

		Underrepresented student populations need software programs in addition to tutoring to improve their self-awareness and independence to complete their individual programs.	
Adobe In-Design Basic Suite	300	Goals 6 and 7. This software would be used for promotional materials to advertise TLC services.	N
Brochures	500	Goals 4, 6, and 7. Brochures detailing TLC services are needed to increase student, faculty, and staff awareness of the TLC's scope and availability.	N
Grammar/Pronunciation Software	3, 000	Goal 1. Non-native speakers of English persistently seek help in Grammar and pronunciation outside the scope of a 20-minute session. These skills are necessary for their success in their individual pathways.	N
Laser Printer	500	Goals 1, 4, and 5. Currently, the TLC shares a printer with Pass the Torch. To be able to support students with individual needs, such as a plan of action for a writing assignment or individual grammar handouts, the TLC needs its own printer.	N

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Student Workers	$12,000	Goals 4 and 6. Student workers give tours of the center and assist students in understanding TLC policies and procedures.	Y

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this	Previously funded in last 3 years? (y/n)

		resource request supports this goal.	
Audio/Video Labs	10,000	Goals 1, 4, 6, and 7. Creating audio/video labs would provide underrepresented students, non-native speakers and DRC students a quiet, multi-modal learning environment.	N

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:
Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Section 8: Student Equity and Institutional Standards			

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

d. If your program has other outcomes assessments at the program level, comment on the findings.

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e. How has your department engaged in dialogue about student learning outcomes?

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Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior <u>program review</u> cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. After reviewing the data, what would you like to highlight about your program?

The Teaching and Learning Center has been well-received by the campus in its first fully operational quarter and assisted around 300 students in their academic reading and writing assignments. Further efforts are being made to expand the scope of its services and their promotion to students outside of Language Arts. Because there is one full-timer, outreaching to all divisions and clubs proves challenging while also managing center staff and expanding services. Additionally, at least one staff member is needed in the center on a permanent basis, especially given that the space is shared by Pass the Torch, to assist students in navigating the system and answering any questions they may have because the Supplemental Instruction faculty is not always physically in the TLC. A staff member is needed to ensure that students sign in and out and that the records accurately reflect usage required to collect apportionment.

As Embedded Tutoring is launched and expanded, a third staff member would be needed to take over some of the outreach efforts so that the Supplemental Instruction faculty member could train Peer Tutors in a course similar to the PTT 110 Tutor Training course. With these staff additions, Peer Tutors could also be added along side Faculty Tutors in the Teaching and Learning Center.

The TLC assists a high volume of non-native speakers of English of many levels and would therefore like to expand options outside of Faculty Tutoring for them to improve their skills. The addition of software, such as Rosetta Stone or FOG, would be useful to them. Many DRC students also come to the TLC, so the additions of Kurzweil and Dragon can help them and non-native speakers. Also, in addition to English language learners, many underrepresented students lack the study skills necessary to succeed at the college level, so software to help them with time management would be useful.

In terms of accessibility, the TLC has expanded its services to include online tutoring and tutorial services at the Middlefield campus. Efforts are being made to inform students of the availability of these services, though the online tutoring is underutilized. The TLC hopes that a space will be available at the new Onizuka campus in the future to assist students who may not be able to seek help on the main campus and that these and other Foothill College students will take advantage of online offerings.

Additionally, after the TLC is moved back into the 3600 building, an addition of audio/video recording labs could greatly help students who are required to give oral presentations and/or need to improve their public speaking skills. Small rooms in which students can record themselves would provide them the means of improving and becoming self-aware. These rooms would support not only non-native and native-speaking students alike in Communication Studies and ESL 235 along with courses from other divisions. Given the cancellation of ESL 235, the TLC seeks to support Foothill College students in their goal of improving their conversational level as it is necessary to succeed in any college-level course.

Finally, the TLC has provided workshop covering general topics of importance in reading and writing; however, plans are underway to expand the offerings to support students in other disciplines and areas that relate to transfer. For example, students have requested assistance in better understanding the language used in word problems required in Math and Psychology Statistics courses. Also, a high rate of students sought help in their college application essays, therefore, the TLC will continue to collaborate with the Transfer Center to help students transfer and explore ways to assist a larger volume of these students given the recent decrease of Transfer Center staff.

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

> Beginning in the spring 2013 with the soft launch of supplemental learning support for reading and writing, the demand for these services has steadily increased. The current faculty are doing a yeoman's job keeping up with this demand and supplying other forms of assistance beyond one on one tutoring. The goals established in this first program review cycle are achievable and the TLC promises to be a vibrant center of activity and learning.

b. Areas of concern, if any

> I have some concern that demand will outstrip the center's ability to meet it, especially as word of the services provided spread. Eventually staffing will need to be looked at to address the issues associated with rapid growth.

a. **Recommendations for improvement:**

> Right now the college needs to concentrate on hiring a permanent faculty member in the SI position. Once this has been accomplished I can strategize with the faculty member to develop a sustainable growth plan for the center, once that continues to serve the supplemental learning needs of students in various capacities.

d. Recommended next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 12, the Program Review should be returned to service area/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.