FOOTHILL COLLEGE
Program Planning and Review – Student Services
(650) 949-7240 | http://www.foothill.edu/ services/index.php

Table of Contents

I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Pass the Torch Program Anabel Arreola-Trigonis, Counselor, Instructor, Pass the Torch Coordinator Julie S. Brown, Administrative Assistant I Robert Garcia, Program Coordinator of Outreach and Team Development Natalia Menendez, Subject Coordinator/English Instructor Rachel Mudge, Subject Coordinator/Math Instructor
2. State the program's mission. If you don't have one, create one.	Pass The Torch's mission is to help students, especially from underrepresented populations, to complete course work in Math, English/ESL from basic skills through transfer level Courses.
3. Explain how the program/department mission is aligned with the college mission?	Pass the Torch is concretely aligned with the Foothill College Mission of a *"well educated population"* because the program assists our students reach their educational goals. Our team leaders (tutors) receive instruction in tutoring from our Faculty in their Leader Training courses. The team leaders then assist the team member weekly to attain their education in their core courses. Our Classified Staff work to maintain team coordination and obtain weekly updates on the member's progress. Pass the Torch assists students outside of the classroom through their basic skills courses up to transfer required coursework in the most fundamental aspects of education: those being the ability to read coherently, analyze and solve mathematical problems and to have engage in

I. Department/Program Mission

	critical inquiry of the academic material that is put before them. We meet all of the Foothill College's Mission criteria by insuring students have success in the following areas:
	1. *"Basic skills"* - by matching students enrolled in college skills courses and working with them from quarter to quarter until they complete their academic goals,
	2. *"Career preparation"* - students vying to qualify for Foothill's varied Allied Health programs seek out Pass the Torch for support in attaining success in required upper level course work.
	3. "*Lifelong learning*" - our returning students who need to enhance their skills in math and English benefit from our assistance in our relaxed atmosphere in the Pass the Torch room and true sense of community.
	4. *"Transfer*" - Pass the Torch is continuing to help students achieve their goals of success in the classroom by helping them to transfer to four-year universities. We have collected information over the years on the institutions of transfer that our leaders and members have chosen to attend.
	5. "*The prosperity of our community, our state, our nation, and the global community"* - below is an example of a few past Pass the Torch student and what careers they are in now:
	Andrew Houston-Pass the Torch Member Lawyer AA Degree Foothill College: Individual Studies BA Degree U.C. Berkeley: Sociology Juris Doctorate Degree: U.C. Hastings College of Law Completed California Bar Exam 2007
	Shay Webb-Pass the Torch Member and Leader Social Worker AA Degree Foothill College: Sociology

I. Department/Program Mission

	BA Degree Cal State Eastbay: Criminal Justice Masters Cal State Eastbay: Social Work Marcos Aquilar-Pass the Torch Member Instructional Associate-Menlo Atherton High School AA Degree Foothill College BA Degree University of Santa Cruz: Mathematics Masters of Education- In progress Teresa Santistevan-Pass the Torch Member and Leader Registered Respiratory Therapist (Lucile Packard Children's Hospital/Kaiser San Jose) AS Degree Foothill College-Respiratory Therapy ALL OF THE ABOVE ARE UNDERRESPRESENTED STUDENTS The Pass the Torch Mission is aligned with that of the Foothill College Mission in every aspect.

II. Department and Program Description & Data

1. Indicate all locations and service delivery options available.	Locations offered: ☒ FH Main Campus ☐ Middlefield ☐ Off campus	Delivery options offered: ☒ In-person ☒ Telephone ☒ Email / Online

2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Counselor/Instructor/Pass the Torch Coordinator	1 (50% Pass the Torch Program and Instruction and 50% Counseling Division)		Direct and provide coordination for the operation of the Pass the Torch Program through consistent direction and guidance of multilevel staff: Coordinator of Outreach and Team Development, Administrative Assistant, student staff, and Subject Coordinator Faculty. Provide personal, academic, career, and transfer counseling to both Pass the Torch students (leaders and members) and the general population of students. Teach Member Training (Study Skills Class) for new Members. Refer students as appropriate to campus and community services and resources. Assist students in making decisions and plans relevant to their educational, career, personal, and social needs. (Duties are split between Pass the Torch Coordination, CNSL 51 (Pass the Torch Member Training)

			instruction, and general counseling.)
Subject Coordinator/Math Instructor	0	1 (1/3 Class Load)	1. Teach leader training classes: Students use these tutoring skills in Pass the Torch study teams and to qualify for tutoring positions in EOPS and Foothill College Tutorial Center. 2. Attend weekly Pass the Torch staff meetings and collaborate on program design and function. 3. Meet with leaders individually to strategize tutoring approaches to best suit individual team situations. 4. Interface with members' instructors. 5. Liaison with colleagues teaching core courses. 6. Provide additional assessment for potential leaders. 7. Meet several times a week with Outreach Coordinator to discuss team challenges. 8. Develop and maintain relevant tutoring curriculum in math and English.

Subject Coordinator/English Instructor	0	1 (1/3 Class Load)	1. Teach leader training classes: Students use these tutoring skills in Pass the Torch study teams and to qualify for tutoring positions in EOPS and Foothill College Tutorial Center. 2. Attend weekly Pass the Torch staff meetings and collaborate on program design and function. 3. Meet with leaders individually to strategize tutoring approaches to best suit individual team situations. 4. Interface with members' instructors. 5. Liaison with colleagues teaching core courses. 6. Provide additional assessment for potential leaders. 7. Meet several times a week with Outreach Coordinator to discuss team challenges. 8. Develop and maintain relevant tutoring curriculum in math and English.
Position Title	0	0	
Management Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**

Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Program Coordinator of Outreach and Team Development	1	0	1. Recruits Student Leaders and Members to join program. 2. Matches all Math and English/ESL teams. 3. Interfaces with individual teams throughout quarter to assure success. 4. Follows up with struggling teams during the 6th week of the quarter. 5. Creates and updates all program forms used by students. 6. Works directly with webmaster to update training times and dates for webpage on a quarterly basis. 7. Meets with Program Coordinator, Faculty, Classified and student staff weekly to discuss individual students' progress. 8. Attends weekly Pass the Torch staff meetings and collaborates on program design and function. 9. Gives in-class presentations to core course classes for recruitment of underrepresented students. 10. Serves as a liaison between students, instructors, classified staff, and Counseling and Administration. 11. Responsible for the Pass the Torch center: updating computers,

			information, and room safety. 12. Works closely on a daily basis with Administrative Assistant to coordinate workflow of recruiting, matching and final Leader stipend approval. 13. Coordinates with Administrative Assistant all end of the quarter luncheons and end of year medallion ceremony. 14. Supervises Administrative Assistant and student staff.
Administrative Assistant **(10 Month Position)**	1 **(Position will be eliminated June 30, 2011)**	0	1. Oversees and coordinates daily operations to ensure the smooth functioning of the department. 2. Interacts with broad constituencies (students, college staff, employers, vendors, and community members) to coordinate, facilitate, and communicate activities. 3. Oversees hourly and student clerical employees. Develops and oversees the maintenance of program-related databases. 4. Collects all PTT student academic data, tutorial hours and assignment for over 225+ students quarterly. 5. Creates payroll stipend list to pay Leaders at the end of the quarter. 6. Keeps weekly meeting minutes and produces our weekly newsletter.

Foothill College Program Planning & Review – Student Services

			7. Assists with the preparation and implementation of events. 8. Interfaces with all team leaders and members daily, problem solving and listening, which maintains high morale of study teams and loyalty to the program.
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
Clerical Asst. II	15-20	9	The General Student Assistant provides support to Pass the Torch Team Coordinator and Administrative Assistant. Student assistant meets and greets students and helps them with program questions, pre-orientation screening, collects team log sheets, assignments, and telephone & emailing students regarding team status.
Clerical Asst. II	15-20	9	Same as above
Student Leaders (65+ per quarter)	2-4	9	1. Leaders tutor student members in their math and/or English/ESL classes. 2. Leaders meet weekly in training courses (LA 111 and PSE 111) taught by Math and English Instructors for two consecutive quarters. 4. After completion of two quarters of leader training, leaders meet weekly one-on-one with Subject Coordinator Instructors to review team progress.

3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?	Total # of students served quarterly (completed orientation and application)-208 Total # of students served by telephone-254 Total # of students served online (email)-1653 Because of the recent cutbacks of other tutorial services on campus, we have seen an increase in students seeking assistance. Additionally with the elimination of many classified positions campus-wide, (one being our Administrative Assistant,) we foresee a major impact on the Pass the Torch program for the 2011-2012 academic year. The implication being that we will be unable to serve as many students with the limited staff or have the budget to pay for the influx of students expected, because of other tutorial programs being shutdown (i.e. Writing Center). We are especially concerned about the impact on our Basic Skills and underrepresented student populations.
4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?	We schedule team meetings based on the students' time availability. Students have access and to and use the room for team meetings from 8am to 4:30 pm Monday through Friday, with our peak hours of team meetings from 10 am – 3:00 pm The program does not provide service on weekends. Presently there are no changes to when students access services for this academic year 09-10. During the 2011-2012 academic year we will see changes due to shortage of staff personnel (elimination of our Administrative Assistant) and the implications will be office closure for lunch hours and weekly staff meetings. Because we will only have one full-time staff person working for the Pass the Torch Program and Center, the program will have to shut down on days when he is absent or ill. Additionally, having significantly less access to information and program resources without the Administrative Assistant will impact students.

4. **Scheduling of services**: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?	We schedule team meetings based on the students' time availability. Students have access and to and use the room for team meetings from 8am to 4:30 pm Monday through Friday, with our peak hours of team meetings from 10 am – 3:00 pm The program does not provide service on weekends. Presently there are no changes to when students access services for this academic year 09-10. During the 2011-2012 academic year we will see changes due to shortage of staff personnel (elimination of our Administrative Assistant) and the implications will be office closure for lunch hours and weekly staff meetings. Because we will only have one full-time staff person working for the Pass the Torch Program and Center, the program will have to shut down on days when he is absent or ill. Additionally, having significantly less access to information and program resources without the Administrative Assistant will impact students.
5. **Student Demographics**: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	Pass The Torch's mission is to help students, especially from underrepresented populations, to complete course work in Math, English/ESL from basic skills through transfer level courses. The majority of students served are underrepresented, but the program is open to any student seeking assistance in Math/English or ESL. When recruiting students for the program, we target underrepresented students.
6. **Student Academics**: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?	Pass the Torch serves both types of students, helping students who are at the basic skills level and students who are preparing to transfer with classes such as Statistics in Math and higher levels of English. Due to the poor economy and the UC/CSU systems being impacted, we have seen an increase of students seeking services. With the elimination of our Administrative Assistant position, students will be greatly affected (see #4 above) by the limitations therein.

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Goal 1 – To continue the effectiveness and service satisfaction of the Pass the Torch program, by reconfiguring our originally designed model (due to the elimination of our key administrative assistant position).	☐	☐	☐	☒
Goal 2-Increase marketing of the Pass the Torch Program.	☐	☒	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

11. What is your plan for accomplishing your goals?			
Dept/Program Operational Goals	**Activities**	**Measures**	**Timeframe**
To continue the effectiveness and service satisfaction of the Pass the Torch program, by reconfiguring our originally designed model (due to the elimination of our key administrative assistant position).	• Reorganizing Leader/Member recruitment, intake flow & scheduling process • Restructure monitoring system for Leaders hourly team meetings • Prioritizing essential quarterly components, assignments and follow ups on team assignments		2010-2011
Increase effective marketing of the Pass the Torch Program.	• Collaborate with Associated Students and our Marketing department.	Data indicating that students are being reached through class presentations, workshops, e-mail, and tabling on campus.	2010-2011

12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.**
Administrative Assistant I Position	To continue the mission of the Pass the Torch Program and provide quality work to our students.	Our Administrative Assistant oversees and coordinates daily operations to ensure the smooth functioning of the department. This has allowed us to work more efficiently and effectively by allowing for more face-to-face interaction with students, staff, and the campus community. This position will be eliminated as of June 30th, 2011 and it will affect the quantity and quality of our services at every level, from student, to faculty, to staff and management.

III. Service Evaluation	
Service Evaluation Overview	
1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?	Most underrepresented students that we target are aware of the program, but we need to do more marketing to the college as a whole. Increased recruitment efforts have been very successful. We are serving target students every quarter. Our limited budget determines how many leaders we can hire and how many students we can serve annually.

2. "Internal" Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	Every quarter, we distribute class evaluations in CNSL 51 (Pass the Torch Member Training) for student feedback to improve the class components as needed. Overall, students are very satisfied with the Member Training and Program. Students found the study skills in class and one on one tutoring both useful and helpful. When I began working with Pass the Torch, handouts were used for the Member Training. I first developed a handbook for the material and after extensive research; I adopted a textbook that is user friendly. I have also created power point presentations for each chapter in the book that I utilize with my lectures to increase class participation. Students are recommending and referring students to the program. The Leader Trainings, which are PSE 111 (Math Leader Training) and LA 111 (English/ESL Training), also distribute class evaluations that indicate program effectiveness.
	
	We will draft a quarterly personal evaluation form for each Leader and Member to summarize his or her personal experience in Pass the Torch.
	  • Were the students' expectations of the program met?
	  • Did they encounter any outside elements that hindered them from receiving the grade they expected?
	  • Was there adequate tech equipment available to research and complete their assignment?
	  • What improvement could be made?

3. "External" Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	N/A

Foothill College Program Planning & Review – Student Services

4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service. Are there changes over time? What are the implications for your department/program?	N/A
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	Student Experience Papers in CNSL 51 class. Team Feedbacks. Program Tributes. http://www.foothill.edu/services/torch/index.php
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	N/A

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	**Activities**	**Measures**	**Timeframe**
Goal 1 – to draft a quarterly personal evaluation form for each Leader and Member to summarize his or her personal experience in Pass the Torch.	• Were the students' expectations of the program met? • Did they encounter any outside elements that hindered them from receiving the grade they expected? • Was there adequate tech equipment available to research and complete their assignment? • What improvement could be made to the program to help increase their academic success?		2010-2011
Goal 2 – continue to collect quantitative and qualitative data on our students, which in turn will be combined with recent institutional research data and their personal	• Collect quarterly count of teams • Collect grades at the end of each quarter • Collect information regarding our Mission statements underrepresented students		2011-2012

Foothill College Program Planning & Review – Student Services

summaries to give a broad comprehensive view of the students overall experience and success directly attributed to their participation in Pass the Torch. *(Due to the elimination of our Administrative Assistant I position, data collection will be hindered).*	• Track return rate of students moving up to the next academic level • Track retention rate of students taking a "Withdrawal" during the eight week of the quarter • Track all Pass the Torch students who transfer to various UC, CSU and private institutions		

8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.**
Copy Machine	To increase program efficiency.	
Computers	To work in teams on class assignments.	

IV. Service Area Outcomes		
Student Learning Outcome Assessment		
1. **Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.**		
2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**
See SAO's		

V. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	
Classified Staff	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	With our Administrative Assistant position being eliminated, our students and the program will be significantly affected. The program will have to be scaled back resulting in less students being served. Because of this loss, we will only one full time employee in the program. The quality and quantity of the work produced will decline as well as the number of students achieving success and transferring to universities.
Technology and Equipment (see definitions below)	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	No, we presently have a shortage of computers in Pass the Torch. All math courses now require additional work online so teams that traditionally worked with math books, now need access to online materials. No, copy machine is also a printer that can only print one copy at a time and it is out dated. Pass the Torch has many program forms and class assignments so we definitely need a more efficient copy machine.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	
Technology & Equipment Definitions	
• **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.	
• **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.	

• **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.	
• **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.	
Facilities	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes.
6. List needs for upgrades for existing spaces.	We have been working in a trailer away from the main campus for the past 7 years and we are waiting for a permanent site on campus.
7. List any new spaces that are needed.	
8. Identify any long-term maintenance needs.	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes, temporarily until we move to our new location to the main campus.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes.
Budget	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	With the recent budget cuts, we will have to decrease the number of students that we serve.
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Leader Stipends (pay for our tutors)
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	Reallocating of monies from our Supplies and Materials into our Stipend account
Summary of Planning Goals and Action Plans	
14. What are your goals with respect to resource planning and how will those goals be measured?	
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**	

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

Pass the Torch's main focus will have to be recreating our present model. Due to the loss of one of the programs mandatory components (that being the Administrative Assistant) all of her tasks and job duties will have to be reduced to a fraction of what they are now. The Coordinator of Outreach and Team Development, who is the only other full time employee in the program will be immensely impacted having to continue his contractual duties, but additionally try to do the most basic work of the Administrative Assistant, which includes working directly with 2 instructors, program coordinator, and 200+ students per quarter. Pass the Torch will have to be realistic when it comes to our goals so there will be no attempt on growth and the improvements in the program structure over the years will suffer setbacks as well as our students.

Areas that will be directly affected:
1- Campus class presentations, emailing, recruitment, and visits to our center.
2- Reduce hours of service to students to allow Program Coordinator to do Administrative work.
3- Reduction of matched teams.
4- Elimination of weekly newsletter, meeting minutes, team data, team assignments, quarterly instructor feedbacks and team feedbacks.
5- Center closure when Coordinator of Outreach and Team Development is on medical leave.
6- Student intake and orientations to program.

Action Plan:
1- Implement an automated sign-in procedure to monitor team hours.
2- Put cap on teams served.
3- Hire student employees to do non-confidential data driven tasks.
4- Create a video orientation or have students access web for program procedures.
5- Close center one day per week to allow for administrative work to be completed.

Until this crippling budget crisis takes a turn for the better, the Pass the Torch Program will struggle to serve both our Basic Skills and Transfer level students.

	Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Resource	Purpose	Rationale	Estimated Cost

Supervising Administrator Signature	*Completion Date*

Foothill College Program Planning & Review – Student Services