BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Pass the Torch

Division Name: Language Arts and LRC

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

Name	Department	Position
Leticia Delgado	Counseling	Faculty – Member Training Class
Robert Garcia	Pass the Torch	Coordinator of Outreach & Team Development
Nicole Gray	Mathematics	Faculty – Leader Training Class
Natalia Menendez	English	Faculty – Leader Training Class

Number of Full Time Faculty: 3 (each with load for assigned courses)

Number of Part Time Faculty: 0

Please list all existing Classified positions: *Example: Administrative Assistant I*

Program Coordinator I (PTT Coordinator of Outreach & Team Development) – (10 month position)

List all departments covered by this review and indicate the appropriate program type.

Not Applicable   ☐ Certificate   ☐ AA / AS   ☐ AD-T   ☐ Pathway

SECTION 1.1: SERVICE AREA DATA

1.1A. Service Area Data:

	2012-2013	2013-2014	2014-2015
Number of Students Served	521	561	462
	116 (PSE & LA 111)	148 (PSE & LA 111)	97 (PSE & LA 111)
	83 (CNSL 51)	95 (CNSL 51)	66 (CNSL 51)
Full-Time Load (FTEF)	0.4	0.4	0.5
Part-Time Load (FTEF)	0	0	0

the numbers above include the number of leaders and members in program during each year. This is more than the number of students who are enrolled in CNSL 51, LA 111A&B and PSE 111A&B, because after the students have taken these courses they can continue in the program without being enrolled in the course.

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): ☐ Increase   ☐ Steady/No Change   ☒ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease

African American	☒	☐	☐
Asian	☐	☒	☐
Filipino	☐	☐	☐
Latino/a	☒	☐	☐
Native American	☐	☐	☐
Pacific Islander	☐	☐	☐
White	☐	☐	☐
Decline to State	☐	☒	☐
Male	☐	☒	☐
Female	☒	☐	☐
<25 Years Old	☐	☒	☐
>25 Years Old	☒	☐	☐

The boxes checked above are based on the members (student's getting tutoring) in Fall 2015 compared to Fall 2014. The rows left blank were left blank because we did not have data for those racial groups.

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

The program did experience an overall decline in the number of students in the program. We think that the decline is related to recent changes in payments structures on campus that now require Pass the Torch tutors to be hired as student empolyees. The new requirment make it more difficult to find Pass the Torch tutors, because in the past many of the tutors were not full-time students. Several LA 111 students reported in their anonymous feedback surveys Winter and Spring 2015 that the "hiring paperwork" was the one thing they did not like about the program.

The good news is that when we compare data from the Fall 2014 quarter with the Fall 2015 we do not see a decline in any of the above student groups that are targeted by the College's Student Equity. We do not have data on ethnicity for other quarters, because this data needs to be compiled by hand, and the program coordinator didn't have sufficient staffing support to allow time to complete this task.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

The instructors for the CNSL 51 class revisited and revised their curriculum related to developing study skills. Additionally, in order to serve more underrepresented students, we began to waive the CNSL 51 requirement for students who had taken courses similar to CNSL 51.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

The program's SA-SLO goals were met for the 2014-2015 academic year.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT
If your program has an instructional component, please complete Section 1.2.
If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's website 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 Program	2012-2013	2013-2014	2014-2015
n/a			

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015
n/a			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

n/a

1.2C. Department Level Data (PSE & LA 111A&B – tutor training):

	2012-2013	2013-2014	2014-2015
Enrollment	145	185	128
Productivity	138	187	97
Course Success	135 (93%)	181 (98%)	121 (95%)
Full-Time Load (FTEF)	0.4	0.3	0.4
Part-Time Load (FTEF)	0	0	0

1.2C. Department Level Data (CNSL 51 – member study skills):

	2012-2013	2013-2014	2014-2015
Enrollment	83	95	67
Productivity	not in report	not in report	not in report
Course Success	68 (82%)	80 (84%)	59 (88%)
Full-Time Load (FTEF)	0	0.1	0.1
Part-Time Load (FTEF)	0	0	0

1.2D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1.2E. Course Success Trends (PSE & LA 111A&B – tutor training): Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☒	☐	☒	☐	☐
Asian	☐	☒	☐	☒	☐	☐
Filipino	☐	☐	☒	☒	☐	☐
Latino/a	☐	☒	☐	☒	☐	☐
Native American	☐	☒	☐	☒	☐	☐
Pacific Islander	☒	☐	☐	☒	☐	☐
White	☐	☒	☐	☒	☐	☐
Decline to State	☐	☐	☒	☒	☐	☐

1.2E. Course Success Trends (CNSL 51 – member study skills): Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	**Steady/No Change**	**Decrease**	**Above**	**At Level**	**Below**
African American	☐	☐	☒	☒	☐	☐
Asian	☒	☐	☐	☒	☐	☐
Filipino	☒	☐	☐	☒	☐	☐
Latino/a	☐	☒	☐	☒	☐	☐
Native American	☐	☐	☐	☐	☐	☐
Pacific Islander	☐	☒	☐	☒	☐	☐
White	☒	☐	☐	☐	☒	☐
Decline to State	☐	☐	☒	☐	☐	☒

The rows left blank were left blank because we did not have data for those racial groups.

1.2F. Course Success Demographics (PSE & LA 111A&B): Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level
Female: ☒ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1.2F. Course Success Demographics (not available for CNSL 51): Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☒ Above Level ☐ At Level ☐ Below Level
Female: ☒ Above Level ☐ At Level ☐ Below Level
<25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
>25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The big impact that Pass the Torch has on Equity is in assisting students from under-represented populations in their Math and English courses. When we look at the racial data, compiled by the Program Coordinator, for the student's getting tutoring through Pass the Torch in the Fall 2104 and Fall 2015 quarter, we see that 81.6% and 62.4% of the students seeking assistance identified as African-American or Latino/a, compared to 27% for the two groups combined in the overall college population. Thus, the students who come to Pass the Torch for help have much higher representation from these two racial groups when compared to their representation in the college as a whole. Furthermore, when we calculate the success rates for the students who receive tutoring through Pass the Torch, we find that they are similar to the overall success rates for the general population for English and Math courses. For English members the success rate was 75.8% compared to the 74% overall success rate for English courses. For Math members the success rate was 56.6% compared to the 61% overall success rate for Math.

The success rates for the CNSL 51 study skills class for members are above that for the college wide data for all racial groups.

For the leader training courses (LA and PSE 111A & B), offered as a part of this program, the success rates for all racial groups are above that of the college level data.

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

Current, Fall 2015: As the PSE and LA 111 courses tends to have room for a few more students to enroll, especially winter and spring quarters, the LA 111 instructor has been talking to the TLC director to see if there are any potential tutors who could benefit from enrolling in the tutor training class. As Pass the Torch and TLC are now under Language Arts, and as state requirements dictate 2 quarters of tutor training for all peer tutors, we anticipate more coordination in tutoring instruction resulting in increased enrollments the PSE 111 and LA 111 classes.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☒ Decrease
Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

The sections for these specialized courses do need to remain, especially for LA and PSE 111, at a small enough size (10-11 per section, 3 sections = 30 to 33 students) for each tutor to be able to discuss their tutoring challenges in class every week.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Overall, the pedagogical exigencies of these classes, typical of other Language Arts classes, overrides the focus on productivity.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.
Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.
Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Pass the Torch does not offer any Online Courses.

PSE and LA 111A & B have great success rates (93 – 98% over the last 3 years). However, we continue to update the materials we use in the courses and work with the leaders to improve success for the students they are tutoring.

The CNSL 51 class also has great success rates (82 – 88% over the last 3 years). However, after much consultation with CNSL 51 instructors, and many reports of student feedback regarding joining the program from both CNSL and our outreach coordinator, the Pass the Torch staff team made the decision to provide easier access to students seeking tutoring help by eliminating, effective Winter quarter 2016, the 1-unit CNSL 51 requirement. While we lament the loss of the important counseling curricula that was being taught, we are glad to be prioritizing student access to peer tutoring.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Based on the data that we collect for Pass the Torch Members, the success rates for the students getting tutoring through the program meet the institutional standard.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

> **n/a**

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

The steady and consistent weekly homework, in addition to weekly team check-ins that take place in the larger forum and small group work of the PSE and LA 111 classroom, have contributed to an increase in student understanding of the tutoring theories. Tutors/team leaders are able to provide support, inspiration, and ideas for their peers. We are consistently satisfied with the SLO assessment results.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

> N/A

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (<u>not resource requests</u>) from past program reviews and provide an update by checking the appropriate status box.

copy in from last years	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
Increase retention of our underrepresented students.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal

To continue to provide a dedicated space and a nurturing learning environment for Pass the Torch students.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
To continue to support basic skills transfer and workforce students in core math and English/ESLL courses.	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The reduced staffing for Pass the Torch has made it challenging to find time to recruit students to Pass the Torch. The reduced staffing has compromised our outreach efforts.

Because we only have one full-time staff member, it has been difficult to keep the room open for students when the Outreach Coordinator is out on leave for any reason. Additionally, this makes it difficult to find times to meet as a staff and simultaneously keep the room open and available to students.

Please provide rationale behind any objectives that are no longer a priority for the program.

n/a

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do <u>not</u> list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Track ethnicity data for students(members) on a quarterly basis.	Winter 2016 and ongoing	Have reports available.
Track grade data for students (members) on a quarterly basis.	Winter 2016 and ongoing	Have reports available.

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.
☐ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Administrative	$56,000	all	☒	☐	☐	☐

Assistant			

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

n/a

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Our resource requests have not been granted.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Improve staffing for Pass the Torch – from Dean of Counseling	We agree with this recommendation and worked with Dean of CNSL in Winter 2015 to hire a TEA to assist in the program. However, this additional and necessary support was denied for the 2015-2016 academic year.
Assisting DRC students	Pass the Torch has a history of helping any student that join the program to the best of our ability. We have consistently served DRC students since the program began in 1996.
Reassignment to Dean of Language Arts	The Pass the Torch Staff worked with administrators and the program has been reassigned to the LRC/LA Dean effect December 1, 2015.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Pass the Torch was developed based on the prevailing research that demonstrates that students who successfully complete their math and English requirements are much more likely to meet their academic goals in other areas. Because Pass the Torch assists students in completing both basic skills and transfer level math and English/ESLL composition courses, we believe that the academic support provided contributes to increased degree completion and transfer rates for Foothill College.

Also, Pass the Torch Leaders/tutors consistently report that they list their involvement in the program on their transfer applications, including personal statements that discussion the impact the program has had on their academic experiences and personal growth.

Below are some statements that Members/tutees made about their experience in the program during the 2014-2015 academic year.

Tutoring Experience:
- My tutor was patient
- I had a great tutor, thanks to him I was able to raise my grade from a C to a B+
- Leaders are practical, step-by-step, help with ideas and concepts.
- All of the understanding and collaboration with my leader helps bolster my confidence in college.
- My tutor helped me with my essays, she listened and provided ideas – this helped me understand the correct process to correct my own mistakes.

- My math tutor is very helpful, she comes in on time and she motivates me.
- He is a great leader, he teaches the material in a way that makes sense
- My math instructor is Ms. Gray, she is very clear in her class expectations, deadlines, grading scale and extra credit. She explains her lessons very clearly; I don't feel confused or overwhelmed.
- My math tutor is very helpful; he is always on time and ready to help. He explains things in a way that makes sense. I felt like we were working together toward a common goal. He made math interesting and enjoyable.
- I will definitely continue to use the program next year, I only wished I would have not been embarrassed and used the program sooner.
- My English tutor helps me dig deeper into text and to think critically to answer questions
- There was a language barrier between my student leader and me, however student was very competent. A recommendation would be to have a math instructor monitor the tutoring sessions to help with miscommunication issues.
- My experience with my leader was amazing even though I struggled at first because English was not her first language. With time she became a good friend and made sure I understood everything.
- My experience with my leader has been such a wonderful one, I appreciate her patience and she has helped me a lot this quarter to understand the course material.
- My leader helped me on my structure of paragraphs and getting my ideas across on essays. She was also very encouraging.
- My leader has helped me break down math formulas and concepts in a way I understand.
- My English leader genuinely cared about my success and helped me.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2014-2015 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the <u>**Dean/Supervising Administrator**</u> **to provide feedback.**

5A. Strengths and successes of the program as evidenced by the data and analysis:

> Pass the Torch provides a vital service to students identified as disproportionately impacted in our Student Equity plan. The tutoring provided is based in sound student retention and success philosophy; that is students who feel a sense of connection to the college, who believe that someone is genuinely interested in their success will persist and succeed at higher rates. The program has evolved over the years to meet the needs of these at-risk student populations.

5B. Areas of concern, if any:

> While staffing for the program remains a concern, I am also concerned about the program's viability in terms of numbers of students served, both in terms of leaders trained and members served. I will be working with faculty and staff to explore ways that existing resources can be marshaled to expand the outreach and service of the program.

5C. Recommendations for improvement:

When Pass the Torch gets a permanent home in building 3600 and coexists with the TLC, it should be possible to combine the resources of both programs in order to make sure that the needs of both programs are being met. I am also working with the District to improve the onboarding process of student leaders.

5D. 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/President to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

I echo the Dean's praise of the program in terms of its ability to connect students to the campus in a meaningful way that has measureable results. The program has always had high achievement levels for those students who participate and the mentoring aspect has provided benefits for both the mentees and the mentors. Meeting the tutoring needs of our underrepresented students is a critical goal and mission of the college and this program has provided an outstanding opportunity for student success for many years.

5F. Areas of concern, if any:

The challenge of expanding this program to serve more students is one that must be looked at going forward. The program is in transition in terms of its classified staff support, and in terms of its location on campus. As we move forward in hiring a new classified staff support, and transition the program to a new space in the Learning Resource Center, it will be important to look at new ways of expanding student access to PTT and new ways to engage students taking advantage of other tutorial opportunities of campus.

5G. Recommendations for improvement:

Continue working with Dean to provide synergy between the Teaching and Learning Center and the PTT program in the new center, and ways to create more access to PTT to all student populations.

5H. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College
Department - Language Arts (L A)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Language Arts (L A) - L A 111A - PASS THE TORCH TEAM LEADER TRAINING I - Team leading skills - The student will be able to develop interpersonal and communication skills necessary for effective team leading (Created By Department - Language Arts (L A)) **Course-Level SLO Status:** Active	**Assessment Method:** Observe through discussion and role play the student's ability to ask questions which lead to tutee's greater understanding of essay, paragraph, and sentence level revision. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of student tutors can ask meaningful questions.	07/06/2015 - Students are doing exceptionally well. I believe that the homework assignments are very effective in teaching the students the theory behind the skills, and then the actual team meetings and our class discussions about these sessions give students the opportunity to practice and improve. Well over 90% improve their interpersonal and communication skills. The one student who did not improve seemed confused about the purpose of our program from the beginning. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Language Arts (L A) - L A 111A - PASS THE TORCH TEAM LEADER TRAINING I - 2 - Tutoring techniques - The student will be able to employ tutoring techniques which will facilitate member's active participation and learning (Created By Department - Language Arts (L A)) **Course-Level SLO Status:** Active	**Assessment Method:** Student will take self evaluation which leads to assessment of individual strengths and areas of improvement. **Assessment Method Type:** Survey **Target for Success:** 80% of student tutors will identify areas for improvement which leads to meaningful change.	07/06/2015 - Self evals--i.e., the final writing assignment, reveals that 80% or more of our student tutors are very reflective about their areas of growth as tutors. It is wonderful to read their humble and enthusiastic observations of the mistakes they made and the positive ways in which they worked to improve their tutoring. These students are engaged in the learning process and willing to improve in order to help their team member. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Language Arts (L A) - L A 111B - PASS THE TORCH TEAM LEADER TRAINING II - Team leading skills - The student will be able to develop advanced	**Assessment Method:** Observe through discussion and role play the tutor's ability to ask questions which lead tutee to greater understanding of essay,	07/06/2015 - Fantastic growth for the 111B students this year -- so many were more confident and, especially in spring quarter, were enthusiastic about helping their 111A classmates.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
interpersonal and communication skills necessary for effective team leading (Created By Department - Language Arts (L A)) **Course-Level SLO Status:** Active	paragraph, and sentence level revision. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of student tutors will be able to ask meaningful questions.	As observed through class discussion, student-to-student role plays, and advanced reflection assignments, 111B students demonstrated more subtle and specific ways of communicating to their tutees during team meetings. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Language Arts (L A) - L A 111B - PASS THE TORCH TEAM LEADER TRAINING II - 2 - Tutoring techniques - The student will be able to employ advanced tutoring techniques which will facilitate member's active participation and learning (Created By Department - Language Arts (L A)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will take self evaluation survey that requires students to assess their strengths and areas of improvement as a tutor. **Assessment Method Type:** Survey **Target for Success:** 80% will identify areas for improvement which leads to meaningful change	07/06/2015 - Fantastic growth for the 111B students this year --well over 80% were more forthcoming about the challenges of working with particular students. As observed through advanced reflection assignments, 111B students demonstrated more subtle and specific ways of overcoming barriers and communicating to their tutees during team meetings. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Foothill College
Department - Physical Sciences & Engineering (PSE)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Sciences & Engineering (PSE) - PSE 111A - PASS THE TORCH TEAM LEADER TRAINING I - Communication - The student will be able to develop interpersonal and communication skills necessary for effective team leading (Created By Department - Physical Sciences & Engineering (PSE)) **Start Date:** 04/08/2013 **End Date:** 06/28/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a self-reflection paper that requires students to assess their overall performance as a tutor for the quarter. Students had to comment on their communication, self-esteem, team dynamics, strengths, and struggles. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% will have meaningful self-reflections that discuss their team dynamics, communications, tutoring strategies, struggles, and identify areas of improvement which leads to meaningful change	10/09/2015 - All the students wrote a 2 -3 page paper reflecting on their experiences as a leader in the Pass the Torch Program and connecting to what they learned in the PSE 11a course. Nearly all of the tutors wrote very thoughtful and reflective essay. They were candid about the areas in which they could continue to improve their skills in a future quarter in PSE 111b. Many stated specific ways in which they had improved their ability to communicate, including improving math vocabulary, improving ability to chit-chat, and for some international students improving the English conversational skills. They also felt good about their ability to help another student. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Sciences & Engineering (PSE) - PSE 111A - PASS THE TORCH TEAM LEADER TRAINING I - Tutoring Skills - The student will be able to employ tutoring techniques which will facilitate member's active participation and learning (Created By Department - Physical Sciences & Engineering (PSE)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Observe through discussion and role play the student's ability to ask questions which lead tutee to greater understanding of concepts and problem solving techniques. Students are also required to keep a weekly journal of each tutoring experience and write a self-reflection paper at the end of the quarter. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to ask meaningful questions and or engage their tutee to think on their own.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Sciences & Engineering (PSE) - PSE 111B - PASS THE TORCH TEAM LEADER TRAINING II - Communication - The student will be able to develop advanced interpersonal and communication skills necessary for effective team leading (Created By Department - Physical Sciences & Engineering (PSE)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a self-reflection paper that requires students to assess their strengths and areas for improvement as a tutor **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will write meaningful reflections and identify areas for improvement which leads to meaningful change	10/09/2015 - All the students wrote a 2 -3 page paper reflecting on their experiences as a leader in the Pass the Torch Program and connecting to what they learned in the PSE 111a and how they worked to improve as they took the PSE 111b course. Nearly all of the tutors wrote very thoughtful and reflective essay. Many stated specific ways in which they had improved their ability to communicate, including improving math vocabulary, improving ability to chit-chat, and for some international students improving the English conversational skills. The students were also able to compare their tutoring experiences from 1 quarter to the next and where able to see their improvement in their ability to understand the member's point of view. (Use empathy) Most of the students also felt like they were able to form better report with their members in the 2nd quarter of the program. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Physical Sciences & Engineering (PSE) - PSE 111B - PASS THE TORCH TEAM LEADER TRAINING II - Tutor - The student will be able to employ advanced tutoring techniques which will facilitate member's active participation and learning (Created By Department - Physical Sciences & Engineering (PSE)) **Course-Level SLO Status:** Active	**Assessment Method:** Observe through discussion and role play the student's ability to ask questions which lead tutee to greater understanding of concepts and problem solving techniques. Students are also required to keep a weekly journal of their tutoring sessions. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will ask meaningful questions		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Pass the Torch - 2 - Educational Planning - Students will meet with counselor to develop an Individualized Education Plan (IEP). **Year(s) to be Assessed:** End of Quarter **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.	01/21/2015 - All the student who were registered for CNSL 51 and completed the course had an active and locked IEP on Degree Works. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** When students are enrolled in the CNSL 51 course it is much easier to support them in the education planning and goals.	
SA - Pass the Torch - 3 - CNSL 51 Member Training Class - Students who take the Pass the Torch CNSL 51 Member Training class will develop or enhance their study skills skills. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** Students will complete a survey about how their learning skills were developed or enhanced. **Assessment Method Type:** Survey **Target:** Majority of students taking CNSL 51 will show increased learning skills		
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. **SA-SLO Status:** Inactive	**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.		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Pass the Torch - 4 - Instructor Feedback Form - After participating in a follow-up with the program coordinator, the student will understand the steps they need to succeed about the 6th week of the quarter. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** In the fifth week of the quarter, Instructor Feedback Forms are distributed to all team members instructors. Feedback Forms that are returned in a timely manner and showed a grade level at C- or lower were administered a Follow up Questionnaire by the programs Coordinator of Team Development. **Assessment Method Type:** Survey **Target:** 90 % of students who completed their questionnaire will be able to identify the steps needed to pass the class with a C or better.		