



Non-Instructional Program Review 2015-2016

TAP:

Date: 05/13/2016

- Program Review Non-instructional Cycle F 2015_Transfer Achievement Center (TAP)

Sorted by: Program

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

TAP

PR Section 1.0

Program Review Non-instructional Cycle F 2015_Transfer Achievement Center (TAP)

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 Transfer Achievement Program (TAP) supports the college mission of preparing students to be successful learners and reducing the achievement gap in several ways. The block schedule of preu2010college level courses students take in their first year prepare them with the foundational skills they need for success across the curriculum. As a core component of this first year curriculum, the program includes Counseling 101: The College Experience, which introduces students to the necessary study skills for college success. In addition, supplemental instruction sessions are a requirement for most or all English, math and reading classes. The Supplemental Instruction, SI, sessions focus not just on reviewing and reinforcing course material but also on developing metau2010cognitive awareness of learning strategies. Throughout the program, in order to become a successful learner, students learn the importance and necessity of strong study and active critical reading skills. In addition, TAP strengthens the interaction with the community by including parents in the Family/Student new student orientation at the beginning of each fall semester. TAP participates in the campus high school night, outreach to the high schools by meeting local counselors, first start Saturday, and other activities that include encouraging individuals to attend Fullerton College.

Vision:

The college mission is synonymous with TAP's mission for building community. This sense of community undergirds all the key components of the program. TAP has created a cohort of students who progress through their introductory

classes together. They take required SI sessions which provide further opportunity for collaborative inquiry in smaller groups than time in classes allow. Further, the program creates a community of faculty working together to support students. By providing mechanisms for faculty to meet regularly in order to communicate with fellow instructional faculty and counselors and with students who require additional intervention, the program encourages a broader understanding of the larger educational enterprise in which our students are engaged and more effective individualized student support.

Core Values:

TAP has been a model of innovation from the beginning. Before supplemental instruction (SI) became widely recognized around the state as a best practice for student success, TAP incorporated a variant model of SI into its program design. Instead of identifying at-risk classes, the Program focuses on students who are at-risk of not being successful in reaching their goals of transfer. TAP's success in providing a comprehensive system of support for moving students from basic skills to transfer and linking instruction and student services together provides a more holistic approach to ensuring student success.

The comprehensive nature of TAP and the way it supports students from the day they enter Fullerton

College until the day they achieve transfer readiness contributes to continuous growth and learning. TAP teaches participants how to be effective students, and above it develops a growth mindset that follows students throughout their educational careers and beyond as they enter the workforce. This seems perhaps most evident among our annual group of student facilitators who demonstrate the power of what the program can achieve. They are most often students who are also TAP students and have demonstrated excellence in class performance, leadership, and student behavior.

By including family outreach as a program component, TAP has always recognized the close connection between the power of the individual and the strength of the group. With the family night event, TAP reminds students that they need to build support networks with family members and support group as well as classmates and

faculty. The event also strives to develop mutual understanding between students and their families and support group about the demanding commitments and challenges of being a college student. The program model also reminds faculty and counselors that students are best supported by our collaborative efforts. Faculty strive to use common terminology and provide consistent messages about success not only across courses but within disciplinary sequences as well as across other disciplines. This collaborative approach between faculty across disciplines and between instruction and student services clearly strengthens the well-being of our campus community. TAP further fosters this well-being

being by building a strong relationship with the Cadena/Transfer Center and other student services on campus, fostering student familiarity with all

of the services on campus and encouraging their use.

College Goals:

TAP was created to promote student success. We have a strong record of increasing course retention and success rates for basic skills students, and because of this, these students have a higher rate of transfer in our program compared to the regular population of students who originally place below college level. Program participants, in the process of creating an education plan, are encouraged to obtain Associates Degrees in addition to transferring to their institutions of choice. From the beginning of their matriculation at Fullerton College, TAP students are informed about the requirements for and the resources available to support their transfer goals. At the end of each semester, a transfer recognition ceremony celebrates the students who have reached their transfer goals while encouraging the students still working toward their own goals.

TAP strengthens connections with the community primarily through our high school outreach efforts at feeder schools and campus events for perspective students and our family night event. Our work in this area has been so successful that we frequently serve multiple students within families, even across generations. By reputation, TAP is known in the community, and parents increasingly inquire about the program. We strive to strengthen the connection with alumni by providing every TAP graduate with an alumni application and encouragement to apply. Program faculty remain connected to former student facilitators who frequently attribute their success at four-year institutions and careers beyond to their active participation in the program. At the Family Event, many of these former TAP students will share information about how they came to be part of TAP, how it impacted their lives, and where they are now.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015_Transfer Achievement Center (TAP)

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.	TAP cohort model builds connection with support services, peers, staff, and student.	Student survey administered at the end of each spring semester.	Fall semester	Fall semester	Three (3)
2.	Facilitator training is effective in forming competent SI/study session leaders.	Annual student survey evaluates SI facilitators. SI Coordinator regularly evaluates the performance of the facilitators.	Fall semester On-going	Fall semester On-going	Three (3) Three (3)
3.	Orientations accurately describe the program so that students understand program expectations.	Counselors developed a survey and administered it to Counseling 101 students to evaluate their understanding of program expectations.	Information reiterated in required counseling classes.	Every semester	Three (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. TAP cohort model builds connection with support services, peers, staff, and student.	Yearly Student Survey	See Appendix A: Student Survey Charts: 3, 4, 5, 8	Program continues to encourage students to become a part of the college culture.
1. Facilitator training is effective in forming competent SI/study session leaders.	Student Survey and SI Leader evaluations	See Appendix A: Student Survey Charts: 10, 11, 13, 14, Reading	To improve training for facilitators.
1. Orientations accurately describe the Transfer Achievement Program so that students understand program expectations.	Counselors developed and administer a survey reflecting the program expectations in Counseling 101.	See Appendix A: Student Survey Chart: 8	Counselors use the gleaned information to reinforce the program expectations.
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. Student will prepare an accurate transfer plan to an institution of student's choice.	Counselors developed and implemented a checklist that evaluates and confirms that students have identified a receiving institution and developed an applicable transfer plan.	See Appendix A: Student Survey Charts: 1, 6, 7	Counselors will continue to monitor students' progress toward reaching their transfer goals.

2. Student will apply appropriate and effective study skills in college classes.	Students self-report on Student Survey.	See Appendix A: Student Survey Charts: 2, 3	To reinforce the need for teaching study skills in all classes.
3. Identify specific ways TAP has contributed to students' success in reaching their educational goals	Student Survey	See Appendix A: Student Survey Charts: 1, 5, 6, 7	Re-evaluate SI instruction; share student responses with faculty, counselors, and Planning Committee.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015_Transfer Achievement Center (TAP)

4.3 - 4.6

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

During each semester, faculty and counselors meet to discuss student progress. For students who are experiencing academic problems in a class, the counselors will support the faculty member by meeting with the individual student. This practice continues with an added component. Students must now meet with applicable faculty member in this counselor/faculty forum.

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

Annual student surveys and statistical data received from the Office of Institutional Research confirms the connection and impact that the staff, faculty, and counselors have on TAP students. TAP students understand the expectations of the program and how they will receive support in order to be successful. Consequently, the TAP Planning Committee is constantly evaluating training of facilitators in order to ensure student success. Furthermore, the SI Coordinator has been involved in additional training on how to train and supervise facilitators.

4.5 What challenges remain to make your program SAOs/SLOs more effective? Currently the SAOs/SLOs are effective in measuring program objectives.

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

Fullerton College will promote student success. Students entering the program are required to attend a Family/New Student orientation. The Family Event focuses on the link that the family/support network can have on a student's success. During the new student orientation, students begin to develop a connection with the college by developing a peer group, meeting their faculty in the assigned classrooms, and getting a tour of the campus. One of the major goals of this day is to help new students to immediately become a part of the Fullerton College culture. In addition, these activities, including purchasing their texts, helps to reduce the stress of being a new student.

Fullerton College will reduce the achievement gap. TAP students are required to take Counseling courses that will assist them in becoming more successful college students. They will work on improving their study skills, time management, developing an educational plan, identifying transfer goals. TAP recognizes that the transition from high school to college can be difficult. Students are given needed support from counselors and faculty to foster their success and retention.

Fullerton College will strengthen connections with the community. TAP participates in Fullerton College activities that promote a connection with the community. TAP representation by faculty, staff, and student is present at activities that include high school outreach for families and counselors, First Start Saturday.

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

The Transfer Achievement Programs SAOs/SLOs support and assist the individual student in becoming a student who can reach his/her goals of transferring to a four-year college or university. Initially, the program works to ensure that the student makes a successful transition from high school to college. This begins with the Family Event when new students and their family/support group are oriented to student life at Fullerton College. In their first semester, they are placed accurately and, thus, are taking classes that are appropriate. They must also take a counseling class that assists them in becoming better learners and students, hence moving them toward becoming more **personally responsible** for their education. One of the most positive components of TAP is the building of a connection with support services, peers, and staff. Due to these close connections, students gain confidence in their ability to **critically think** and understand and use information when making decision about their future as a transferred student. In most of their classes, they are required to attend a SI session to facilitate the learning of a subject. Here they gain confidence in their ability to be successful and, consequently, be able to **communicate more effectively**.

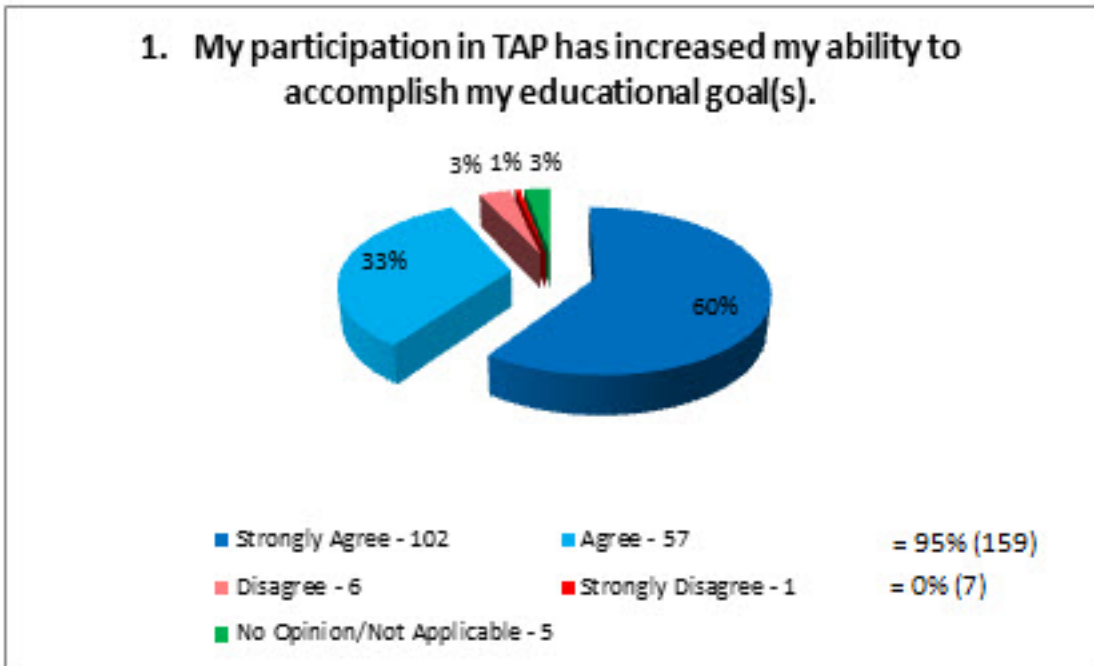
4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

End of semester grades and a comprehensive student survey given at the end of each spring semester are used to assess the success of the program. The charts below are pulled from the most recent set of student surveys. The TAP Committee analyses all of the student comments in order to make improvements in the program.

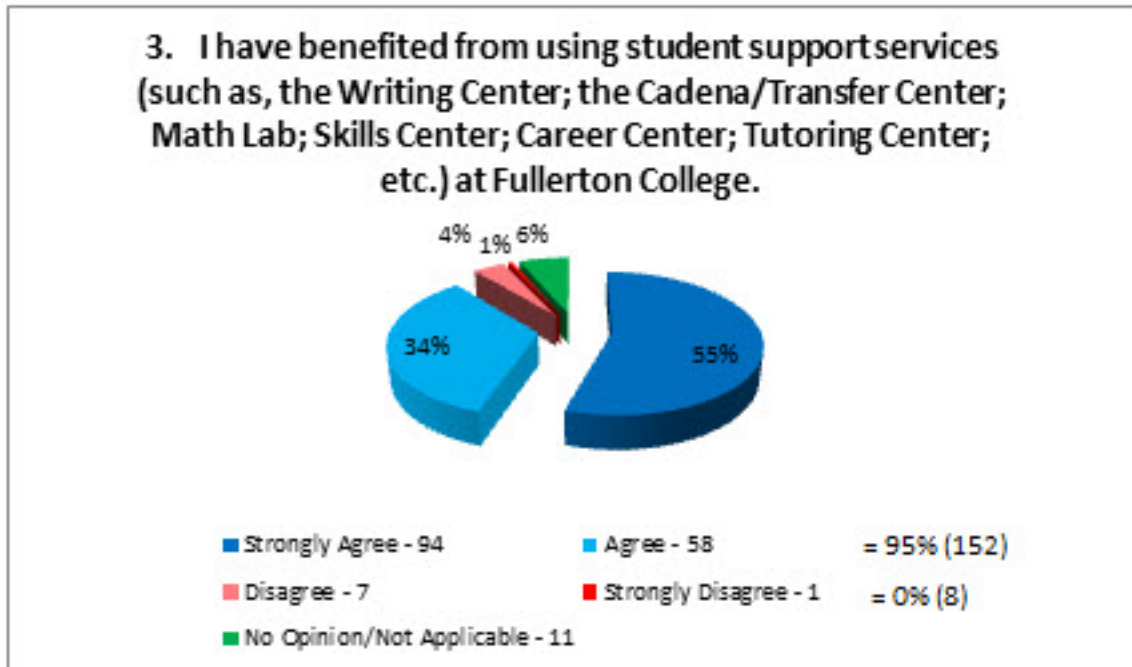
B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

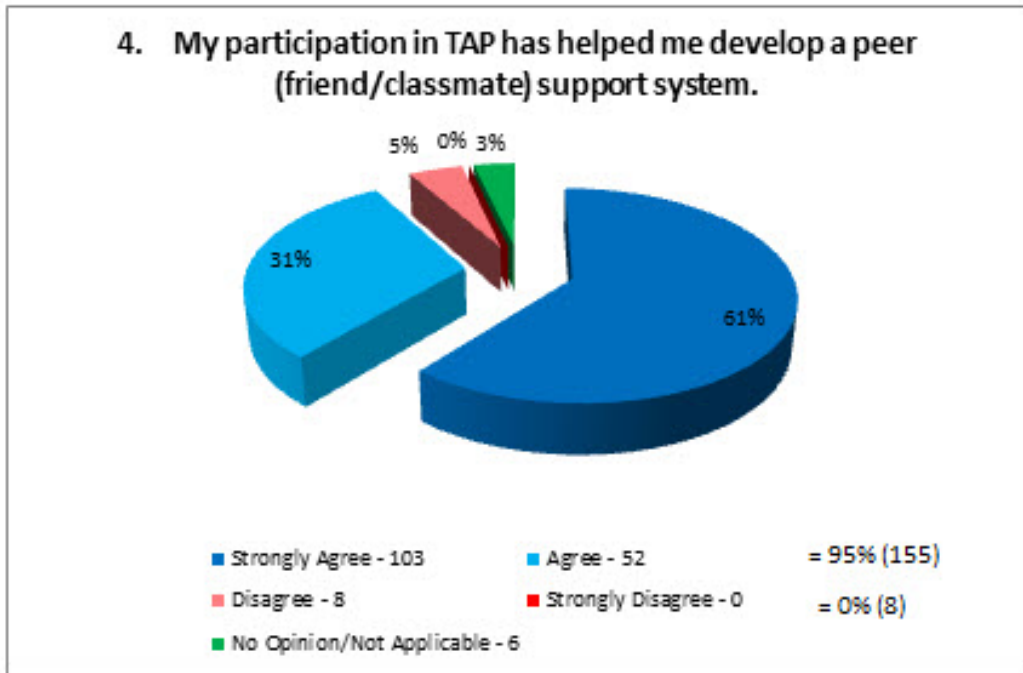
The following data was gathered from two sources. Student Survey data collected in spring 2015, and data collected during fall 2012 through spring 15 by the Office of Institutional Research. In response to this question, selected results are shown.

Student Survey Data, Spring 2015:

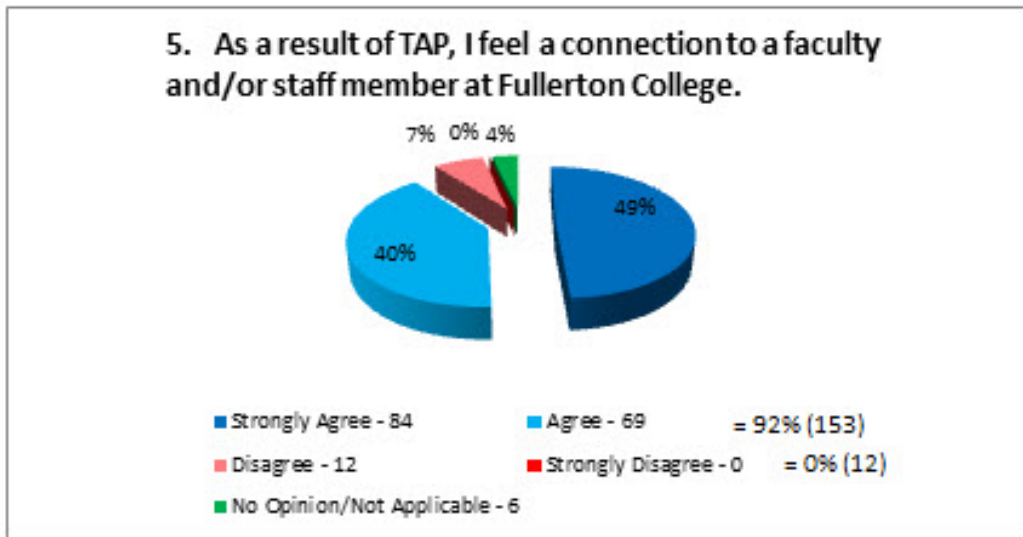


Graph 3: 95% of respondents indicate they have benefited from using student support services campus.

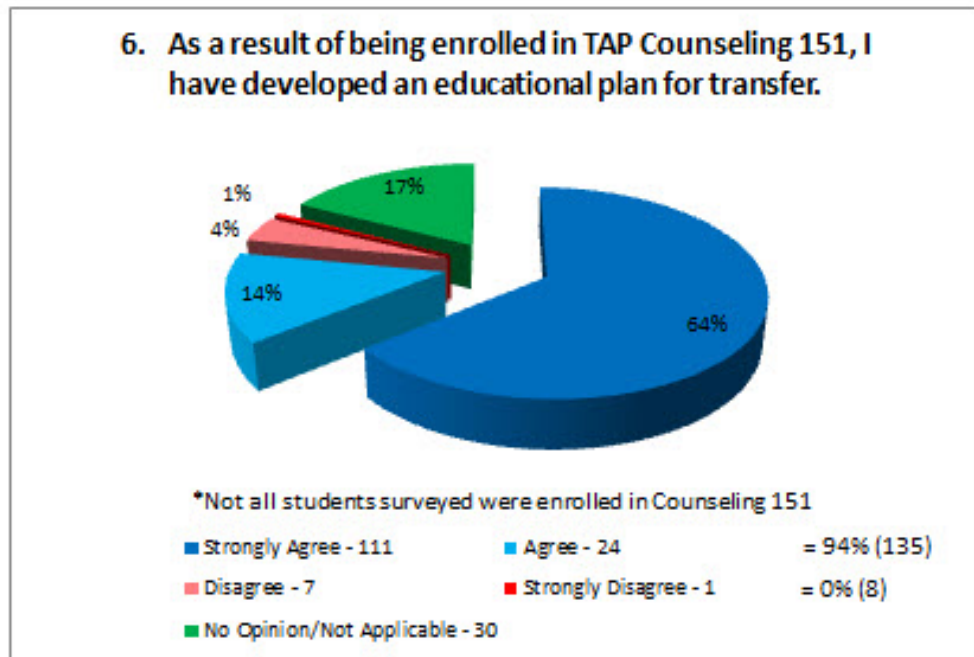




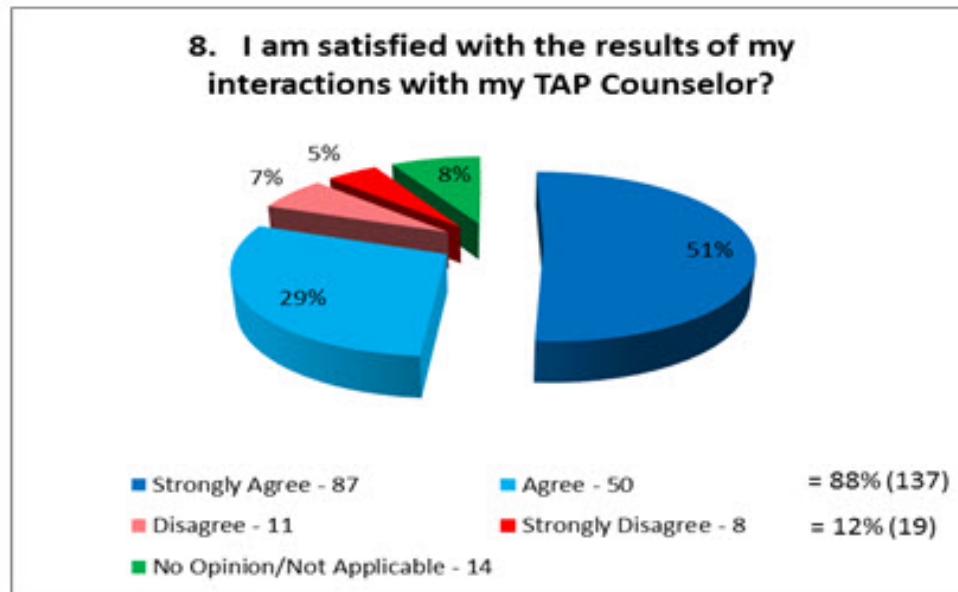
Graph 5: 92% of respondents feel a connection to a faculty and/or staff member.



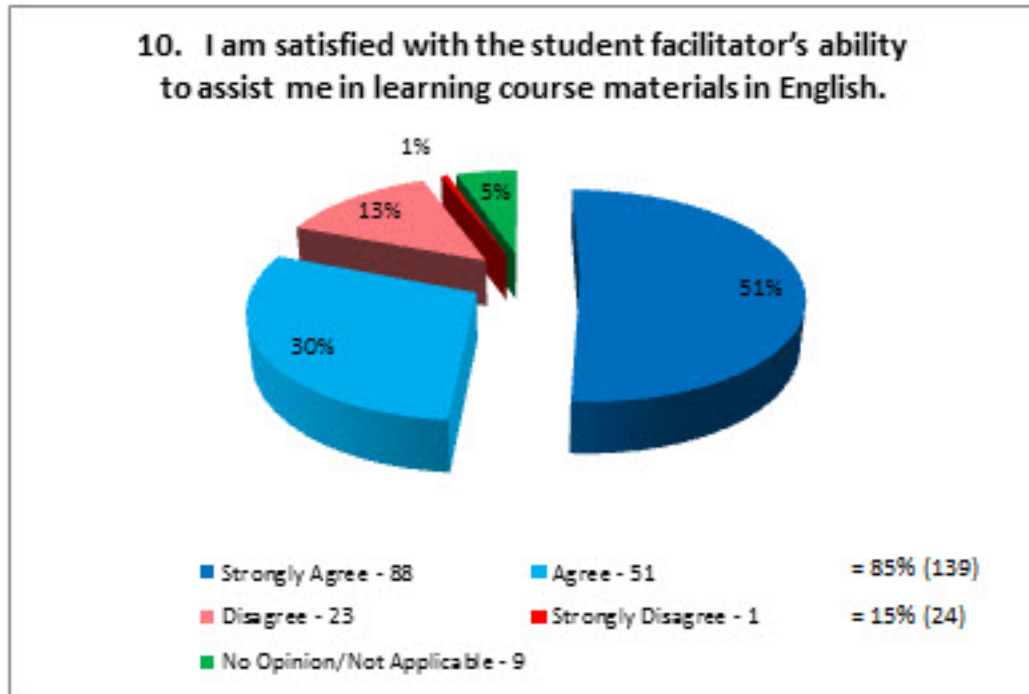
Graph 6: 94% of students have developed an educational plan in Counseling 151 (note: this should be 100% since this is a requirement of the course).



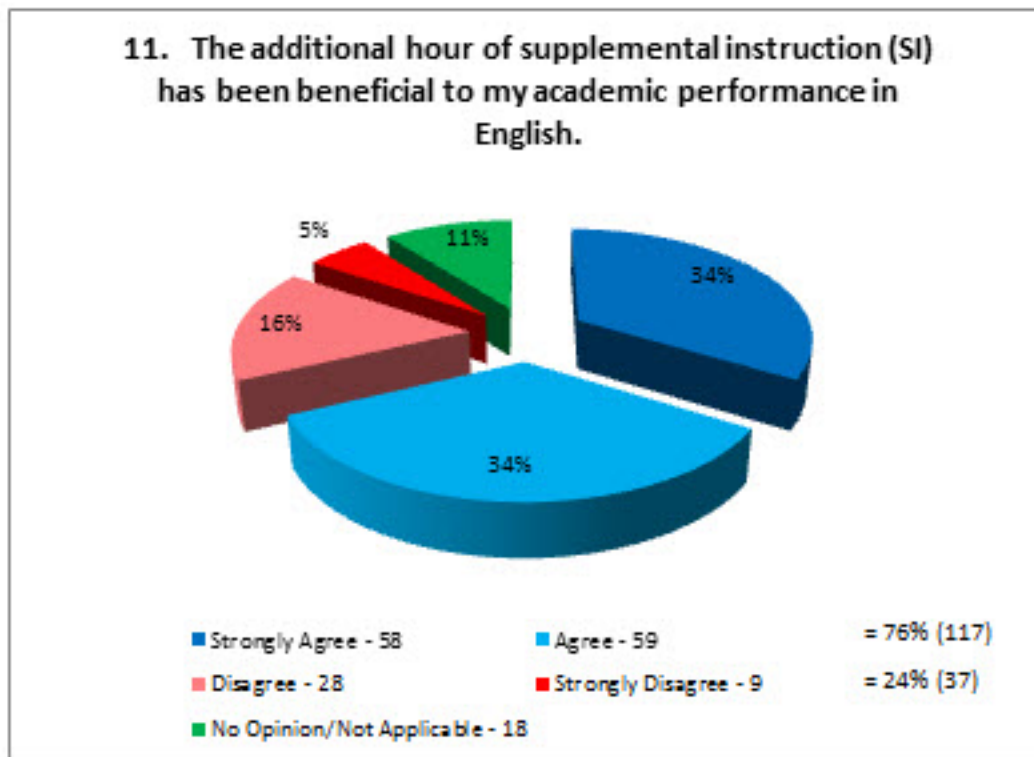
Graph 8: 88% of the students are satisfied with their interaction with their Counselor.



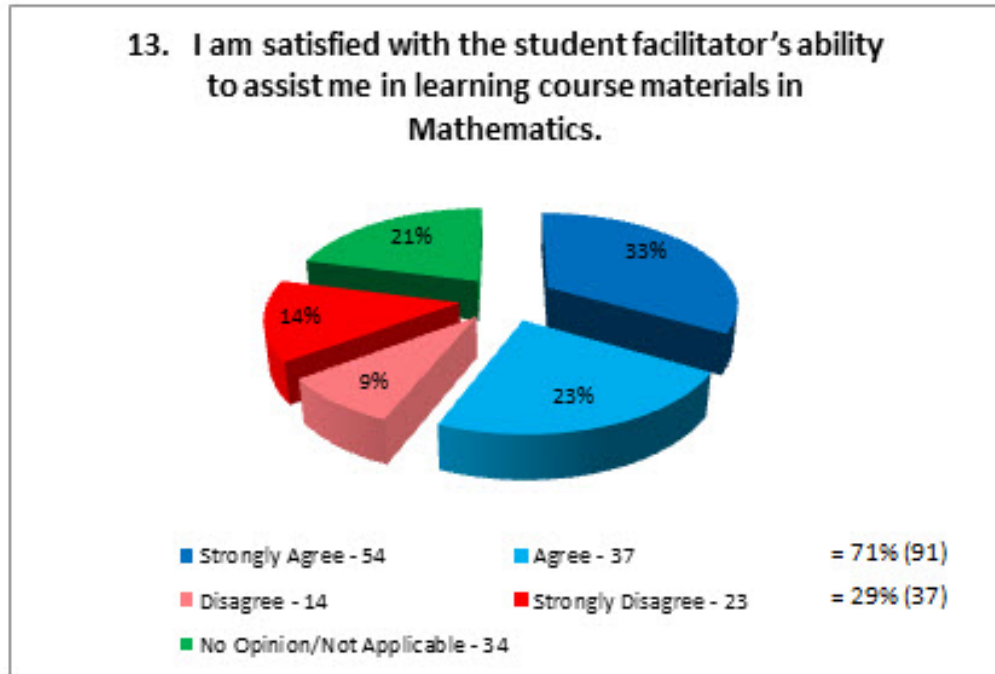
Graph 10: 85% are satisfied with the facilitator's ability to assist in learning the course work in English.



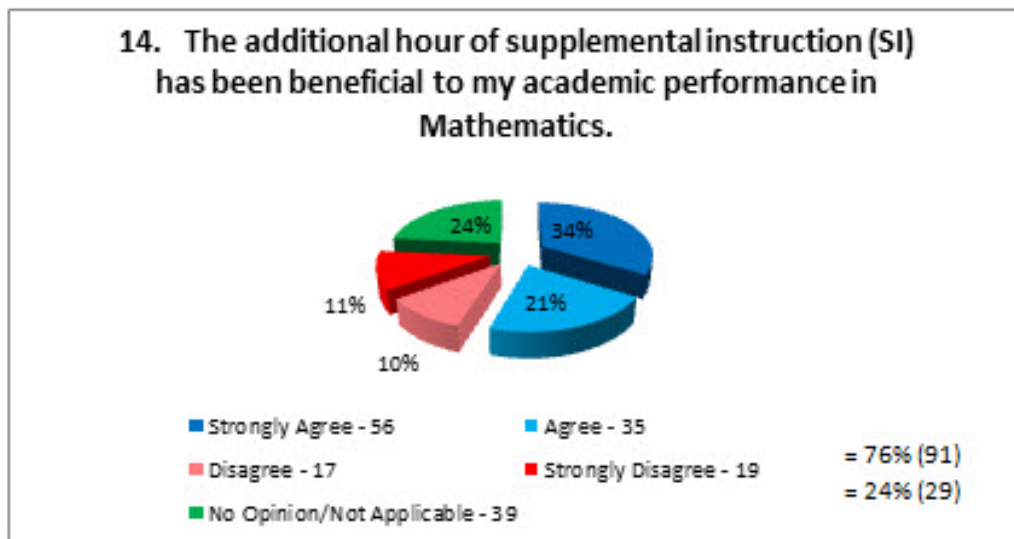
Graph 11: 76% find the addition hour of SI beneficial in academic performance in English.



Graph 13: 71% are satisfied with the facilitator’s ability to assist in learning course materials in math.



Graph 14: 76% find that the additional hour of SI beneficial in academic performance in math.



See Appendix B, Success by Course, for complete chart.

Statistics indicate that TAP students are more successful than non-TAP students in Counseling 101 and 151, and that TAP students tend to be more

successful than non-TAP students enrolled in English 59 and 60, reading 96, and math 15, 20, and 40 classes with required SI's and with instructor present as compared to non-TAP students. However, there appears to be a decrease in the success rates for math 20 students when math 15 was not required as a prerequisite.

See Appendix D, overall Course Success and Retention, for complete charts

Course Success						
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Non TAP	65%	63%	64%	59%	63%	60%
TAP	81%	78%	80%	77%	72%	67%

Course Retention						
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Non-TAP	83%	81%	82%	78%	81%	78%
TAP	89%	90%	90%	87%	85%	81%

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

The TAP Planning Committee noted a substantial decrease in success rates in MATH 20 when the MATH 15 prerequisite was removed and students enrolled directly into MATH 20. Based on this data, the program is investigating strategies to address this decrease, such as pre-semester workshops for students who plan to take MATH 20 that would review Pre-algebra skills.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015_Transfer Achievement Center (TAP)

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Expand recruitment by visiting applicable classes.

(formerly called short-term goal)	
List College goal/objective the plan meets:	College Goal #:1. Fullerton College will promote student success. Objective #: 1. Address the needs of under-prepared students.
Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.	Fall 2016 Recruitment Coordinator will increase efforts to recruit from the current student population by arranging classroom presentations by student recruiters in applicable math, English, and reading classes.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased number of students joining TAP by 5%
What specific aspects of this SAP can be accomplished without additional financial resources?	None

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Explore, research, and plan ways to provide additional support for Math 20/40 students since Math 15 is not required.
List College goal/objective the plan meets:	College Goal #: 1. Fullerton College will promote student success. Objective #: 1. Address the needs of under-prepared students 2. Increase course retention and success

Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.	TAP SI Coordinator Students are self-placing in Math 20/40; therefore, many are enrolled in a class in which they are unprepared. One consideration is to offer pre-semester workshops for these students, who should be enrolling in Math 15, to enhance their skills, so that they will be better prepared for being successful in Math 20/40. SI facilitators will be running the actual workshops.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased success by 5% in Math 20/40.
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)	TAP Summer Academy
List College goal/objective the plan meets:	College Goal #: 1. Fullerton College will promote student success. Objective #: 1. Address the needs of under-prepared students 2. Increase course retention and success
Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.	TAP faculty will co-organize and co-lead the TAP Summer Academy, a program to support continuing TAP students as they move through the program toward transfer. The Academy will include a comprehensive two-day summer academy for continuing TAP students and several meetings during the semester to keep the momentum going for the summer academy.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will: <ul style="list-style-type: none"> • learn effective, proven strategies for academic success • hear from successful TAP transfer students

	<ul style="list-style-type: none">• design personal statements• prepare letters of recommendation requests• research transfer schools• learn about intensive educational experiences (internships and service-learning opportunities, both on and off campus)
What specific aspects of this SAP can be accomplished without additional financial resources?	None