

# Non-Instructional Program Review- Annual Update Template

## Service Area/Administrative Unit

Non-Instructional Program Name: Teaching and Learning Support Center

Academic Year: 2024-25

Name(s) of Submitter(s): Emily Garrison

Annual Update #1  #2

*\*Note: An Annual Update must be submitted each year that a Program Review is not submitted.*

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## I. Progress on Goals and Outcomes (SAOs/AUOs)

### A) List the 2-3 goals and related outcomes for your unit:

*(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)*

#### 1. GOAL #1

Increase TLSC usage 100% in 1 year (by end of Fall 2023)

#### **Expected Service Area Outcome/Administrative Unit Outcome**

This information was from the previous update: 2023-24

Survey faculty on how many recommend TLSC services to students, with a goal of at least 66% of full-time faculty and 50% of part-time faculty having recommended services on a semesterly basis. Amount of students utilizing tutorial services will be at least 18% of total student enrollment by Spring 2024.

#### 2. GOAL #2

1.1: Fully establish writing, math, and ESL Success Centers by beginning of Spring 2023

1.2: Integrate VR into Academic Support experience.

#### **Expected Service Area Outcome/Administrative Unit Outcome**

This information was from the previous update: 2023-24

2.1 Job descriptions created and approved. Success Center pages online and accessible to students. Evaluate tutors semesterly and, based on CRLA certification, come up with criteria for evaluations. Continue to refine CRLA and discipline-specific tutor training on semesterly basis.

Faculty involvement at 66% for full time and 50% for part-time, measured by amount of faculty who say they share TLSC announcements in class or Canvas shell.

2.2: Student increase in use of VR by faculty recommendation, and faculty utilizing VR in classroom setting. Identify at least 5 programs in different disciplines that can be utilized in classroom/learning center setting that yield faculty approval and curriculum integration.

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Programs purchased and utilized on a regular, recurring basis.

## 3. GOAL #3

3.1: Utilize data to understand and target specific student populations, and provide evidence of tutoring efficacy.

### Expected Service Area Outcome/Administrative Unit Outcome

3.1: By the end of Spring 2024 end, acquire 3 years' worth of data for analysis. Integrity of data verified and with little margin of error. : Feedback Form utilized in embedded tutoring program. Training on embedded tutoring is provided semesterly to tutors and faculty. Increase in use of embedded tutoring and, in embedded classes, an increase in student success.

## B) Have any goals been completed or discontinued?

*If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.*

Yes  No

2.1: Fully establish writing, math, and ESL Success Centers by beginning of Spring 2023

## C) Discuss the actions/strategies related to each goal and your progress on each of these. If you have not begun an(y) action/strategy please list why.

### 1. GOAL #1 Action/Strategies

Service Area Outcomes (SAOs)

#### 1. Increased Faculty Engagement:

Outcome: By the end of Fall 2023, at least 75% of faculty members will have utilized TLSC services at least once per semester, compared to 40% in the previous year.

Measurement: Track faculty attendance and participation in workshops, training sessions, and one-on-one consultations.

#### 2. Enhanced Student Success Support:

Outcome: The number of students accessing tutoring and academic support services will increase by 100% by the end of Fall 2023.

Measurement: Monitor the number of students who use TLSC tutoring services, with particular attention to repeat users and those referred by faculty.

#### 3. Improved Resource Accessibility:

Outcome: By the end of Fall 2023, the usage of online resources (e.g., recorded workshops, digital materials) will double.

Measurement: Analyze website traffic, downloads, and access logs for online TLSC resources.

#### 4. Positive User Satisfaction:

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Outcome: Achieve at least a 90% satisfaction rate among TLSC users, indicating that the services meet or exceed their expectations.

Measurement: Conduct end-of-semester surveys or feedback forms to gauge user satisfaction and gather suggestions for improvement.

## Administrative Outcomes (AOs)

### 1. Increased Outreach and Awareness:

Outcome: Conduct at least 10 targeted outreach campaigns by the end of Fall 2023 to promote TLSC services to both faculty and students.

Measurement: Track the number of campaigns, communication channels used (emails, newsletters, social media), and the resulting increase in inquiries and usage.

### 2. Expanded Program Offerings:

Outcome: Introduce at least five new programs, workshops, or services within the TLSC by the end of Fall 2023.

Measurement: Monitor the development and rollout of new initiatives, including attendance and feedback from participants.

### 3. Improved Operational Efficiency:

Outcome: Reduce average response times for faculty and student inquiries by 50% by the end of Fall 2023.

Measurement: Track response times to inquiries and requests, comparing data from the previous year.

### 4. Enhanced Data Tracking and Reporting:

Outcome: Implement a new data tracking system by the end of Spring 2023 to monitor TLSC usage more accurately and report outcomes more efficiently.

Measurement: Develop and utilize the system for real-time tracking, with monthly reports generated to assess progress toward the 100% increase goal.

### **Discuss any progress on Action/Strategies.**

To achieve a 100% increase in Teaching and Learning Support Center (TLSC) usage by the end of Fall 2023, a multi-faceted approach has been implemented. This includes targeted outreach campaigns to both faculty and students, highlighting the benefits and available services through emails, social media, and in-class presentations. Expanding the range of services offered, such as introducing more workshops on current teaching technologies, personalized one-on-one coaching sessions, and providing easily accessible online resources, can also drive engagement. Additionally, establishing partnerships with academic departments to integrate TLSC resources directly into course syllabi and faculty development programs can encourage more consistent usage. Continuous feedback collection from users and non-users will help refine services to

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better meet the needs of the campus community, ensuring the goal is met by creating a more visible and valuable presence across the institution.

## **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

To measure the goal of increasing TLSC usage by 100% by the end of Fall 2023, we tracked key metrics such as the total number of visits to the center, the number of unique users (faculty and students), and participation rates in workshops, tutoring sessions, and other services. Notable indicators of forward progress include a consistent monthly increase in visits, rising attendance at events, and higher engagement with online resources. Additionally, tracking user satisfaction through surveys can provide qualitative feedback on improvements and areas that may need further attention. Comparing these metrics to the baseline data from the previous year will help gauge progress and adjust strategies as needed to meet the goal.

## **2. GOAL #2 Action/Strategies**

### Service Area Outcomes (SAOs)

#### 1. Increased Student Utilization of Success Centers:

**Outcome:** By the end of Spring 2023, at least 60% of students enrolled in writing, math, and ESL courses will have accessed the corresponding Success Centers at least once.

**Measurement:** Track the number of students visiting each Success Center, with specific attention to their course enrollment and frequency of visits.

#### 2. Enhanced Academic Performance:

**Outcome:** Students who regularly utilize the Success Centers will show a 15% higher pass rate in their writing, math, and ESL courses compared to those who do not use the centers.

**Measurement:** Compare course pass rates between students who use the Success Centers and those who do not, analyzing the impact on their academic performance.

### Administrative Outcomes (AOs)

#### 1. Successful VR Integration into Academic Support:

**Outcome:** By the end of Spring 2023, at least 25% of students utilizing the Success Centers will engage with VR enhanced learning tools as part of their academic support experience.

**Measurement:** Track the adoption and usage rates of VR tools in the Success Centers, along with feedback from students and faculty on the effectiveness of VR in improving learning outcomes.

#### 2. Operational Readiness and Staffing for Success Centers:

**Outcome:** By the beginning of Spring 2023, fully staff and operationalize the Writing, Math, and ESL Success Centers, ensuring that each center is equipped with necessary resources and trained personnel.

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Measurement: Assess the completion of staffing, resource allocation, and training milestones, with a focus on readiness for student support at the start of the semester.

## **Discuss any progress on Action/Strategies**

To establish Writing, Math, and ESL Success Centers and integrate VR into the academic support experience, the first step was to secure appropriate space, resources, and staffing for each center, ensuring they are equipped to meet student needs by Spring 2023. Concurrently, collaboration with faculty from these disciplines is crucial to design targeted support services that align with course objectives. For VR integration, identifying and implementing relevant educational VR tools that enhance learning in writing, math, and ESL will be essential. Training staff and faculty on the effective use of VR in academic support will further ensure smooth integration. Continuous promotion of these services through orientations, workshops, and marketing campaigns will raise awareness and encourage usage. Monitoring student participation and feedback will allow for iterative improvements, ensuring that the centers and VR tools are fully operational and effectively supporting student success.

## **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

To measure the success of establishing the Writing, Math, and ESL Success Centers and integrating VR into academic support, key metrics include the number of students utilizing each center, the frequency of visits, and the engagement with VR tools. Progress can be tracked by comparing student usage rates before and after the centers are established, along with monitoring participation in VR-enhanced sessions. Notable indicators of forward progress include a steady increase in student visits to the centers, positive feedback from users, and improved academic performance among students who use these services. Additionally, tracking the adoption rate of VR tools and collecting qualitative feedback on their impact will help assess the effectiveness of the VR integration in enhancing the learning experience.

### **3. GOAL #3 Action/Strategies**

1.1: Utilize data to understand and target specific student populations, and provide evidence of tutoring efficacy.

## **Discuss any progress on Action/Strategies**

To effectively utilize data to understand and target specific student populations while providing evidence of tutoring efficacy, a strategic approach involves several key actions. First, implement a robust data collection system that captures detailed information on student demographics, course performance, and tutoring usage. Analyzing this data will help identify which student populations—such as first-generation students, those in developmental courses, or underrepresented groups—are most in need of targeted support. Tailoring tutoring services to address the unique challenges faced by these groups, and tracking their engagement, will ensure that interventions are relevant and impactful. To provide evidence of tutoring efficacy, compare the academic outcomes (e.g., grades, retention, pass rates) of students who

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participate in tutoring with those who do not, using statistical methods to assess the significance of the impact. Additionally, gather qualitative feedback through surveys and focus groups to complement quantitative data, offering a comprehensive view of how tutoring contributes to student success. Regularly sharing these findings with stakeholders will demonstrate the effectiveness of tutoring services and guide ongoing improvements.

**Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Measurement of Goals:

## 1. Data Analysis:

Demographic and Usage Data: Track and analyze tutoring participation rates across different student demographics, such as age, gender, ethnicity, firstgeneration status, and academic standing. This helps identify which groups are utilizing tutoring services and where gaps exist.

Academic Outcomes: Monitor changes in academic performance (grades, pass rates, retention) before and after students participate in tutoring. This can be done through preand posttutoring comparisons.

## 2. Tutoring Impact Assessment:

Comparison Groups: Create comparison groups of students who did and did not receive tutoring. Use statistical analysis to determine if there is a significant difference in outcomes between these groups.

Longitudinal Tracking: Follow students over multiple semesters to observe longterm benefits of tutoring, such as improved retention rates and overall GPA.

Notable Indicators of Progress:

1. Increased Targeted Participation: A notable indicator would be a rise in tutoring participation rates among the identified student populations that were previously underrepresented in tutoring services.

2. Improved Academic Performance: Indicators include higher grades, improved pass rates, and increased retention among students who received tutoring compared to those who did not.

3. Positive Feedback: Collecting and analyzing student and faculty feedback on the perceived impact of tutoring services will also serve as a qualitative indicator of progress.

4. Evidence of Effectiveness: Demonstrating statistically significant improvements in academic outcomes among tutored students provides concrete evidence of tutoring efficacy.

## D) List any resources you are requesting for each goal.

1. Goal 1                       Goal 2                       Goal 3

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***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

2. Goal 1                       Goal 2                       Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

3. Goal 1                       Goal 2                       Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

## II. New Goals (optional)

*This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the service area or administrative unit.*

### A. NEW GOAL #1

NONE

**Expected Service Area Outcome/Administrative Unit Outcome**

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list actions/strategies for achieving this goal/outcome.

Click or tap here to enter text.

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4. Briefly explain how you will measure the goal/outcome.  
Click or tap here to enter text.
  5. Please list resources (if any) that will be needed to achieve the goal/outcome.  
Click or tap here to enter text.
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## **B. NEW GOAL #2**

Click or tap here to enter text.

### **Expected Service Area Outcome/Administrative Unit Outcome**

Click or tap here to enter text.

6. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)  
Choose an item.  
  
Choose an item.  
  
Choose an item.  
  
Choose an item.

### 7. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

8. Please list actions/strategies for achieving this goal/outcome.  
Click or tap here to enter text.
  9. Briefly explain how you will measure the goal/outcome.  
Click or tap here to enter text.
  10. Please list resources (if any) that will be needed to achieve the goal/outcome.  
Click or tap here to enter text.
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### III. Resource Requests:

*What does the area need to meet its goals and objectives?*

*List all resources from Sections I.D and II.10 below.*

*If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.*

**IMPORTANT: A BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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