

Basic Program Information

Department Name:

Teaching and Learning Center

Division Name:

Language Arts/LRC

Program Mission(s):

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.

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

Name	Department	Position
Katie Ha	TLC	Supplemental Instruction Faculty

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	Approximately 7 per quarter

Please list all existing Classified positions:

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 that is submitted to your Dean/Director.

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

The Teaching and Learning Center has only been open for one full year, so the data will correspond accordingly. 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. Last year, 1,113 unduplicated students sought assistance at the TLC, or the equivalent of 11 FTES. Of these, 593 chose NCLA406A Non-Transfer Level Support on the screen and 903 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. However, correlations should be made between the number of students enrolled in these categories to better understand the implications of TLC traffic. Last year, students spent approximately 6,776 hours in the TLC. Students sometimes forget to log out; therefore, SARS indicates that of hours recorded, roughly 400 instances of students forgetting to log out were recorded, resulting in a loss of hours tracked. Improved staffing at the front desk would help ensure that students' time is more accurately tracked. . Data collected from SARS Grid, the application used to track individual tutoring sessions, indicates that the majority of students have sought assistance in courses from the Language Arts Division, so outreach to other divisions should be improved. Additionally, the average wait time to see a Faculty Tutor in 2013 14 minutes; however, this includes the peak hours of the day when wait time escalated to 96 minutes in Fall, Winter and Spring or the summer quarter when the average wait time was only 7 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.

Students who come to the TLC overall align with the overall student population within 2 to 5% with the exception of students who decline to state their ethnicity and white students. The TLC sees half as many white students than the campus population. Also, 10% of the college population declines to state ethnicity while 27% of the TLC attendees decline to state. Because of the great need for reading, writing and grammar support among non-native speakers, the TLC frequently supports international students and non-native speaking populations who often decline to state their ethnicity. The TLC sees 3% fewer Filipino students and 3% fewer Latino students. Efforts will be made to outreach to groups such as Puente to target Latinos and Filipinos may be targeted through individualized outreach by faculty members and counselors.

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

Data for this area is based on services offered at the following locations:

1. _____ Middlefield
2. _____ CCOC
3. _____ Other (List)

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

From 2013 to 2014, online tutoring was 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. Approximately five students logged in to CCC Confer, the district-adopted online tutoring platform, to receive help,, 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 TLC will be adopting the SmartThinking platform, which is much more user friendly than CCC Confer. Because SmartThinking will be available for all Foothill College students to use 24/7, using the same platform will promote online tutoring services among many students and also streamline the services to make them more easily accessible. The Teaching and Learning Center launched limited, duplicative support at the Middlefield campus in January 2014. Approximately 70 received tutoring at Middlefield, but the services can be scaled as demands increase and ideal times served based on student and faculty input.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs

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	2011–2012	2012–2013	2013–2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification,

and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2011–2012	2012–2013	2013–2014	% Change
Enrollment				
Productivity (College Goal 2012–13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
- d. Student Demographics:** Please comment on the enrollment data,

comparing the program–level data with the college–level data. Discuss any

noticeable differences in areas such as ethnicity, gender, age and highest degree.

- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in your program, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

- f. **Course Offerings:** Review the enrollment trends by course and consider the

frequency, variety, demand, pre–requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do

all prerequisites and co–requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

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Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

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IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: 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.

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

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

Has the number of students completing certificates in your program held

steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

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**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.

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Section 3: 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

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.

this core mission area.

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

The TLC supports the transfer needs of students by providing individualized and small-group support to help students improve their academic reading and writing skills required of them in university-level work. Through NCLA 406B, transfer-level students become aware of and improve skills in: sentence level issues and vocabulary building, such as proofreading and self-editing.

this core mission area.

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.

The Teaching and Learning supports all Foothill students, including those enrolled in CTE courses. To this end, CTE students can seek assistance to improve their academic reading and writing skills, specifically: identifying context clues, developing vocabulary for their referring course, and improving grammar and mechanics. CTE students can also seek assistance with assignments from their parent courses, such as required e-folios.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013–2014 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 4a: Learning Outcomes Assessment Summary– Instructional Programs

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 5: SLO Assessment and Reflections

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

The objectives and outcomes of the TLC aid in student success, self–awareness, but further data and coordination is needed with the institutional researcher to determine how TLC services indirectly impact student retention, persistence and success.

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

While Course–Level outcomes were created in 2013–14, Program Level Outcomes were created in Fall of 2014 and have not yet been assessed.

- c. How has your service area engaged in dialogue about student learning outcomes?
- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

he TLC relies on SARS to track students and the courses for which they seek help, but data needs to be aggregated with Banner and Argos to correlate the ratio of time spent in center to academic success. The TLC, in its second year, will survey students for qualitative perspectives on the impact of the TLC on their education. For example, around Week 6 every quarter, the amount of time that Basic Skills and Non–Transfer level students spend in the TLC starts to decrease and the time that transfer level students spend increases drastically. Collaboration is needed with the Office of Research to determine if time is a determinant on success.

On a separate note, more extensive in–take appointments or meetings are needed. Currently, only

- e. What summative findings can be gathered from the Program Level Assessments?

Section 5a: SLO Assessment and Reflection for Instructional Programs

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?

CL–SLO's will be assessed in coordination with the Office of Research using surveys distributed to NCLA 406A and NCLA406B students.

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

The CL–SLOs of the Teaching and Learning Center (NCLA406A and B) relate to the mission of the college in that they supplement the developmental and

- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements? Improvements based on assessments are underway in the 2014–2015 academic year. Because the TLC is undergoing its second fully operational year, improvements can be made in the number of students who sign contracts to understand our services before receiving tutoring. Last year, approximately

350 students signed contracts. A better system needs to be in place to ensure that all students who receive tutoring sign contracts so that they become familiar with the practices of the TLC. An electronic format would be convenient and ideal, however, there is no system in place to administer it, so the SI faculty will strive to create one.

- d. If your program has other outcomes assessments at the program level, comment on the findings.
There are no other assessments at this time.

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

Student Services Program:	14	Updated:
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The Supplemental Instruction faculty has engaged in conversation with every division on campus in order to align the content and expectations of TLC tutoring with reading and writing outcomes across the disciplines. However, due to the nascent stage of the TLC, the scope of its work and the scale of the students, on-going efforts will be made to become familiar with strategies to best serve students across the disciplines. The majority of tutoring in the TLC's first year was concentrated in Language Arts, so the SI faculty will further collaborate to engage more students from all divisions.

Section 6: Service/Program Goals and Rationale

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

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

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 supports 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.

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. Adopt a new online tutoring platform	Short-term	A more user-friendly platform will attract and help online, working, and commuter students succeed academically	Data from tracking the number of students who use the service
2. Expand workshop offerings for application essay writing	long-term		Data from tracking the number of students who use the service
3. Create self-guided online modules aligned with curriculum across campus	short-term	Online modules help online, working, and commuter students succeed academically without schedule constraints	Data from tracking the number of students who use the service

Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's unfunded 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 Schedule	This position would support goals 4 and 5. Students are more likely to seek assistance if a staff member is readily available to help them navigate the center's procedures.	N
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)	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. Underrepresented student populations need software programs in addition to tutoring to improve their self-awareness and independence to complete their individual programs.	N

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	12, 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

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	\$22,000	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 resource request supports this goal.	Previously funded in last 3 years? (y/n)
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

- a. **Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

The TLC currently uses funding leftover from the Tutorial Center FOAP to employ student workers. These workers are crucial to front desk coverage that leads to accurately tracking student usage and collecting apportionment for the college.

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review 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 service area?

The Teaching and Learning Center was well-received by the campus in its first fully operational quarter and assisted over 1100 students with 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 nor able to disrupt a tutoring session to answer questions or guide students. 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 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--NCLA 506A and B. With these staff additions, Peer Tutors could also be added alongside 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 to aid their language acquisition and involve them in the campus community. The addition of software, such as FOG, Saundz and/or Audacity would be useful to them. Many DRC students also come to the TLC, so the additions of Kurzweil and Dragon could help them and non-native speakers communicate their ideas. 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 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 and updates to the website are slow, which inhibits regular communication to the campus community. Facebook is used as a faster means of communication to the public, though the TLC page has limited followers. The TLC plans to utilize a space 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, the adoption of the SmartThinking tutorial platform will not only assist students off campus 24/7, the TLC will also be able to use the platform to offer online tutoring instead of CCC Confer. Additionally, with the TLC in a temporary space in Parking Lot 5, our service will be limited to the number of seats in the building, thus offering more online will capture more students, though the TLC may need to move to a larger, temporary space to offer a less disruptive environment, especially given the loss of seats from the Library relocation.

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 workshops 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, for which the SI Faculty is coordinating with Patrick Morriss in Fall of 2015 along with other faculty. 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 reduction 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:

The Teaching and Learning Center and its faculty have rapidly arisen to fill a long standing campus-wide need for tutorial and small group support for students in both reading and writing. In particular, Katie Ha is to be commended for her yeoman efforts to gain the TLC name recognition and positive regard from divisions and faculty members across the campus. She has met with every division at least once and performed countless class orientations. As a result of her hard work and of the quality of student assistance available at the TLC, use of the center has increased dramatically over the center's first full year of operations.

b. Areas of concern, if any:

I would like to see the TLC increase the number of basic skills students who use the center and I think the strategies outlined in this program review should help with this.

c. Recommendations for improvement:

This section is for the Vice President/President to provide feedback.

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

The TLC is an excellent resource for our students, and the usage continues to increase. Katie Ha's leadership in outreach to the college community, embedded tutoring and the Basic Skills and Equity initiatives is exemplary.

e. Areas of concern, if any:

I share the concerns expressed by the program and the dean regarding a need to increase the participation of basic skills students.

f. Recommendations for improvement:

a. Recommended next steps:

- ☐ Proceed as planned on program review schedule
☐ Further review/Out of cycle in-depth review

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