

Annual Student Services Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name: Pass the Torch

Student Service Program Mission: Pass The Torch’s mission is to help students, especially from underrepresented populations, to complete course work in Math, English/ESL from basic skills through transfer level courses.

Program Review Team:

Name	Department	Position
Anabel Arreola Trigonis	Counseling	50% Pass the Torch Program and Instruction and 50% Counseling Division
Natalia Menendez	Language Arts	English Instructor/PTT Leader Trainer- (1/3 Class Load)
Phuong Lam	Math Department	Math Instructor/PTT Leader Trainer- (1/3 Class Load)
Robert Garcia	Student Services	Coordinator of Outreach & Team Development- (12 month)
Julie Brown	Student Services	Administrative Assistant- (10 month)
Student Staff		Part time office support- Federal Work Study students
Laureen Balducci	Counseling	Dean of Counseling and Matriculation

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	917	1265	1002
Full-time FTEF	1 Counselor	1 Counselor	1 Counselor
Part-time FTEF	2 Instructors	2 Instructors	2 Instructors
Full-time Staff	2	2	2
Part-time Staff			

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):

Students are tracked using our STS Contact Server Kiosk log in system for our orientations and pre math testing and study team meeting, additionally we use sign in sheets and hardcopy of Team Meeting logs.

Since the closing of the Writing Center we have seen a trend of increased English students seeking support.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

Following our Pass the Torch Mission we recruit students from underrepresented population enrolled in our core courses of Math and English/ESLL and thus serve a larger proportion of ethnic students than the general college ethnic distribution.

3. Staffing structure (Does the staffing structure meet the program’s or department’s needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

Yes, a unique feature of the program is that the vision and governance is shared between the director and the rest of the staff with our current 5 member team of; 1 Counselor/ Director/Instructor, 2 Faculty Members, 1 Administrative Assistant and a Program Coordinator we are able to maintain the structure of our program and serve our Pass the Torch students.

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Which aspects of the work are key to the institution's mission?

- i. Has the staff increased, decreased or remained the same to meet those changes?
 - ii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way?
 - iii. Does the workload have significant peaks and valleys during the fiscal year? If so, describe.
 - iv. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
 - v. If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative consequences of too much work and maintain a positive atmosphere?
 - vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
 - vii. What strategies have been used to improve the delivery of support services within the program or department?
4. Workload measures (includes budget details). Describe the program's workload measures as developed within the Student Services process.
 5. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)
 6. **Basic skills programs:**
Basic Skills courses Pass the Torch supports, Math my Way, Math220/221, English 209, 110, ESLL 235, 236, 25 & 26
 7. Transfer programs: (If applicable)
 8. CTE programs: Labor/Industry alignment (If applicable)

Section 2. Learning Outcomes Assessment Summary

Unit Assessment Report - Four Column

Foothill College
SA - Pass the Torch

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Pass the Torch - 1 - Increase Basic Skills students enrollment into the program. - Inform Basic Skills students about the program by emailing, distributing literature, telephone contact and classroom presentations. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Pass the Torch implemented the use of 3.5" x 8.5" full color fliers positioned strategically around campus kiosks and distributed to Math & English/ESL instructors and Counselors. Assessment Method Type: Data Target: Increase enrollment into the program.	10/11/2011 - Though the fliers were widely distributed, a low percentage of students actually said that they came in because of the flier. About half the students showing up for services, knew of the service from the flier, while the other half came on a personal referral from an instructor or Counselor. Result: Target Met Year This Assessment Occurred: 2010-2011	10/11/2011 - How can we increase awareness of the program to Basic Skills students.
SA - Pass the Torch - 2 - Educational Planning - Students will meet with counselor to develop an Individualized Education Plan (IEP). Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Count the number of students enrolled in Pass the Torch program that successfully complete an IEP. Assessment Method Type: Data Target: Increase the number of students that successfully complete an IEP with a counselor.	10/11/2011 - Below are the numbers of Pass the Torch students meeting with Foothill College counselors to complete an Individualized Educational Plan (IEP). Fall Quarter 2010, 42 students completed IEP Winter Quarter 2011, 55 students completed IEP Spring Quarter 2011, 74 students completed IEP Result: Target Met Year This Assessment Occurred: 2010-2011	10/11/2011 - The Pass the Torch policy of having our students meet quarterly with a counselor and completing an Individualized Educational Plan (IEP) leads them to focusing more on long term educational goals, which generally include graduation or transfer.

2.1. Insert – Previous year’s Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.3 Please provide observations and reflections below.

2.3.a Service Area Student Learning Outcomes

What findings can be gathered from the SA-SLOs assessments?

Because Pass the Torch students are required to complete an IEP with a counselor quarterly while participating in the program leads us to believe that this keeps students focused on their long term goals, which include transferring and graduating.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

Accessibility to counselors is crucial, less counselors at limited times of availability will hinder students ultimate educational goals.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

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Yes, it reflects the knowledge, skills and abilities that students need to successfully navigate from time they are enrolled until the graduate or transfer.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

Our data confirms the improvement and success, as 66 of our students who participated in Pass the Torch graduated and/or transferred during the Spring quarter of 2011.

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SA-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Continued outreach to Basic Skills students	SAO #1	All	Once students begin to achieve success in their lower division courses they gain confidence and are more apt to continue in their educational goals.
Educational Planning	SAO #2	All	Students with the guidance of a counselor and a IEP are increasing their odds of success in the shortest amount of time.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Pass the Torch Program actively supports all of the core missions by matching students into study teams, from their basic skills classes through transfer/graduating course requirements

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Increase amount of Basic Skills students	2010-2011	Actively recruiting students using Argos reports to identify students, follow up with emails and personal telephone calls by our staff	We will continue to use the afore mentioned strategies

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Increase retention of our underrepresented students	Ongoing		Students benefit when they feel they are not going to have success in their class and know that we will support them even if they must repeat the course in the following quarter.
To continue to provide a dedicated space and a nurturing learning environment for our Pass the Torch students	Ongoing		Since the programs inception Pass the Torch has always had a dedicated space. We attribute our students success to being in a space of ownership.

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Section 4: Program Resources and Support

4.1 Using the tables below to summarize your program’s resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Counselor	No Change		Existing funding source
2 Faculty	No Change		Existing funding source
Program Coordinator	No Change		Existing funding source
Administrative Assistant	No Change		Existing funding source

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
No Request at this time			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
No Request at this time			

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
No Request at this time			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths		
Weaknesses		
Opportunities		
Threats		

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Yes, with the move of Pass the Torch onto the main campus, we will be sacrificing having a dedicated space for our students to work in exchange for a multi-use environment working along side other tutorial programs on campus occupying the same open space. We will have to find a way to identify our Pass the Torch student apart from the general tutorial use students, as our emphases is in pre matched one on one study teams enrolled in training classes with tasks, which include meeting with their core course instructor and creating Individualized Educational Plan quarterly with their counselor as opposed to general tutorial drop-in model.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Concerns have been raised by the Pass the Torch Staff, the MSA and the Math and English Department Faculty that the moving of the program to a unsuitable and a multi-use space would adversely affect the programs viability and would directly handicap students as they strive for success in their academic courses.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Pass the Torch continued to support students who are more likely to struggle in their courses and may need to repeat classes. Our strength lies in retention of these students as they move forward quarter to quarter. Pass the Torch is more than a tutorial program it is a community of learner where one passes their knowledge and expertise down to the next student coming up in a nurturing environment. A noteworthy strength is our talented staff that works in unison

Program:

Updated:

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sharing the governance and vision of it's founder Jean Thomas and continuing to help Foothill's underrepresented students to succeed.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The program has done well in serving students, primarily basic skills students. One of its strengths lies within the staff working cohesively together with the faculty and students and having a Counseling class tied to the program.

6.2 Areas of concern, if any: With budgetary constraints it may be difficult to maintain staffing in the future. Also, the Counselor in the position needs more time for actual counseling than spending time as a program Director.

6.3 Recommendations for improvement: None at this time but may need to work staffing responsibilities in the near future.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Program:

Updated: