



Non-Instructional Program Review 2015-2016

Skills Center:

Date: 05/13/2016

- Program Review Non-instructional Cycle F 2015
Academic Skills Center

Sorted by: Program

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2,
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Requests

Skills Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Academic Skills Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: The Skills Center's mission supports Fullerton College's mission, vision, core values, and goals by providing professional instructional assistants to assist students in improving their academic skills through, self-paced work in computer programs, print, audio, video, and internet-based materials.

Vision:

Core Values:

- Building long-term skills
- Student-centered learning
- Promoting student ownership of their skills development
- Collaboration

Fullerton College Goals

Goal 1: Fullerton College will promote student success.

The Skills Center will support Goal 1 by:

- providing students with the materials listed on their lab contracts for reading and ESL classes with a required lab time component
 - providing faculty with the opportunity to offer make-up exams to students who are not able to take exams during the scheduled class time
 - providing other lab users assigned to the Skills Center by their instructors (non-required lab time) the print and software materials needed to develop specific academic skills
 - promoting students' independence and success by requiring drop-in students to chart their improvements in academic skills ranging from optimal study behavior to improved grammar and basic math/science skills
 - providing an academic, professional and friendly environment for students to work on various skill-building assignments

Goal 2: Fullerton College will reduce the achievement gap.
The Skills Center will support Goal 2 by:

- informing students about helpful resources available on campus and other areas in the ASC, including the Tutoring and Writing Centers;
- providing support for the Incite, academic success program for student athletes, and Student Diversity Success Initiative; and
- improving student success in coursework and increasing students' transferability

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Academic Skills Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	As a result of regularly using the Skills Center, students will demonstrate effective individual learner behavior in lab sessions.	Fall 2012 Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015	Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015	Spring 2013, Fall 2013, Spring 2014 Fall 2014, Spring 2015	3
2.	As a result of regularly using the Skills Center, students will use technology to improve their academic skills.	Fall 2012 Spring 2013 Fall 2013, Spring 2014, Fall 2014, Spring 2015	Spring 2013 Fall 2013 Spring 2014, Fall 2015, Spring 2015, Fall 2015	Fall 2014, Spring 2015, Fall 2015	3
3.	Upon successful completion of Humanities NO1 F Supervised	Fall 2012 Spring 2013, Fall 2013, Spring 2014 Fall 2014, Spring 2015	Spring 2013 Fall 2013, Spring 2014 Fall 2014, Spring 2015	Spring 2014 Fall 2014, Spring 2015	3

	Tutoring, students will be able to identify available programs and assistance that address the areas in need of improvement				
4.	Upon successful completion of Humanities NO1 F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.	Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	3

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. As a result of regularly using the Skills Center, students will demonstrate effective individual learner behavior in lab sessions.	Measured by staff observations, supervisor observations, and lab user self-reports	Students have a problem with scanning into the labs correctly, following state policy for learning centers, and monitoring their own lab usage	Data is used to modify orientations, TimeKeeper display, and material checkout cards.
1. As a result of regularly using the Skills Center, students will use technology to improve their academic skills.	Measured by staff observations, supervisor observations, surveys, and lab user report.	Students utilizing resources in the Skills Center feel more comfortable using computer based materials for instruction.	Data is used to purchase new software programs, purchase authoring software to create customized discipline specific directed

learning activities.

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Upon successful completion of Humanities NO1 F Supervised Tutoring, students will be able to identify available programs and assistance that address the areas in need of improvement.	Measured by staff observations, surveys, and lab user report.	Students have more knowledge about available resources that can help them improve	Evaluation and possible modification of Skills Center practices
1. Upon successful completion of Humanities NO1 F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.	Measured by staff observations, surveys, and lab user report.	Students consistently make progress in selected areas of individualized units of study	Evaluation and possible modification of Skills Center practices

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Academic Skills Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

Assessment of SAOs were used to:

- modify orientations, TimeKeeper display options, and material checkout cards
- purchase new software programs, purchase authoring software to create customized discipline-specific directed learning activities,
- create a smart classroom in room 801C
- create space for three new computer systems for student use
- purchase three new printers
- upgrade computers in the Skills Center South Lab, North Lab, and 801C

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Assessment of the Skills Center SLOs is conducted on an ongoing basis, thus creating a continual feedback cycle which informs programmatic changes. For example, weekly attendance reports for Skills Center activity are analyzed by Instructional Assistants. Inaccuracies are identified and faculty are notified, when appropriate. Upon programmatic discrepancies, Instructional Assistants collaborate with Academic Computing Technology to evaluate possible solutions and, when needed, modifications are applied.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

- As the number of students using the resources in the Skills Center increases, the amount of space and funding needed to support these programs must also increase.
- Increased usage during peak hours and the physical separate location of the 1410 Reading Lab has led to decreased individualized student assistance.
- Current staffing levels are insufficient to meet student demand (i.e. Instructional Assistants, hourly)

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

Fullerton College Goal	SAO 1	Link to FC Goal	
Promote student success	As a result of regularly using the Skills Center, students will demonstrate effective individual learner behavior in lab sessions.	Students will be able to use the resources in the Skills Center, as well as the resources in the Tutoring and Writing Center more effectively	
SLO 1		Link to FC Goal	
	As a result of regularly using the Skills Center, students will use technology to improve their academic skills.	Students enrolled in Humanities Reading 142 and ESL courses will be able to complete their computer lab assignments	
Reduce the achievement gap	SAO 1	Link to FC Goal	

As a result of regularly using the Skills Center, students will demonstrate effective individual learner behavior in lab sessions.	Students will be able to use the resources in the Skills Center, as well as the resources in the Tutoring and Writing Center more effectively	
	SLO 1	Link to FC Goal
As a result of regularly using the Skills Center, students will use technology to improve their academic skills.	Students enrolled in Humanities Reading 142 and ESL courses will be able to complete their computer lab assignments	
Strengthen connections with the community	—	—

4.7 Describe how the program’s SAOs/SLOs support the achievement of the institution level SLOs.

Fullerton College Institution Level SLO	Skills Center SLO
Communication: Students will be able to apply the principles of language and rational thought to communicate effectively	As a result of regularly using individualized tutoring sessions in the Skills Center, students will increase success in Reading and ESL courses.
Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions	Upon successful completion of N01F Supervised Tutoring, students will be able to identify available programs and assistance that address the areas in need of improvement.
Global Awareness: Students will be able to demonstrate an understanding of the world	
Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills	Upon successful completion of N01F Supervised Tutoring, students will be able to report progress in selected areas of individualized units of study.

4.8 A. What methods are used to assess the program’s success in serving the student

population that interacts with your program?

The Skills Center employs two different methods to evaluate the success of its program. All students who use the Skills Center scan in and out for their lab usage. Like other labs of the Academic Support Center (ASC), TimeKeeper software tracks student hours, student sessions, and distinct users of the Skills Center. This software also tracks the courses in which students seek help. This data serves as a starting point for evaluation of current resources available to faculty and students, as well as acquisition of new materials. See section 2.5 above. Additional methods to evaluate the program are as follows:

- **Budget**

At the beginning of the academic year, budget projections are developed and monthly staff meetings are scheduled by the Director to assess the budget.

- **CWS/Hourly Staff Evaluations**

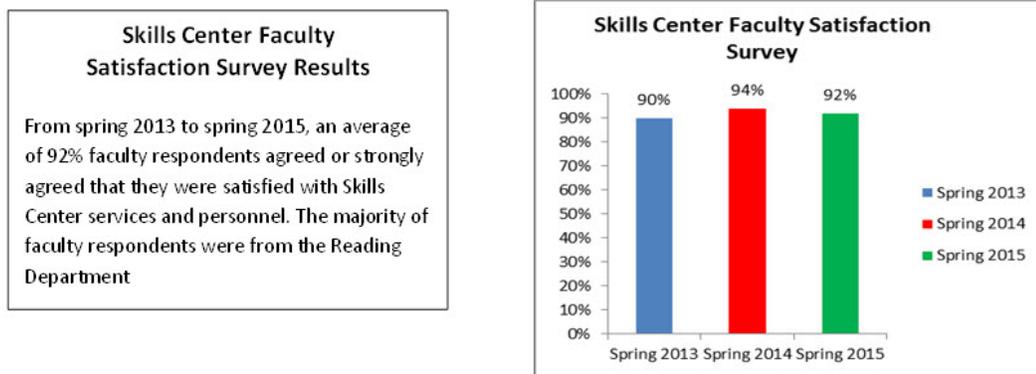
CWS/hourly staff are evaluated formally and informally by the Instructional Assistants and the Director. Areas in need of improvement are identified and training is provided.

- **Surveys**

In the Skills Center, surveys are administered to faculty to evaluate their satisfaction with the Skills Center resources and staff. The survey asks for faculty suggestions in improving the work that is done in the Skills Center.

Besides these methods of evaluation, the Cosmetology Department submits their annual Board of Barbering and Cosmetology Examination Statistics reports from the State of California for the practical and written state board exams.

**Faculty Responses to Satisfaction Survey
Spring 2013 to Spring 2015**



**Cosmetology Department
Board of Barbering and Cosmetology Examination Statistics**

Date of Exam	Written	Practical
10/1/12 – 12/31/12	69%	96%
1/1/13 – 3/3/13	59%	100%
4/1/13 – 6/30/13	79%	94%
1/1/14 – 3/31/14	73%	96%

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The need for the services offered in the Skills Center is supported by the data showing an increase in the number of distinct users, hours, and visits at the Skills Center. The increase in the number of students seeking assistance frequently causes a *bottleneck* during peak times. Additionally, the information provided from observations, makeup testing, and faculty and study surveys indicates that students value the resources provided in the Skills Center

Faculty were very satisfied with the Skills Center services and personnel. However, stronger efforts must be placed on conducting a student survey to gauge their satisfaction with the services, equipment, and personnel.

Statistics from the State of California Board of Barbering and Cosmetology Examination to the Fullerton College Cosmetology Department reveals that the DLAs completed by students in the Skills Center have helped increase the rates of success in the written and practical component of the state board exam. This DLA is specifically designed to enhance the rate of success on the written section of the state board exam while workshops promote success in both written and practical components.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

The results of these analyses have been used to purchase new software, upgrade computers, adjust hours of operation, schedule staff, hire hourly employees, and provide appropriate training:

Budget/Program Efficiency Calculations

By closely tracking daily staffing schedules and maintaining records of distinct users, hours, and visits, the Director is able to adjust tutoring schedules as needed.

Evaluations

Evaluations of hourly staff conducted at the end of each semester by Instructional Assistants reveal effective hourly staff and those needing additional mentoring and training. Once the hourly staff in need of more support is identified, Instructional Assistants develop individualized training schedules to strengthen staff weaknesses.

Surveys

The Associated Students Survey results reveal a need to collaborate with Associated Students and the Office of Institutional Research to discuss methods of surveying students on the Skills Center resources, environment, and usage.

Cosmetology Department

The results from statistical assist faculty and staff to identify areas needing enhancement. For example, the decision may be to modify the practice state board exam and/or offer additional workshops.

PR Section 6.0 SAP w/o Resource Requests**Program Review Non-instructional Cycle F 2015 Academic Skills Center****Action Plans**

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Math Level Enhancement Pilot
List College goal/objective the plan meets:	College Goal #2: Fullerton College will reduce the achievement gap. Objective #3: Increase success rate of Hispanic and African-American students by at least 2%.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Skills Center will offer the Math Level Enhancement Pilot designed to strengthen the math level of students assessing in basic math courses (Math 15, 20, and 40) through a web-based computer software program. Responsible persons are Dean LLRISPS, Director of ASC, Skills Center staff, Dean of Counseling, Dean of Mathematics Timeframe: Pilot will begin spring 2016.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Higher rates of success and a reduced achievement gap in math courses for students who take advantage of the services offered through the Math Level Enhancement Pilot.
What specific aspects of this SAP can be accomplished without additional financial resources?	All

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Laptops for staff use
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of underprepared students Increase course retention and success Objective #2: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Purchase two laptops to continue to provide orientations, workshops, and increase training for students and faculty in programs such as SDSI, Incite, Cosmetology, and Math Level Enhancement Pilot. Responsible persons are Dean of LLRISPS, Dean of Mathematics, and the Director of ASC. The laptops will be used immediately for its intended use.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater service efficiency for students and faculty
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	Purchase printer for student use
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of underprepared students Increase course retention and success Objective #2: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Purchase one printer for student use in room 801C. This room is used for instruction by Reading faculty, Incite study hall, and workshops. Responsible persons are Dean of LLRISPS and Director of ASC. The printer will be used immediately for its intended use.

words or less.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Allow compatibility with new computer hardware and software
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name: (formerly called short-term goal)	Skills Center Software Needs
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of underprepared students Objective #2: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Collaborate with Reading 142 and ESL faculty to identify outdated software for replacement and/or innovative software to purchase that will increase individualized student skills development; support faculty instruction; and enhance the student lab experience. The new software will also be used in conjunction with Directed Learning Activity agreements (DLAs) available to underprepared students participating in SDSI and Incite. Responsible persons are Dean of LLRISPS and Director of ASC. Projected timeframe is fall 2016.
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in the number of students utilizing academic and skills development resources in the Skills Center and an increase in the performance of students in programs with DLAs designed to be completed in the Skills Center: SDSI, Incite, Cosmetology, and Math Initiative for Level Enhancement (FC MILES), Reading 142, and ESL.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 5	
Strategic Action Plan Name: (formerly called short-term goal)	Upgrade Computer Systems, including headphones
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of underprepared students Objective #2: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Upgrade 139 computer systems in the Skills Center (ESL Pronunciation Lab, room 801C, North and South Labs, and 1410 Reading Lab) to accommodate newer and innovative technology. Responsible persons are Dean of LLRISPS and Director of ASC. Projected timeframe is Fall 2018.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improve and/or strengthen the usability of the Skills Center and help increase the retention, success, and persistence of students.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 6	
Strategic Action Plan Name: (formerly called short-term goal)	Skills Center Coordinator
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of underprepared students Objective #2: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Hire a 100%, 12 months Skills Center Coordinator. A greater coordination and organization of the day-to-day activities in the Skills Center to ensure efficiency of operations; assist in the coordination implementation, and evaluation of projects. Responsible persons are Dean of LLRISPS and Director of ASC. Timeframe: fall 2016
What <i>Measurable Outcome</i> is	An increase in the number of students (and/or programs) utilizing Skills Center resources and an increase in the performance of those

anticipated for this SAP?	students, particularly underprepared students currently utilizing the services: SDSI, Incite, and Cosmetology, Reading 142, and ESL.
What specific aspects of this SAP can be accomplished without additional financial resources?	None