

Basic Skills Initiative 2016-2017

Program	Goal	Activity	Measurable Outcome
Faculty Training for Accelerated English	Increase student success; reduce the achievement gap	Provide training and support for faculty to teach ENGL 99	Train 10 new faculty each year to teach the permanent accelerated English course (ENGL 99) Students who participate in accelerated English courses will progress to transfer-level English at a rate higher than students who start the English sequence at the same level, but do not participate in accelerated courses.
Basic Skills Supplemental Instruction	Increase student success; reduce the achievement gap	Embedded tutoring support via Supplemental Instruction. SI will be provided for 20 sections of math, English, ESL and reading each semester	Students in SI-supported courses will have a higher success rate than students in equivalent non SI-supported courses. The Basic Skills Office will track the number of students who take advantage of SI. Students who take advantage of SI will have a higher success rate than students who do not use tutoring.
Incite Program for Student Athletes	Increase student success; reduce the achievement gap	Incite will support approximately 300 basic skills students participating in collegiate sports programs by providing study hall, a dedicated counselor, student success workshops, and tutoring in the Academic Support Center.	Students athletes who participate in >9 study hall hours per semester will have success and retention rates that are higher than those who participate in 1-9 hours. Student athletes who participate in 1-9 hours of study hall will have success and retention rates that are higher than those who do not participate in study hall.
Professional Learning	Increase student success; reduce the achievement gap	Provide professional learning opportunities related to basic skills for FC educators. The Basic Skills Office will support attendance for FC educators to the Strengthening Student Success Conference	FC educators will attend SSS Conference and disseminate information by presenting a workshop, sharing with department, implementing in classes, etc. in the year following

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Entering Scholars Program (ESP)	Increase student success; reduce the achievement gap	<p>ESP is embedded into English, ESL, and Reading classes and provides added support to students new to college. ESP class includes the following components:</p> <ul style="list-style-type: none"> An embedded tutor that attends all class sessions and offers up to two hours of tutoring to students outside of class each week A scheduled 45 minute counseling presentation, during which students are encouraged to create a comprehensive education plan, and A Student Support Professional (SSP) - a classified Fullerton College staff member who visits class four pre-determined times over the course of the semester and gives student-success related presentations to foster campus engagement. 	<p>First-year students in ESP classes will have higher retention and success rates than first-year students in non-ESP classes.</p> <p>The Basic Skills Office will track the number of ESP students who take advantage of out-of-class tutoring.</p> <p>ESP students who take advantage of out-of-class tutoring will have a higher success rate than students who do not use tutoring.</p> <p>The Basic Skills Office will track the persistence and progression rates of ESP students from Fall to Spring and Fall to Fall.</p> <p>First-year students in ESP classes will have a higher persistence rate than first-year students in non-ESP classes.</p>
Graduate Student Mentorship Program (GSM)	Increase student success; reduce the achievement gap	<p>GSM provides embedded tutoring support and professional development for local graduate students/future FC instructors</p> <p>GSM will be offered in approximately 7-10 sections of math, ESL, English, some content-areas, and reading each semester</p>	<p>Students in GSM-supported courses will have a higher success rate than students in equivalent non GSM-supported courses.</p> <p>The Basic Skills Office will track the number of students who take advantage of out-of-class tutoring provided by the graduate student interns.</p> <p>Students who take advantage of out-of-class tutoring provided by the graduate student interns will have a higher success rate than students who do not use tutoring.</p>
Growth Mindset Program	Increase student success; reduce the achievement gap	<p>Train adjunct faculty to present Growth Mindset activities in their basic skills and content-area classes</p>	<p>Students demonstrate a growth mindset on BSI post-survey</p> <p>Students have higher success and progression rates</p>