Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Service Area/Administrative Unit Name

Service Area/Administrative Unit Name: Teaching and Learning Support Center

Academic Year: 2022-23

Name(s) of Submitter(s): Bryan Asdel, Crystal Tafoya

I.   Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

What is the area mission?

It is our mission to provide quality instructional support for students through peer tutoring services by providing a supportive and encouraging learning environment where students learn effective study skill techniques, become active participants in their learning process, and develop a positive approach toward learning that will facilitate achievement of their academic goals.

What is the area vision?

The Teaching and Learning Support Center is committed to student success and will be recognized as a learning center of excellence in providing support to students and faculty.

Please provide a short area description:

To provide tutoring, technical support, and academic assistance for our students.

How does your area align to and/or support one or more of the following BCC Strategic Priorities?

Strategic Priority #1: Innovate to Achieve Equitable Student Success

Help Students Stay on the Path

Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology.

Close equity gaps by providing supports through OER, low cost degrees, enhanced scholarship offerings, and out of classroom supports through tutoring and the Teaching and Learning Support Center.

Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

Involve the college in an "everyone matters" campaign and design more support and opportunity for the population of students where data shows they are "highly unlikely to succeed."

Implement a college-wide focus on customer service based on the "Caring Campus" program strategies.

Ensure Students are Learning

Provide supports through the Teaching and Learning Support Center to enhance engagement, reinforce in-class learning, and encourage independent learning.

Support faculty to:

Adapt the learning experience to student groups who have historically underperformed in their coursework,

Embrace innovative teaching strategies to enhance student engagement,

Embrace innovative ways to use instructional technology to support and enhance teaching and learning.

Contextualize foundational skills instruction to applied learning,

Remain current in their discipline of expertise and help apprentice students into their community of practice,

Reduce regional achievement gaps.

Strategic Priority #2: Ignite a Culture of Learning and Innovation

Strengthen and Expand Educational Offerings by Leading the Work of Partnering Across Systems

Develop academic and internship programs that prepare students, faculty, staff and partners with knowledge and skills to pioneer innovations.

Align educational programs with Workforce Development

Create opportunities for lifelong learning and civic engagement with Career Technical Education, skill-based, and Community Education that empowers, enlightens and expands horizons for students of all ages and prior education levels.

Build relevant and respectful offerings and scheduling patterns for our military partners

Be flexible with scheduling and program offerings to our military partners by implementing a responsive approach to meet the current and unrecognized needs of students.

Provide opportunity for soldier students and their families with co-curricular offerings and events as part of an ongoing outreach and marketing effort.

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Be bold in engaging the community to promote advantages through education to build a better Barstow community.

Infuse educational programs with opportunities for students, faculty and staff to meaningfully participate in and build the greater Barstow community.

Strategic Priority #3: Build Community

Revitalize a positive, mutually supportive and caring Barstow Community College that sustains a sense of belonging and affirms the contributions of all members

Provide an organizational structure that supports and rewards hard work, dedication and discipline, and creates upward mobility.

Infuse educational programs with opportunities for students, faculty and staff to meaningfully participate in and enhance the greater Barstow Community.

Encourage students, faculty and staff to continuously assess and identify opportunities for improvement and change, and to remove barriers to creative innovations that lead to institutional and educational effectiveness.

Develop an internal culture that embraces the spirit and expression of innovation through intentional investment in learning college systems, to act as marketers and ambassadors for the college in the community.

Create an environment that supports and celebrates diversity by developing a cohesive and caring community

Broaden and strengthen diversity and equity through outreach efforts and community service.

Gather and use empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring and retention of historically under- served populations of students, faculty and staff.

Internationalize and infuse equity language into all college curriculum and documents to create globally aware and culturally intelligent students, staff and faculty.

Support student success through student engagement, leadership and co-curricular opportunities, frequent opportunities for interaction with faculty and staff, top-notch student services, discipline-wide systems of learning assessment and accountability, and other opportunities and support mechanisms for personal and intellectual growth.

Invest in Continuous Professional Development for faculty and staff

Develop culturally astute and responsive leaders in their respective fields, who model collaborative thinking in their work with students, and community members and partners.

Provide support for faculty and staff in developing digital fluency to effectively learn, interpret, analyze, construct, communicate information and teach in a digitally connected world

Continue to develop online learning strategies to include full degree and certificate programs, access to current technology, and a flexible and comprehensive suite of online support for faculty towards better services for students.

Strategic Priority #4: Achieve Sustainable Excellence in all Operations

Enhance and further an evidence-based framework that supports institutional planning and decision-making processes

Foster the use of data, inquiry, and evidence.

Improve access to integrated and actionable data.

Ensure that the College's information systems produce accurate data and information.

Infuse marketing and communication to support all college planning documents.

Maintain relevant and accurate information on the BCC website.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II.   Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Area Data and Analysis

Demographics of internal and external customers – who do you serve?
The TLSC, over the course of August 2021 through July 2022, held a total of 6,738 appointments. 5758 appointments were for general facility use, technological assistance, password resets, and typing tests. 980 tutoring appointments were provided with 44% of those appointments being made for math or English.

The TLSC has a general check-in/facility use gender distribution which closely matched the student population with 64.13% identifying as female, 33.49% male, and 2.38% identifying as unknown. Comparatively, the general student population over the three semester time period (Fall 2021, Spring 2022, Summer 2022) is roughly 64% female, 33% male, .25% non-binary and 1.70% unknown. However, the tutorial appointment gender distribution of 66.84% female and 28.34% male, with 4.81% unknown, was notably different. This suggests that the gender of students receiving check-in help at the TLSC, which consists of technical assistance, the technology loan program, password resets, and other academic support features that do not constitute tutoring, is consistent with the student population. However, it should be noted that the percentage of students who identify as male have a negative differential of 5.89% when it comes to receiving tutorial assistance. Destigmatizing tutorial services for male students should be identified as an area for improvement.

In terms of ethnicity, we see a similar pattern. General check-in/facility use is mostly consistent or close to the general student population. In annual tutorial services from August 2021 through July 2022, there is more disparity. The general student population over the three semester time period (Fall 2021, Spring 2022, Summer 2022) identified at roughly 16% African-American, 0.65% American Indian/Alaskan Native, 2.3% Asian, 1.75% Filipino, 45% Hispanic, 6.25% multi-ethnicity, 1.3% Pacific Islander, 2% Unknown, and 23.5% White Non-Hispanic. Again, we see similar percentages of those students who utilized general check-in/facility use at the TLSC (which consists of technical assistance, the technology loan program, password resets, and other academic support features that do not constitute tutoring). This includes 20% identifying as African-American, 0.79% as American Indian/Alaskan Native, 2.71% as Asian/Filipino, 44.45% as Hispanic, 10.70% as multi-ethnicity, 1.59% as Pacific Islander, 19.68% White Non-Hispanic, and the remainder as unknown. As with gender, there is more of a disparity with the general student population in terms of tutorial services utilized, with 21.39% identifying as African-American, 0.53% as American Indian/Alaskan Native, 2.67% as Asian/Filipino, 35.29% as Hispanic, 13.90% as multi-ethnicity, 0.53% as Pacific Islander, 25.67% White Non-Hispanic, and the remainder as unknown. Notably, there is a large negative differential in the percentage of Hispanics who receive tutorial services, and an above average use of tutorial services for those students who identify as Black/African-American. There is notable room for improvement in serving our Hispanic student population in terms of tutorial services.

In terms of age, the general student population identified, from August 2021 through July 2022, as approximately primarily between the ages of 19 or less (appx. 25%) and 20 to 24 (appx. 28%). However, of the students who received tutoring during the same period, 19.25% of them identified as age 50 or older, 9.63% as 40-49, and 10.7% as 35-39. This suggests that the TLSC tutorial services have primarily served, on average, those who are 35+ at a far greater average than the make-up of the general student population. Moving forward, it is the TLSC's goal to provide more targeted support for the adult learners who have naturally gravitated toward tutorial services, and to provide targeted marketing to bring in younger students who are 34 or younger.

Area Organization – state any changes in past few years
Tutorial was last reorganized in 2018. Previously, one classified staff member oversaw the tutoring program. With the addition of an area Dean in 2017, a Director was hired in 2019 to directly oversee operations and three classified staff. In addition, the Teaching and Learning Support Center was opened on main campus in 2018 and a branch at Fort Irwin was added in 2019.

A finalized job description for the Director of Learning Support Services was created and the position filled with an interim in fall 2019, and a job description for a Faculty Learning Support Coordinator was drafted, finalized, and hired for in September 2022. Beginning in 2019, Faculty members at-large were identified, hired, and scheduled to develop and teach zero-unit learning support courses to supplement gaps in student learning and appropriately prepare students to simultaneously and successfully complete transfer-level English and math courses. Faculty have also been encouraged to have scheduled office hours in the TLSC, including counselors, for consistent student academic support and engagement. Additionally, faculty, in collaboration with staff and administration, have developed learning support workshops ranging from basic skills to advanced mathematics which are held in the TLSC and remotely. To increase awareness of these programs, direct emails and announcements on Canvas, social media accounts, and the college website have helped to promote academic support services. To increase student retention and success rates, various systems for data collection, appointment scheduling, and early alert systems have been piloted, selected, and utilized.

The College has created and continues to implement new and innovative ideas in the TLSC, formerly the computer lab, where both the Writing Center and Math Lab are currently located and undergoing further development with faculty support. Since the inception of the TLSC in 2018, the College has continuously hired faculty each semester to provide additional support to students, with emphasis in the employment of math and English faculty. Faculty have provided subject-specific study skills and career skills workshops to students in both face-to-face and remote formats. Designating separate but connected space for the Math and Writing Centers has been created and the Centers launched in Fall of 2022 with Faculty overseeing operations. Space has already been provided, as well as some furniture and teaching materials, to L-13 in the TLSC. This is the location where the Math and Writing Center has physically opened and operated as a distinct but related operation from the general tutoring program in the connected rooms.

Academic support services have also been extended to and developed at Fort Irwin, with a formalized space set aside for tutorial services, and with the implementation of Cranium Café for remote tutoring appointments and technical skills assistance. In order to enhance academic and technical support for students at the Fort Irwin campus, a plan was developed to create an extension of the Teaching and Learning Support Center (TLSC) to be physically located at Fort Irwin. With a TLSC extension, Fort Irwin students can walk-in and/or schedule appointments to get tutoring, technical assistance, and other student supports. In June of 2019, classroom space at the Fort Irwin campus was identified, and work was underway to convert it into a TLSC extension. Although not completely developed, the TLSC Fort Irwin extension became operational in October 2019. That same month, a Learning Support Services Specialist was hired to support the TLSC which allowed for a full-time support person to transfer to the Fort Irwin TLSC extension. With an additional support staff at the Fort Irwin campus, staff schedules were re-arranged to provide support to students in the evening until 6PM Monday-Thursday.

As a direct result of the work completed by faculty to address AB705 and the supports offered via the TLSC to support students who are now directly placed into transfer-level BCC math and English courses, the College was honored to receive the 21st Annual Dr. John W. Rice award for Student Success in fall 2021. Per the press release, this recognition was due to the "myriad of efforts, including a vibrant Teaching and Learning Support Center, faculty-led workshops, enhanced tutoring and improved early alert tracking. All have contributed to an overall increase of 29% of students completing transfer-level English and math courses within one year of their first attempt." Through these developments, the TLSC

is committed to student success and continues to be recognized by students and staff as a learning center of excellence in providing support to the college community.

Though staff no longer spend significant time proctoring exams due to the suspension of proctored exams by faculty due to the COVID-19 pandemic, staff now proctor more specialized testing such as CASAS for Adult Education, as well as Pearson Vue, CLEP, and other exams that require more specialized knowledge, certification, and procedures.

In an effort to collaborate with faculty and improve instruction in face-to-face and online formats, the "Scholarship of Teaching Series" was created. This series of workshops is hosted by the TLSC and is led by faculty, for faculty, on a semi-monthly basis. Topics are wideranging but have included subjects such as content creation, using Canvas tools to improve teaching, and understanding diversity, equity and inclusion in and out of the classroom. In December 2019, math faculty member, Dr. Peter Esperanza, helped to pilot the series by being the first to present on "Taking Online Content to the Classroom." This workshop demonstrated how to create one-take video lessons as well as publishing instructor-created content in online and face-to-face settings. Renee Gurley, part-time English faculty, presented on "5 Tips to Make Canvas Work for You." This workshop was geared towards the use of Canvas tools to improve online student interaction and engagement. Susan Nylander, full-time English faculty, led a conversation on "Implicit Bias and Microaggressions" in the public sphere and classroom. This workshop addressed the everyday slights and indignities that persons of color and marginalized groups experience on a daily basis, and how faculty can be more aware of and avoid them. One goal of the workshop series moving forward is to provide more faculty support and development in the implementation of "Reading Apprenticeship" across all disciplines.

In an effort to better serve the students and increase support, the operating hours of the were extended. The TLSC, now open 8:00AM-7:00PM, Monday through Thursday, and 8:00AM-5:00PM on Fridays, also extended its availability to the weekend pre-COVID and during the pandemic. The Fort Irwin academic support services also reopened post-pandemic with extended hours, with tutoring and academic support available between 8:00AM-6:00PM, Monday through Thursday, and 8:00AM-12:00PM on Fridays. This schedule was determined on the basis of extended conversations with military leadership who recommended and surveyed the Fort Irwin BCC student population to create an optimized schedule which met military students' needs and availability. As enrollments and need declined during the COVID-19 pandemic, Saturday hours were removed however, it is the intention to reintroduce them when enrollments and demand return to pre-pandemic levels.

Additional Academic Support Services The TLSC now offers the Technology Loan Program, which was established in during the COVID-19 pandemic to provide technology hardware to faculty, staff and students. Over the past two years, the TLSC has loaned out over 1000 Chromebooks and 250 hotspots to students, and given away 1,146 Chromebooks to provide the necessary resources for them to complete their courses.

Staff Professional Development
Bryan Asdel, Courtney Quenga, and Cortney Rasplicka attended the Online Teaching Conference in Long Beach, CA, in July 2022. The staff also attended the online ACTLA conferences in 2021 and 2022. Future plans could include CRLA or tutoring-focused seminars and conferences.

Non-Instructional Program Review Template

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
1. Development of a college writing center, math lab, STEM lab, and ESL lab	Writing Center and Math Center established. ESL ongoing. STEM lab TBD.	Click or tap here to enter text.
2. Improved tutoring program with enhanced services provided by and improved training for tutors	CRLA training completed. Evaluations and certification ongoing. Addditional training in discipline-specifc areas ongoing but needing more clear direction.	Click or tap here to enter text.
3. Enhancement of support services resources for all locations, including Fort Irwin and online tutorial and research assistance	Progress is still ongoing. Budget must first be appropriately developed to provide opportunities for acquisition of furniture. Testing procedures and multiple tests have been certified. Cross-training between employees and multiple locations still needed.	Click or tap here to enter text.
4. Improved and increased faculty scholarship and involvement opportunities at Teaching and Learning Support Center (TLSC)	Ongoing. Faculty interest minimal. Identify interest through faculty academic support coordinator?	Click or tap here to enter text.
5. Increase awareness of Teaching and Learning Support Center programs and services	Progress has been made. More opportunities for advertising and programming have increased usage. Room for continued growth and increases in usage.	Click or tap here to enter text.

Area Effectiveness Data and Analysis

Satisfaction Surveys

The TLSC as a whole, including tutorial services, is consistently ranked as a 4.8 with 5 being the highest amount of satisfaction and 1 being the lowest.

Audits, project tracking, etc.

N/A

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

It is clear that males, Hispanics, and younger people are not utilizing TLSC services at an equitable rate when compared to the general student population. We will continue to explore study groups or

opportunities geared toward these specific populations and explore the same opportunities for groups that currently utilize the space, including females, African Americans, and older students above the age 35.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

The department helps identify and fill learning gaps in the classroom by helping students to gain confidence and address any performance issues in regard to academic success.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines).

Describe the effect the changes or updates in policies and processes have had on the unit.

AB705 has impacted tutorial services greatly. No longer are students who are identified as at-risk or currently failing seen as tutorial's only clientele, but rather the student body at-large should utilize services at an expected accelerated completion rate for first-year math and English. Additionally, students no longer need a staff or faculty referral to receive tutoring, which greatly increases student self-referral opportunity.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

 All procedures have been update including tutorial agreements, SOPs for daily tasks, and scheduling.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

This work is currently ongoing and has not been wholly addressed institutionally. In many ways, tutorial is part of each pathway and simply assists all pathways in academic success.

List the other programs that are part of your Guided Pathway

Click or tap here to enter text.

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

Click or tap here to enter text.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why?

Please provide examples of collaborating with other areas on projects, process improvement, etc.

The TLSC has collaborated with EOPS/SPS to provide targeted students who are at-risk of failing courses or considered academically on probation required tutoring programs. It is recommended that this program is revitalized moving forward following staff recovery and training due to the COVID-19 pandemic.

Non-Instructional Program Review Template

What other areas have you worked with?

Please provide examples of collaborating with other areas on projects, process improvement, etc.

Student Success has partnered with the TLSC to provide targeted tutoring to African American males through the BRASS tutoring study sessions. This program has been on hold while BRASS is currently at a lack of membership to sustain programming.

What other areas do you want or need to work with more and why?

 N/A

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

The SWOT Analysis Tool
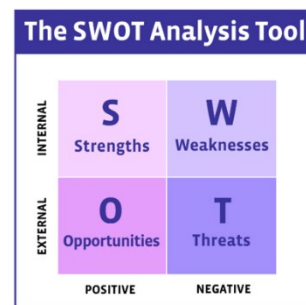
	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Staff Tutors Leadership Student relationships	WEAKNESSES Staffing shortage Outdated job descriptions · Advertising
External	OPPORTUNITIES Faculty relationships CRLA Certification Changing priorities (i.e., proctoring no longer required)	THREATS Funding/No Budget Turnover Changing priorities

III. Area Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
  - Some areas may only have three goals while others may have four or five—that is okay.
  - Cite evidence from assessment data and/or other area effectiveness data.
- Indicate how each Goal is **Aligned** with the College's Strategic Priorities.
- Identify explicit **Objectives** for reaching each goal.

Non-Instructional Program Review Template

- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.

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

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Objective 1
Communicate clear instructions to staff, faculty and students for how to schedule a tutoring appointment.

Actions, Tasks
Send out semesterly emails, utilize Canvas universal announcement tool, and leverage best practice and all division as platforms for spreading and repeating information as ongoing developments continue.

Outcomes, Measures, Assessment
Surveying faculty on how many recommend TLSC services, with a goal of at least 66% of full-timers and 50% of part-timers to begin.

Objective 2
Expand online tutoring options and establish availability and methodology for easy appointment making in a post-Cranium Café environment.

Actions, Tasks
Utilize previously mentioned forms of communication to establish clear protocol for appointment making.

Outcomes, Measures, Assessment
Amount of students utilizing tutorial services at least 18% by Spring 2024.

Objective 3
Identify and promote services in a way that speaks to students and destigmatizes tutorial services.

Actions, Tasks
Utilize strategic and regular messaging that highlights positive social norms, reinforces the message that good academic standing is necessary for financial aid eligibility, emphasize peer testimonials, and reference student and faculty success stories, among other components.

Outcomes, Measures, Assessment
African American, specifically African Males, and younger students age 34 and below utilizing tutorial services at a higher rate than current data suggests (see P.5).

Resources Needed
SARS to be acquired and proper training provided for staff and tutors.

GOAL #2
Fully establish writing, math, and ESL Success Centers by beginning of Spring 2023

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1
Advertise and clarify physical space on campus, and have at least 30 students per month using the physical math, writing, or ESL centers during designated hours. Have pages for math, writing, and ESL centers completely functional on Canvas by beginning of Spring 2023.

Actions, Tasks
Functional DLAs, resources, and available tutors should be accessible to students. Increase TLSC faculty in-person staffing, create a level 2 tutor job description, and reevaluate pay for level 1 and level 2 tutors by end of Summer 2023.

Outcomes, Measures, Assessment
Job descriptions created and approved. Pages online accessible to students.

Objective 2
Receive and maintain institutional CRLA Certification

Actions, Tasks
Continue administering CRLA training yearly and refining content in collaboration with Faculty Academic Support Coordinator

Outcomes, Measures, Assessment
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.

Objective 3
Integrate math and writing center assignments into curriculum across campus

Actions, Tasks
Utilize Faculty Academic Support Coordinator to leverage faculty relationships and improve usage of available math and writing center resources.

Outcomes, Measures, Assessment
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.

Resources Needed
Properly trained tutors with CRLA certification. Faculty to support centers who are invested and collaborative.

GOAL #3
Integrate VR into Academic Support experience.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1
Obtain and retain faculty interest in VR integrated curriculum support

Actions, Tasks
Advertise VR to faculty, holding semesterly open house for demonstration, appealing across disciplines.

Outcomes, Measures, Assessment
Student increase in use of VR by faculty recommendation, and faculty utilizing VR in classroom setting.

Objective 2
Have a wide variety of curriculum/software available across multiple disciplines

Actions, Tasks
Utilize tutors, staff, and TLSC faculty to help identify useful VR tools for cross-disciplinary academic use.

Outcomes, Measures, Assessment
Identify at least 5 programs in different disciplines that can be utilized in classroom/learning center setting that yield faculty approval and curriculum integration.

Objective 3
Find continual funding for programming

Actions, Tasks
When planning TLSC budget, earmark funds for VR purchases after finding an estimate on faculty pre-approved apps.

Outcomes, Measures, Assessment
Programs purchased and utilized on regular basis.

Resources Needed
Funds for VR headsets and curriculum/apps. Tutor, staff, faculty buy-in.

GOAL #4

Utilize data to understand and target specific student populations and provide evidence of tutoring efficacy

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Objective 1

Establish one college-wide system (SARS) for gathering data by Spring 2023 or Fall 2023.

Actions, Tasks

Aquire SARS in reasonable time and begin gathering data by Spring 2023 after proper training is provided to ensure data integrity.

Outcomes, Measures, Assessment

By Spring 2024 end, have aquired year's worth of data for analysis.

Objective 2

Provide appropriate training to staff and tutors prior to implementation of new system.

Actions, Tasks

One pre-roll out training and weekly/monthly training follow ups

Outcomes, Measures, Assessment

Integrity of data verified and with little margin of error

Objective 3

Track and verify integrity of data gathered through cross referencing physical sign-in sheets.

Actions, Tasks

Establish and utilize physical system for cross referencing appointments to verify accuracy of electronic data

Outcomes, Measures, Assessment

Data verified with little margin of error

Resources Needed

Training and SARS System acquired by Spring 2023.

GOAL #5

Establish regular, semesterly embedded tutoring program beginning Spring 2023, with over 25 classes embedded a semester by beginning of Spring 2024.

Non-Instructional Program Review Template

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Objective 1

Create an embedded tutoring agreement for instructors and tutors that clarify the commitment of the tutor and instructor.

Actions, Tasks

Create and establish form with faculty feedback and buy-in.

Outcomes, Measures, Assessment

Form utilized in embedded program.

Objective 2

Allot 1-2 hours of training a semester toward embedded tutoring for tutors.

Actions, Tasks

TLSC faculty member knowledgable in embedded tutoring tennents.

Outcomes, Measures, Assessment

Training on embedded tutoring provided semesterly.

Objective 3

Promote and clarify embedded tutoring program and its benefits through all-division, best practice, email, Canvas, and other forms of communication.

Actions, Tasks

Utilize flyers, emails, Canvas, meetings, and other methods of communication to clarify what embedded tutoring is and its benefits.

Outcomes, Measures, Assessment

Increase in use of embedded tutoring and, in embedded classes, an increase in student success.

Resources Needed

Level 1 and 2 tutors, faculty buy-in and awareness of program.

IV.   Resource Requests: What does the area need to meet its goals and objectives?

What does your area need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing

Non-Instructional Program Review Template

- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), departments/areas should submit their requests utilizing the Budget Allocation Proposal form and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
2	1	Funding for TLSC Faculty	$50,000	Yes	No current funding is provided directly for tutorial services other than the tutoring budget
3	3	VR Headsets	$5,000	Yes	Click or tap here to enter text.
1	3	Furniture	$75,000	Yes	Click or tap here to enter text.
5	1	Funding for tutors with 4-year degrees in addition to peer-tutors to allot more time to embedded coruses	$80,000	Yes	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.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

Date: 11/04/2022   Originator: _____

Program or Department Name: TLSC

Dean/Vice President/Supervisor: _____

What are you requesting? *(Brief)*   Furniture

Amount Requested: $100,000   ☐ One-time Funding   ☐ Ongoing Funding

Funding Source (if known) : _____

REQUEST TYPE:

☐ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: _____ Months/Year   _____ Hours/Week   ✓

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain: _____

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: Wipe down and keep it clean

1. Why is the request being made?

> To provide students, faculty and staff with an environment that is both educational, comfortable, and will enhance student success

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> It is located under Goal #1: " Increase TLSC usage 100% in 1 year (by end of Fall 2023)."

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> Having new furniture will create an environment that will allow students to utilize a space that was created for them to be successful. It also allows faculty and staff to help students feel tranquil while learning by giving them an environment created for student success.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> It is located under tasks and action of objective 3 of Goal #1: "Utilize strategic and regular messaging that highlights positive social norms, reinforces the message that good academic standing is necessary for financial aid eligibility, emphasize peer testimonials, and reference student and faculty success stories, among other components.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

> No other department would be affected.

4. a) How will this resource improve student success or institutional services?

> This would improve student success by creating an environment that speaks to students and allows them to study in an educational, comfortable, inviting environment.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> Student Success in regards to environmental space and ensuring students have the resources and comfort they need to utilize TLSC services.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

2. Strategic Priorities / Strategic Goals

    Embrace innovative ways to use instructional technology to support and enhance teaching and learning. Encourage students, faculty and staff to continuously assess and identify opportunities for improvement and change, and to remove barriers to creative innovations that lead to institutional and educational effectiveness.

3. Educational Master Plan

    Peer tutoring is provided to support and encourage the learning environment where students can learn effective study skills, become active participants in their learning process, and develop a positive approach toward learning.

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

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ADMINISTRATIVE USE

</div>

Administrator: _____   Title: _____

Comments/Recommendations:

<div style="border:1px solid #000; height:180px;"></div>

Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

<div style="border:1px solid #000; height:180px;"></div>

Unit Priority Ranking: _____ of _____

<div style="border:1px solid #000; background:#dce6f1;">

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information:

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Signature: _____   Date: _____

BUDGET ALLOCATION PROPOSAL

Date: 11/04/2022	Originator:
Program or Department Name: TLSC	
Dean/Vice President/Supervisor:	

What are you requesting? *(Brief)*   Funding for TLSC Faculty

Amount Requested: $100,000   ☐ One-time Funding   ☐ Ongoing Funding

Funding Source (if known) :

REQUEST TYPE:

☐ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

                            ☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: 12 mo   Months/Year   20   Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain:

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the [Technology Assessment Form](#)?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain:

✓

✓

1. Why is the request being made?

> To provide funding for TLSC faculty to enhance writing, math, and ESL success centers.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> It is located under tasks and action of objective 1 of Goal #2: " Functional DLAs, resources, and available tutors should be accessible to students. Increase TLSC faculty in-person staffing, create a level 2 tutor job description, and reevaluate pay for level 1 and level 2 tutors by end of Summer 2023."

   b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> Having funding for faculty will allow an effective writing, math and ESL centers for students

   c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> This is specified in objective 1, goal #2 under: " Advertise and clarify physical space on campus, and have at least 30 students per month using the physical math, writing, or ESL center during designated hours. Have pages for math, writing, and ESL centers completely functional on Canvas by beginning of Spring 2023.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
   Example: Technology Assessment Form
   (This question is not required for Personnel/Staffing requests.)

4. a) How will this resource improve student success or institutional services?

> By providing students with access to faculty through writing, math and ESL center to strengthen student learning.

   b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> Student Success in writing, math and ESL students

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

    1.   Mission Statement

S - Supporting our students and each other as we serve the educational needs of the community.

    2.   Strategic Priorities / Strategic Goals

Provide supports through the Teaching and Learning Support Center to enhance engagement, reinforce in-class learning, and encourage independent learning.

    3.   Educational Master Plan

GOAL #2: Promote improvement in the success of underprepared and/or at-risk students through instructional support and college services. Activi

    4.   Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

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Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information:

Signature: _____   Date: _____

BUDGET ALLOCATION PROPOSAL

Date: 11/04/2022   Originator: _____

Program or Department Name: TLSC

Dean/Vice President/Supervisor: _____

What are you requesting? *(Brief)*   VR Headsets

Amount Requested: $5,000   ☒ Onetime Funding   ☐ Ongoing Funding

Funding Source (if known): _____

REQUEST TYPE:

☐ Personnel/Staffing	☒ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☒ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☒ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☒ Students   ☒ Faculty   ☒ Staff   ☐ Other

Is training required? ☐ No   ☒ Yes   Explain: Faculty, staff and studets will need to be shown how the programs work on the VR headsets.

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☒ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

    > No budget

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

    > GOAL #3 Integrate VR into Academic Support experience.

    b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

    > Identify at least 5 programs in different disciplines that can be utilized in classroom/learning center setting that yield faculty approval and curriculum integration.

    c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

    > GOAL #3 Strategic Priority 2: Ignite a Culture of Learning and Innovation

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
    (This question is not required for Personnel/Staffing requests.)

    > Funds for VR headsets and curriculum/apps. Tutor, staff, faculty buy-in.

4. a) How will this resource improve student success or institutional services?

    > Have a wide variety of curriculum/software available across multiple disciplines
    > Ignite a Culture of Learning and Innovation
    > Innovate to Achieve Equitable Student Success

    b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

    > GOAL #4 Utilize data to understand and target specific student populations and provide evidence of tutoring efficacy

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

E - Embracing a breadth and depth of perspectives; **S - Supporting** our students and each other as we serve the educational needs of the community.

2. Strategic Priorities / Strategic Goals

Close equity gaps by providing supports through OER, low cost degrees, enhanced scholarship offerings, and out of classroom supports through tutoring and the Teaching and Learning Support Center.

3. Educational Master Plan

GOAL #2: Promote improvement in the success of underprepared and/or at-risk students through instructional support and college services. Activity 1: Explore and implement innovative academic support systems

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

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Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information:

Signature: _____   Date: _____

BUDGET ALLOCATION PROPOSAL

Date: __11/04/2022__   Originator: _____

Program or Department Name: TLSC

Dean/Vice President/Supervisor: _____

What are you requesting? *(Brief)*   Funding for tutors with 4-year degrees in addition to peer-tutors to allot more time to embedded courses

Amount Requested: __$80,000__   ☐ One-time Funding   ☒ Ongoing Funding

Funding Source (if known): _____

REQUEST TYPE:

☒ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete Personnel/Staffing section below	*Complete Technology section below*	*Complete Facilities section below*	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)

☒ An existing classification   *Official Job Title:*   Tutor

Is the position requested: ☐ Full Time   ☒ Part Time: __12 mo__ Months/Year   __20hrs__ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required? ☐ No   ☐ Yes   Explain: _____

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required? ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

   > To allot more to to embedded courses.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

   > GOAL #5 Establish regular, semesterly embedded tutoring program beginning Spring 2023, with over 25 classes embedded a semester by beginning of Spring 2024.

   b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

   > Increase in use of embedded tutoring and, in embedded classes, an increase in student success. Training on embedded tutoring provided semesterly.

   c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

   >

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
   (This question is not required for Personnel/Staffing requests.)

   > N/A

4. a) How will this resource improve student success or institutional services?

   > Increase in use of embedded tutoring and, in embedded classes, an increase in student success. Promote and clarify embedded tutoring program and its benefits through all-division, best practice, email, Canvas, and other forms of communication.

   b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

   > Track and verify integrity of data gathered through cross referencing physical sign-in sheets. Establish and utilize physical system for cross referencing appointments to verify accuracy of electronic data

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

S - Supporting our students and each other as we serve the educational needs of the community.

E - Embracing a breadth and depth of perspectives;

2. Strategic Priorities / Strategic Goals

Close equity gaps by providing supports through OER, low cost degrees, enhanced scholarship offerings, and out of classroom supports through tutoring and the Teaching and Learning Support Center.

3. Educational Master Plan

GOAL #2: Promote improvement in the success of underprepared and/or at-risk students through instructional support and college services. Activity 1: Explore and implement innovative academic support systems, such as embedded tutoring, supplemental instruction, etc.

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

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Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information:

Signature: _____   Date: _____