COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

Foothill College
Program Review

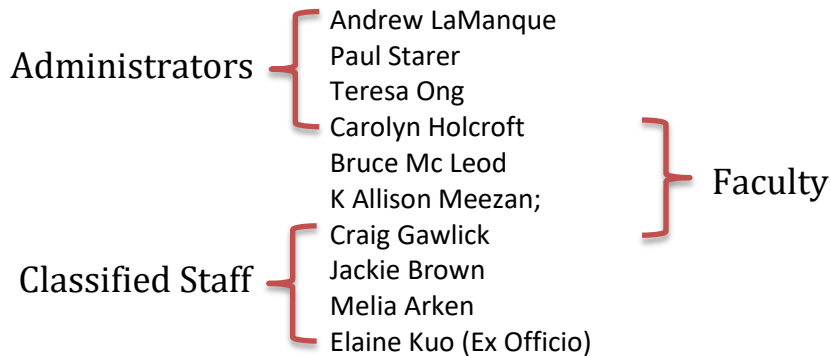Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu

Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

Administrators
- Andrew LaManque
- Paul Starer
- Teresa Ong
- Carolyn Holcroft
- Bruce Mc Leod
- K Allison Meezan;

Faculty

Classified Staff
- Craig Gawlick
- Jackie Brown
- Melia Arken
- Elaine Kuo (Ex Officio)

Let us know how we can help you!
https://foothill.edu/staff/irs/programplans/index.php

BASIC PROGRAM INFORMATION

Department Name: The Teaching & Learning Center (TLC)

Division Name: Language Arts

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

Name	Department	Position
Katie Ha	TLC	Director
Josh Pelletier	TLC	Instructional Support Coordinator
Al Guzman	TLC	Administrative Assistant I

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

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

Administrative Assistant I
Instructional Support Coordinator

List all programs covered by this review and indicate the program type:

Program	Certificate	AA / AS	AD-T	Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

Not sure? Check: https://foothill.edu/programs/ and click to sort using the "Areas of study/Divisions" button
Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data for certificates and degrees will be posted on Institutional Research's website for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
e.g. Associate Degree for Transfer	The number AD-Ts awarded has been steadily increasing each year, up to a high of 39 degrees awarded in 16-17	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts

*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
e.g. Certificate of Proficiency in xx	We anticipate that this trend will continue because enrollment in the core classes for this certificate is holding steady	The number of completers has remained steady at around 9 per year	This credential boosts potential for job advancement in the xx industry. We receive positive feedback from employers (link to advisory committee minutes)

The 2017-18 College Strategic Objectives (E^2SG) operationalize the college's 3 EMP goals and include:

Equity– Develop an integrated plan**;** identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: myportal.fhda.edu (Program Review Application).

5-year Enrollment Trend: X Increase ☐ Steady/No Change ☐ Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

The Teaching and Learning Center is engaged in multiple activities to increase the enrollment of students in Non-Credit Supplemental Instruction courses. Since moving into the newly renovated 3600 building, the TLC now has the physical space to accommodate more students and activities. To promote the space, the TLC held an Open House celebration for the public on November 15, 2016.

For the past three years, the TLC has made efforts to support the equity goals of the College and students who might experience disproportionate impact. To this end, the TLC will continue efforts outlined below and in previous annual program reviews, such as peer and faculty embedded tutoring, in order to attract more basic skills students to seek the help that they need to achieve academic success. Based on the program review data from 2013-2014 and 2015-2016, the TLC achieved a minor increase of 8% of the number of basic skills students (793 unduplicated to 862 unduplicated) who registered in NCLA 406A; this would theoretically include basic skills students, though one must keep in mind that this data should include an understood margin of user error as each user self identifies by logging in on the TLC front computer using SARS software. However, if one compares the number of basic skills students to the total number of students who have visited the TLC, the percentage of transfer-level (NCLA406B) students increased 10% in 2016-2017. Therefore, the TLC is meeting its goal of reaching more basic skills students, but the transfer students still represent the majority of our tutees. A more focused effort and potentially a new, experimental model may have to be piloted to try to capture more basic skills students in the TLC.

In terms of equity targets, the TLC saw an increase in all groups across three years in the transfer level (NCLA 406B). For example, the number of Filipino students has increased from an unduplicated 36 to 140 (or 2% to 5%); Latinos has increased from 239 to 622 students (or 15% to 21%); the Asian population from 498 to 1,175 (or 32% to 39%), and the Native American population from 5 to 12 students. The Pacific Islander population has increased from 13 to 50 students. The last two groups show a nominal

percent increase, but the TLC is proud to have attracted more individual students from these groups. From NCLA 406A, which represents basic skills students, the number of African American students declined from 6% to 3%, though this doesn't reflect an overall increase in individual headcount from 42 to 59 students over three years. The Filipino population increased 1% or by 7 students. The Asian population of basic skills students increased from 34% to 39%, and the number of Latinos increased from 16% to 27% (or 158 to 297 students). Native Americans and Pacific Islander categories show no percent or headcount increases, but there was an individual headcount increase of 6 students from the Pacific Islander category. Achieving increases in the TLC's service to these populations has been a program goal, and these three-year trends affirm that the TLC's efforts to this end have been successful. The TLC will continue to make efforts to increase basic skills students' awareness and usage of its services in coming years, and continue to offer a welcoming space for all Foothill students on campus.

For the 2017-2018 school year, the TLC is temporarily housing the Journalism club and *Script* office to support the re-launch of the magazine and encourage cross-disciplinary participation between Language Arts, where Journalism has been housed, the Center, and students. The new space has offered made available expanded collaborations in the Media Lab, which instructors in Logic and English have used for computer-based workshops.

In addition, the absorption of the former Media Center in the new 3600 building has allowed further opportunities for collaboration across campus. As examples, the football team held weekly study halls in the Media Lab for the 2016-2017 academic year; Owl Scholars used the space for orientations; Summer Math Bridge held placement tests there in Summer of 2017; and Financial Aid held an information booth adjacent to the lab at the beginning of Fall quarter 2016. The TLC also continues to hold workshops, which can now accommodate more students for those that are computer-based. The Media Lab also now houses software to support more students in Respiratory Therapy; each computer has Adobe Suite for editing graphics-based class projects, and online grammar and vocabulary software. All computers in the TLC also have Read Write Gold software, acquired through collaboration with the DRC; and Proctorio software so that students can take or make up online exams.

In addition, the TLC formally launched the "Chat Café," an expanded series of conversation groups to encourage non-native-speaking students' conversational fluency in English and their opportunities to interact with native English speakers. After a successful launch in the Fall of 2016, the TLC started hosting a computer science focused Chat Café in the Winter to directly support students' fluency in that field. The TLC has also continued offering a similar format at both Middlefield and Sunnyvale Center for non-credit ESL students in order to increase participation among those basic skills populations.

TLC Faculty and staff also continue to collaborate with Financial Aid and EOPS to offer writing-based workshops for EOPS students, STEM students, and students in the Veterans Resource Center. The director and staff have also continued to provide appointments for Owl Scholars and DRC students as requested.

Furthermore, the addition of two new staff members in the TLC in the summer of 2016, along with the addition of the Media Center half-time staff member, has allowed the center to scale its services. This scaling has manifested in the launching of TLC peer tutors in the Winter of 2017 as one example.

The TLC Director and Instructional Support Coordinator have reached out to EOPS for tutoring coordination and Katie Ha has continued to offer workshops with Jeff Anderson and Kerry Bahadur in the STEM Center, EOPS, and the Veterans Resource Center of scholarship and college application writing.

These efforts help increase the visibility of the TLC on campus and, more importantly, help students achieve their academic goals. Katie and Josh have also conducted in-class workshops to this end.

The TLC plans to create self-guided learning modules within the learning management system, Canvas. These modules will range from topics as fundamental as parts of speech to topics as advanced as rhetorical strategies. Each module will begin with instructive material and examples, and culminate with quizzes students can take to assess their understanding of the module's content.

In the Winter of 2017, the TLC began offering English tutoring, expanding also to ESL tutoring in the Spring, in the Foundations Lab to provide a more comfortable, informal environment to engage more Basic Skills English and ESL students in tutoring to support their success.

Finally, Sunnyvale Center also hosts TLC tutoring in the Student Resource Center; the most attendance has been garnered when services are offered directly preceding or following a class, and ideally with the same instructor. Conversation Groups have grown in attendance and popularity in the new space versus Middlefield, in close coordination with the NCEL full-time faculty and their class schedules.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: X Increase ☐ Steady/No Change ☐ Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/ facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

Now that the TLC has moved into its permanent space, its productivity should be expected to increase and eventually plateau, pending enrollment changes. Additionally, new curriculum to be offered in the fall of 2018 should increase productivity and garner the attention of a population that has sought help that previously the TLC could not provide.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.
Please check the appropriate box:

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

N/A

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.
Please check the appropriate box:

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

If your program's course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

N/A

2C. Course Success Demographics: Please examine the **"Disproportionate Impact data by year"** shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.
https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf

N/A

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

According to a survey administered by Institutional Research and Planning in Spring of 2017, students would like the TLC can do a bit more to make scheduling appointments easier for students. Most of the data seems to indicate students want more physical resources, longer hours, and easier access to appointments. Because of the limitations of NCLA 406A and B, the TLC has created new curriculum outlined in the following section that more directly addresses program level outcomes.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Beginning in the fall of 2016, all Embedded Tutors and TLC peer tutors began attending the Pass the Torch LA 61A and B courses to become qualified in methods and best practices for tutoring. While this does not replace orientation, it guarantees regular opportunities to discuss obstacles they face when tutoring with a very experience faculty member. These tutors also meet with Katie Ha and Josh Pelletier for initial orientation at the beginning of the quarter and regular weekly or biweekly check-ins.

In terms of student workers, the TLC has reduced the number of student workers and focused on expanding the scope of the peer tutoring program. However, student workers are given a comprehensive orientation when they begin work at the front desk, and because they work in close proximity with the staff, they are frequently updated and given the opportunity to ask questions and receive ongoing training.

In terms of assessing accuracy of students checking in and out of SARS, from the 2013-2014 academic year, 1,113 unduplicated students logged into SARS, and this number has climbed steadily to 2,506 students at the end of the 2016-2017 school year. This 225% growth can be attributed to multiple factors, including full-time staff at the front desk to direct students; clear signage; and a bigger, welcoming space that students prefer to use now that the TLC is housed in its permanent location in Building 3600.

Based on SARS data comments, student feedback, and observations made while tutoring, the TLC will be offering new courses in the fall of 2018 to better support students in their endeavors in academic courses. These courses also intend to capture the interest of basic skills students and returning students who need support outside of the classroom. To this end, Katie Ha, in consultation with Eric Reed, created a new department, Non-Credit College Skills, to house courses such as NCCS 406 Supervised Tutoring (offered Fall 2017), NCCS 408 Vocabulary Across the Disciplines, and NCCS 405 Culture and Communication (see following paragraph). NCCS 406 allows the TLC to offer peer tutoring in any discipline, and NCCS 408 will allow a qualified faculty member to teach a course focusing on strategies for acquiring vocabulary in a course in any discipline. This course was created based on a need in the TLC to review terminology and ways in which to categorize, memorize, and practice it.

NCLA 407 A, B, an C were created and will be offered in the Fall of 2018--eventually as a certificate--in

the following sequence: The Grammar and Rhetoric of Application Writing; Writing Resumes and Cover Letters; and Writing Under Time Constraints. These courses were created in direct response to requests by students and faculty to support students in their efforts to successfully seek academic opportunities outside of the college and to expand their ability to apply for jobs. For example, tutees have requested help with their college and scholarship application writing; with editing/phrasing resumes; with taking the written parts of the TOEFL, GRE, and or program-specific writing exams. In addition, following the students' interest and need to improve their conversational fluency, the TLC formally changed its conversation groups into a more formalized, programmatic format called "Chat Café." As of Fall 2018, this will be offered as a non-credit course, NCCS 405 Culture and Communication, offering students the opportunity to meet and speak English with a native speaker, and discuss cultural topics and questions they may not have the opportunity to discuss in class. Michael McCusker, a retired physicist and current STEM Center tutor, has been a vital part of Chat Cafe since its inception. Mike began a career as a physicist at Rice University, JILA (Colorado), Yale, and eventually SRI in Menlo Park. His experience working in the technical industry at Spectra Physics--and then several small and larger organizations in a variety of engineering and management roles--makes him an invaluable resource for many students seeking to work in similar industries. The breadth of his experience, travels, and interests--paired with the expertise of language arts faculty--sets the stage for a rich and rewarding student experience, centering on improving conversational English skills and acquiring cultural knowledge.

Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional five-year projected occupational growth for your program?

What is being done at the program-level to meet/adjust to the projected labor market changes?

What is being done at the program-level to assist students with job placement and workforce preparedness?

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Provide incentivized, free printing for students who receive tutoring	Year: 2017-18	☐ Completed	☒ Ongoing	☐ No Longer a Goal

Goal	Year	Completed	Ongoing	No Longer a Goal
Expansion of Embedded Tutoring	Year: 2016-17 and 2015-2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Create self-guided online modules aligned with curriculum across campus	Year: 2015-2016 and 2016-17	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Offer new NC College Skills and TLC courses	Year: 2016-17	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Lending Library in Foundations Lab	Year: 2016-17	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Adopt a new online tutoring platform	Year: 2015-16	☐ Completed	☐ Ongoing	☒ No Longer a Goal
Expand online tutoring hours	Year: 2014-2015 and 2015-16	☐ Completed	☐ Ongoing	☒ No Longer a Goal
Expand tutorial offerings to include more ESL and foreign language support	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
College application writing and scholarship essay support	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Improved support of DRC students	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Implement a referral system for faculty	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Outreach to basic skills and non-traditional students	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Outreach to non-language arts divisions	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Embedded tutor and TLC peer tutor training	Year: 2014-15	☒ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Scaling a peer tutoring program, whether directly in the TLC or in Embedded Tutoring, can be challenging at a two-year college because once the tutors are trained, they transfer to four-year institutions or continue on their career paths. The TLC is collaborating directly with faculty members and Pass the Torch to try to stabilize and expand the growth of peer tutoring. Additionally, Katie Ha created a new course, NCCS 406 Supervised Tutoring, to be able to offer peer tutoring in any discipline in the TLC.

Two recent changes have made it possible for the TLC to complete an objective in the near future: the adoption of Canvas and new staffing in the TLC will allow the Center to create self-guided modules that students can complete individually and then follow up with tutoring support as needed.

A Lending Library will be created in the Foundations Lab using newly allocated lottery funds.

Please provide rationale behind any objectives that are no longer a priority for the program.

After the Online Education Initiative adopted NetTutor, the TLC no longer has the goal of expanding online tutoring. On a case-by-case basis, the TLC will offer a remote appointment for a student as an exception in special circumstances.

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (**S**ection 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) website for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*		
Full-Time Faculty Position: Supplemental Instructor (SI)	Expansion of tutorial services, especially in the Business and Social Science Division; 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	Fall 2018	Hiring of new employee	Full-Time faculty/staff position	To be determined by the FHDA Salary Schedule
Two t.v. displays in two study rooms	To promote and encourage self-guided learning, match the library study	Fall 2018	Installation	Facilities and equipment	$1197 each. $2394 for two.

	rooms, and provide a place for public speaking practice				
Lockers for Staff/Tutors	To further encourage tutors and staff to settle into the TLC and make it a welcoming environment for the students they serve and to also safeguard their belongings while they tutor.	Fall 2018	Installation	Facilities and equipment	$124 for each locker. $745 for six. $2980 for 24.
Materials for Lending Library	To build a robust lending library for basic skills students and learning communities	Fall 2018	Acquisition of materials and promotion of service	Facilities and equipment	$6,000
Office Supplies and Toner	Basic writing utensils, paper, and ink for the TLC faculty/staff	Academic Year 2017-2018	Acquisition of materials	Facilities and Equipment	$1,500
Toner to provide free printing for students	Outreach to promote TLC	Academic Year 2017-2018	Acquisition of materials and promotion of service	Facilities and Equipment	$4,000
Funding for Peer Tutors	Expand tutoring for students	Tutorial services	Hiring and training of workers	Student Workers	$8,000
Professional Development for Faculty/Staff	Improve quality of tutoring services offered (ex: SARS training; pedagogy of grammar training; professional	Academic Year 2017-2018	Attendance at events	Faculty/Staff	$10,000

	conferences, etc…)				
Software to monitor magnetized materials checked out	Allow students to check in/out materials	Academic Year 2017-2018	Acquisition of software	Facilities and Equipment	$600
In-Service time	To promote conversations regarding best tutoring practices and to continue developing the skills and knowledge of the TLC tutors and staff	Academic year 2017-2018			

*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

There is a great need in Business and Social Science courses to justify an additional SI faculty member on campus: SI curriculum directly supporting BSS courses can be created; there are no prerequisites, so ESLL students often need language support while concurrently enrolled in ESLL and BSS courses.

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

N/A

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Expansion into Basic Skills	The TLC is experimenting with different techniques to attract more students to seek tutorial support: targeted outreach to Basic Skills faculty; offering tutoring in the Foundations Lab; and embedding faculty tutors in BS English courses, etc... The TLC will also start to offer free printing to students (which will mirror the STEM Center's practice), in an effort to attract this population.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The TLC Faculty and Staff are proud of the continued growth of the number of students who are actively seeking tutoring in the TLC. In the near future, Katie Ha will make a focused effort to offer more in-service for tutors and professional development opportunities to improve the quality of tutoring and also to expand tutoring offered in disciplines outside of Language Arts. Furthermore, she will work with administration and other faculty members to start offering non-credit supplemental instruction courses that will accompany academic courses to aid in student persistence and success, such as the new courses that will be offered in Fall of 2018.

<div style="background:black;color:white">**SECTION 6: FEEDBACK AND FOLLOW-UP**</div>

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The TLC has grown into an essential learning location on campus, thanks in no small part to the faculty and staff that provide the support our students need in not just the English and ESL classes, but in all the classes students take that have reading and writing requirements. It is notable that TLC enrollment has continued to expand even as enrollment in the college has dropped over all and in particular in English and ESL classes.

One reason for this growth is that the TLC director, Katie Ha, has developed a number of new courses that serve students, including a course on writing a college application essay and on codifying the work done in the chat café by creating a course that supports it.

I also want to applaud the Katie and the other faculty and staff for expanding our embedded tutoring program and for getting a nascent peer-tutoring program going in the TLC.

Walk into the TLC around week three of the quarter at noon and one will see a vibrant and engaging learning environment. Kudos to the faculty and staff for all that they have accomplished in the last three years.

6B. Areas of concern, if any:

I have none at this time.

6C. Recommendations for improvement:

6D. Recommended Next Steps:
 X☐ Proceed as Planned on Program Review Schedule
 ☐ Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:

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

Upon completion of Section 6, 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.