Annual Student Services Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012: All programs participate in an annual program review
2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php
Submission Deadline: All program review documents are due to Deans by December 16

Basic Program Information

Student Service Program Name: Tutorial Center

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

Program Review Team:

Name	**Department**	**Position**
Paul Starer		Dean

Draft Annual Student Services Program Review Template for 2011-2012

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	1500	980	601
Full-time FTEF	0	0	0
Part-time FTEF	0	0	0
Full-time Staff	1	1	1
Part-time Staff	1	1	1

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):

    Students sign in when they enter the Tutorial Center. The data show a downward trend in Tutorial Center use.
    Downward trend can be attributed to:
    *   2009 - 2010 Funding for tutors cut by 50%
    *   2009 - 2010 Hours of operation reduced
    *   2009 – present Elimination of English and ESL tutoring
    *   Math and Science tutoring also offered in PSME center
    Observable Trends
      Usage escalates after 12pm
      Midterms and Finals are peak times

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

    Demographic data is not collected or tracked at the Tutorial Center.

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

The Tutorial Center lost a full time staff assistant in 2010. There is only one full-time staff member overseeing the Tutorial Center. An absence, committee work or meetings leave the center without staff presence. Back-up has been provided by another department but is not consistent. While the work-load is adequate, the staffing structure is not. Having a single staff member challenges the tutorial center to meet the mission of the college because any absence (many at the last minute) requires a scramble to find someone to supervise the students and the tutors.
    Organizational efficiency could be improved if back-up support were available.

i. Which aspects of the work are key to the institution's mission?

The Tutorial Center provides mission specific work in both Transfer and workforce. A number of CTE programs provide peer tutoring through the tutorial center.

ii. Has the staff increased, decreased or remained the same to meet those changes?

Staff has decreased in the last three years from two to one staff member.

iii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way?

Technology has made it possible to provide tutoring to online students. We are piloting a project this quarter (fall 2011)to provide online students access to tutoring.

iv. Does the workload have significant peaks and valleys during the fiscal year? If so, describe.

The workload has significant peaks and valleys over the course of a quarter (the center is busier around mid-terms than it is at the start of the quarter), but over the year the center follows the workload trend of the quarter with fall a busier time than spring.

v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

If we can find a way to provide English and ESL tutoring and if the emerging remodel of the 3600 building results in a robust teaching and learning center, then the center will experience a significant workload increase.

vi. If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative consequences of too much work and maintain a positive atmosphere?

This will be a challenge. Hopefully the center will merit additional staffing as it begins to

generate apportionment for the college.

> vii. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

A remodel of the 3600 building should take into consideration line of sight requirements for tutorial centers. Changes to the hours the center is open and in need of staff could help improve the efficiency of the center. Opening the center at 11am and closing it at 7pm would align the center's hours with student demand for its services.

> viii. What strategies have been used to improve the delivery of support services within the program or department?

We are piloting a program to provide tutoring to online students.

4. Workload measures (includes budget details). Describe the program's workload measures as developed within the Student Services process.

   We have not developed a workload measures model.

5. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)

   The largest budget expenditure in the Tutorial Center (beyond staffing) is the cost of student tutors. Since matriculation funding was cut off three years ago, the Tutorial center has struggled to secure ongoing funding resources to provide sufficient tutors to meet the demand for tutoring.

6. Basic skills programs (If applicable)

   The Tutorial Center does provide basic skills math tutoring and could provide more with better coordination with the math department. The lack of English/ESL tutors needs to be addressed.

7. Transfer programs: (If applicable)
   Most of the tutoring provided at the tutorial center is for transfer-level courses. In particular Biology, Chemistry, Accounting, Economics and other transfer courses.

8. CTE programs: Labor/Industry alignment (If applicable)

Section 2. Learning Outcomes Assessment Summary

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

The Tutorial Center did not develop SA-SLOs last year, but has done so this year.

Unit Assessment Report - Four Column

Foothill College

SA - Tutorial Center

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Tutorial Center - Student Satisfaction - After receiving services from the Tutorial Center, a student will feel comfortable in returning for future services. **Year(s) to be Assessed:** 2011-2012 2012-2013 2013-2014 **SA-SLO Status:** Active	**Assessment Method:** Exit survey **Assessment Method Type:** Survey **Target:** 85% of students will express willingness to return to the tutorial center for future assistance.		
SA - Tutorial Center - Availability - Students who are seeking assistance in a subject area will receive timely tutorial services. **Year(s) to be Assessed:** 2011-2012 2012-2013 2013-2014 **SA-SLO Status:** Active	**Assessment Method:** Exit survey **Assessment Method Type:** Survey **Target:** 85% of students will report that they were able to receive tutoring assistance in their subject area within one week of seeking the assistance.		

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2.3 Please provide observations and reflections below.

2.3.a Service Area Student Learning Outcomes
What findings can be gathered from the SA-SLOs assessments?

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

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

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

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2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SA-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate <u>some sort of measurable action</u> that connects to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Because the Tutorial Center is open to all students, it's possible to say that it serves all of the core missions of the college. However, it is primarily transfer students who take advantage of the service.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Improve student satisfaction by providing a broader array of subject areas for which tutoring is provided.	Fall 2012	Work divisions to recruit faculty participation who in turn will send students to the center	Tutoring for a broader variety of subjects will produce greater opportunities for students to receive assistance in their classes and thus more chances to improve student mastery of the subjects they're taking
Provide a greater number of tutoring modalities.	2012-2013	Provide training for online tutoring. Explore ways to provide tutoring in small groups that are instructor led.	This will provide access to tutoring for online students and will provide access to students to tutoring that is instructor-led.
Enhance Login System	2012-2013	Explore/implement new intake method to better track students	Tracking students would better enable the Center to tailor the tutoring it provides

Section 4: Program Resources and Support

4.1 Use the tables below to summarize your program's resource requests.

Full Time Faculty and/or Staff

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Inst. Tech English ½ time	$25,000	Improve student satisfaction and increase tutoring modalities	Basic skills
Inst. Tech ESL ½ time	$25,000	Improve student satisfaction and increase tutoring modalities	Basic skills

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
114000150071611000141303	$20,000	Improve student satisfaction by hiring more tutors for more subjects	Basic Skills

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Compare SARS/Red Canyon tracking software	$15,000	Enhance login system	Instructional equipment

One-time/Other: (Release time, training, etc.)

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	As part of the remodel of the 3600 building program will expand and diversify.	Several divisions already support the work of the program and the students we serve.
Weaknesses	Program is not apportionment generating. In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish. The Program has been ignorant, but is quickly learning, to the many processes and protocols the College is responsible for.	Students are often unaware that Foothill has a Dental Assisting Program or are told that Foothill does not have a Dental Assisting Program.
Opportunities	1) Program will take advantage of the remodeling of 3600 building to reimagine itself as teaching and learning center. 2) Program will better track students it serves. 3) Professional Development through CADAT to strengthen current faculty	Program will explore the use of graduate students as possible tutors. A local dentist wants to donate $30,000.00 to the Dental Assisting Program.
Threats	Lack of apportionment generation makes the program an easy target for budget cuts. The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget.	State budge may not allow for best staffing model for the reimagined program. Proprietary Schools that offer Dental Assisting Programs

5.2 Are there any <u>critical issues</u> you expect to face in the coming year? How will you address those challenges?

Program: Updated:

The remodeling of the 3600 building will be a challenge. It will be important to maintain a focus on student success and designing a space that is student-centered.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The biggest concern is that the program currently generates no apportionment. This is not sustainable.

5.4 Address the concerns or recommendations that were made in <u>prior program review cycles</u>.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

The program does serve a core contingency of students from at least two divisions. We also realize that the program must adapt and change to remain viable, while still preserving the quality of tutoring currently taking place. The remodeling of the 3600 building is an opportunity for the program to reconstitute itself in a broader more inclusive incarnation.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The program does serve a core contingency of students from at least two divisions. We also realize that the program must adapt and change to remain viable, while still preserving the quality of tutoring currently taking place. The remodeling of the 3600 building is an opportunity for the program to reconstitute itself in a broader more inclusive incarnation.

6.2 Areas of concern, if any:

My primary concern is that if the Tutorial Center does not become reintegrated into a larger, apportionment generating model for supplemental instruction, that it will no longer be a viable model for providing student support.

6.3 Recommendations for improvement:

The Tutorial Center staff are already committed to participating in the Imagineering Task Force.

The Tutorial Center will need a full-time faculty member to create and monitor the supplemental instruction classes, someone with minimum qualifications to do the work.

6.4 Recommended next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Program: Updated: