

## Introduction

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase 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, 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.

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
7. Vice President's comments

### 2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
  - Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

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

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

<b>Basic Program Information</b>
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Student Service Program Name: Tutorial Center

Student Service Program Mission: The Tutorial Center exists to promote student success through access to outstanding tutorial services, which Foothill College has identified as being essential to the support of learning and educational opportunity for all.

<b>Total number of Full Time Faculty:</b>	<b>0</b>
<b>Total number of Part Time Faculty:</b>	<b>0</b>

<b>Existing Classified positions: Temporary Program Coordinator</b>
Example: Administrative Assistant I
Example: Program Coordinator

Program Review Team and Departments:

Name	Department	Position
Paul Starer		Dean
Linda Robinson		Temp. Program Coordinator

**Section 1. Data and Trend Analysis**

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	980	601	1023
Full-time FTEF	0	0	
Part-time FTEF	0	0	
Full-time Staff	1	1	
Part-time Staff	1	1	

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 sign in when they enter the Tutorial Center. The data show increasing demand for tutorial center services. Anecdotally, many requests for help with ESL and English reading and writing come in each quarter.

While students receive peer-to-peer support in many transfer-level classes, none of the work in the Tutorial center is apportionment generating.

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

Data unavailable, but since the tutorial center is open to the entire campus use of the center should reflect the campus's diversity.

3. Please describe services offered off campus and how these services are assessed and measured.

We provide no off-campus tutorial services.

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

Staffing does meet the needs of the program as it's currently incarnated. However, for the tutorial center to be self-sustaining, it will need to generate apportionment which means that staffing will need to provide instructional line of sight over students working on supplemental learning curriculum.

- i. Which aspects of the work are key to the institution’s mission?
- ii. Has the staff increased, decreased or remained the same to meet those changes?
- iii. How has technology affected the workload in your office?
- iv. Does the workload have significant peaks and valleys during the year? If so, describe.
- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
- 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?

5. General budget analysis by category of expenditures.

- a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor	None	
Copy Costs/Printing	Minimal	
Equipment	Minimal	
Software	Minimal	
Stipends	None	
Travel	None	
Other (please note)		
<b>All Category Total</b>		

- b. Comment on your expenditures for the past three years.

The primary expense of the Tutorial center is the cost of student tutors. While this expense varies from quarter to quarter and year to year, it averages about \$30,000 annually.

- 6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

The tutorial center primarily serves the transfer needs of students.

- 7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

The vast majority of students who take advantage of the tutorial center are in transfer-level courses.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:  
<http://foothill.edu/president/workforce.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.

Some assistance is provided for students in the Bio/Health programs and allied health programs.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:  
<http://foothill.edu/staff/irs/ESMP/index.php>
  - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.
10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The Tutorial center operates on a supply and demand model. That is, as demand for tutoring support develops in classes, the center responds by hiring peer tutors. Outreach for student tutors is extensive and thorough.

**Section 2. Learning Outcomes Assessment Summary**

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Assessment Method: Exit survey  
 Target: 85% of students will express willingness to return to the tutorial center for future assistance.

Date	Assessment Finding/Reflection	Actions	Related Documents	Year This Assessment Occurred
9/17/2012	Will develop the exit assessment survey this fall, 2012 and administer it in Winter and Spring quarters.			

Assessment Method: Exit survey  
 Target: 85% of students will report that they were able to receive tutoring assistance in their subject area within one week of seeking the assistance.

Date	Assessment Finding/Reflection	Actions	Related Documents	Year This Assessment Occurred
9/17/2012	We are developing and refining the exit survey instrument and will apply it during the winter and spring quarters 2012.			

Unit Assessment Report - Four Column  
 Foothill College  
 SA - Admissions & Records

Service Area Outcomes (SAOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
SA - Admissions & Records - 1 - Students that come to A&R to add classes will leave understanding how to utilize the online add code process. <b>SAO Status:</b> Active			
SA - Admissions & Records - 2 - Students are able to easily navigate the online transcript ordering system. <b>SAO Status:</b> Active			
SA - Admissions & Records - 3 - New students that attend Day on the Hill will be educated on the registration process. <b>SAO Status:</b> Active			

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

With planned changes to the tutorial center, SAO reflections were not performed.

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

With planned changes to the tutorial center, SAO reflections were not performed.

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

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

With planned changes to the tutorial center, SAO reflections were not performed.

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

With planned changes to the tutorial center, SAO reflections were not performed.

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

Action Step	Related 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?
1			
2			
3			

**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. Goals will be linked to resource requests.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
<b>Reorient tutorial services to apportionment generation and target reading and writing needs of students</b>	Medium length	It will provide a self-sustaining means of supplemental instruction which will help students in all missions of the college	In process will follow the remodel of LRC buildings.

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>See Language Arts program review</b>		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)



Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
	\$15,000	Student tutor salaries

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Working with the LRC remodel.		

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and reflect 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
<b>Strengths</b>	Example: Program has begun to update paperwork and become aligned with College processes.	Example: Program has an excellent reputation in the surrounding dental community. Graduates find

<b>Weaknesses</b>	Example: In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish. The Program has been ignorant, but is quickly learning, to the many processes and protocols the College is responsible for.	employment easily. Example: Students are often unaware that FH has a Dental Assisting Program or are told that FH does not have a Dental Assisting Program.
<b>Opportunities</b>	Example: 1) Program is moving into a new building with new equipment with a more centralized location. 2) Professional Development through CADAT to strengthen current faculty	Example: A local dentist wants to donate \$30,000.00 to the Dental Assisting Program.
<b>Threats</b>	Example: The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget.	Example: Proprietary Schools that offer Dental Assisting Programs

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

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?

There is concern that this reworking of the Tutorial center will leave the students it currently serves without vital assistance that they need. Many faculty have come to rely on the service and feel their students benefit from it greatly. This need will have to be addressed.

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

The Tutorial center served a documented need quite well for many years. If resources were available to continue the service the Tutorial center provides, I would encourage the college to support this.

**Section 6: Feedback and Follow Up**

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The tutorial center has served the campus well and with distinction. Students using the service report positively on it and the faculty who has sent their students to the center have indicated that the tutorial center is valuable for their students and has increased the success of students in their classes.

6.2 Areas of concern, if any:

With the retirement of the full-time staff member associated with the tutorial center and with the center not generating WSCH, it is difficult to sustain the center in its current incarnation.

6.3 Recommendations for improvement:

I recommend that the tutorial center be reconfigured to provide non-credit supplemental instruction for students seeking assistance with reading and/or writing. This model will generate WSCH for the students and help to make the center sustainable. Of course the would mean that (at least initially) it would no longer be able to provide the subject-specific, peer tutoring it currently provides.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

<b>Section 7: Feedback and Follow Up</b>
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This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:

As noted above, the Tutorial Center has been an excellent resource for Foothill students and faculty for many years.

7.2 Areas of concern, if any:

With the retirement of the director, and the subsequent elimination of that position, as well as the college's deliberate shift to apportionment generating supplemental instruction as a model for integrating student support services, the program should undergo program viability review.

7.3 Recommendations for improvement:

7.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.