

**Basic Program Information**

**Department Name:** Pass the Torch

**Division Name:** Counseling, Student Services

**Program Mission(s):**

Pass the Torch’s mission is to help students, especially from underrepresented populations, to complete course work in Math, English/ESLL from basic skills through transfer level courses.

Please list all Program Review team members who participated in this Program Review:

<b>Name</b>	<b>Department</b>	<b>Position</b>
<b>Phuong Lam</b>	Math Department	Faculty - Leader Training Class
<b>Natalia Menendez</b>	Language Arts	Faculty - Leader Training Class
<b>Staff Development Leave: Anabel Arreola-Trigonis</b>	Counseling	Faculty - Member Training Class
<b>Robert Garcia</b>	Student Services	Coordinator of Outreach & Team Development

<b>Total number of Full Time Faculty:</b>	3 (each with a 1/3 class load)
<b>Total number of Part Time Faculty:</b>	0

<b>Please list all existing Classified positions:</b>
Program Coordinator I (PTT Coordinator of Outreach & Team Development) – (10 month position)

**Section 1: Data and Trend Analysis**

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

We use SARS TRAK for our orientations and pre-math testing and study team meetings. Our numbers are from students coming in for orientations, drop-ins, responding to our leader and member recruitment emails and phone calls, math leaders taking pretests, leaders viewing tutorial DVD, and members who join and receive support from the program. Due to understaffing, it is likely that many student hours were not captured because nobody could direct them to the appropriate log-in station. We have been sharing log-on stations with the TLC, but often there was not a person at the entrance to help students.

Our numbers have seen a decrease during the last year. This is primarily due to the lack of program support in recruiting, emailing recruitment for both leaders and members, instructor recommended emails for leaders, member recruitment follow-up phone contact, monitoring in-take, logging students in, and assisting students with their questions. Though we employ two student staff in the program (Work Study) they only average 9 to 11 hours per week.

This data was obtained via the following sources:

- CCC Apply
- Ask Foothill
- Credentials
- SARS
- Other (List) we use hardcopies of our Instructor Recommended contacts & CNSL 51 book loans.

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

Following the Pass the Torch mission, the program recruits students from underrepresented populations enrolled in our core courses of Math and English/ESLL and thus serves a larger proportion of Latino/Latina students than the general college ethnic distribution. Also, international students seek participation in our program as team leaders, as a way to improve their communication skills and enhance their transfer applications.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Pass the Torch is only offered on the Foothill College Campus.

Data for this area is based on services offered at the following locations:

1. N/A Middlefield
2. N/A CCOC
3. N/A Other (List)

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

No. With the elimination of the program's Administrative Assistant, Counseling/Program Director and reduction of 12-month position to 10 for the Coordinator of Outreach & Team Development, it has become the Coordinator's responsibility to juggle all three sets of duties for the program.

## Section 2: Core Mission Support and Student Equity

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

### a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Pass the Torch supports the following Basic Skills courses: Math My Way, Math220, English 209, 110, 104 A & B, English 1S-English 242A, English 1T-English 242B and ESLL 236, 25 & 26.

Using Banner/Argos reports, Pass the Torch has been able to identify basic skills students during our recruitment phase prior to the beginning of each quarter. They are contacted via email and follow up phone calls informing them of the support we offer. Additionally, our team leaders help basic skills learners develop into college level students.

Though we have the technology to identify our target students, the deficiency in staffing (elimination of Administrative Assistant and reduction in Coordinator of Outreach & Team Development's contract 12 to 10 month) limits us in our follow-up telephone calls, even with the support of Work Study student employees.

**b. Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Pass the Torch also provides help in transfer level courses such as: English 1A and 1B, ESLL 25 and ESLL 26, Math 10, Math 48A, 48B, and 48C, Math 1A and 1B. Pass the Torch helps students achieve their goals in the classroom by helping them pass their math and/or English/ESLL classes needed to transfer to four-year universities. Elimination of Administrative Assistant position and reduction in Coordinator of Outreach & Team Development contract from 12 to 10 months no longer allows time to collect transfer data. As of 12/2/13 a request has been submitted to our College Researcher for that data.

**c. Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Pass the Torch also serves students in Workforce/Career Technical Education Programs who seek help in completing their prerequisites in math (including math 105, the AA/AS degree requirement) and English/ESLL courses.

**Section 3: Learning Outcomes Assessment Summary**

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Section 4: SLO Assessment and Reflection**

**Based on your assessment data and reflections, please respond to the following prompts.**

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

All of the objectives and outcomes in our program are interrelated in that they all support student success in basic skills and transfer level courses.

- b. If your service area has other outcomes assessments at the program level, comment on the findings.

The SLOs for both PSE 111 A and B and LA 111A/B are:

1. The student will be able to develop interpersonal and communication skills necessary for effective team leading.
2. The student will be able to employ tutoring techniques which will facilitate member's active participation and learning.

Subject coordinator Reflections from June, 2013 suggest that over 80% of the student tutors were able to ask questions that lead the member/student to greater understanding of their reading/writing process and of the features of good writing.

In both disciplines (PSE and LA), Student Self evaluations over 80% of students show self-awareness of the tutoring techniques, focusing on specific skills/strategies that will facilitate greater participation and learning from their member.

We are very pleased with these findings. The goals of the PSE and LA 111A and B courses are to work closely and carefully with students to teach them effective tutoring skills that do not entail doing work for the member (tutee). This is the distinguishing feature of Pass the Torch – i.e., that we train our tutors on a weekly basis through classroom instruction, hands-on practice, and metacognitive homework assignments designed to increase student self-awareness of their thinking processes so that they can carefully choose the wording for the questions they ask to give their member the opportunity to think, write clearly, and retain ownership of his/her thinking processes and ideas.

- c. How has your service area engaged in dialogue about student learning outcomes?

We engage in specific dialogue about learning outcomes in weekly staff meetings, as questions arise about weekly 111 classes in both PSE and LA. In addition, we engage in dialogue about learning outcomes at the time of SLO reflections.

**Section 5: Service/Program Goals and Rationale**

**Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.**

**a. List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase retention of our underrepresented students.	Ongoing	Yes	<p>Struggling, underrepresented students benefit when they know that we will provide academic support for them, even if they must repeat the course in the following quarter.</p> <p>We continue to rely on team follow up meetings to communicate with struggling students so that they are encouraged to continue their team meetings and to stay in their courses.</p>
To continue to provide a dedicated space and a nurturing learning environment for our Pass the Torch students.	No	Yes	<p>Since the program’s inception, Pass the Torch has always had a dedicated space, which has conveyed to students a sense of belonging and placed a high value on their support system.</p>

b. **New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. To secure a permanent, visible and dedicated location on campus to serve our students	Long-term	This makes our services more accessible to and reliable for to students.	By increasing number of student drop-ins and inquiries for help. Currently, the Pass the Torch staff is concerned that moving to a smaller space in the temporary village in February of 2014, our second move in 18 months, will negatively impact the visibility and accessibility of the program.
2. To continue to support basic skills, transfer, and workforce students in core math and English/ESLL courses	On-going	This is part of the college mission.	In data gathered from study teams.

**Section 6: Service/Program Resources and Support**

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 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Administrative Assistant	\$72,000.00	Hiring an Administrative Assistant, even part-time would free up the Coordinator of Outreach & Team Development to communicate closer with the individual teams and assess team problems and issues earlier in the quarter so as to	Yes

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		<p>make adjustments, rematch teams, spend time engaging in follow-ups from instructor feedbacks forms, etc. to help prevent students from falling behind and failing. Additionally, it would give much needed time to focus on recruitment and outreach.</p> <p>Essential intake, orientations, enrollment in appropriate leader training classes, and research on student qualifications must be handled at the start of the quarter before members can be matched with qualified team leaders. The administrative assistant was essential in this process. Currently, with diminished staffing, team matching (i.e., tutoring) has been delayed. Such delays can negatively affect student success, as well as cause us to lose students who need immediate assistance.</p> <p>Additionally, the admin assistant would work on student stipends to prepare them for payroll; now the coordinator of outreach and team development must put recruitment aside to complete this necessary and time-consuming task.</p>	

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

<b>Has the program received college funding for reassign time in the last three years? (y/n)</b>	<b>If yes, indicate percent of time.</b>
<b>Has the program used division or department B-budget to fund reassign time? (y/n) No</b>	None

**Indicate duties covered by requested reassign time:**



Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

**One Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Office Supplies: Toner, paper binders	\$653.35		
DS Water	\$151.62		
Software/CNSL Anabel	\$24.99		
MV Chambers of Commerce SOAR Scholarship Event	\$25.00		
<b>Total</b>	<b>\$854.96</b>		

***DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.***

**Section 7: Data and Trend Analysis**

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Pass the Torch does not complete section 7-10 because there is no instructional component that leads to a degree or certificate.			


\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
<b>Enrollment</b>				
<b>Productivity (College Goal 2012-13: 535)</b>				
<b>Success</b>				
<b>Full-time FTEF</b>	2 (1 10month/ 1 12 months)	1 (10 month)	1 (10 month)	50%
<b>Part-time FTEF</b>	0	0	0	0%

**Section 8: Student Equity and Institutional Standards**

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program’s course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

**b. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

**c. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

**Section 9: Learning Outcomes Assessment Summary**

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Section 10: SLO Assessment and Reflection**

**Based on your assessment data and reflections, please respond to the following prompts.**

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. How has your department engaged in dialogue about student learning outcomes?

**Section 11: Service/Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
<p>1. Since coverage is an issue, perhaps hire student workers to manage at the front desk and assist the coordinator with PTT activities.</p>	<p>Pass the Torch has always hired student workers, but they only average 9-11 hours per week. If an unforeseen absence of the Coordinator of Outreach &amp; Team Development occurred for more than two days at the beginning of the quarter, it would be detrimental to the program.</p> <p>Student workers can assist in entering data and answering some questions. However, a staff person (not a student) is needed to complete the following tasks (prior to June 2012, the program's admin assistant contributed 40 hours worth of work):</p> <ul style="list-style-type: none"> <li>○ To verify team leader grades and qualifications</li> <li>○ To import all student data into FileMaker Pro prior to matching</li> <li>○ To match study teams in a timely manner so they can begin meeting in week 2.</li> <li>○ To assist leaders in enrolling for the appropriate section of 111 (each course has 6 sections) immediately in order to capture the WSCH before the end of week 2.</li> </ul> <p>Without appropriate staffing to complete these tasks in a timely manner, team matching (i.e., tutoring) is delayed.</p> <p>Until a Classified Employee, Administrative Assistant is hired to support the work, room coverage and sustainability of program will always be an issue.</p>

**a. After reviewing the data, what would you like to highlight about your program?**

In Fall 2012, Pass the Torch noted that approximately 38% of its teams were Latino/Latina students seeking support for their prerequisite courses. Students find that our unique one-on-one, student-to-student team support, in addition to our trained tutors are what make the difference in helping them increase their chances of success in their Math/English or ESLL courses. Our students report feeling a sense of community while participating in our program. Pass the Torch also highly recommends our members to use all the available resources on campus.

**Section 12: Feedback and Follow Up**

**This section is for the Dean of Counseling to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

The strengths of the program continues to be the access to tutoring for students having difficulty in English, ESLL and math courses. In addition, the CNSL course connected to PTT enhances what students learn in the classroom and helps them to be more successful in college.

**b. Areas of concern, if any**

An area of concern is not having consistent help within the PTT center. It is a struggle at times to have coverage and rely on just the PTT Coordinator to collect data, run day-to-day operations of PTT and to do team matching.

PTT will at least be in one place (versus having to constantly move around due to construction) by fall 2015 when Library and Resource Center renovations are complete.

**a. Recommendations for improvement:**

Recommendations for improvement would be to improve staffing for PTT. Also, to have both the Dean of Language Arts be part of the process as well as incorporate meeting times when the Dean of Counseling is available.

Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

**This section is for the Vice President, Student Services to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

Pass the Torch continues to provide great peer tutoring services and support to underrepresented students. They had continued to thrive even when moving locations which they will do again while the Library is being remodeled for their permanent location.

**b. Areas of concern, if any:**

None

**c. Recommendations for improvement:**

None

Recommended next steps:

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

Denise Swett, EdD  
Vice President, Student Services  
1/7/14