



Non-Instructional Program Review 2015-2016

Basic Skills :

Date: 05/13/2016

- Program Review Non-instructional Cycle F 2015 Basic Skills

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

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

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- **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 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 the faculty, staff, and administrators of its programs efficiently.	2013-2014	2013-2015	2014-2015	1
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 &	Summary of Data Collected	Use of Results

		Criteria for Success		
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 supports. All programs will be included (this is an increase from the original snapshot which included data for only four programs)	(see Appendix A: "BSI Program Snapshot")	Results were considered by the Basic Skills Committee to determine future levels of funding

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”)

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PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Basic Skills

Action Plans

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 <i>Measurable Outcome</i> 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.
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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 <i>Measurable Outcome</i> 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.

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.	<p>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</p>

What will happen

	<p>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</p>
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 <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • 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.
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 <i>Measurable Outcome</i> 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.

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 *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.

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.