

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.

Program/Department Name:

Division Name:

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

Name	Department	Position
Nicole Gray	Mathematics	Tutor Training Instructor
Elvia Herrera	Pass the Torch	Program Coordinator
Natalia Menendez	English	Tutor Training Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Challenges:

We weathered the mid-year and unexpected retirement of a long-time Classified employee of the program, Robert Garcia, who was also the only full-time staff member. Mr. Garcia had been central to our outreach efforts, and had shepherded the program from its incipient years under Jean Thomas. He provided steady support and mentorship for students while the program weathered the multiple moves and staffing cuts that occurred from 2011 onward. Students who had known Mr. Garcia since early 2000s came to his retirement event, and at least one publicly thanked him for “saving my life.”

Due to this hasty retirement and changing staffing, our recruiting efforts were limited. Additionally, the new student hiring process, with more paperwork and requirements for the students to go back and forth to show paperwork and documentation, made it difficult to keep student tutors. Many opted out of the program for the second quarter.

Sucesses:

Looking back we are a little amazed that we were able to keep the program going and continue to serve student with the staffing and hiring challenges. If it were not for the outstanding efforts and expertise of Julie Brown, who the DRC generously allowed to fill in for Robert’s position until we could hire in June, we would not have made it through the year.

The training classes continue to have great success rates (see attached data). Also, the tutor training continues to offer very important growth opportunities for our tutors. In the words of one student who was a first-time tutor in LA 111A: "Participating as a tutor for Pass the Torch this past quarter was a unique experience in which I felt not only benefitted my tutee in achieving their educational goals, but also offered insight into my own skills regarding leadership and tutoring ability." One of our 111B tutors reported: "I was pleased in the way I was able to more effectively and collaboratively tutor my member this time around, taking into account the training techniques I have learned from Pass the Torch and also from reflecting on my experience last quarter as a first-time tutor."

The exciting change that occurred in the midst of our above-mentioned challenges, was the expansion of tutor training classes to include our embedded tutors, employed through the TLC. These tutors are from fields other than English and Math: History, Biology, Economics, and Political Science, to name a few. Winter quarter was the first time we added Embedded tutors to the training courses, and though we were making weekly changes to the curriculum to include the different tutoring modalities, by Spring quarter the transition was nearly seamless. In both PSE and LA tutor training classes we were able to witness Pass the Torch and Embedded tutors offering support and insight for each other during class discussions

****We reworked the payment system for leaders to adhere to the new district rules forbidding paying students by stipend.**

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

About a year ago the district removed the option for Pass the Torch to pay its tutors using stipends. This means that the tutors in our program need to be student employees. However, since most of the tutors only work 2 hours per week and are not interested in more extensive on-campus employment, they find the requirements and paper work process too overwhelming to follow through. Thus, the program is finding it more difficult for to hire tutors beyond the first quarter.

This more cumbersome hiring process has had a disproportionate effect on students from under-represented populations. With the smaller pool of tutors, the students who come late to the program are unable to be assigned a tutor. Unfortunately, students from under-represented populations frequently are slower in seeking help through Pass the Torch and thus are the students that the program is then unable to serve.

Additionally, the students from under-represented populations are more likely to find student employment paper work overwhelming. They are also less likely meet the student employee requirements, because many are part-time students, so we have a hard time hiring them as tutors, and thus miss out on the opportunity of having them in the program to be role models for the under-represented students in the program who come for tutorial support.

We realize that Pass the Torch is one of the smaller tutorial programs on campus, and that concerns about the number of students served have been raised. However, the program is designed to work intensively with those students who need the most support to be successful. Providing intensive support for the entire study team, the leaders (tutors) and members (tutees), and thus serves as the

highest level of support to truly help achieve equitable outcomes for all student groups. We look forward to continuing to develop the relationship between the TLC, STEM Center, OWL scholars and Pass the Torch Program and explore the ways that the programs can support each.

Having a new Program Coordinator will also give the Pass the Torch Staff an opportunity to look at the program procedures from a fresh prospective. We will use this opportunity to see if there are places where are program procedures could be improved/updated.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We will continue to compile the data for the students in our program. We are also working with institutional research to potentially set up a coding system that will help us to better track the long term success of our students. In particular, we will look at success rates for under-represented populations compared the success rates for those students overall in similar courses.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We are delighted this year to be in a new, shared, open space with the Teaching and Learning Center! We'd like to continue to fine tune this space to allow students to be – more comfortable in their study environment; keep our distinct identity as a program; create an new work area workspace out on the floor such that our teams can approach our staff with out having to peer around the corner into the small side offices. Our Program Coordinator reports that now students feel as if they are interrupting her if she is at her desk when they need to ask a question; the staff feels strongly that creating this visual and spatial access is a function of equity.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. revisit our SAOs	Winter & Spring 2017	update and asses
2. work with institutional research to implement coding for tracking PTT students	Fall 2016, Winter & Spring 2017	having a coding system and routines for adding coding for PTT student

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Color Printer	\$600	(from 15-16 PR) provide a nurturing learning environment for Pass the Torch Students. In this case that involves use of the color logo to help provide an identity for our program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Desk and Chair	\$2000	(from 15-16 PR) nurturing learning environment (goal on last years program review)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Laptop	\$600	(from 15-16 PR) outreach (goal on last years program review)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TEA	\$7500	(from 15-16 PR) nurturing learning environment (goal on last years program review)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Rolling	\$1000	(from 15-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Whiteboards		PR) nurturing learning environment (goal on last years program review)				
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

none

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 Program-Level Outcomes: 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: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

Pass the Torch continues to provide a need service to Foothill students, one that goes beyond a peer-tutoring model, but endeavors to connect students to actual people at the college. There are many aspects of Pass the Torch that could be marshalled into service as a peer-mentoring program for students at the college. I appreciate how deeply committed the faculty and staff of the program are to our students and their success.

4B. Areas of concern, if any:

I would like to see more students served by the program, and I'm hopeful that the permanent location for the program in the 3600 building will help to establish Pass the Torch as a place where students can come and get help with their math and English and ESL classes. Overall it would be a good thing to provide the services of Pass the Torch to more students in need.

4C. Recommendations for improvement:

The program needs to reevaluate and reassess how it will adapt its model to serve students given the resource structure it has now. As dean I can advocate for resources for the program, but if those resources are not approved or if changes in procedures have impacted how students can be served, then the program needs to consider ways to adapt. Perhaps all the tutors in the program need to be

hired as TEAs. Maybe two quarters of tutor training is too much. I don't know for sure. What I do know is that the program will need to look forward as well as back.

4D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, 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 Assessment Report - Four Column

Foothill College SA - Pass the Torch

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Pass the Torch - Educational Planning - Students will meet with counselor to develop an Individualized Education Plan (IEP).</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Count the number of students enrolled in Pass the Torch program that successfully complete an IEP.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase the number of students that successfully complete an IEP with a counselor.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p>	
		<p>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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>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.</p>
<p>SA - Pass the Torch - 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.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Students will complete a survey about how their learning skills were developed or enhanced.</p> <p>Assessment Method Type: Survey</p> <p>Target: Majority of students taking CNSL 51 will show increased learning skills</p>	<p>06/25/2012 - According to the survey distributed week 11, a majority of students do report that their study skills have been developed and/or enhanced.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Pass the Torch - 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.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Survey</p> <p>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.</p>	<p>06/23/2016 - In the spring 2016 quarter there were 76 members in the program. The program sent a request for feedback to the instructors for all of those students. The program received reports that 36 of those students were not passing the class at week 6 of the quarter. Of those 36 students the program coordinator was able to sit down with 25 students to discuss the instructor's feedback. 20 of those 25 students decided to stick with the course. These were also the students that indicated in the survey that they understood what it would take to get a passing grade in the course. So, while 80% of the teams that the coordinator was able to meet with and discuss the feedback understood what they needed to do, ultimately, the coordinator was only able to find time to meet with 69% of the students with a non-passing feedback.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: During the 2015 - 2016 academic year, the Pass the Torch Program lost it's long time team coordinator, and while the person that stepped in to fill the position was familiar with the program it had been a while since she'd worked with the program and she'd never done the job, of program coordinator. So, the communication with the teams was not as good as it could have been. In the upcoming year, as well as being in a new space, the program will have the opportunity to work with a new coordinator and discover ways to communicate with the team leaders and members that are more effective.</p> <p>11/17/2014 - In our Pass the Torch Follow up Questionnaire Survey the Member (tutee) solely</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>responds to the questions about what steps they plan to follow for the remainder of the quarter to help them succeed in their class and any suggestions they might have regarding how the program can better support them.</p> <p>This is done right after completing the Instructors Follow up form with their Leader (tutor) and the Team Coordinator in response to the week five Instructors Feedback Form.</p> <p>Of the 10 struggling students that completed the questionnaire, 3 ended up passing the course, of the 7 who did not have success in the class during the Fall 13 quarter 1 student passed the course in the subsequent quarter. Of the remaining 6 who did not have success 2 repeated the course and did not pass and the other 4 did not repeat the course.</p> <p>Below is a sampling of the student's statements from the Pass the Torch Follow up Questionnaire Survey:</p> <p>Get more sleep, spend lot of time studying, have a fixed schedule, attend meetings, meet with my instructor, take notes, review practice problems, review tests, I am going to take more time to study, make sure everything is turned in on time, communicate often or more with my professor, practice problems I have trouble with, prepare questions for tutor, bring textbook, spend more time trying to study, take better notes, review for my terms more in-depth.</p> <p>Suggestions on how the program could better support them in their class.</p> <p>I have made progress with my tutor, the program is working for me, I believe if I was not part of the program I would have a lower grade in the class, I would suggest to match team leaders that have taken the same instructor or the member to have a better idea of what the course is about, book for the course, give more hours if possible, everything is fine I like the programs support.</p> <p>Result:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Administrative Assistant support for program</p>	
		<p>11/26/2013 - The Instructor's Feedback and Follow up Questionnaire have proven to be important tools. It is an early alert and gives the student a chance to verbalize the Instructor's Feedback with the Pass the Torch Coordinator, their team Leader and reevaluate their status in the class by mid quarter. Hearing directly from their instructor on what their progress is in their course, along with instructions is extremely helpful. The students own steps to follow written on the Follow up Questionnaire helps to internalize what they need to do to have academic success in their course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>07/12/2012 - Of the nine returned Instructor Feedback Forms that showed a grade level of C- or below, eight students that completed the Pass the Torch Follow up Questionnaire were able to grasp and express in written form the instructors direction for them to follow and be able to succeed in their course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Reinstatement of the administrative assistant position would ensure that instructor feedback forms are sent, returned and processed in a timely manner benefiting the students ability to successfully complete their class with a C grade or better.</p>	<p>07/12/2012 - 1) I would like to see the Pass the Torch staff retool some of our questions on both the Instructors Feedback Form and the Pass the Torch Follow up Questionnaire to focus on specific details or instructions on achieving success for the student.</p> <p>2) Contact students who completed the Follow up Questionnaire at the end of the quarter to see if the Follow up was of any significance to their final grade.</p> <p>3) With the elimination of the programs Administrative Assistant it will be a challenge to generate and distribute the 100+ Instructor?s Feedback Forms per quarter during</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
			<p>the academic year 2012-2013.</p> <hr/> <p>07/12/2012 - The Instructor's Feedback Form and Follow up Questionnaire have proven to be important tools, it is an early alert and gives the student a chance to reevaluate their status in the class by mid quarter. Additionally hearing directly from their instructor on what their progress is, along with directions to follow on how to succeed in their class is of great value.</p> <hr/>