Fullerton College
Strategic Initiative Section Report

Basic Skills :	**Date: 05/09/2016**
• Program Review Non-instructional Cycle F 2015 Basic Skills	**Sorted by:** Program

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Basic Skills

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Basic Skills

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 department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office supports each area.

Mission:

FC Mission Statement: We prepare students to be successful learners.

The Basic Skills Office develops and supports programs that help to prepare students to be successful learners. This office oversees the following student success programs: Entering Scholars Program (ESP), Graduate Student Mentorship Program (GSM), Accelerated Developmental Programs, Summer Embedded Tutoring Program (SET), and the Growth Mindset Intervention. Our office also provides supplemental funding for the following programs: Supplemental Instruction Program (SI) for basic skills classes and Incite (Academic Support for Student Athletes Program). All of our BSI programs offer academic support and better prepare students for college-level work.

Vision:

FC Vision Statement: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

The Basic Skills Office supports the FC vision by developing and supporting programs that promote a community of inquiry, personal growth, and an appreciation for learning for both students and staff. Our student programs include: Entering Scholars Program (ESP), Graduate Student Mentorship Program (GSM), Summer Embedded Tutoring (SET), the Growth Mindset Intervention, Supplemental Instruction Program (SI) in basic skills courses, and Incite (Academic Support for Student Athletes Program). We contribute to campus-wide staff/faculty professional development programs, including: Teaching and Learning Certificate Program (TLC), Adjunct Academy, New Faculty Seminar, and Faculty Inquiry Groups (FIGs). We value inquiry and collegiality as mechanisms for preparing our faculty and staff to better serve our students and support their success.

Core Values

FC Core Values:

1. **We respect and value the diversity of our entire community.**
2. **We value tradition and innovation.**
3. **We support the involvement of all in the decision-making process.**
4. **We expect everyone to continue growing and learning.**
5. **We believe in the power of the individual and the strength of the group.**
6. **We expect everyone to display behavior in accordance with personal integrity and high ethical standards.**
7. **We accept our responsibility for the betterment of the world around us.**
8. **We value and promote the well-being of our campus community.**

The Basic Skills Office supports the FC core values in the following ways:
We *value diversity* and strive to hire a diverse population for our GSM program. This, in turn, increases the level of diversity in our own adjunct and full-time faculty hiring pools. All of our student success programs work to close the achievement gap, though one program in particular, Incite, the academic support for student athletes program, serves a greater number of African American and Hispanic students and specifically functions to increase the retention and success percentages of the student athlete population. Finally, we offer workshops which address the specific needs of our diverse population in the TLC program, the now institutionalized staff development program that began in the Basic Skills Office. We also *value tradition and innovation* in our commitment to academic excellence and our innovative programs. Because the purpose of the BSI funds is to develop new and innovative programs to support student success, each of our programs in this office takes an innovative approach to supporting students. Additionally, we have an *inclusive decision-making process* that is made up of representatives from all constituent groups related to Basic Skills: students, faculty, staff and administration. We value collegiality and shared governance models of decision making, as evidenced by our committee make-up. We also work very closely with a number of other programs and areas on campus in order to bring a larger perspective to our decisions, including the coordinators of the Student Success and Support Program (SSSP) and Student Equity Plan funding. The Basic Skills Office also supports programs that are designed to support students in their *continued education* and their journey toward completion. Moving students more effectively through the basic skills sequences and on to college-level work is our primary focus. Similarly, we are *committed to faculty learning and professional development.* We create professional development opportunities that are responsive to the needs of our faculty and staff in order to effectively support student success. In doing so, each member of the Basic Skills Office works independently and collaboratively given the nature and scope of the project because we *value both the power of the individual and strength of the group*. We value collaborative inquiry models that lead to data-driven decisions. Our group's individual expertise informs the process, but we strive to engage in collegial and collaborative experiences. Lastly, the *campus community is respected and valued* by the Basic Skills Office. This is evidenced through our commitment to staff development, shared governance, and collegiality in both professional and academic endeavors. We succeed in building bridges between instruction and student services. We believe in the community approach—no silos.

College Goals:

FC Goals: FC will promote student success, reduce the achievement gap, and strengthen connections with the community

The Basic Skills office supports the FC goals by the following:

Managing student success programs:

- Entering Scholars Program (ESP)
- Graduate Student Mentorship Program (GSM)
- Summer Embedded Tutoring Program (SET)
- Growth Mindset Intervention
- Supplemental Instruction Program (SI) in basic skills courses
- Incite (Academic Support for Student Athletes Program)
- Accelerated Developmental Programs and Training

***Reducing the achievement gap*:**

- Accelerated Developmental Programs and Training: BSI data from the RP group show that achievement gaps for college level English are eliminated for Latino students who complete accelerated developmental English courses. RP group data also show that students who enter college writing via an accelerated pathway are 2.5 times more likely to successfully complete the transfer level course

- The Entering Scholars Program (ESP) narrows the achievement gap in targeted student populations. (See attached document: "ESP and the Achievement Gap.")
- Incite (Academic Support for Student Athletes Program) targets at-risk black and Hispanic students on campus by including all student athletes and incentivizing tutoring and workshop attendance.

Strengthening connections with the community:

- **Connections to local graduate programs.** The Basic Skills Director has networked with local graduate programs in English, math, and reading (Cal State Fullerton, Cal State Long Beach, Chapman University and Claremont Graduate University) in order to recruit well-qualified graduate students to participate in our Graduate Student Mentorship program (GSM). Basic Skills program leaders visit campuses to promote the program directly to graduate students.
- **California Community College Success Network (3CSN).** Basic Skills program leaders participate in several state-wide student success initiatives through 3CSN in order to build partnerships throughout the California community college system:
    - Acceleration Community of Practice with the California Acceleration Project (CAP)
    - Reading Apprenticeship Community of Practice
    - Habits of Mind Community of Practice
    - Habits of Mind Leadership Community of Practice (the Basic Skills director is currently partnering with faculty and administrators from Cerritos College, West Los Angeles College, and Gavilan College to present Fullerton College's Habits of Mind campus initiative in order to help other community college leaders create similar initiatives on their own campuses
    - Basic Skills Initiative Leadership Institute (BSILI) (Both the current Basic Skills director and the faculty coordinator have attended this week-long Basic Skills leadership institute)
    - LINKs (Learning in Networks) events

- **National and Regional Conference Presentations.** Basic Skills program leaders regularly promote the work of the Basic Skills Office at Fullerton College and strengthen our connections with the larger community. Some recent and planned conference presentations include: Strengthening Student Success Conference, Academic Senate for California Community Colleges Academic Academy and the Instructional Design and Innovation

Conference, National Association for Developmental Education (NADE), Teaching Academic Survival and Success Conference, and the League for Innovation in the Community College Conference.

   • **Orange County Learning Network.** Basic Skills program leaders participate in this regional branch of the 3CSN. Participation includes monthly/semesterly meetings, information sharing, and networking opportunities between our local community colleges.
   • **High School Principal Liaison.** The Basic Skills director attends (and often presents at) the High School Principal Luncheons each semester.

PR Section 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 Basic Skills

2.1 - 2.3

2.1 Describe the purpose, components, and staffing of this department/office.

The purpose of the Basic Skills office is to administer the state BSI funds, create, evaluate and report on the BSI programs, and support the faculty and staff who work on these programs. The various components of the Basic Skills Office include administration, program planning and development, program evaluation and research, and program implementation. The Basic Skills Office has one full-time administrator (director), one classified staff member, two professional experts (two ESP tutor coordinators), and two reassigned time faculty positions (one campus-wide coordinator and one SI coordinator). The office manages approximately 110 professional experts, 70 student hourly tutors, and multiple stipends per academic year. These personnel require hiring paperwork and timecards to be signed and tracked.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in this department/office. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the positions.

CURRENT STAFF				
Please list each position by classification in the department/program	**Percent of employment**	**Months per year of employment**	**Source of funding (General / Categorical)**	**FTE**
Managers				
Basic Skills Director	100%	12 Months	BSI Funds	1
Classified				
Admin. Assistant II (Clerical)	100%	12 Months	FC Funds	1

Reassigned Time				
Campus-wide faculty coordinator	40%	6 units/10 months	BSI Funds	.4
SI Coordinator	27%	4 units/0 months	BSI Funds	.27
Hourly – Student				
56 tutors for ESP program (10 hours per week)	.25 x 56	9 months	BSI & Equity Funds	14
6 tutors for Incite (10 hours per week)	.25 x 6	9 months	BSI Funds	1.5
17 tutors for SI (10 hours per week)	.25 x 17	9 months	BSI Funds	4.25
8 tutors for SET (10 hours per week)	.25 x 8	2 months	BSI & Equity Funds	2
Professional Experts				
Basic Skills Office – Research Support				
Research Assistant		0	BSI Funds	0
Entering Scholars Program (ESP)				
20 Full-time Faculty – PEs (1 hour a week)	.025 x 20	9 months	BSI & Equity Funds	.5
2 Full-time Counselors – PEs (.5 hours/week)	.0125 x 20	9 months	BSI and Equity Funds	.25
Supplemental Instruction program (SI)				

17 Adjunct Faculty – PEs (8 hours)	.2 x 17	8 hours	Equity Funds	3.4
Graduate Student Mentorship Program (GSM)				
12 FT Faculty - PEs (2 hours/week)	.05 x 12	9 months	BSI & Equity Funds	.6
20 Interns – PEs (8 hours/week)	.20 x 20	9 months	BSI and Equity Funds	4
Summer Embedded Tutoring (SET)				
8 PT Faculty – PEs (25 hours)	.63 x 8	2 months	BSI & Equity Funds	5
Incite				
10 PEs (16 hours per week)	.4 x 10	9 months	BSI Funds	4
Accelerated Developmental Programs				
4 FT Faculty – PEs (1 hour per week)	.025 x 4	24 hours	Equity Funds	.1
12 PT Faculty – PEs (24 hours)	.6 x 12	24 hours	Equity Funds	7.2
Stipends				
Growth Mindset Intervention				
25 PT Faculty (8 hours – training)	.2 x 25	8 hours	Equity Funds	5

	54.47
Total FTE	54.47

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	**Services Provided**	**Number of Hours**	**Overall Cost**	**Source of funding (General / Categorical)**
Independent Contractors				
Volunteers				
Interns				
Totals Hours & Costs				
Total FTE			0	

PR Section 2.4-2.8

Program Review Non-instructional Cycle F 2015 Basic Skills

2.1 -2.8

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing
      levels of this department/office.

Over the past year, the BSI Office has doubled the number of students served, going from over 3,000 to over 6,000 (approx.) students that we reach among our seven programs. The office manages approximately 110 professional experts, 70 student hourly tutors, and multiple stipends per academic year (please see the accompanying charts below for details). Each of these personnel requires hiring paperwork and timecards to be signed and tracked. This level of growth has necessitated the hiring of a full-time Administrative Assistant II in our office, as well as the recent institutionalization of the BSI Director role to the permanent manager

position of Director, Basic Skills and Support Programs in spring 2016. These staffing improvements ensure that the BSI programs will continue to run smoothly and effectively, and with the full-time administrator position funded by the college rather than coming out of the BSI budget, that salary will be directed towards increasing our student support. However, as our programs continue to grow, the need for overall staffing and support will grow along with it.

Another recent staffing change occurred in fall 2015, when the BSI research manager vacated the part-time Professional Expert position. The BSI Office continues to require extensive research and evaluation support; we have data demands from the state and from our own ongoing internal process for gauging programmatic efficacy and student success. Our office is still evaluating whether to pursue replacing the position with another BSI-funded research analyst. With the campus Institutional Research and Planning Office increasing their personnel to serve the growing needs of the campus (including the hiring of a research analyst dedicated to SSSP and Student Equity Plan data), the IR&P Office is currently fulfilling BSI research and evaluation requests. BSI will reevaluate whether to replace the research analyst position in the future as our demands increase.

Program Title	Number of **students** served for the 2015-2016 year (approx)
Entering Scholars Program (ESP)	1,500
Graduate Student Mentorship Program (GSM)	500
Incite (Academic Support for Student Athletes)	650
Summer Embedded Tutoring (SET)	200
Supplemental Instruction (SI) in basic skills classes	850
Growth Mindset Intervention	1500
Accelerated Developmental Programs	850
Total approximate number of students served	6,050

Program Title	Number of **faculty/staff** involved for the 2015-2016 year (approx)
Faculty Inquiry Groups (FIGs)	6
Entering Scholars Program (ESP)	40
Graduate Student Mentorship Program (GSI)	15
Incite (Academic Support for Student Athletes)	3
Summer Embedded Tutoring Program	9
Supplemental Instruction (SI) in basic skills	17

classes	
Growth Mindset Intervention	50
Accelerated Developmental Programs	16
Total approximate number of faculty involved	156

2.5 How does this department/office serve the population of the college?

With upwards of 75% of Fullerton College students identified as "basic skills students," the Basic Skills office serves this large population through the multiple programs we develop and implement in order to promote student success, retention, and persistence. While most of our programs are designed to help basic skills students who are enrolled in basic skills classes (such as with the Entering Scholars Program), data shows that a large number of our basic skills students on campus avoid taking their developmental courses and instead enroll in content-area classes without a prerequisite. Since data also shows that the success rates are much lower for Fullerton College students concurrently enrolled in a basic skills class and a content-area class (see Appendix B: "Basic Skills Concurrent Enrollment"), we can similarly conclude from this data that basic skills student who do not take a developmental class at all fare even worse. The BSI Office is currently developing way to reach these students and improve their overall success rates in their courses (including non-basic skills classes). One way we are currently reaching these students is through our Growth Mindset Intervention, which is the first program created by the BSI Office that is specifically designed for multi-disciplinary, adjunct instructor participation. The goal was to develop a high-impact, low-commitment opportunity for part-time instructors in all divisions and disciplines; given that 75% of our student population are "basic skills students," it is likely that the majority of classes at Fullerton College are comprised of basic skills students. The BSI Office is working to reach as many students as possible through our programs in order to improve the overall student success and completion rates for the campus. By inviting more faculty participation, we are also serving the population of the college by increasing faculty and staff engagement and investment in improving overall student success.

The BSI Office also provides the administrative leadership, coordination and support for these student success programs with many full-time and part-time employees. Further, programmatic decisions in the BSI Office are data-driven and grounded in ongoing self-evaluation; the Basic Skills Office regularly assesses its programs and produces a "program snapshot" document which includes program data (see Appendix A: "BSI Program Snapshot"). We support faculty learning focused on pedagogical training by contributing to the Adjunct Academy and the Teaching and Learning Certificate Program (TLC), both programs that began in Basic Skills and were recently institutionalized by the college; they are now overseen by the Staff Development Office. In 2015-2016, the BSI Office is funding over 17 faculty, staff, and administrators to attend basic skills-related conferences such as Strengthening Student Success and the National Association for Developmental Education (NADE). Finally, the BSI Director supports the college through numerous partnerships with other community colleges and four-year universities, national and regional higher education organizations, the state BSI network, and the community at large.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this department/office?

Since the last Program Review, several significant changes have occurred:

- New sources of campus funding such as the Student Equity Plan and SSSP have impacted

the BSI program. The Basic Skills Office works directly with the counseling division to support the efforts of SSSP and increase the number of Student Education Plans (SEPs) provided to students at Fullerton College, even though we do not directly receive SSSP funds. In the Graduate Student Mentorship Program (GSM), for example, all of our Student Success Workshops now include an informational section and flyer to encourage students to make an appointment with a counselor and create an SEP. We have also incentivized certain workshops to give students who attend a priority counseling appointment. The BSI Office regularly sends the counseling division a detailed record of all students that attend BSI workshops for outreach purposes.

Equity funding has allowed the BSI Office to effectively double the number of students we serve by supporting the growth and development of several key programs: ESP, Accelerated Developmental Programs, Summer Embedded Tutoring, and the Growth Mindset Intervention. For example, Equity is specifically funding transfer-level English sections in ESP. We have identified the growing need for basic skills learning strategies and techniques by students who progress from basic skills-level classes to college-level classes and by students who may assess or place beyond the developmental course sequence, specifically in English. By including transfer-level courses in the ESP program, we are not only ensuring that more of our students are obtaining the basic skills necessary to succeed in college-level classes, but we are also improving these students' chances of degree completion and transferring to a four-year university. ESP also now holds a spot in each section for special student populations, improving access to Veterans, DSS, and foster-youth students.

  • The BSI Office moved from the Humanities Division oversight to the Library/Learning Resources, Instructional Support Programs and Services (LLRISPS) Division
  • There are new BSI program leaders at Fullerton College
  • The BSI Supplemental Instruction Program is in the process of being institutionalized and has merged with the larger Fullerton College SI Program. New coordinators for this program have also been hired.
  • The BSI Director position will be institutionalized in spring 2016, which will free up BSI funds to use towards student success programs
  • A new full-time Administrative Assistant II has been hired to support BSI
  • The BSI Office has now directly manages the training of all ESP tutors
  • The BSI Office no longer has an internal research analyst, despite the growing need to produce data and programmatic evaluation

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an
      impact on the effectiveness of your department/office.

The Basic Skills office is funded annually through a state grant. Each annual allocation expires two years from the granting date. With Equity funding now supplementing BSI programs, this means that we currently have four different funds to allocate and spend each fiscal year. There are also policies that restrict our ability to pay adjunct faculty to participate in BSI programs. BSI currently cannot pay adjunct faculty to participate in our programs during the regular semester and our ability to hire them as Professional Experts between terms is also limited. This creates a barrier to our students since so many basic skills classes are taught by adjunct instructors. We have reached our ceiling in terms of full-time faculty participation in areas such as English, and with so many other special programs on campus competing for full-time faculty participation, the BSI Office is faced with losing participation over time. In order to reach more students, we need to be able to pay adjunct faculty to participate in our programs during the regular semester.

Additionally, we report our action and expenditure plans to the state yearly, and these report

templates have changed yearly since 2007. These changes also add additional work, as the report needs to be completely reconstructed every year. Stricter accountability measures and an increased focus on data reporting have added additional work to prepare the reports as well. Finally, a narrowed focus from the state in terms of their effective practices has also narrowed the focus on our campus. Currently, the state is emphasizing four high impact practices to focus on in BSI: Contextualized Teaching and Learning, Multiple Measures of Assessment, Accelerated Developmental Programs, and Intrusive/Proactive Student Interventions. This means that existing successful BSI programs may need to be restructured in order to fit into one or more of these state-sanctioned high-impact practices.

2.8 Provide any other data that is relevant to your self-study.

Our BSI program evaluation includes many different assessment tools for our various programs. The Basic Skills Office creates, implements and analyzes dozens of surveys and focus groups of the program participants (students, faculty, staff, and tutors) who participate in our programs. These assessments are used as formative pieces to help improve the effectiveness of our programs as well as accountability measures to ensure that our programs are indeed improving student success, retention, and persistence. Please see the Appendices for examples of program surveys and reports.

PR Section 3.0

Program Review Non-instructional Cycle F 2015 Basic Skills

3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your department/office?

The Basic Skills Office effectively partners with many different areas on campus, including all instructional divisions, student services, and administrative services. Then BSI Director also actively participates at the district level to represent the work of the BSI Office and programs. These partnerships enable the BSI Office to reach basic skills students across campus and support many programs, which in turn supports thousands of students and hundreds of faculty and staff. BSI programs have extended beyond basic skills classes, into content-areas, transfer-level, and CTE programs, reaching more students than ever. We are currently developing partnerships with the School of Continuing Education to support Fullerton College students who are transitioning from the non-credit program, and we are also working with the Veterans' Resource Center to provide additional support for our basic skills veteran students.

The strength of these partnerships has also enabled the BSI Office to sustain administrative productivity despite a transition of program leadership and division reorganization (moving from the Humanities to the Library/LRISPS division), allowing us to continue to move forward with our programs and scale up rather than having to reestablish stakeholder interest. In situating the BSI Office in the LLRISPS division, BSI and other student support program management has been centralized, streamlining the communication among special program administrators on campus. This enables the BSI Office to be more strategic about programming overall – we are able to innovate rather than duplicate.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your department/office?

- Not being able to compensate adjunct instructors to participate in BSI programs during the semester: This limitation means that we are unable to reach the majority of our basic skills students since so many basic skills classes are taught by adjunct instructors. We have also reached our ceiling in terms of full-time faculty participation in areas such as English, and with so many other special programs on campus competing for full-time faculty participation, the BSI Office is faced with losing participation over time. In order to reach more students, we need to be able to pay adjunct faculty to participate in our programs during the regular semester.

- Budget inefficiencies: Due to the budgeting structure from the state, as well as our need to work from multiple funds simultaneously, one weakness is the inefficiency by which our district budget process works. The charge-backs and budget transfers that happen at the end of the fiscal year are time consuming and inefficient. The district's paper accounting system is also inefficient, especially in light of the large quantity of timecards and hiring paperwork that the BSI Office processes each semester. There is also more room for human error in this process, which can create problems and delays.

- Limited space: The BSI Office currently supports over 6,000 students per year, and many of those students are being supported with the help of a BSI tutor. Yet as our programs grow, it has been increasingly challenging for our tutors to find a space on campus to meet with students. We need a dedicated space for our tutors to meet with students and help them succeed.

- Research demands: The BSI Office requires a significant amount of data to report to the state and for our own internal evaluation processes. The IR&P Office has recently grown and is currently meeting the requests of the department, but in the future, we may need to continue to fund a BSI-dedicated research analyst out of our categorical budget.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office?

The Basic Skills Office strives to make data-driven decisions regarding programming and development. BSI program leaders recently worked with the Basic Skills Committee to develop a list of research questions to identify opportunities for the BSI program to address. The research questions have been submitted to the campus IR&P Office and the results of this data will inform future decisions about our student success programs and goals. These are the questions we identified:

1. How many students who place in Basic Skills (BS) do not take BS classes during their first semester of college? For students who placed in BS English, math, reading, and/or ESL but do not take BS classes during their first semester, what classes do they enroll in?
   - To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.
2. How many enrolled students don't take the placement test?
   - To answer this question, we want to look at first-time freshmen who started in the fall 2014 semester. How many of these students did take

placement tests (English, ESL, reading, and math) and aren't excluded from needing to take it (for instance because of AP test scores or ERWC)?

   • We want to know the numbers of students who don't take *any* of these tests and those who don't take any of these tests and those who took some but not all of them (unless exempt from some).

3. What happens to BS students who apply later—are they more at risk?

   • Is there a correlation between students who apply later and the number of units they end up taking their first semester?

   • Is there a correlation between students who apply later and their retention and success in their first semester?

   • Is there a correlation between students who apply later and their progression toward transfer-level classes?

     • To define "later" we want to focus on students who apply for college after the first day of registration, unless a more reasonable date can be determined by the IR office.

4. What are the success, retention, and progression numbers for BS math online and hybrid classes? How does this compare to face-to-face BS math classes?

   • To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.

   • This information should not be broken down by instructor. It should just compare success, retention, and progression to transfer-level math classes in students who start in all hybrid and all online BS classes.

5. What are the enrollment, success, and retention numbers for students who placed into BS in content-area classes?

   • To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.

6. What are the reading needs of students in natural and social sciences?

   • How many students in enrolled in natural science and social science classes placed in BS reading but did not complete at least Reading 96 before taking these content-area classes?

   • To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.

7. How many BS students are currently being served by one or more BSI-funded program? How many students enrolled in BS classes are not currently being served by any BSI-funded program?

   • To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.

   • Most programs are connected to a course and can be identified by CRNs of classes that are participating in a program. However, Incite is not connected to a single class CRN. Students enrolled in Incite will need to have their information gathered. Also, not all Incite students are BS students. We want to find out how many Incite students are also BS students (placed in BS classes and taking BS classes).

8. How many ESL students did not take the ESL placement test? How many

ESL students are not taking an ESL class (either because they chose the English sequence or they are taking other content-area classes)?

   • To answer these questions, we want to look at a cohort of first-time freshmen who started in the fall 2014 semester.

   • We would like to get a sense of how many students who belong in ESL classes choose to take English or reading classes instead. Can we compare the information from the application (primary language/language spoken at home/years in the U.S. question) with placement test information to see if there is a gap?

The BSI Office is looking forward to using this data to develop a more nuanced understanding of our basic skills students, allowing us to implement programming and support that will effectively serve their needs and increase their overall success.

3.4   Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office?

The challenges that exist for the office are:

   • <u>Finding the space to accommodate our growing programs</u>. Since most of our programs offer some kind of embedded tutoring, it has been difficult for our tutors to find space to meet with students.
   • <u>Compensating adjunct instructors to participate in our programs</u>. In order to reach more basic skills students on our campus, we need to be able to offer more opportunities for adjuncts to equitable participate in our programs.
   • <u>Recruiting classified staff to participate in the Entering Scholars Program</u>. An integral component of ESP are our Student Support Professionals (SSPs) that provide an extra layer of support for our ESP students. Since the program has doubled in size, it has become increasing difficult to recruit classified staff on our campus to volunteer their time to be a part of the program. We need more management support and encouragement of classified staff participation.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Basic Skills

4.1 - 4.2

4.1 List your SAOs and complete the expandable table below.

	Service Area Outcomes (SAO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The Basic Skills Office will support	2013-2014	2013-2015	2014-2015	1

	the faculty, staff, and administrators of its programs efficiently.				
2.	The Basic Skills Office will appropriately evaluate and assess the effectiveness of the programs that it oversees.	2013-2014	2013-2015	2014-2015	1

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College				
SAO Number	**Intended Outcomes**	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1.	Faculty, staff and administrators will be satisfied with the Basic Skills Office's helpfulness, efficiency, accountability, timeliness, integrity, responsibility, and commitment to students	Satisfaction survey (see Appendix: "Basic Skills Office Satisfaction Survey")	(see "Basic Skills Office Survey Executive Summary" below)	The BSI Office posted its Program Snapshot to the BSI website.
2.	The Basic Skills Office will continue to provide research and data about the programs it oversees.	Completion of a comprehensive "Program Snapshot" for each program that the Basic Skills Office	(see Appendix A: "BSI Program Snapshot")	Results were considered by the Basic Skills Committee to determine future levels of funding

		supports. All programs will be included (this is an increase from the original snapshot which included data for only four programs)			

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Basic Skills

4.3 - 4.6

4.3 How has assessment of SAOs led to improvements in services provided to the consumer by this department/office?

Based on the SAO assessment, the BSI Office has made its program research and evaluative data more readily available to the campus by posting its comprehensive Program Snapshot on the public BSI website at http://basicskills.fullcoll.edu/assessment.htm.

4.4 What challenges remain to make your SAOs more effective?

The greatest challenge is continuing to meet the ongoing demands for data collection without a research analyst dedicated to the Basic Skills Office.

4.5 Describe how the SAOs are linked to the college's goals. (*See http://programreview.fullcoll. edu/*)

The BSI Office SAOs are linked to the college goals to **promote student success, reduce the achievement gap, and strengthen connections with the community** in the following ways:

SAO #1: Faculty, staff and administrators will be satisfied with the Basic Skills Office's helpfulness, efficiency, accountability, timeliness, integrity, responsibility, and commitment to students.
This SAO demonstrates our commitment to **promoting and improving student success** through the programs we offer, and we gauge our efficacy not only by how many students we serve, but how the campus as a whole recognizes our efforts. The SAO necessitates that we continue to **strengthen our connections with the community**

SAO #2: The Basic Skills Office will continue to provide research and data about the programs it oversees.
This SAO guides how we disaggregate the data on our programs and specifically look at the impact of the Basic Skills Initiative on **reducing the achievement gap** for our underserved student populations.

4.6 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?

The BSI Office conducts a satisfaction survey every Program Review Cycle in order to assess our effectiveness with the campus (see Appendix: "Basic Skills Office Satisfaction Survey").

   B.   What do the results of the above methods of assessment indicate about the effectiveness of the department/office?

Basic Skills Office Survey
Executive Summary

* A majority of respondents from TLC (38.2%) and AFSSS (32.7%), followed by participants from ESP (27.3%). Some survey completers participated in more than one program (n = 24, 43.6%), possibly across different semesters.

* A majority of survey completers were adjunct or full-time faculty (78.2%)

* A majority of respondents agreed or strongly agreed the office adequately communicates information about internal program components to participants, such as the purpose of programs, expected roles, etc. (92.5%), as well as adequately communicating existing program offerings out to the campus community (81.5%).

* A majority of respondents were very satisfied with the helpfulness of the Basic Skills Office in:

* Responding to questions (74.5%)
* Resolving issues (66.7%)
* Processing paperwork (58.2%)
* Handling requests (45.5%). (An additional 40% of participants indicated this question did not apply to them).

* A majority of survey completers strongly agreed the Basic Skills Office facilitates productive meetings (64.8%) and sets up an environment during meetings where people can interact (73.6%).

* The largest percentage participants strongly agreed the Basic Skills Office demonstrates commitment to student success through its program offerings (90.9%) with an additional 5.5% indicating this question did not apply.

* Supporting comments:
   * "All programs are geared to increase retention, address all learning styles, and basically increase student success in any and all areas that are possible."
   * "Every program I've attended has valuable strategies for directly impacting student success."
   * "The [Basic Skills] Supplemental Instruction program in all its components is committed to student success. The SI leaders are carefully chosen and trained to facilitate success in the classroom. The SI leadership staff is interested in tailoring each lesson plan to better improve

student success in each particular class. Angela Henderson goes above and beyond to insure that the SI leaders are trained and well-versed in the collaborative learning lessons that they lead each week for each class. As an instructor, my comments and concerns are always sought after, considered, and addressed."

• "The extent to which this office is concerned with student success is amazing. I am so impressed with their commitment to make college a successful experience for students."

• "First off, I'd like to say that the BSI program, staff, and faculty that are involved are phenomenal. The statistics alone demonstrate how successful they are, and it's really a joy to work with them."

• Most survey completers agreed or strongly agreed the Basic Skills Office regularly collects survey data/feedback related to its programs (83.6%) as well as regularly tracks student success data (74.6%).

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

The Basic Skills Office improved our services as a result of this assessment by:

• We have made program research and evaluative data more readily available to the campus by posting our comprehensive Program Snapshot on the public BSI website at http://basicskills.fullcoll.edu/assessment.htm.

• We work with the Office of Campus Communications to regularly advertise and promote the work of the Basic Skills Office in order to convey to the campus how we are serving our students and supporting faculty and staff engagement (see Appendix: "Article on the Growth of ESP")

PR Section 5.0

Program Review Non-instructional Cycle F 2015 Basic Skills

5.0

5.1 List the goals from your last self-study/program review.

SHORT TERM – GOAL #1	
Identify Goal:	Continue to conduct research and collect data on the various programs supported by the Basic Skills Office
Describe the plan to achieve the Goal (Action-Plan):	• Hire the data entry clerk position • Continue to use BSI funding to support this position • Continue to encourage the college to hire a permanent Institutional Researcher • Continue to create a BSI Program Snapshot (expanded to all programs)

What *Measurable Outcome* is anticipated for this goal?	• An expanded BSI Program Snapshot will be created that will offer detailed data and analysis of all of our BSI programs
What specific aspects of this goal can be accomplished without additional financial resources?	Eventually, this can be accomplished without additional money from the BSI budget, but due to the limited campus research capacity, timeliness of the reporting structures requires additional money to be spent.

SHORT TERM - GOAL #2

Identify Goal:	Conduct a satisfaction survey about the Basic Skills Office.	
Describe the plan to achieve the Goal (Action-Plan):	Basic Skills Office Evaluation Timeline What will happen: Deadline for it to happen: A survey instrument will be designed and administered Spring 2013 The survey will be collected and analyzed, and recommendations will be made Fall 2013 Action plans will be created and implemented Spring 2014 Implementation will be assessed Fall 2014	What will hap
What will happen:	Deadline for it to happen:	
A survey instrument will be designed and administered	Spring 2013	
The survey will be collected and analyzed, and recommendations will be made	Fall 2013	
Action plans will be created and implemented	Spring 2014	
Implementation will be assessed	Fall 2014	
What *Measurable Outcome* is anticipated for this goal?	• Satisfaction surveys will be collected from all constituents affected by the Basic Skills Office • Action plans will be developed based on the survey results • Action plans will be implemented • Action plans will be assessed	

What specific aspects of this goal can be accomplished without additional financial resources?	The only money needed for this goal would be the cost of printing the surveys and the time that the data entry clerk would spend inputting the data. Both of these items will be supported through the BSI budget. Less money spent on research support would be more money available to spend on programs and students.

What will happen:	Deadline for it to happen:
A survey instrument will be designed and administered	Spring 2013
The survey will be collected and analyzed, and recommendations will be made	Fall 2013
Action plans will be created and implemented	Spring 2014
Implementation will be assessed	Fall 2014

What *Measurable Outcome* is anticipated for this goal?

- Satisfaction surveys will be collected from all constituents affected by the Basic Skills
Office
- Action plans will be developed based on the survey results
- Action plans will be implemented
- Action plans will be assessed

What specific aspects of this goal can be accomplished without additional financial resources? The only money needed for this goal would be the cost of printing the surveys and the time that the data entry clerk would spend inputting the data. Both of these items will be supported through the BSI budget. Less money spent on research support would be more money available to spend on programs and students.

5.2 Long-term Goals (three to six year cycle)

LONG TERM - GOAL #1

Identify Goal:	Demonstrate a commitment to the work being done on the FC campus and greater community concerning student success.
Describe the plan to achieve the Goal (Action-Plan):	• Institutionalize the BSI Director position • Demonstrate the need for the position by delineating all of the duties performed by the manager beyond what is expected and supported by the BSI grant

	• Garner support from various campus constituents who would become stakeholders in this new position • Present the president with a formal request to institutionalize the position
What *Measurable Outcome* is anticipated for this goal?	A permanent position will be created for the Office of Basic Skills and Student Success.
What specific aspects of this goal can be accomplished without additional financial resources?	This position would require general college funding. However, if that happened, the BSI funding could go 100% toward the student success and staff development programs that it currently supports.

LONG TERM – GOAL #2	
Identify Goal:	Support the clerical needs present in efficiently running the Basic Skills Office
Describe the plan to achieve the Goal (Action-Plan):	• Demonstrate the need by providing documentation about all of the clerical and administrative tasks currently performed by the BSI Director • Present the formal request to the president
What Measurable Outcome is anticipated for this goal?	A full-time administrative assistant would be hired for the office of Basic Skills/Student Success
What specific aspects of this goal can be accomplished without additional financial resources?	This position would require general college funding. However, if that happened, the BSI funding could go 100% toward the student success and staff development programs that it currently supports.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

All of the BSI short term and long term goals have been achieved since the last Program Review cycle:

- A more detailed Program Snapshot was created and disseminated
- A BSI Office Satisfaction Survey was implemented, collected, and assessed

- The BSI Director position has been institutionalized
- A full-time classified Administrative Assistant II has been hired for BSI Office

6.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The level of success of the listed short term and long terms goals was determined by whether or not they were accomplished. All of the goals were clearly measurable.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your department/office.

- The detailed Program Snapshot is comprised of data and research analysis of our BSI programs, which allow us to make informed and strategic funding decisions moving forward. It also communicates to the campus as a whole the work of the BSI Office, ultimately leading to increased support and partnerships over time.
- The BSI Office Satisfaction Survey helped the Office confirm the areas that are working smoothly for the BSI campus constituents and areas that need improvement. As a result of the survey, for example, the BSI Office has posted its Program Snapshot to the public BSI website in order to share the program data with the campus and general public.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the department/office?

With the institutionalization of the BSI Director position in spring 2016, BSI funds that were directed towards the administrative salary will now be directly supporting student success programs. The classified staff position is funded out of the division budget.

5.6. If funds were not allocated in the last review cycle, how did it impact your department/office?

 N/A

PR Section 6.0

Program Review Non-instructional Cycle F 2015 Basic Skills

SAP

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Continue to build partnerships across divisions in order to support more basic skills students campus-wide.
List College goal/objective the plan meets:	College Goal #: 1, 2, and 3: Promote Student Success, Reduce the Achievement Gap, and Strengthen Connections with the Community Objective #:1 - 5

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The BSI Director and Faculty Coordinator will develop and implement new programs that support basic skills students over the next three years. We will sustain the Growth Mindset Intervention program and work with more divisions and departments, establish a partnership with the Veterans' Resource Center to support basic skills veterans students, and we will also develop a program with the School of Continuing Education (SCE) to support FC students that are in transition from non-credit programs in our district.
What *Measurable Outcome* is anticipated for this SAP?	The number of students supported by BSI will be increased; the number of faculty participants in BSI programs will be increased; and new programs will be implemented through these partnerships that increase student success and completion. We will also disaggregate data to look at the impact of these programs on reducing the achievement gap.
What specific aspects of this SAP can be accomplished without additional financial resources?	All of the aspects of this SAP need financial support, which the BSI Office is currently able to provide.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	

Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount		0	

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Continue to conduct research and collect data on the various programs supported by the Basic Skills Office
List College goal/objective the plan meets:	College Goal #: 1, 2, and 3: Promote Student Success, Reduce the Achievement Gap, and Strengthen Connections with the Community Objective #:1 - 5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The BSI Director will work with the IR&P Office to produce a detailed, data-driven report of all of the current BSI programs.
What *Measurable Outcome* is anticipated for this SAP?	A detailed Program Snapshot of BSI Programs and distribute this data to the campus and public.
What specific aspects of this SAP can be accomplished without additional financial resources?	With the help of the IR&P Office to produce this report, BSI will not need additional funds to accomplish this SAP.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	

Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested		0	

Amount			

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name: (formerly called short-term goal)	Conduct another satisfaction survey about the Basic Skills Office.	
List College goal/objective the plan meets:	College Goal #: 1 and 3: Promote Student Success and Strengthen Connections with the Community Objective #:1 - 5	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	What will happen: Deadline for it to happen: A survey instrument will be designed and administered by the BSI Director and IR&P Office Spring 2016 The survey will be collected and analyzed, and recommendations will be made by the Basic Skills Committee Fall 2016 Action plans will be created and implemented by the BSI Director Spring 2017 Implementation will be assessed by the BSI Director and IR&P Office Fall 2017	What will happ
What will happen:	Deadline for it to happen:	
A survey instrument will be designed and administered by the BSI Director and IR&P Office	Spring 2016	
The survey will be collected and analyzed, and recommendations will be made by the Basic Skills Committee	Fall 2016	
Action plans will be created and implemented by the BSI Director	Spring 2017	
Implementation will be assessed by the BSI Director and IR&P	Fall 2017	

Office			
What *Measurable Outcome* is anticipated for this SAP?	• Satisfaction surveys will be collected from all constituents affected by the Basic Skills Office • Action plans will be developed based on the survey results • Action plans will be implemented • Action plans will be assessed		
What specific aspects of this SAP can be accomplished without additional financial resources?	With the help of the IR&P Office to produce this and assess this survey, BSI will not need additional funds to accomplish this SAP.		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount		0	

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name: (formerly called short-term goal)	Investigate areas/space on campus to dedicate to Basic Skills Programs
List College goal/objective the plan meets:	College Goal #: 1 and 2: Promote Student Success, Reduce the Achievement Gap Objective #:1 - 5
Briefly describe the	With the growth of BSI, one challenge we face is finding the space to

SAP, including title of person(s) responsible and timeframe, in 150 words or less.	accommodate our growing programs. Since most of our programs offer some kind of embedded tutoring, it has been difficult for our tutors to find space to meet with students. The BSI Director will investigate new areas on campus to use for Basic Skills Programs over the next year. It would be ideal to have one dedicated "Basic Skills" space.
What *Measurable Outcome* is anticipated for this SAP?	The number of students supported by BSI will be increased. We will also disaggregate data to look at the impact of having a dedicated space on reducing the achievement gap.
What specific aspects of this SAP can be accomplished without additional financial resources?	Since the goal is to locate existing areas on campus to use for BSI programs, no financial support would be necessary.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount		0	

What will happen:	Deadline for it to happen:
A survey instrument will be designed and administered by the BSI Director and IR&P Office	Spring 2016
The survey will be collected and analyzed, and	Fall 2016

recommendations will be made by the Basic Skills Committee	
Action plans will be created and implemented by the BSI Director	Spring 2017
Implementation will be assessed by the BSI Director and IR&P Office	Fall 2017

What *Measurable Outcome* is anticipated for this SAP?

- Satisfaction surveys will be collected from all constituents affected by the Basic Skills Office
  - Action plans will be developed based on the survey results
  - Action plans will be implemented
  - Action plans will be assessed

What specific aspects of this SAP can be accomplished without additional financial resources? With the help of the IR&P Office to produce this and assess this survey, BSI will not need additional funds to accomplish this SAP.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource Requested Dollar Amount Potential Funding Source Personnel   Facilities   Equipment   Supplies   Computer Hardware   Computer Software   Training   Other   **Total Requested Amount** 0 **STRATEGIC ACTION PLAN # 4** Strategic Action Plan Name: (formerly called short-term goal) Investigate areas/space on campus to dedicate to Basic Skills Programs List College goal/objective the plan meets: College Goal #: 1 and 2: Promote Student Success, Reduce the Achievement Gap

Objective #:1 - 5 Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less. With the growth of BSI, one challenge we face is finding the space to accommodate our growing programs. Since most of our programs offer some kind of embedded tutoring, it has been difficult for our tutors to find space to meet with students. The BSI Director will investigate new areas on campus to use for Basic Skills Programs over the next year. It would be ideal to have one dedicated "Basic Skills" space. What *Measurable Outcome* is anticipated for this SAP?

  The number of students supported by BSI will be increased. We will also disaggregate data to look at the impact of having a dedicated space on reducing the achievement gap. What specific aspects of this SAP can be accomplished without additional financial resources? Since the goal is to locate existing areas on campus to use for BSI programs, no financial support would be necessary.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource Requested Dollar Amount Potential Funding Source Personnel   Facilities   Equipment   Supplies   Computer Hardware   Computer Software   Training   Other   **Total Requested**

Amount 0

PR Section 7.0

Program Review Non-instructional Cycle F 2015 Basic Skills

7.0

Describe the long term plans (four-six years) for your department/office. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

Long-term plans for the office include:

  • Continue to build partnerships with more divisions and departments across campus in order to support more students
  • Build programs focused on specialized student populations such as Veterans basic skills students and students that are transitioning form the non-credit program at the School of Continuing Education
  • Continue to apply for supplemental funding opportunities such as the Student Equity Fund and the new BSI high-impact practices initiative that the state will be offering the upcoming year in order to support more students on campus
  • Recruit more faculty and staff to participate in BSI programs
  • Continue to make adjunct faculty participation a priority and develop programs which allow adjunct faculty to be involved
  • Continue to comprehensively evaluate and analyze all BSI program data and use the results to make strategic decisions about program funding
  • Continue to contribute to the professional development efforts on campus by offering BSI workshops and presenting at Adjunct Academy and the New Faculty Seminar
  • Continue to strengthen our ties with the statewide BSI community and national network of educators focused on developmental education in the community college by presenting FC BSI programs at conferences throughout the academic year

PR Section 8.0

Program Review Non-instructional Cycle F 2015 Basic Skills

8.0

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Basic Skills Office is succeeding in meeting the College's overall goals by managing multiple effective student success programs, reducing the achievement gap for our African American and Latino students, and strengthening our connections to the community. The BSI Office has also developed strong partnerships with various areas on campus and in the larger community. Most of our programs have grown exponentially in the last academic year, effectively doubling the number of student we support from approximately 3,000 to 6,000 students. With this scaling up, however, one challenge we face is finding the space to accommodate our growing programs. Since most of our programs offer some kind of embedded tutoring, it has been difficult for our tutors to find space to meet with students.

Compensating adjunct instructors to participate in our programs has also been a challenge. In order to reach more basic skills students on our campus, we need to be able to offer more opportunities for adjuncts to equitably participate in our programs. Since the Entering Scholars Program has doubled in size, it also has become increasing difficult to recruit classified staff on our campus to volunteer their time to be a part of the program. We need more management support and encouragement of classified staff participation. Despite the challenges, however, the BSI Office functions very efficiently and effectively. Thousands of students, faculty, and staff are served, and the BSI programs at Fullerton College are succeeding in increasing student completion, success, and retention rates.