Basic Program Information

Department Name:

Student Services

Division Name:

Pass the Torch

Program Mission(s):

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

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

Name	Department	Position
Leticia Delgado	Counseling	Faculty - Member Training Class
Robert Garcia	Student Services	Coordinator of Outreach & Team Development
Nicole Gray	Math Department	Faculty - Leader Training Class
Natalia Menendez	Language Arts	Faculty - Leader Training Class

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

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

Section 1: Data and Trend Analysis

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

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

Pass the Torch uses SARS TRAK primarily to track our **Leader (tutors)** and **Member (tutees),** coming in for orientations, weekly tutor/tutee sessions, independent study, to take math pretests higher for level tutors to support tutees at the basic skills level and tutors viewing tutorial DVD.

Using Filemaker Pro we are able to monitor the number of tutors and tutees matched into one-on-one study teams and all tutoring sessions throughout the quarter, these hours are log-into our data base manually.

Using the FileMaker Pro data:

Fall 2013	102 tutees completed our intake process to join the program
	120 tutors completed our intake process to join the program
	94 one-on-one study teams were matched
Winter 2014	82 tutees completed our intake process to join the program
	104 tutors completed our intake process to join the program
	83 one-on-one study teams were matched
Spring 2014	63 tutees completed our intake process to join the program
	90 tutors completed our intake process to join the program
	64 one-on-one study teams were matched

(some tutees are matched for both a math & English support)

Pass the Torch distributes flyers to math and English/ESLL instructors on campus as well as to the Counseling department which bring in walk in student wanting to be served.

With the TLC & Pass the Torch being combined for the first time last year sharing the center. There was some confusion with the SARS TRAK 2 separate log-in stations, one located in the front entrance in room 3526 (old Tutorial Center) and at the Pass the Torch reception desk. Only our Pass the Torch English/ESLL tutees were asked to log-in at the TLC reception desk, not our math students which caused confusion for our student coming in for their tutoring sessions as to where exactly to log-in.

It is likely that some student hours were not captured.

Moving forward we are looking to find methods to track students coming for general drop-ins questions, responding to recruitment emails, instructor recommended tutors, phone calls, and returning tutees and tutors to the program who wish to continue to receive and give academic support.

This data was obtained via the following sources:

_____ CCC Apply; _____ Ask Foothill; _____ Credentials; ___X__ SARS

___X____ Other (List) Pass the Torch FileMaker Pro database

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

> Following the Pass the Torch Mission, the program recruits students from underrepresented (African-America, Latino/a and Native-American) populations enrolled in our core courses of Math and English/ESLL and thus serves a larger proportion of Latino/Latina students than the general college ethnic distribution. In Fall 2013 39% of tutees seeking serves were of Latino/a decent. To ascertain more accurately the ethnicities of our tutees we have begun using a revised Argos report for recruiting our target. Presently we have no data on the number of African –American or Native American students we are serving. Moving forward we would like to work on tracking the ethnicities of all underrepresented student participating in Pass the Torch.
>
> Also, international students seek participation in our program as tutors, as a way to improve their communication skills and enhance their transfer applications. International student may also use Pass the Torch as a gateway to receiving a Social Security card for employment and job reference.

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

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

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

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

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

needs?

No. With the elimination of the program's
1. Administrative Assistant,
2. Counseling/Program Director
3. Reduction of the Program Coordinator position from 12 to a 10 month

It is now the Coordinator of Outreach & Team Development responsibility to juggle all three sets of duties for the program.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs			

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

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

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

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

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data-

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	119	116	148	27.6
Productivity **(College Goal 2012-13: 535)**	104	138	187	35.9
Success	114 (93%)	135 (93%)	181 (98%)	
Full-time FTEF	0.4	0.4	0.3	-6.2
Part-time FTEF	0	0	0	0

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment of our LA111 and PSE 111was steady from 2011-2012 to 2012-2013 but we saw an increase in enrollment for the 2013-2014 year. Perhaps the increase in program enrollment was due to Pass the Torch being located in the same location for the 2012-2013 academic year to the 2013-2014 academic year.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The ethnicity of Pass the Torch leaders differ from that of the college and that we have more Asians (38% versus 25%) more declined to state (29% versus 10%) and fewer Latinos (10% versus 21%) and Whites (18% versus 31%).

Pass the Torch provides a good on campus job for international students. Thus, a high percentage of the math leaders are International students and many of these students are Asians (more than 38%) so we suspect that many of them decline to state their ethnicity, perhaps because the category is too broad, and this increases our Pass the Torch representation of decline to state students. Since International students tend to be traditional college age this also increases the Pass the Torch representation (48%) of students 19 or less over that of the general college population (19%).

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

PSE 111 and LA 111 are specialized courses for training Pass the Torch Leaders so the enrollment in these courses is restricted to students tutoring in the program and section sizes remain small to facilitate discussions about all the course participants tutoring experiences. However as the program has grown and the number of leaders increased our productivity has also increased.

f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Pass the Torch offers a sequence of leader training courses for Math and English leaders to support them in their initial experiences as tutors in the program. Having a content expert as a trainer provides leaders with access to a resource to answer their questions about tutoring and specific course content. Pass the Torch leaders tutor students in a variety of courses and from a variety of backgrounds and preparation levels. This can lead to varied different leader experiences from one quarter to the next. Thus leaders are expected to attend training courses for two quarters.

g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

Our curriculum is in compliance.

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

The English and Math leader trainers stay up to date with the recent trends in their disciplines and provide resources that support the leaders in helping students be successful.

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Based on feedback that we have received from students we are currently redesigning the support course for members, to be more flexible and better meet the needs of the member.

Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

Pass the Torch provides academic assistance to students taking English and Math courses at both the developmental and transfer level. Thus, Pass the Torch supports both the developmental and transfer missions of the college and leads to increase course completion. Pass the Torch presently uses Argos/Banner to pull reports of our underrepresented students (African-American, Latino and Native American) for recruitment. With the support of Office of Instruction and Institutional Research we will determine the best way track this data in the future.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level.

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

PSE 111 and LA 111 are open only to Pass the Torch Leaders who have already proven themselves to be successful in Math and English course. Therefore, these courses have very high completion rates (98%).

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Pass the Torch's PSE 111 and LA 111 are not part of a certificate program. However, students who need to take Math of English courses to meet the requirements of a certificate may join Pass the Torch for academic assistance in those courses. Therefor, Pass the Torch might support increased certificate completion in programs across the campus.

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

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

Pass the Torch's PSE 111 and LA 111 are not part of a transfer. However, research shows that students who successfully completely their English and Math requirements are much more likely to complete their academic goals.
The Pass the Torch program assists students in completing developmental and transfer level Math and English course and therefor contributes to increased transfer rates for the college as a whole. Additionally the leaders in the Pass the Torch program use their experience as leaders to enhance their transfer applications.

Section 3: Core Mission Support and Student Equity

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

a. **Basic Skills**

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

> Pass the Torch supports the following Basic Skills courses: English 209, 110, English 1S/English 242A; ESLL 236 and ESLL 237, Math My Way (Math 230/235), Math220, Math 217 and Math 108.
>
> Using Banner/Argos reports, Pass the Torch has been able to identify basic skills students during our recruitment phase prior to the beginning of each quarter. These students are contacted via email and follow up phone calls providing information about the support offered by the Pass the Torch Program. The program then not only helps these students to be successful in their developmental classes, but also provides supports college skills development.

b. **Transfer**

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

> Pass the Torch provides tutoring for the transfer level courses such as: English 1A, English 1T, English 1B, ESLL 25 and ESLL 26, Math 10, Math 48A, 48B, and 48C, Math 57, Math 1A and 1B.
> Pass the Torch helps students achieve their transfer goals by helping the students to pass their Math and/or English/ESLL classes needed to transfer to four-year universities.
> With the support of Office of Instruction and Institutional Research we will determine the best way track this data in the future.

c. **Workforce**

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

> Pass the Torch also serves students in Workforce/Career Technical Education Programs who seek help in completing their prerequisites in math (including math 105, the AA/AS degree requirement) and English/ESLL courses.
> With the support of Office of Instruction and Institutional Research we will determine the best way track this data in the future.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached

Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

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

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

Section 5: SLO Assessment and Reflection

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

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

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

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

> After receiving a progress report from the tutees instructor that informs the student that during the 6th week of the quarter that they are at a C- Grade or lower we asked our tutees to 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 in their class.
> Below is a sampling of the student's statements from the Pass the Torch Follow up Questionnaire Survey:
> *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.*
> Suggestions on how the program could better support them in their class.
> *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.*

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

> During the last three years dialogue with our service area concerning our learning outcomes was minimal. Dialogue consisted mainly about diminished staffing, payment of our tutors and the 2 moves in the last 3 years.
> Following the recommendation from Dean of Counseling to include the Dean of Language Arts in the process we are scheduling dates and times to meet during our staff meetings with both Deans in Winter 2015 to engage in more dialogue.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

In regards to our students instructor progress report during the 6ᵗʰ week of the quarter, we would like to monitor the correlation between the struggling student (C- or below) and their "No Shows" (missed tutoring sessions) to their weekly scheduled tutoring sessions. We have a process in place to monitor who attends tutoring session or misses. We will collect all "No Show Slips" and count how many "No Shows" the tutees have prior to the instructor progress report and after and see what the affected was on their final grade in the course.

e. What summative findings can be gathered from the Program Level Assessments?

Referring to data given to us by the Foothill researcher, 54 Pass the Torch students either graduated or transferred in spring 2014 students. 24 of those students completed a survey answering the following prompt "*As a result of participating in FH Pass the Torch, can you share with us what changes you experienced in your behavior, skills, knowledge, and/or attitudes"?* Overall the students mentioned that they had an increase in their communication skills and knowledge of course material, and a strong attitude of professionalism. Below is a sampling of the survey.
"Training taught me how to communicate well"
"I have changed as a person by cultivating my writing skills, learning more about myself, and how to interact with others and meet with other people"
" I learned a great deal of communication skills"
"I was not only helping my fellow student but I was helping myself by learning and refreshing some of the material I learned in class"
"Actually helping someone to understand math concepts also indirectly increased my own understanding"
" the tutoring skills learned can be taken to a lot of diverse applications in the professional world later on"
"I gained more experience in being professional"

Section 5a: SLO Assessment and Reflection for Instructional Programs

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

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

> We continue to offer more experiences for the Pass the Torch tutors to get practice in tutoring skills. This has proved more challenging in the math training class because of the variety of levels of courses and students.

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

> The SLOs for the instructional part of the program support the members (tutees) and leaders (tutors) to have productive meetings that focus on active learning. Both leaders and members develop as students. Therefor, all of the objectives and outcomes in our program are interrelated in that they all support student success in basic skills and transfer level courses.

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

> The curriculum that supports the Pass the Torch Program is not part of a certificate or degree program. So, we have not used the SLO assessment results to lead to improvements in those areas.

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

> There are no other program outcomes assessments to discuss beyond those discussed in item 5b above.

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

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

Section 6: Service/Program Goals and Rationale

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

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

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase retention of our underrepresented students.	Ongoing	Yes	Struggling, underrepresented students benefit when they know that we will provide academic support for them, even if they must repeat the course in the following quarter. We continue to rely on team follow up meetings to communicate with struggling students so that they are encouraged to continue their team meetings and to stay in their courses. Ideally achieving a successful grade in their course.
2. To continue to provide a dedicated space and a nurturing learning environment for our Pass the Torch students	No	Yes	Since the program's inception, Pass the Torch has always had a dedicated space, which has conveyed to students a sense of belonging and placed a high value on their support system. Pass the Torch looks forward to their future centralized location on the main campus in 2016.

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

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. To continue to support basic skills, transfer, and workforce students in core math and English/ESLL courses	On-going	This is part of the college mission.	In the Winter of 2014, 21 of our Basic Skills tutees receiving academic support 16 received a grade of C or higher for a success rate of 76%

Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Administrative Assistant	$56,000.00	Hiring an Administrative Assistant, even part-time would free up the Coordinator of Outreach & Team Development to communicate closer with the individual teams and assess team problems and issues earlier in the quarter so as to make adjustments, rematch teams, spend time engaging in follow-ups from instructor feedbacks forms, etc. to help prevent students from falling behind and failing. Additionally, it would give much needed time to focus on recruitment and outreach. Essential intake, orientations, enrollment in appropriate leader training classes, and research on student qualifications must be handled at the start of the quarter before members can be matched with qualified team leaders. The administrative assistant was essential in this process. Currently, with diminished staffing, team matching (i.e., tutoring) has been delayed. Such delays can negatively affect student success, as well as cause us to lose students who need immediate assistance.	Yes

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

Has the program received college funding for reassign time in the last three years? (y/n)	**If yes, indicate percent of time.**
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

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

One-Time B Budget Augmentation

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

Ongoing B Budget Augmentation

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

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Office Supplies: Toner, paper binders	$536.30		
DS Water	$156.39		
Software	$37.92		
Printing	$222.10		
Total	$952.71		

a. **Please review the goals and 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.**

No resource requests were made.

Section 11: Service/Program Review Summary

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

Recommendation	Comments
1.Dean of Counseling: Recommendations for improvement would be to improve staffing for PTT. Also to have both the Dean of Language Arts be part of the process as well as incorporate meeting times when the Dean of Counseling is available.	For the past 3 years Pass the Torch has requested additional program support. With that lacking, many underrepresented students who are the most vulnerable are missing the opportunity for personal one-on-one peer tutoring . Once the Program Coordinator can confirm the Winter 2015 staff meeting schedule, both Dean's will be notified so we can schedule a day to meet that will accommodate everyone.
1. VP of Student Services: None	

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

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

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

> Pass The Torch does a great job in serving underrepresented students to help them with tutoring in specifically for Math, English, and ESLL coursework. The classes in which students can receive study and tutorial assistance in range from basic skills through transfer level courses. Given that the counselor affiliated with PTT is no longer doing coordination, it has been helpful for the students in PTT to have more access to her time as a counselor. She is able to teach more courses and have more counseling sessions to assist students in areas of personal, career and transfer counseling.
> The PTT program coordinator has done a good job in building rapport with the students and in coordinating the PTT program with little supervision.

   b. Areas of concern, if any:

> Some concerns would be that everyone who comes into PTT needs to be served, be it if they are a DRC student or not. In the past it was felt that these students had their own tutorial center in which to utilize but all students should have equal access to all resources on campus. Given this, we will have the PTT staff work with the DRC in order to have any additional training to accommodate the DRC students.

   c. Recommendations for improvement:

> Due to the elimination of a full-time administrative assistant, it would be helpful if the program had a consistent administrative assistant, versus using student workers. Since the workload for the Coordinator involves recruiting, monitoring, matching tutors with students and general support, it would beneficial to have and administrative assistant to run the front desk and meet and greet students. In addition, I believe that the better match for overseeing the program would perhaps be the Dean of Language Arts since his faculty is tied to the program and PTT would now be housed in the new TLC.

This section is for the Vice President to provide feedback.

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

The PTT team does a great job supporting students be successful in their courses.

e. Areas of concern, if any:
In order to meet ADA requirements and 501 compliance, PTT cannot exclude students with disabilities either as tutees or tutors.

f. Recommendations for improvement:
Add training for PTT faculty and staff, student assistants and tutors to work with students with disabilities who seek tutoring. The DRF faculty are available to provide trainings as they have for TLC and PSME Center.

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

Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Denise Swett, EdD
Vice President, Student Services

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.		
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.		
SA - Pass the Torch - 4 - Instructor Feedback Form - After participating in a	**Assessment Method:** In the fifth week of the quarter, Instructor	11/17/2014 - In our Pass the Torch Follow up	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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	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.	Questionnaire Survey the Member (tutee) solely 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. 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. 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. Below is a sampling of the student's statements from the Pass the Torch Follow up Questionnaire Survey: 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. Suggestions on how the program could better support them in their class. 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.	

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		Result: Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Administrative Assistant support for program	