

Foothill Annual Program Review 2024

Annual Program Review Template 2024

Annual Program Review 2024

1. Number of full-time faculty in the program.

None

2. Number of part-time faculty in the program.

None

3. Number of staff in the program.

1

4. Do the above numbers reflect any staffing changes?

There are no dedicated full-time or part-time faculty working for the Writing and Language Center (WLC). The faculty staffing for the WLC is made up of Supplemental Instruction facilitated by a team of 12 Foothill faculty who serve as PT and FT in their respective Division (Language Arts). There has been a reduction in faculty tutor load due to a campus wide and Division wide budget reduction. This reflects the number of hours they are working, not the number of tutors as WLC as we go by availability and employment preference. Most of our services are staffed by student tutors (25 as of Fall 24) (instructional assistants) who serve as drop-in tutors, embedded tutors, and language conversation leaders. The reduction of faculty tutor load has led to an increase in student tutor hours and coverage. We also lost the support of our Non-credit faculty coordinator as of Summer.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

One of our goals was to grow and improve our embedded tutoring services that we bring to core English courses, including those of learning communities such as Puente, Umoja and EPS (English Performance Success). The latter being the most recent implementation. In this process, the goal was to also build all our student tutoring team to feel empowered and confident with the support they are providing peers, as well as how that experience may enhance their own learning and writing skills. We were able to focus on this area and have managed to grow outside of our learning community embedded support. We grew to have up to 8 embedded tutors spread throughout English 1A and 1B courses, some requesting the support of 2 tutors for the course to create a team based in-class tutoring model. This is a strategy that we plan to continue evaluating.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Improving embedded tutoring efforts, expanding embedded tutors into more learning communities. We grew our embedded tutoring team, as well as continued growing our student tutor PD opportunities through weekly and monthly team meetings. We have created a Canvas shell for all tutoring staff (faculty and students) that have served as a information/meeting platform for all schedules, tutoring resources and tutoring manuals and guidelines. In the past these resources were housed separately and having a shared online place to organize resources for tutors has increased accessibility to important information in a "live" matter rather than looking or waiting for a response.

7. Explain your implementation timeline and if there have been any changes or updates.

We will continue supporting existing learning communities in core English courses. Also, we have been invited to continue supporting the development of a new cohort (AANHPI initiative) with Valerie Fong. This new cohort is to be established in Spring 2025. As we start the 24-25 academic year, we have also noticed an uptick in student visits starting as early as the first week of services (week 2). We have had a record number of student visits throughout the Fall, which we hope to continue throughout the year. Fall is a particularly busy time for writing support as it is also scholarship and admissions application season. This brings students to visit our program for more than just academic writing. Monitoring this trend, there will be efforts to continue drawing attention to this support beyond application season and instead provide more ongoing opportunities to prepare for applications all through the year.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

We grew from working with two learning community cohorts providing them embedded supports, to four learning community cohorts by Spring 2025. We also began working on a specific job title and description for embedded tutors who will be hired to work with learning communities on campus as there a mentorship component to the nature of their work. We have a general Embedded Tutor description that is currently used for all English 1A/B embedded. Candidates who serve as embedded tutors for learning communities, are ideally former participants of these cohorts who then get referred by the instructor of the course. We hope that having a targeted role description will inspire possible tutor candidates to work towards ultimately applying to this role. We hope to launch this description in Spring 2025 so that 25-26 academic year tutors have the opportunity to engage with what we gather as what the role entails.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

We are continuing to work on building more non-academic opportunities throughout our services and spaces so that students have an opportunity to connect with our team beyond the transactional service of tutoring. Our focus around retention has been finding opportunities to build on the sense of student belonging for black and brown students within our services. We have been hosting quarterly open houses, workshops in collaboration with other departments/services, as

well as "stress-less" stations during mid-terms and finals with activities such as crafts and games. We are working to purchase a suggestion box to open up the opportunity for students to share their feedback and thoughts regarding our resources.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

At the time of our Comprehensive Program Review, we were supported by one full-time program coordinator, and one Non-credit Faculty Coordinator Role (.1 FTEF). As the year progressed until now, we have lost the support of this Non-Credit Faculty Coordinator who served as the faculty liaison for the WLC. Although services have grown in visits, and types of resources like more writing and study skill workshops, the missing support of the Non-Credit Faculty Coordinator has impacted the implementation of more targeted professional development for faculty tutors, which has been a long-term goal. We have continued to provide a quarterly PD opportunity for faculty at the beginning of the quarter in collaboration with campus resources that align with our service needs. However, the frequency of these PD opportunities needs to grow for us to be able to engage more intentionally and thoroughly. Next steps would be identifying a strategy that would bring this support back into our team possibly using the existing faculty tutor FTEF that we use quarterly. For example, have one of our faculty tutors whose load permits (and is already budgeted) to build in some hours to support with faculty tutor development and support.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9Iv1KkGyWdLuZkbg?e=CifFMU

End of Annual Program Review Template 2024

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
- Needs Improvement

Feedback

N/A

This form is completed and ready for acceptance.