Entering Scholar Program:

 • Program Review Non-instructional Cycle F 2015 Entering Scholar 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

Date: 05/13/2016

Sorted by: Program

Entering Scholar Program

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Entering Scholar Program

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:

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

The Entering Scholars Program (ESP) helps prepare students to be successful learners. ESP offers academic support and better prepares students for college-level work. ESP classes incorporate activities and support services such as in-class peer-tutoring and personalized classroom visits from counselors and campus staff. The goal of ESP is to target first-year students in English and reading courses and offer them a course curriculum comprised of study skills, educational planning, self-exploration, engagement and learning resources.

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.

ESP supports the FC vision by promoting a community of inquiry, personal growth, and an appreciation for learning for both students and staff. 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.**

ESP supports the FC core values in the following ways:

We **value diversity** by working to close the achievement gap. We also **value tradition and innovation** in our commitment to academic excellence and innovation. Additionally, we have an **inclusive decision-making process** that is made up of representatives from all constituent groups related to ESP: 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 Equity Plan funding. ESP is also 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 within ESP that are responsive to the needs of our faculty and staff in order to effectively support student success. In doing so, ESP staff members and participants work 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** in ESP. 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

ESP supports the FC goals by the following:

Promoting student success

• ESP supports first-year students in successfully transitioning to college, with the goal of increasing
student retention, success, and persistence by embedding support systems directly into Basic Skills English and Reading Courses.

Reducing the achievement gap:

• ESP narrows the achievement gap in targeted student populations. (See Appendix: "ESP and the Achievement Gap.") ESP also holds a spot in each section for special student populations, improving access to Veterans, DSS, and foster-youth students.

Strengthening connections with the community:

• **Connections to local graduate programs.** We recruit qualified embedded tutors for ESP from local universities, such as California State University, Fullerton.

• **National and Regional Conference Presentations.** Basic Skills program leaders regularly promote ESP and strengthen our connections with the larger community. Recent ESP-focused conference presentations include: Strengthening Student Success Conference, Academic Senate for California Community Colleges Academic Academy, Teaching Academic Survival and Success Conference, and the League for Innovation in the Community College Conference.

PR Section 4.1 - 4.2

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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 Entering Scholars Program will increase success, retention, and completion rates for students in designated courses.	n/a	2015-2016	2016-2017	0
2.	The Basic Skills Office will appropriately evaluate and assess the effectiveness of ESP.	n/a	2015-2016	2016-2017	0

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
The Basic Skills Office will continue to collect and provide research data about the Entering Scholars Program.	Data collected from the IR&P Office, as well as the BSI Program pre-and post-survey	Will be collected at the end of spring 2016	Results will be used to modify program elements to improve success

***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
First-year students in ESP classes will have higher retention and success rates than first-year students in non-ESP classes. The Basic Skills Office will track the number of ESP students who take advantage of out-of-class tutoring. ESP students who take advantage of out-of-class tutoring will have higher success rates than students who do not use tutoring. The Basic Skills Office will track the persistence and progression rates of ESP students from Fall to Spring and Fall to Fall. First-year students in ESP classes will have a higher persistence rate than first-year students in non-ESP classes.	Data collected from the IR&P Office	Will be collected at the end of spring 2016	Results will be used to modify program elements to improve student success

PR Section 4.3 - 4.6

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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?
N/A. This is the first ESP program review cycle.

4.4 How has assessment of SLOs led to improvements <u>in student learning and achievement</u>?
N/A. This is the first ESP program review cycle.

4.5 What challenges remain to make your program SAOs/SLOs more effective?
N/A. This is the first ESP program review cycle.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)
SAO/SLO #1: The Entering Scholars Program will increase success, retention, and completion rates for students in designated courses.
This SAO demonstrates our commitment to **promoting and improving student success** through ESP, and we gauge our efficacy not only by how many students we serve, but how these students fare over time by evaluating progression data.

SAO/SLO #2: The Basic Skills Office will appropriately evaluate and assess the effectiveness of ESP.
This SAO guides how we disaggregate the data on ESP and specifically looks at the impact of the ESP on **reducing the achievement gap** for our underserved student populations.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.
Since ESP is embedded in existing humanities division basic skills courses, ESP supports the achievement of institutional SLOs by promoting and enhancing the curricular components of each course.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?
N/A. This is the first ESP program review cycle.

     B.   What do the results of the above methods of assessment indicate about the effectiveness of the program?
N/A. This is the first ESP program review cycle.

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

N/A. This is the first ESP program review cycle.

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)	Continue to conduct research and collect data on the Entering Scholars Program
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 ESP.
What *Measurable Outcome* is anticipated for this SAP?	A detailed report of ESP will be produced and distributed 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 # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Recruit math faculty to participate in ESP in order to support more basic skills students.

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 recruit math faculty to participate in ESP and support basic skills math students over the next three years.
What *Measurable Outcome* is anticipated for this SAP?	The number of basic skills math students supported by BSI/ESP will be increased; the number of faculty participants in BSI programs will be increased. 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.

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Alter the ESP registration process to allow for more special student population participation while still capturing at-risk first-time students that would not self-select to be in a student success program
List College goal/objective the plan meets:	College Goal #: 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 with work with the Registrar and instructional Deans to develop an ESP registration system that benefits the most diverse student population. This will occur over the next three years.
What *Measurable Outcome* is anticipated for this SAP?	More special student populations will benefit from being in ESP.
What specific aspects of this SAP can be	No additional funding is needed for this SAP.

accomplished without additional financial resources?	

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name: (formerly called short-term goal)	Investigate areas/space on campus to dedicate to ESP
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 program. The BSI Director will investigate new areas on campus to use for Basic Skills Programs such as ESP 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 ESP 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 ESP and other BSI programs, no financial support would be necessary.