

**Program Mission Statement**

1. Please enter your mission statement here.

LRC support programs include the **Library, Pass the Torch, STEM Center, and Writing & Language Center**. Each program focuses on serving the various academic needs of our diverse student populations. Through programming and services, **our LRC Division staff and faculty are dedicated** to supporting students in gaining knowledge and skills that will allow them to be self-aware, active, and independent learners.

**Program Level Student Area Outcomes**

2. Please list the program-level student area outcomes.

[Empty text box for program-level student area outcomes]

**B. Students Returning for Services**

Returning students by student group: This chart shows the number of students returning to WLC by student group.

	2017-18	2018-19	2019-20	2020-21	2021-22
Black	93	73	16	32	48
Latinx	437	264	88	90	179
Native American	7	3	2	1	2
Filipinx	75	29	4	12	34
Pacific Islander	26	14	5	4	9
International Students	N/A	N/A	N/A	N/A	N/A
Adult Learners	1,466	1,097	703	344	490
First Gen	457	294	95	105	181
Foothill Connect Referrals					112
Puente					9
Umoja					19

3. What do you observe in the data? What do you want the college to understand about your program and the data?

Categories below ethnicity show students who also identify under the following communities: First gen, international, adult learners, Foothill Connect referrals. Significant usage decline in 2019-20, primarily as a result of our pause in services during Winter 2020, and our shift to an online platform from our long standing in-person services. Transition was time-consuming and took time for students to figure out that our services were still available via Zoom. Once they did, numbers increased, though not reaching 2017-19 levels (perhaps because our budget has decreased significantly and we offer fewer tutoring hours). Number of Black students returning for services dropped at a higher rate and is increasing at a slower rate than Latinx population. This could be a reflection of enrollment trends for these years.

4. Describe the proposed actions or next steps to maintain or improve the data by student group.

Continuation of partnerships with faculty, particularly with cohort programs such as Umoja and Puente. We need to continue visiting classrooms (both online and on-campus) as well as division and department meetings to bring awareness of the services the WLC can offer. All this while also providing more opportunities for student voice to be represented in the decision making of services and overall tutoring center mission and goals. Continue to promote the 3600 building and the WLC team as a venue for various cultural groups on campus to host meetings, events, or simply to gather and build community. Offer programming to specifically draw in each of these disproportionately impacted groups (perhaps around holidays or other relevant days). Update our signage to increase brand recognition and ensure students are aware of the WLC presence.

5. What does your program need to execute this action plan?

Appropriate staffing needs to be the priority to reach the service outcomes stated above. The more student usage increases, the more we need to monitor and evaluate coverage. If tutor staff doesn't appropriately reflect our tutoring requests, we won't be able to maintain our current model. Cross-campus collaboration is critical for the growth and success of the WLC (e.g. professors including a tutoring component in their writing assignments). Although our tutor staffing has been sufficient until now, we are approaching the risk of having more students not served if we don't grow our tutor availability according to demand. It will also be important for professors and other campus staff to work with our

team to identify reasonable solutions for increased student tutor requests (e.g. if multiple students request tutoring for the same assignment at the same time, we can pivot to a group session rather than our traditional 1-on-1 tutoring).

### C. Course Success for WLC Students

The charts below show the course success rates (%) for WLC students visiting the center more than once.

	2017-18	2018-19	2019-20	2020-21	2021-22
English 1A	85%	79%	86%	90%	84%
English 1B	83%	88%	83%	93%	83%
All ESLL Credit Courses	91%	90%	90%	91%	93%

The charts below show the course success rates (%) for WLC students visiting the center once.

	2017-18	2018-19	2019-20	2020-21	2021-22
English 1A	82%	78%	69%	90%	82%
English 1B	85%	76%	83%	96%	88%
All ESLL Credit Courses	82%	79%	86%	79%	89%

6. What do you observe in the data? What do you want the college to understand about your program and the data?

Although our services have an emphasis on supporting students successfully complete their English core courses, we have a large amount of students visiting us for different writing needs

7. Describe the proposed actions or next steps to maintain or improve the data by student group.

Continue the emphasis on supporting students successfully complete their English core courses, with targeted outreach, targeted programming like in-class workshops based on writing needs that instructor has identified. These in-class workshops have helped the WLC reach more students in a more intentional way as we are going to the student, not the other way around. These workshops have been held within classes outside of Language Arts/English departments. Continued emphasis on the embedded tutoring program, as that provides direct support within English 1A classes. Increased focus on partnering with departments outside of English and ESLL as the WLC services are pertinent to writing assignments across all disciplines. Perhaps we can consider expanding the embedded tutoring program to English 1B classes.

8. What does your program need to execute this action plan?

This action plan requires appropriate staffing, and appropriate service hours that would allow for our team to join courses taking place during all class times, especially those during non-traditional office hours like late evening adult education courses. We also need the continued and perhaps increased support of faculty for the embedded tutoring program which is currently staffed by student tutors only.

### D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Increase student sense of belonging this may look like surveys sent out after each tutoring visit, gather a student focus group of consistent users (students who visit more than once and for different purposes e.g. workshops, tutoring, or study space

2. What is your implementation plan for the above-mentioned objectives?

Continue to communicate with deans and attend division meetings to speak about our services. Continue to send campus-wide emails to announce services and request faculty, staff and student collaboration. Ongoing outreach to cohort programs. New and increased outreach to student clubs, particularly cultural clubs that represent historically underrepresented student groups, to invite them to use our space for events/meetings. Training/discussions with tutors on the logistics and best practices for group tutoring sessions. Be mindful of our mission to increase sense of belonging when hiring and training student tutors--hire tutors who value equity, diversity, and fostering a sense of belonging among traditionally underrepresented groups.

3. What barriers has the program faced in implementing improvements?

We have faced challenges with staffing, primarily as a result of budget cuts in recent years. There has also been some college push back on the need for faculty tutors. While we understand that student tutors are certainly more cost-effective, faculty tutors bring an additional level of expertise and student tutees tend to view them as a higher-level resource. Faculty tutors also have the professionalism to handle challenging tutoring situations and we rely on them to model effective tutoring practices. We have also faced barriers with student employment policies. It's difficult to find student tutor candidates that meet the unit requirement. The Student Employment department has faced significant staff shortages resulting in lengthy onboarding and hiring process for new student hires on a quarterly basis. At times, we have also faced a lack of interested student tutor candidates, especially for the Fall quarter, when hiring has to happen during the Summer when most students are not on campus.

## E. Enrollment Trends

Enrollment Trends						
FHDA District->Foothill College->Learning Res Ctr & Library->Non-Credit: Language Arts-FH->NCLA->NCLAF406A						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	734	445	139	564	789	7.5%
Census Enrollment	951	502	144	631	911	-4.2%
Sections	6	5	3	5	4	-33.3%
WSCH	157	90	25	46	85	-45.6%
FTES (end of term)	10	6	2	2	5	-50.0%
FTEF (end of term)	1.2	1.0	0.5	0.4	0.4	-65.3%
Productivity (WSCH/FTEF)	135	94	51	106	212	56.7%

This chart shows the rate (%) of WLC students that were enrolled into specific targeted courses.

	2017-18	2018-19	2019-20	2020-21	2021-22
English 1A General Headcount	1,978	1,850	2,017	1,754	1,683
# of students who came to the WLC (English 1A) (%)	740 (37%)	535 (29%)	303 (15%)	264 (15%)	271 (16%)
English 1B General Headcount	1,805	1,678	1,535	1,491	1,294
# of students who came to the WLC (English 1B) (%)	588 (32%)	510 (30%)	236 (15%)	191 (13%)	248 (19%)
All Credit ESLL Courses General Headcount	671	435	308	176	190
All Credit ESLL Courses # of students who came to the WLC (%)	357 (53%)	221 (51%)	78 (25%)	47 (27%)	51 (27%)
All Dental Hygiene Courses General Headcount	202	259	262	240	217
All Dental Hygiene Courses # of students who came to the WLC (%)	39 (19%)	13 (5%)	6 (2%)	14 (6%)	37 (17%)

1. What do you observe in the data above in relation to your goals? What do you want the college to understand about the census enrollment in your program?

The first table shows NCLA 406 enrollment which is the course of record for all WLC tutoring services. There was a significant decline in unduplicated headcount during 2018-19, due to coordinating staff turnover and transition. During 2019-20, all services were restructured to meet online need as a result of the Pandemic. However, once services were restructured to serve students fully online and slowly bring back on-campus presence and ultimately provide hybrid tutoring options number of student visits increased dramatically. Outreach efforts and venues were also increased. These efforts allowed the WLC to create partnerships with other campus departments and instructors in order to intentionally reach students and encourage their visits. While our 21-22 visits are back to 17-18 levels, the percentage enrolled in English1A/1B is lower, indicating that we are reaching more students from other disciplines.

2. What actions does your program plan to take?

Continue offering on-campus and online tutoring services. Involve student feedback to inform our service modalities, hours and opportunities. Updating our building signage with our current name (Writing and Language Center). At the moment our tutoring building (3600) does not have appropriate signage, signage still reflects old center name: Teaching and Learning Center. There has been a process started for new signage, which included the creation of a proof and quote from the signage contractor. However, insufficient budget has been a barrier which has forced the pause of our signage update.

Reach out to De Anza to determine how they are funded and whether they utilize both faculty tutors and student tutors. Continue to partner with specific courses (across all disciplines) to bring in target WLC support through workshops or embedded tutoring.

3. What does your program need to execute this action plan?

Continued support from Division and College to hire both faculty and student tutoring staff. Increase in our approved load or, at the very minimum, no more decrease in load.

It has been a challenge to direct students to our physical space for in-person support as our building currently has the old center name (Teaching and Learning Center) on the front of the building. We need to remove and update this so that students can easily identify our space. Signage in front of library directing students to our space. At the moment we have relied on mass in-class outreach/marketing through virtual and in-person class visits, and the creation of virtual tours, and videos published on our social media, and Canvas sites directing students to our space.

F. Enrollment by Student Demographics  
By Gender

Enr Distribution by Student Demographics  
FHDA District->Foothill College->Learning Res Ctr & Library->Non-Credit: Language Arts-FH->NCLA->NCLAF406A

by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	565	59%	276	55%	91	63%	385	61%	492	54%
Male	379	40%	221	44%	52	36%	243	39%	394	43%
Unknown gender	7	1%	5	1%	1	1%	3	0%	25	3%
Total	951	100%	502	100%	144	100%	631	100%	911	100%

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

Serving more female students than students that identify as male or reported an unknown gender. Some questions that arise as a result of this difference are, whetherre females are more inclined to ask for helpand/or whether more female identified students are enrolled at Foothill. We could benefit from reviewing English enrollment demographics.

5. What actions does your program plan to take?

Most referrals we receive from programs like Umoja, Puente and Foothill Connect are male students. Partnering with instructors during the first couple weeks of each quarter to identify students (regardless of gender) who are having trouble reaching out for help. Providing more one-on-one guided support to invite and encourage students to take part of our services and learning communities. Have tutors present within classrooms or other college settings more accessible to students. Partnering with departments like VRC, DRC, Athletics and other learning communities to identify key spaces on campus that can benefit from having a tutor present.

6. What does your program need to execute this action plan?

Buy-in from other instructors, department leaders to make the above happen. One way might be to share the course success results and demonstrate the WLC's role in student success. Departments and Divisions are experiencing staff shortages across campus--partnering with the WLC may free up some of their own office hours and provide their students with valuable resources (e.g. embedded tutoring, workshops). With the increase in enrollment (23-24), retention is now a campus wide priority more than ever. In order to retain students and provide them with a more holistic supportive college experience which would involve faculty collaborating with out-of-class academic supports.

By Ethnicity

## by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	390	41%	197	39%	46	32%	250	40%	316	35%
Black	36	4%	16	3%	4	3%	47	7%	52	6%
Filipinx	22	2%	12	2%	2	1%	17	3%	36	4%
Latinx	273	29%	157	31%	54	38%	152	24%	219	24%
Native American	1	0%	0	0%	0	0%	1	0%	1	0%
Pacific Islander	17	2%	5	1%	0	0%	9	1%	8	1%
Unknown ethnicity	20	2%	9	2%	9	6%	25	4%	52	6%
White	192	20%	106	21%	29	20%	130	21%	227	25%
Total	951	100%	502	100%	144	100%	631	100%	911	100%

7. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Student population. We can benefit from cross referencing our students served with campus wide enrollment data and demographics. Our highest population is consistently Asian students, followed by White and LatinX (no significant statistical difference between these two groups in recent years, although LatinX students were higher in 2017-19). Black students served are showing a slight increase in recent years.

8. What actions does your program plan to take?

Work with IR to gather campus-wide data/demographics to compare with our own data. Continue working with learning communities. Build more structures that allow our presence and support to be more prominent in their spaces. Provide more guidance to our embedded tutors so they have more of a key role in their class. Identifying student embedded tutors who have a connection to the learning community they are tutoring for. Creating a process built into the learning community that would build in the opportunity of becoming an embedded tutor/ambassador and reframing what an embedded tutor can be within the learning community. Revise position description - emphasis on the leadership/mentorship components that embedded tutoring entails. Implement bi-weekly check-ins with embedded tutors & coordinator. Increasing embedded tutoring presence will introduce students to our tutoring service and will hopefully normalize these interactions for the greater student population.

9. What does your program need to execute this action plan?

We need appropriate coverage for all the services we provide. In this case, "appropriate" does not only refer to number of tutors/staff, but specifically staff that is equipped with culturally responsive teaching and learning pedagogies. Although there is consistent communication between WLC coordinators and student and faculty staff, there would be great benefit to have quarterly orientations that are compensated for all tutors to attend. At this moment, we are unable to compensate all WLC faculty to come in and attend workshops or orientations outside of their already scheduled contract hours. We also need access to appropriate data, as well as establish more streamlined data collection. For this we will need to team up with Institutional Research to identify the best methods and software (currently using eSARS which is limited) to use moving forward that will provide us with the desegregated data we plan to evaluate.

## G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

In the midst of all the transition and uncertainty we've faced in the last three years, our center also went through a name change. Previously the Teaching and Learning Center, now Writing and Language Center, has an even larger opportunity to redefine itself. As we've recently made the transition to hybrid services (on-campus and online), from being online only for over a year, we are in the process of molding our services to the needs of the students we're serving this very instant. So far, this looks like continuing with our multi-modality services rather than just sticking with one or the other. This transition/transformation period is also a great opportunity to redefine what our Writing and Language center means and is to the campus community. Is it simply a place where you can get writing support, or is it a collaborative space where your students, staff and faculty can learn together and explore their creativity not only

through writing but through other arts/connections. Thanks to increased collaboration with campus community, we have expanded beyond our traditional English writing tutoring, by adding Spanish tutoring and Spanish Conversation Hours, increased in-class writing and soft skill workshops as well as an increase in general in-person presence for all of our services. This growth and transition has also pushed us to be more intentional about our presence inside the classroom setting, whether it's bringing in workshops or having embedded tutor services, and expanding our vision and reach beyond the Language Arts division (for example to include BSS, FAC, and Allied Health). We have already seen the value of collaborating with other departments, specifically through our workshops with the Dental Hygiene program, as well as the benefit to the students. In terms of our physical space, traffic has increased. 3600 building is one of the only open student facing spaces, and we take pride in our accessibility and in-person support. It's also critical to note that our Center is invested in the experience our tutors have just as much as we value our tutees. We are in the process of reimagining the tutor role through professional and leadership development particularly for our student tutor staff. As peer tutors, these students have naturally stepped into a leadership/mentor role. Aside from their traditional tutoring hours, student tutors have been assigned to special projects, encouraged to create events and projects within the WLC and collaborate in campus-wide opportunities such as the Research and Service Leadership Symposium (RSLs). As far as faculty tutors, they have continued to be an instrumental part of our tutoring model, not only providing one-on-one tutoring to students visiting, but also providing mentorship to our existing student tutor team. In support of their already incredible contribution to our WLC learning community, we would like to find more opportunities to bring WLC faculty relevant training and resources that can further support them in their role. However, with budget and staffing instability present throughout, this has impacted the growth we've intended to make in the areas stated above. For our student and faculty tutoring model to receive more defined and consistent funding and college support, there needs to be a more defined metric measurement process from usage data that we gather at every end of the quarter. At this moment, it has been a challenge to identify a clear procedure that will allow our service usage to be archived and evaluated appropriately without heavy clean-up needed. We have historically used the eSARS Anywhere system to record service usage, but the way in which this usage has been tracked has been inconsistent and often not accessible to current WLC management. As we explore more automated and streamlined usage metrics processes, we also would like to find ways in which we can involve our student staff and student users in this development. As sense of belonging is incredibly critical to the values of our Center, we think that means transparency when it comes to all aspects of our program, including data collection. Given that student services like tutoring are often under attack of defunding, our metrics process is critical as we move forward and continue advocating for the importance of our services in a students educational journey in our institution and beyond.

## H. Rubric

Click on the link below to view the WLC Rubric.

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