SDSI:

- Program Review Non-instructional Cycle F 2015 Student Diversity Success Initiative

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

Date: 05/13/2016

Sorted by: Program

SDSI

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Student Diversity Success Initiative

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 Student Diversity Success Initiative (SDSI) is a program that strives to increase the success, retention, graduation, and transfer rates among African-American and Latino males, as well as other at-risk students. Although the program was originally instituted with African-American and Latino males as its target population, the program has sought to assist any students who are identified as at-risk.

Vision:

Students who participate in this program are likely to:

- develop their on campus community of support
- increase awareness/understanding of how to access and utilize campus resources
- reinforce classroom knowledge through co-curricular activities
- increase critical thinking skills and apply these skills to various situations and settings
- access and effectively utilize tutoring services
- develop and apply various life skills through one-on-one coaching
- develop their self-authorship and self esteem
- create and understand their Educational Plan with the assistance of program counselors

College Goals:
      Goal 1: Fullerton College promote student success.
      SDSI will support this goal by:

- providing participants with a family like environment which promotes inclusiveness
- offering program components that value cultural wealth, and individuality
- offering life skills coaching to combat outside factors that may student success

Goal 2: Fullerton College will reduce the achievement gap
SDSI will support this goal by:

- strengthening course success by offering one-on-one tutoring for various academic
subjects
  - creating a clear academic pathway through individualized counseling

Goal 3: Fullerton College will strengthen connections with the community
SDSI will support this goal by:

- staying connected with program alumni who can offer support to current participants
- cultivating participation in campus events through existing and new partnerships
- connecting students with on and off campus resources

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Student Diversity Success Initiative

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.	The Student Diversity Success Initiative will increase the number of students it serves and retains	TBD	TBD	TBD	0
2.	The Student Diversity Success Initiative will work on creating a new social media platform and strengthening campus partnerships in order to raise	TBD	TBD	TBD	0

awareness of services				

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. The Student Diversity Success Initiative will increase the number of students it serves and retains	SDSI aims to serve at least 100 students each semester and retain at least 50% of students semester to semester, omitting those who graduate or transfer	Timekeeper software will be utilized to track the number of participants along with SARS, individual files, and outlook appointment calendar	The number of participants served will be used to determine staffing, budget needs, and request for service space
2. The Student Diversity Success Initiative will work on creating a new social media platform, strengthening campus partnerships, and creating additional staff outreach measures in order to raise awareness of services	SDSI will create a social media and staff outreach plan during spring 2015. Additionally, the program will make department visits every semester	The two finalized plans will be the first goal. Implementing the plans will allow us to measure effectiveness. Students will also be surveyed about how they learned about our services. Partners will be surveyed about their awareness of our services	Data collected through these efforts will inform needs for possible program modification
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.As a result of participating in the Incite Program, students will have an increased awareness of resources and the importance of student engagement with regard to campus community activities and events	Through student surveys, students will show improvement within the identified areas	Students will be surveyed about perceptions and satisfaction of services	Results will be used to make program and/ or goal modification if needed

2.With the mentorship of a life skills coach, students will be empowered to create three semester-long learning outcomes and they will assist the life skills coach in monitoring progress	Student file notes will be taken and a question regarding goals will be on administered student survey	Life skills coaches notate created goals in student files and supply notes on student progress. Students will also be surveyed about their perceptions of the goals	Results will be used to determine effectiveness of program components

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Student Diversity Success Initiative

4.3 - 4.6

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

At this is the first time SDSI is functioning as a standalone program is new. As a result, we cannot speak to past SAOs that were created for students in this program specifically. However we are in the process of creating a new set of SAOs unique to our student population.

4.4 How has assessment of SLOs led to improvements <u>in student learning and achievement</u>?

At this is the first time SDSI is functioning as a standalone program is new. As a result, we cannot speak to past SLOs that were created for students in this program specifically. However we are in the process of creating a new set of SLOs unique to our student population.

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

As this is the first program review we cannot yet speak to the effectiveness of our SAO/SLOs. However we will be meeting with our Institutional Research Office to identify additional program data that can be utilized to highlight the effectiveness of our current and future programing.

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

The college's goals encompass student success, reducing the achievement gap, and strengthening connections with the community. SDSI has SAOs/SLOs very much in line with all three of these initiatives. We assist with student success by offering components that empower students to make decisions about their education and also create activities to promote self-authorship. We believe that helping students strengthen their self-perception as learners and empowering them to take action with their educational plans will help reduce the achievement gap. Lastly, partnering with faculty and staff outside of their regular roles can help students understand the power of relationships and also change their perception of the faculty-student power dynamic.

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

Program components within SDSI support Fullerton College's Institutional Student Learning Outcomes 1B, 1C, 1D, 2A, 2C, 2D, 3B, 4A, 4B, and 4C. Through the offering of workshops in partnership with various departments, Above and Beyond Tutoring, and bi-weekly life skills coaching, students will work on various self-reflection activities as well as a plethora of skill building exercises. Depending on their specific needs, life skills coaches will connect students with program partners for additional skill building and/or networking.

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

Data from the Office of Institutional Research

Enrollment, Course Completion and Success Rates for SDSI Participants by Term

Group	Enrollments	Completion Rate	Success Rate
Fall 2012	57	87%	60%
Spring 2013	47	84%	54%
Fall 2013	30	78%	62%
Spring 2014	46	82%	55%
Fall 2014	54	78%	65%
Spring 2015	141	82%	60%

Data provided by the Office of Institutional Research and planning has revealed information concerning student enrollment, course completion, and success rates for participants of the SDSI program. Overall, over 78% of students have completed their courses from the fall 2012 through the Spring 2015 semesters. In addition, most students involved in the SDSI program displayed a success rate in these courses with over 54% of students succeeding in their courses. These data indicate that the SDSI program is beneficial for helping students to be academically successful.

Overall Course Completion by Race/Ethnicity for SDSI Participants

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
American Indian/ Alaskan Native	--	--	--	--	--	80%

Asian/ Pacific Islander	75%	100%	75%	100%	75%	100%
Black Non-Hispanic	98%	78%	74%	80%	63%	78%
Hispanic	84%	86%	79%	83%	81%	81%
White Non-Hispanic	--	100%	--	100%	67%	88%
Other	--	--	--	--	--	100%
Unknown/ Decline to State	73%	--	--	--	--	100%

When broken down by student race/ethnicity, the data provide evidence of SDSI program success. Nearly all students, regardless of race and ethnicity, earned high marks for course completion. These insights affirm that the SDSI program is successfully providing support for at-risk students. For example, 81% of Hispanic students and 78% of black/non-Hispanic students reported course completions for the Spring 2015 semester.

Average Minutes of Participation in SDSI Activites

	Fall 2012	*Spring 2013*	*Fall 2013*	*Spring 2014*	*Fall 2014*	*Spring 2015*
Mean ± Std. Deviation	825 ± 1469	700 ± 914	1090 ± 1611	1062 ± 1646	1516 ± 2458	1016 ± 1815
Minimum	0	0	45	0	0	0
Maximum	8299	4265	6086	6089	12268	9517
0 Minutes	30%	11%	0%	13%	4%	16%
1-539 Minutes	33%	47%	57%	50%	48%	45%
540+ Minutes	37%	43%	43%	37%	48%	39%

The data above display how often students utilize SDSI services and activities on the average. Most SDSI students took part in SDSI activities either from 1-539 minutes or over 540 minutes consistently from fall 2012 through spring 2015.

Overall Course Completion by Minutes of Participation in SDSI Activities

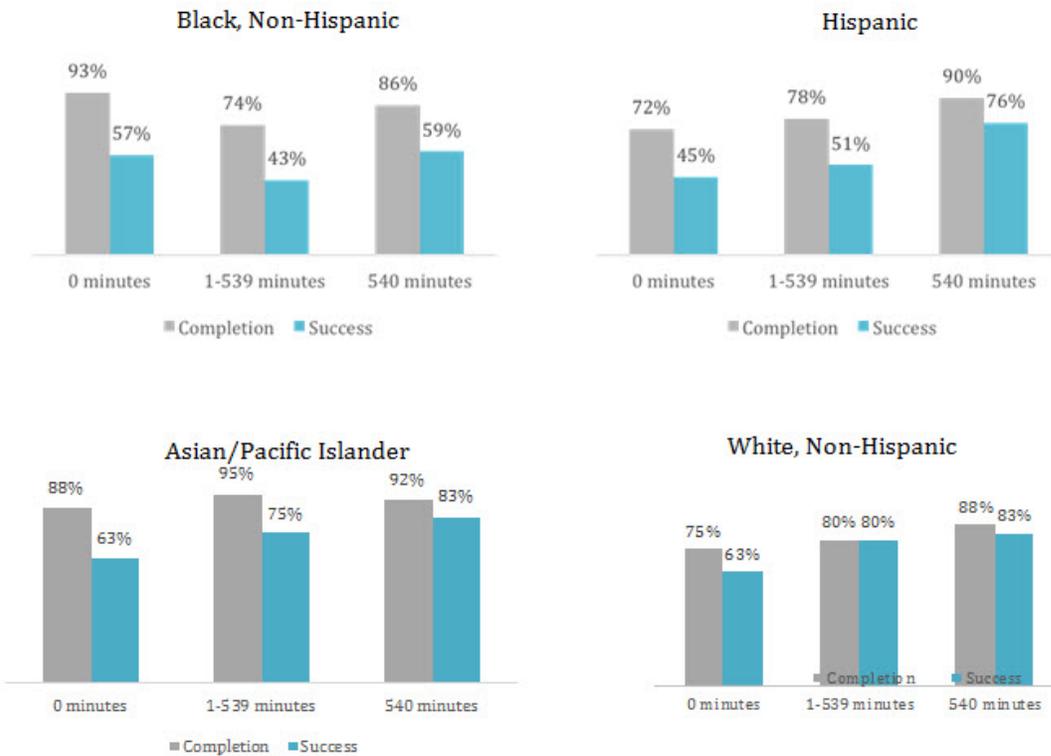|	*Fall 2012*	*Spring 2013*	*Fall 2013*	*Spring 2014*	*Fall 2014*	*Spring 2015*
0 Minutes	76%	74%	--	92%	0%	78%
1-539 Minutes	93%	82%	76%	75%	72%	76%
540+ Minutes	90%	89%	81%	91%	90%	90%

Overall Course Success by Minutes of Participation in SDSI Activities

	Fall 2012	*Spring 2013*	*Fall 2013*	*Spring 2014*	*Fall 2014*	*Spring 2015*
0 Minutes	47%	17%	--	50%	0%	59%
1-539 Minutes	74%	48%	59%	41%	58%	45%
540+ Minutes	58%	71%	66%	77%	77%	77%

Overall Course Completion and Success by Race/Ethnicity and Minutes of Participation in SDSI Activities
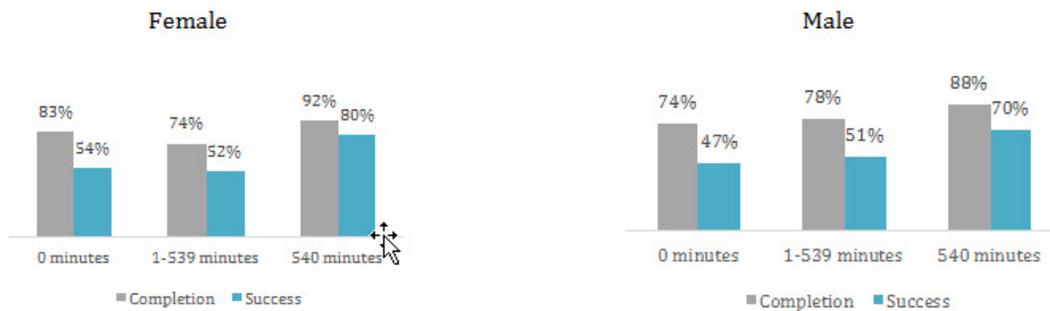*Fall 2012-Spring 2015*

Overall Course Completion and Success by Race/Ethnicity and Minutes of Participation in SDSI Activities
Fall 2012-Spring 2015

Black, Non-Hispanic

	0 minutes	1-539 minutes	540 minutes
Completion	93%	74%	86%
Success	57%	43%	59%

■ Completion ■ Success

Hispanic

	0 minutes	1-539 minutes	540 minutes
Completion	72%	78%	90%
Success	45%	51%	76%

■ Completion ■ Success

Asian/Pacific Islander

	0 minutes	1-539 minutes	540 minutes
Completion	88%	95%	92%
Success	63%	75%	83%

■ Completion ■ Success

White, Non-Hispanic

	0 minutes	1-539 minutes	540 minutes
Completion	75%	80%	88%
Success	63%	80%	83%

■ Completion ■ Success

The SDSI program examined the course completion and success rate of students by their race/ethnicity and their minutes of participation in SDSI activities. Generally, the more involved students were in SDSI activities, the more higher they performed in their coursework. Specifically, students taking part in SDSI activities as much as 540 minutes a week had an over an 86% completion rate and 59% success rate in their classes. This was true for across students from different backgrounds.

Overall Course Completion and Success by Gender and Minutes of Participation in SDSI Activities
Fall 2012-Spring 2015

Overall Course Completion and Success by Gender and Minutes of Participation in SDSI Activities
Fall 2012-Spring 2015

Female

83%   74%   92% 80%
54%   52%
0 minutes   1-539 minutes   540 minutes
■ Completion ■ Success

Male

74%   78%   88%
47%   51%   70%
0 minutes   1-539 minutes   540 minutes
■ Completion ■ Success

Additionally, the SDSI program examined overall course completion and success by gender and minutes of participation in SDSI activities. This data denotes a positive increase in student course completion and success the more time they spend participating in SDSI activities. In particular, over 70% of both male and female students who participated in SDSI activities for 540 minutes succeeded in their courses. Moreover, nearly all students (both male and female) who participated in SDSI activities for 540 minutes completed their courses. This shows how taking part diligently in SDSI activities leads to student success.

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

     The data above shows that the SDSI program is making a substantial impact on our participants.

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

This question is not relevant to Incite as this is the first year of program review. Full review of data will begin in the coming semester and program modifications will be made as needed.

PR Section 6.0 SAP w/o Resource Requests

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Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Create and implement a full evaluation model for the SDSI program, identifying stronger points of data to collect in order to determine best program practices toward the success of our students

List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students College Goal #2: Reduce the achievement gap Objective #2: Increase retention rate of Hispanic and African-American students by at least 2% 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.	This feedback will inform program revisions and modifications as deemed necessary in order to better serve our target population, who are comprised of mostly. The manager will be responsible for mapping out the full program evaluation model in consultation with the Office of Institutional Research and Planning here on campus. The model will be created and implemented within two consecutive semesters.
What *Measurable Outcome* is anticipated for this SAP?	1 evaluation model will be completed which includes data collection on all program services. Program leadership will meet with the Office of Institutional Research and Planning at least two times before finalizing the plan. After implementing the plan, an annual report will be written
What specific aspects of this SAP can be accomplished without additional financial resources?	This entire SAP can be accomplished with no additional financial resources.

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Revise methods for life skills coaching and add semester-long student learning outcomes

List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #2: Increase course retention and success Objective #6: Increase the persistence rate of students College Goal #3: Strengthen connections with the community Objective #1: Strengthen our contacts with Alumni Objective #2: Strengthen our partnerships with local business and industry Objective #6: Increase engagement of the college with the community through college events, community service, and other partnerships
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The current "clusters" method that is being utilized does not allow for the students to be empowered and select their skill development. The manager and Life Skills Coaches will brainstorm and implement new methods during spring 2015. Along with new curriculum, the manager will be responsible for leading a student learning outcomes training and Life Skills Coaches will be responsible for ensuring each participant creates at least three learning outcomes.
What *Measurable Outcome* is anticipated for this SAP?	The measurable outcomes will be a staff survey about the training and the student learning outcomes from each student file.
What specific aspects of this SAP can be accomplished without additional financial resources?	This entire SAP can be accomplished with no additional financial resources

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Current hourly office support will be trained to assist with new peer mentorship component, enabling them to help with recruitment by sharing their SDSI experience, assisting with resource information, and general participant

	assistance that does not life skills coaching or counseling
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1: Address the needs of under-prepared students Objective #4: Increase the number of transfers Objective #6: Increase the persistence rate of students College Goal #3: Strengthen connections with the community Objective #1: Strengthen our contacts with Alumni Objective #6: Increase engagement of the college with the community through college events, community service, and other partnerships
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Our current hourly support is comprised of both recently transfer alumni and current Fullerton College students. These students have valuable experiences to share with their peers, both about the SDSI program and navigational capital with regard to higher education. We would like to pilot a peer mentor program utilizing the staff we currently have.
What *Measurable Outcome* is anticipated for this SAP?	The amount of students who come in to seek peer mentorship will be tracked and students would also be asked about the mentorship component through our annual student survey.
What specific aspects of this SAP can be accomplished without additional financial resources?	This entire SAP can be accomplished without additional financial resources, however we must be able to maintain our current funding in order to sustain this effort.