

A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

The Pass the Torch mission is to help students, especially from underrepresented populations, to successfully complete course work in Mathematics, English/ESL, and Chemistry from foundational to more advanced level courses. Specifically, Pass the Torch seeks to guide students to develop the skills and habits necessary for critical thinking and effective learning.

Definition of Terms:

Leader = Tutor

Member = Tutee

Program Level Student Area Outcomes

2. Please list the program-level student area outcomes.

Outcome #1:
Students will perceive an increased sense of community

Outcome #2:
Students who are matched into a study team will perceive that they have developed or enhanced their study skills

Outcome #3:
Students who come to Pass the Torch will have higher success rates than the general student populations for the same courses

B. Sense of Community

On a scale of 1-5 rate your current sense of community at Foothill College.

Pre-Survey	1 (low)	2	3	4	5 (strong)
Leaders (Tutors)	0, 0%	2, 3%	9, 15%	28, 47%	20, 34%
Members (Tutees)	1, 2%	8, 14%	15, 26%	22, 39%	11, 19%
Post Survey	1 (low)	2	3	4	5 (strong)
Leaders (Tutors)	0, 0%	1, 8%	2, 15%	7, 54%	3, 23%
Members (Tutees)	1, 17%	0, 0%	0, 0%	3, 50%	2, 33%

Pass the Torch increased my sense of community at Foothill College.

	Agree	Slightly Agree	Slightly Disagree	Disagree
Leaders (Tutors)	7, 54%	5, 38%	1, 8%	0, 0%
Members (Tutees)	3, 50%	2, 33%	1, 17%	0, 0%

3. Why is this outcome important to your program? What do you want the college to understand about your program and the data?

Building community is a critical part of the Pass the Torch model. From its inception, students, particularly underrepresented students, have found Pass the Torch to be a place where they find a sense of community and belonging. The data above shows more than 80% of the leaders and members who took the end of of quarter survey agree or slightly agree that Pass the Torch increased their sense of community.

We would like the college to understand that reducing resources directly affects students and the program's ability to build community. Due to staffing and funding reductions, Pass the Torch eliminated two critical community building activities, the quarterly luncheons and end of the year celebrations. The data shows that Pass the Torch continues to build community, but we would be able to more easily achieve this vital outcome if funding for these events is restored.

4. How will this outcome be measured?

This outcome is being measured by qualitative and quantitative data. A pre-survey is given to students when they join the program, which happens typically in the first half of the quarter. A post-survey is given no later than week 10 of each quarter.

5. Describe the proposed actions or next steps to maintain or improve the data for each student group.

The data in the tables above are inconsistent, but if we look the last table, which asks whether or not the program increased their sense of community, they overwhelmingly agreed with that statement. The Likert scale tables where they rated their sense of community on a scale of 1-5 appear to contradict this because of the size of the pools. The pre-survey represents 116 students while the post- survey represents only 19 students.

In order to improve the number of students who take the post-survey, the timing of the post-survey will be adjusted to an earlier date. The post-survey should be given to students no later than week 10 to ensure it captures a higher number of students.

C. Perceived Study Skills

On a scale of 1-5, how do you rate your study skills?

Pre-Survey	1 (weak)	2	3	4	5 (strong)
Leaders (Tutors)	0, 0%	0, 0%	2, 3%	28, 47%	29, 49%
Members (Tutees)	2, 4%	8, 14%	21, 37%	17, 30%	9, 16%
Post-Survey	1 (weak)	2	3	4	5 (strong)
Leaders (Tutors)	0, 0%	0, 0%	3, 23%	4, 31%	6, 46%
Members (Tutees)	1, 17%	1, 17%	1, 17%	2, 33%	1, 17%

Working with Pass the Torch improved my study skills.

	Not at all	Slightly	Moderately	Significantly
Leaders (Tutors)	2, 15%	4, 31%	4, 31%	3, 23%
Members (Tutees)	0, 0%	2, 33%	1, 17%	3, 50%

6. Why is this outcome important to your program? What do you want the college to understand about your program and the data?

It is important for Pass the Torch to see its students move onto higher levels of achievement and independence in learning using the program as a stepping stone. One of Pass the Torch's goals is to help students become independent learners by helping students develop study skills necessary for success.

If we look at the data in the last table above we can see that Pass the Torch helps students improve their study skills, and this is true even for the Leaders. The inconsistency with the first two tables is in part due to the difference in size of the number of respondents in the pre and post-surveys. However, some of the difference may also be due to the awareness and focus on study techniques that comes with working in a study team. Through that awareness, students realized more about the possible areas for improvement in their study skills.

7. How will this outcome be measured?

This outcome is being measured by qualitative and quantitative data. A pre-survey is given to students when they join the program, which happens typically in the first half of the quarter. A post-survey is given no later than week 10 of each quarter.

8. Describe the proposed actions or next steps to maintain or improve the data for each student group.

Spring 2023, when this program review process was initiated, was the first time that the program attempted to collect data related to our program goals. While we had a good response rate to the pre-survey, the response rate to the post-survey was low. This preliminary data supports the position that the program is achieving this goal. Thus, at this point the program needs to work on procedures for collecting and organizing the data so that we have more accurate data to support the claim that the program helps students to improve their perceived study skills.

D. Course Success for Tutees

The chart below shows the course success rate for all Pass the Torch student tutees in the courses they were tutored in. This data does not include withdrawals.

	2017-18	2018-19	2019-20	2020-21	2021-22
Pass	182, 76%	164, 73%	164, 81%	79, 82%	55, 89%
No Pass	57, 24%	49, 27%	39, 19%	16, 18%	7, 11%
Total	239, 100%	213, 100%	203, 100%	95, 100%	62, 100%

Pass the Torch Tutees (Black, Latinx, and Filipinx)

	2017-18	2018-19	2019-20	2020-21	2021-22
Pass	93, 74%	109, 74%	87, 73%	54, 81%	36, 92%
No Pass	33, 26%	81, 26%	32, 27%	13, 19%	3, 8%
Total	126, 100%	190, 100%	119, 100%	67, 100%	39, 100%

9. What do you observe in the data? What do you want the college to understand about your program?

One of Pass the Torch's primary goals is to see that every student in the program has the opportunity of success regardless of their background and past educational experiences. The data above shows Pass the Torch is achieving this goal. The success rate for the Pass the Torch cohort vs the Pass the Torch Black, Latine, and Filipinx tutees are very close, which tell us that Pass the Torch is closing the achievement gap for underrepresented students. The success rates for the Black, Latine and Filipinx students are higher in some years, such as 2021-22 (92% vs. 89%) than the overall cohort success rate.

One thing that the program would like the college to understand is that due to the pandemic and low enrollment college wide, Pass the Torch has experienced a significant decrease in the number of Members and Leaders. Nonetheless, the success rate has been higher than pre-pandemic years.

10. Describe the proposed actions or next steps to maintain or improve the data by student group.

Pass the Torch would like to increase the number of Members and Leaders, particularly from underrepresented communities (Black, Latine, and Filipinx) to return to pre-pandemic numbers.

11. What does your program need to execute this action plan?

Pass the Torch needs to continue to work collaboratively with the Umoja and Puente counselors and instructors to support students from these programs. Additionally, Pass the Torch can attend student led events to raise student awareness of the existence of the program. Pass the Torch looks forward to collaboration with the Athletics department and Basic Needs (Owls Nest) to enhance its outreach efforts.

E. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

The Pass the Torch Program will grow the number of students that we assist to reach our pre-pandemic numbers by Spring 2027.

2. What is your implementation plan for the above-mentioned objectives?

The program staff will work with instructors in English, ESL, Math and Chemistry to recruit tutors. The program staff will do outreach to Athletics, Umoja and Puente, as well as attending events, like new student orientation, to help students know that we have tutors available to assist them. Additionally, we'll work with the Foothill Retention Services, Math Performance Success (MPS) program, ASFC, and Counselors to help increase awareness of Pass the Torch.

3. What barriers has the program faced in implementing improvements?

Students lives are very busy and their schedules are packed. So, it can be challenging to find tutors for students who have very limited time availability. Additionally, there have been a number of challenges with the staffing in the LRC, and the inconsistencies in staffing have led to a lack of administrative support for the Pass the Torch Program Coordinator. This makes it challenging to process the student applications and match students with a tutor into study teams, particularly in the first few weeks of the term. And it is critical to be able to process student applications as soon as they come in, because if time goes by and students get further behind in their classes, the program and college may lose those students.

F. Enrollment Trends

Enrollment

	2018-19	2019-20	2020-21	2021-22	2022-23
Headcount (Tutors)	248	177	112	117	158
Headcount (Tutees)	213	203	95	62	71

1. What do you observe in the data above in relation to your goals? What do you want the college to understand about the headcount in your program?

In the last three academic years, Pass the Torch has experienced a significant decrease in program enrollment. The pandemic played a big part along with the overall decrease in college enrollment. During the transition to shelter-in-place, Pass the Torch successfully moved its services to virtual format. However, many students dropped their classes and thus ended their participation in Pass the Torch in the Spring of 2020. In Fall 2020 despite the outreach efforts, the program continued to see a significant decrease in enrollment, especially in Members. The trend continued through the 2021-22 academic year. In Fall 2022, Pass the Torch began to see an increase in both Members and Leaders. Although not all of them remained until the end of the quarter, this is a good sign that students are returning to the program.

2. What actions does your program plan to take?

Every quarter Pass the Torch has to turn away students who are requesting help for a course for which there are not enough Leaders available. This is especially true for Math 10 and some Chemistry courses, where the program typically has to turn away an average of 20% of the students who want to join and receive tutoring. Yet we have Leaders available for courses for which there is much less demand. Pass the Torch plans to refine its outreach efforts to have a better balance between available Leaders and potential Members in these subjects.

3. What does your program need to execute this action plan?

Pass the Torch needs to find ways to recruit and retain Leaders for those courses for which there is high demand, so that we are able to serve more students in these courses that are critical for college completion, like Math 10. Additionally, Pass the Torch can more actively recruit students for which we have available Leaders.

G. Enrollment by Student Demographics

a. By Gender

Enrollment by Student Demographics for Tutors (LA 61A & 61B, PSE 61A & 61B)

Enrollment Distribution

Enrollment (headcount) by Gender (Tutees)

	2018-19	2019-20	2020-21	2021-22	2022-23
Female	125 59%	121 60%	56 58%	39 63%	49 69%
Male	88 41%	82 40%	40 42%	23 37%	22 31%
Unknown	0	0	0	0	0
Total	213 100%	203 100%	96 100%	62 100%	71 100%

Enrollment (headcount) by Ethnicity (Tutees)

	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	69 32%	39 19%	18 19%	13 21%	12 17%
Black	9 4%	14 7%	12 12%	5 8%	8 11%
Filipinx	7 3%	4 2%	0 0%	0 0%	2 3%
Latinx	91 43%	96 47%	47 49%	32 52%	35 49%
Native American	0 0%	1 1%	1 1%	0 0%	0 0%
Pacific Islander	2 1%	3 2%	1 1%	0 0%	0 0%
Unknown	2 1%	4 2%	3 3%	2 3%	2 3%
White	33 16%	42 20%	14 15%	10 16%	12 17%
Total	213 100%	203 100%	96 100%	62 100%	71 100%

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

According to the data, it looks like the pandemic caused a shift in the gender balance. Pass the Torch saw an increase in the percentage of male Leaders, but a decrease in the percentage of male Members. Accordingly, the percent of female Leaders had a decrease in 2021-22 and 2022-23 and while the percentage of female Members remained relatively consistent from 2018-19 until 2020-21, there was an increase in the last two academic years. Pass the Torch is not sure whether this trend is significant, and the program plans to monitor this as the program adjusts to a post-pandemic environment which now includes hybrid tutoring models.

5. What actions does your program plan to take?

Pass the Torch has no action planned beyond monitoring the data to see whether or not the trend continues.

6. What does your program need to execute this action plan?

Nothing is needed as Pass the Torch already has a data collection and monitoring system in place for demographic data.

b. By Ethnicity

7. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

For both Members and Leaders we have had a decrease in the number of Asian students, which we believe is related to the drop in the number of international students. This is particularly true for Leaders, because international students who were not living in California were unable to become student employees during the pandemic.

8. What actions does your program plan to take?

Pass the Torch plans to work with the International Student Program to promote employment opportunities for international students in an effort to increase awareness and participation for this group, which will help increase the number of Leaders for Math and Chemistry.

9. What does your program need to execute this action plan?

Pass the Torch does not need anything in particular to execute this plan.

H. Course Success for Tutors

Student Population Areas of Focus

Course Success
 Pass the Torch: Tutors-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	234	94%	173	98%	109	97%	112	96%	142	92%
Non Success	7	3%	0	0%	0	0%	0	0%	1	1%
Withdraw	7	3%	4	2%	3	3%	5	4%	11	7%
Total	248	100%	177	100%	112	100%	117	100%	154	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	35	88%	26	96%	32	94%	20	91%	19	90%
Non Success	3	8%	0	0%	0	0%	0	0%	0	0%
Withdrew	2	5%	1	4%	2	6%	2	9%	2	10%
Total	40	100%	27	100%	34	100%	22	100%	21	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	199	96%	147	98%	77	99%	92	97%	123	92%
Non Success	4	2%	0	0%	0	0%	0	0%	1	1%
Withdrew	5	2%	3	2%	1	1%	3	3%	9	7%
Total	208	100%	150	100%	78	100%	95	100%	133	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about course success in your program?

The numbers above are related to the enrollment in the Tutor Training courses LA 61A&B and PSE 61A&B. It should be noted that the Pass the Torch Faculty Coordinators teach the tutoring training classes that are used by all the peer tutoring programs at Foothill College.

The students in these courses have been referred by their instructors to be tutors, so the students who enroll in these courses are successful students who are motivated and have effective study strategies. Thus, the success rates for these courses are very high for all demographics of students.

11. What actions does your program plan to take?

Because these course serve all tutoring programs, we will need to monitor the enrollments, particularly for the PSE 61A&B classes and potentially add sections if demand increases.

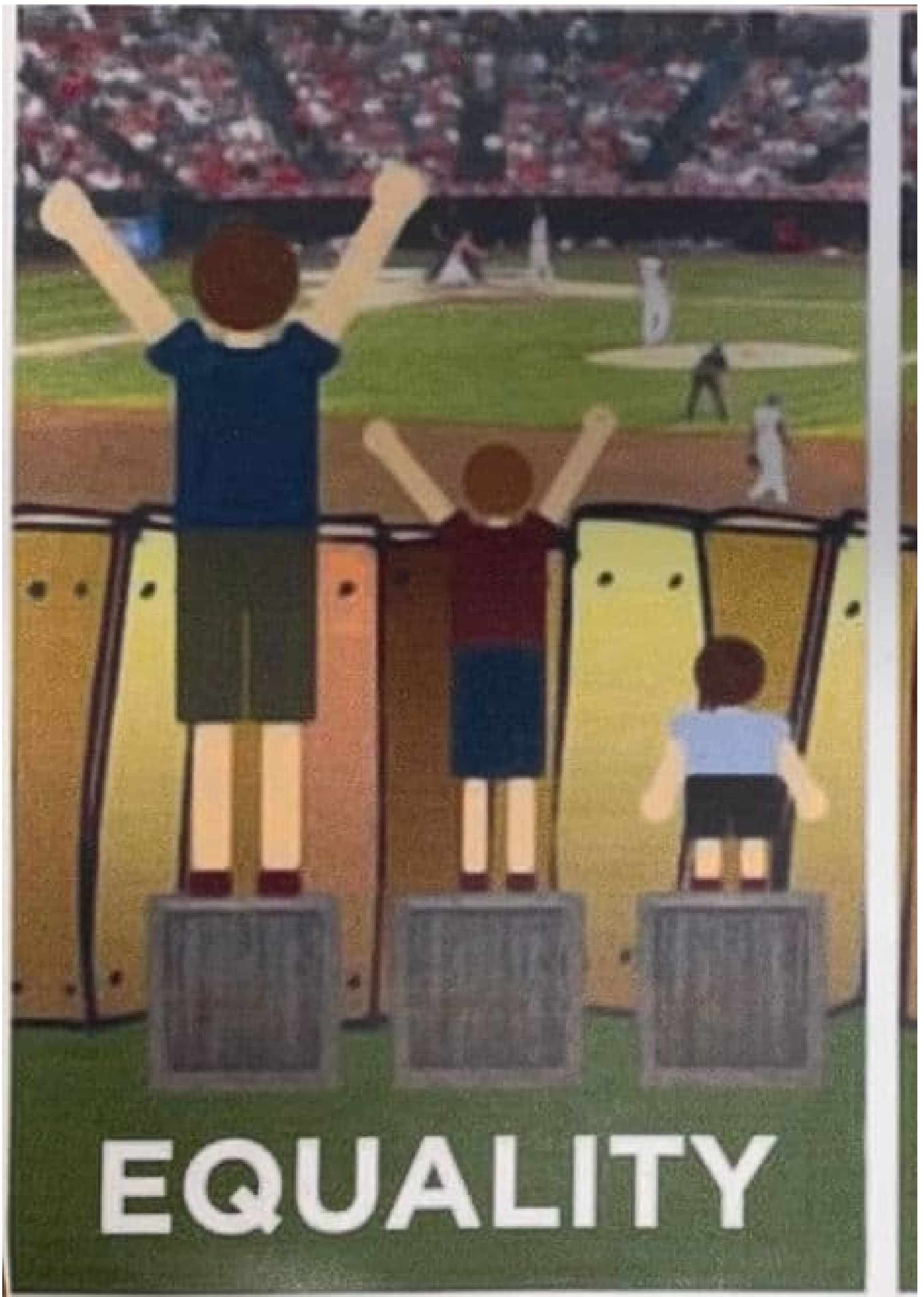
12. What does your program need to execute this action plan?

The college or division would need to allocate funds to support the additional sections.

I. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Have you seen the "equality -vs- equity" picture with the kids watching the baseball game?



The picture that represents "equality" shows each child with a box to stand on, but the smallest child is still unable to see the game. In the picture that represents "equity" the tallest child does not have a box and the smallest child has two boxes; in this case all children are able to watch and enjoy the game.

Pass the Torch is the "two box" option for our students enrolled in English, ESLL, Math, and Chemistry courses. That is, we offer consistent tutoring support for those students who have the greatest academic needs. Students who join Pass the Torch are able to work with the same tutor for the throughout the quarter. This provides consistent and personalized support that is shown to improve the outcomes for students from traditionally underrepresented populations.

Pass the Torch was founded by Dr. Jean Thomas in 1994. While the program has always been open to all students, the mission of the program has been to help students from underrepresented populations, African American, Latine, and Native Americans, to complete their transfer level courses in English, ESL, and Mathematics. Finishing courses in these subject areas is known to be pivotal in helping students to complete their overall academic goals. Our mission today is still rooted in this founding mission of the program. We have added Chemistry to our subject offerings because it is a vital course for STEM majors and to those seeking admission into the Allied Health programs.

Pass the Torch is an important tutoring option to have available for our students in a comprehensive menu of options.

J. Rubric

Click on the link below to view the Pass the Torch Rubric.

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