



FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Academic Support Center

(Skills Center, Tutoring Center, Writing Center, and Math Success Program)

Library/Learning Resources, Instructional Support Programs & Services Division

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Yadira Aguillon

Sara Camacho

David Cook

Julie Douglass

Heidi Guss

Chuck Helms

Kristine Nikkhoo

Jeff Pham

David Sarabia

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Kristine Nikkhoo	<i>Kristine Nikkhoo</i>	Director	01.13.23
Printed name of Principal Author	Signature	Title	Date
Kristine Nikkhoo	<i>Kristine Nikkhoo</i>	Director	01.13.23
Printed name of Department Manager	Signature	Title	Date
Dani Wilson	<i>Dani Wilson</i>	Dean	01.13.23
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

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/Vision:

As a part of the Library/Learning Resources, Instructional Support Programs & Services Division, the Academic Support Center (ASC) provides instructional support services to students, faculty, and staff with the aim of helping students achieve academic success. The ASC is comprised of the Writing Center, Tutoring Center, and Skills Center, as well as the Math Success Program. The Academic Support Center promotes student success by providing diverse, flexible services for all Fullerton College students. These services are designed to meet all students' learning needs in a welcoming, inclusive, and appropriately-designed space. The Academic Support Center pursues these goals through equity-focused training, technology, campus-wide communication and collaboration, staff development, and allocation of resources to assess and develop all of its programs.

More specifically, the Writing Center supports Fullerton College's Mission and Vision by providing one-on-one consulting with professionally trained tutors to assist the Fullerton College community in all stages of the writing process from all disciplines. In an informal, collaborative, and inclusive environment, Writing Center tutors help advance student learning and achievement by supporting students with their writing as they pursue their academic goals, develop their career paths, obtain their associate degrees, and apply for transfer. Through its one-on-one tutoring and faculty-led workshops, the Writing Center endeavors to transform student lives in both their personal and academic arenas.

Similarly, the Tutoring Center assists students of all ages, abilities, and ethnicities in successfully completing their coursework and improving their learning skills. This endeavor is accomplished through peer tutoring and expert tutoring. Tutors share their knowledge of the subjects with students by explaining difficult concepts, steps and methods, giving examples, and being a sounding board to illuminate problems.

The Skills Center supports Fullerton College's mission, vision, core values, and goals by providing professional Instructional Assistants to assist students in improving their academic skills through, self-paced work in computer programs, print, audio, video, and internet-based materials.

In addition, the ASC Math Success Program is a math enrichment program designed to help students develop their mathematical skills in conjunction with taking a math class. The program utilizes McGraw Hill's ALEKS online software as a primary vehicle for improving students' math abilities along with tutoring assistance and math workshops. The program has two overall formats: summer and winter boot camps, which are designed to prepare students for their fall or spring math class, and the fall and spring program, which are designed to support students while they are taking their math class. The program also seeks to break down barriers that Fullerton College students face in passing foundational math courses by building their confidence to succeed.

The ASC Math Success Program aligns with our institution's mission in that it advances student learning and achievement in math. It supports our diverse student population and offers a very supportive and inclusive environment for students to grow their math skills and be successful learners.

Core Values:

The Academic Support Center supports Fullerton College's Core Values by building **community** through serving and supporting any student with needs in tutoring. The ASC builds **community** through employing faculty

from two different departments in the Writing Center, and by employing student tutors and student ambassadors through federal work study. The ASC embraces **diversity** through offering specialized tutoring for DSS and EOPS students; supports the **growth** of students by promoting student ownership of their development as learners in order to build long-term academic and study skills. Finally, the ASC continues to build **excellence** amongst its tutors through ongoing equity-focused training, and its tutees through having higher rates of success and retention compared to non-ASC users.

Additionally, the ASC support Fullerton College's Core Values by:

- Building skills that promote independent learners with an interest in lifelong learning
- Fostering student-centered and equity-focused learning
- Increasing critical thinking skills and applying information to new situations and settings
- Developing effective study skills based on tutor's role-modeling skills
- Developing an environment of collaboration and equity
- Promoting access and effective use of the tutoring services on campus.

The Math Success Program support's FC's Core Values by:

- "Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas."
 - The Math Success Program is a community of learners that gives students a greater sense of connection and belonging on campus.
- "Diversity – We embrace and value the diversity of our entire community."
 - The Math Success Program serves and values our diverse student population.
- "Equity – We commit to equity for all we serve."
 - The Math Success Program is dedicated to promoting equity through providing academic resources to help close the achievement gap.
- "Excellence – We honor and build upon our tradition of excellence."
 - The Math Success Program seeks to serve students through excellence in program structure, tutor training, and promoting growth in the program through feedback from students and faculty.
- "Growth – We expect everyone to continue growing and learning."
 - The Math Success Program is founded on a growth mindset foundation and provides growth mindset training to tutors and students.
- "Inclusivity – We support the involvement of all in the decision-making process."
 - The Math Success Program promotes inclusivity through listening to student feedback on surveys, tutor feedback, and faculty and staff feedback.
- "Innovation – We support innovation in teaching and learning."
 - The Math Success Program provides an innovative model of math support post-AB 705.
- "Integrity – We act in accordance with personal integrity and high ethical standards."
 - The Math Success Program operates with integrity and high ethical standards under the supervision of the Academic Support Center Director.
- "Partnership – We work together with our educational and community partners."
 - The Math Success Program seeks to operate in partnership with various departments on campus: the Math Department, STEM Program, Promise Program, and First Year Experience.
- "Respect – We support an environment of mutual respect and trust that embraces the individuality of all."
 - The Math Success Program promotes mutual respect through peer tutoring.
- "Responsibility – We accept our responsibility for the betterment of the world around us."

- The Math Success Program operates with a sense of responsibility toward promoting student success as well as instilling a sense of personal responsibility in our students.

The Math Success Program provides students with a community of peer learners and tutors to critically engage in discussion and dialogue in order to better understand math concepts. Our tutors are trained to cater to the unique needs of every student to support their academic journey. This innovative support program empowers students to take charge of their learning while also providing them with the tools they need to succeed.

College Goals:

Goal 1: Promote success for every student. Fullerton College will prepare students for success through the development and support of exemplary programs and services.

The Academic Support Center will support Goal 1 by:

- providing an academic, professional and friendly setting for students to work on all types of assignments for most subjects
- promoting students' independence and success both in and out of class
- providing opportunities for student tutors to receive equity-focused tutor training
- providing opportunities for student tutors to receive experience in tutoring a diverse student population
- providing students with the materials listed on their lab contracts for ESL classes with a required lab time component
- providing faculty with the opportunity to offer make-up exams to students who are not able to take exams during the scheduled class time
- providing other lab users assigned to the Skills Center by their instructors (non-required lab time) the print and software materials needed to develop specific academic skills
- providing an academic, professional and friendly environment for students to work on various skill-building assignments

Goal 2: Cultivate a culture of equity. Fullerton College will strengthen and support a diverse and inclusive campus culture.

The ASC will support Goal 2 by:

- providing tutors and staff with equity-focused training and professional learning opportunities in order to better serve the diverse student population
- hiring diverse tutors and staff
- serving our diverse student population with a welcoming and inclusive community of learners
- informing students about other helpful resources available on campus
- improving student success in coursework and increasing students' transferability

Goal 3: Strengthen connections with our community. Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

The ASC will support Goal 3 by:

- partnering with local high schools, high school counselors, and high school parents to promote its programs and especially the Math Success Program Summer Boot Camp for incoming freshmen.

Goal 4: Commit to accountability and continuous quality improvement. Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.

The ASC is committed to continuous quality improvement. The ASC will support Goal 4 by:

- providing student surveys after every tutoring session and semester in order to assess student satisfaction and the efficacy of the program. We adjust the program to better serve students based on this feedback.
- providing professional and career opportunities for students

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The purpose of the Writing Center is to serve students who seek help on their writing projects and assignments from all disciplines at any stage in the writing process from brainstorming through editing. While students from all disciplines use the Writing Center, the majority of tutees are from English and ESL classes. The Writing Center seeks to create a safe and comfortable environment for students to receive constructive feedback on their writing assignments. The Writing Center currently offers three modalities of tutoring: in-person sessions, online asynchronous sessions, and remote zoom tutoring sessions to Fullerton College students.

The Writing Center is primarily used by students who attend half-hour sessions either by appointment through WC Online or on a walk-in basis. During this time, students work individually with a trained tutor or faculty member to receive personalized help on specific writing assignments. Students from Disability Support Services (DSS) with “DSS Writing Center Authorization” are given one-hour tutoring sessions rather than the usual thirty minutes. Students from Extended Opportunities Program & Services (EOPS) are allowed to book twice as many appointments per week as non-EOPS students. DSS and EOPS students qualify for one-hour appointments through “Above and Beyond Tutoring.” This enables students to schedule a one-hour recurring weekly session with the same tutor for consistent support.

The Writing Center also organizes conversational practice between students taking ESL courses and three classified Library staff volunteers through the ESL Conversation Partner Program. Library staff volunteer 1 to 2 hours per week and offer 30-minute conversation appointments. During these appointments, students talk with the library staff to practice their pronunciation and verb use, learn new words, and get a better understanding of the flow of conversation in English.

Additionally, throughout each semester, the Writing Center offers approximately eighteen one to two-hour workshops on topics such as MLA documentation, annotation strategies, transfer application writing, verb tense review, paragraph development, integrating quotations, etc. Attendance at workshops ranges from three to thirty students. The Writing Center also provides nine computers with Internet access and cameras. These are available for students who want to complete class work and conduct academic research. They are also available for tutors who are conducting online sessions via Zoom.

In addition, the Writing Center offers a small library of writing resources such as handbooks, grammar textbooks, computer software, and writing handouts. These are available for student use in the Writing Center. The Writing Center also offers video workshops, digital handouts designed by tutors on common subjects such as MLA and APA formatting, introductions, conclusions, incorporating sources, etc., and worksheets for students to check their knowledge.

The Tutoring Center offers a hub of academic support services, supports the work of partner retention and academic support programs, and offers a positive growth-oriented environment that promotes student academic and social success.

Academic support services at the Tutoring Center are organized primarily through appointments. Most subjects (like Biology, CIS/CSCI, Digital Arts, Earth Science, Music, Psychology and Political Science) are offered on a small-group basis, and students may join multiple group appointments per week for tutoring appointment scheduled for the same course. Small-group tutoring is defined as tutoring during any single appointment hour for up to three students taking the same course. Foreign Languages are offered on a larger group basis (no more than fifteen students tutored for any scheduled hour), and students may join multiple Foreign Language group meetings each week. In addition to these general tutoring services, which are offered to all Fullerton College students, the Tutoring Center partners with DSS and EOPS to provide additional “Above-and-Beyond” tutoring services to eligible students served by these departments and programs.

Each semester, Tutoring Center staff works to serve more students in responsive ways, and adjusts tutoring formats and schedules in order to better assist students. Although small and larger changes are made from semester to semester, Tutoring Center staff organized and delivered the following tutoring-based programs during the self-study reporting period:

- Appointment tutoring (both online and in-person) six days a week (Mon-Sat) for most subjects on a one-to-one and small-group basis
- Foreign Language tutoring, provided in a combination of walk-in and appointment formats and on a large-group basis
- Above-and-Beyond tutoring services for eligible students served by EOPS and DSS, which include: additional hours of appointment tutoring per week or weekly scheduled tutoring appointments with a designated tutor throughout the semester
- Cosmetology Study Hour: tutoring for Levels 1-5 Cosmetology tutors designed to support student success in passing Written Sate Board exams.
- Supplemental online tutoring provided by Smarthinking, which is available during hours that the ASC is closed
- Tutoring support, space and other resources provided for the benefit of partner retention and academic support programs such as Hornets Tutoring

The Tutoring Center provides seating for up to 80 students and has 13 computers available with software for general computing and other specialized programs for Accounting, CIS/CSCI, Digital Arts and Statistics tutoring. The Center is equipped with seven white boards, three tutoring rooms (two with a capacity for four, and one with a capacity for six students). In addition, the Tutoring Center regularly updates textbooks and other academic support materials for tutors to use when assisting students.

To work or volunteer in the Tutoring Center, student tutors must have received an A or B in the classes they are assigned to tutor, have at least a 2.7 overall GPA on their transcript, and have a faculty recommendation in the subject area in which they are tutoring. Student tutors may be current or past Fullerton College students. Adult tutors may be university students or professionals who have either a bachelor’s or master’s degree.

The Skills Center serves students in ESL classes with required lab assignments, those referred to take make-up exams, and those visiting on a drop-in basis. The services in the Skills Center are centered on improving academic skills such as reading, learning strategies, test-taking, and critical thinking. The Skills Center seeks to

help all Fullerton College students by being open for 16 weeks of the semester, Monday through Thursday from 8:00 a.m. to 8:30 p.m. and Friday from 8:00 a.m. to 3:30 p.m. The Skills Center is also open during the summer session.

The Skills Center labs offer a variety of Student Success Workshops, discipline-specific learning support services and computer resources. The Skills Center Lab provides 108 computers that are open to all students and includes three workstations that are ADA compliant.

The ASC Math Success Program is a math enrichment program designed to help students develop their mathematical skills in conjunction with taking a math class. The Math Success Program acts as a supplemental resource for students who seek to improve their math skills or who have experienced difficulties with math. The program utilizes McGraw Hill's ALEKS online software as a primary vehicle for improving students' math abilities along with tutoring assistance and math workshops. The program has two overall formats: summer and winter boot camps, which are designed to prepare students for their fall or spring math class, and the fall and spring program, which is designed to support students while they are taking their math class. The overall structure and format of the program has changed a lot due to AB 705 and the pandemic from Spring 2020 to the present, although ALEKS, tutoring, and workshops have continued to be the core components of the program.

ALEKS Math Software

Our math enrichment program utilizes ALEKS (Assessment and Learning in Knowledge Spaces), which is a web-based learning software. Developed by McGraw-Hill Education, ALEKS uses adaptive questioning to gauge what students know and do not know about the content of specific academic courses. Broad and detailed study courses are made available by ALEKS software, but are easily customizable to meet the specifications of institutions and participating students, and our ALEKS courses have been customized by Fullerton College math faculty. Further, students enrolled in ALEKS courses progress through individualized study plans. These study plans are generated based on the initial assessment (Knowledge Check) within ALEKS software. Students spend their time in ALEKS progressing through the course sequences and mastering their skills along the way to completion. Currently, students are expected to spend 2 hours per week on ALEKS while they are in the program.

Prior to the pandemic (through the middle of Spring 2020), there were in-person lab times with tutors present where students would work on ALEKS and ask tutors any questions that came up. Students could also complete some of their ALEKS work at other times. Starting in Summer 2020, the program went fully remote, and students did ALEKS almost entirely in their own time, and then dropped in to see a tutor on Zoom during tutoring hours. The boot camp in Summer 2022 was fully in person again with students completing ALEKS in the lab while tutors were present. The fall 2022 semester is a hybrid model where there are in-person lab times and remote tutoring on Zoom, and students can choose to do ALEKS in their own time or come to the lab in person.

The following ALEKS course modules are being used for our winter and summer boot camps:

- Prep for Liberal Arts Math (Math 100)
- Prep for Intro to Probability and Statistics (Math 120/121)
- Prep for College Algebra (Math 141/143)
- Prep for Trigonometry (Math 142/144)
- Prep for Calculus (Math 151)
- Prep for Business Calculus (Math 130)
- Math content for Chem 107

The following ALEKS course modules are being used for our spring and fall semester program:

- Liberal Arts Math (Math 100)
- Intro to Probability and Statistics (Math 120/121)
- College Algebra (Math 141/143)
- Trigonometry (Math 142/144)
- Math content for Chem 107

Tutoring

The Math Success Program engages students through peer-to-peer interactions to assist in student development. Tutors assist students with individual questions about math concepts, which may come from their work on ALEKS or from their math class or homework. Prior to the pandemic, tutors were only available during in-person lab times. From Summer 2020 through Spring 2022, tutoring was conducted entirely remotely via Zoom, and during the Summer 2022 Boot Camp, tutoring was entirely in person during lab times. In Fall 2022, there are hybrid options for tutoring. Tutors are available during lab times in person or on Zoom, and there are additional drop-in tutoring hours that are only on Zoom.

In addition to tutoring, tutors are assigned a group of students to work with throughout the semester and whose progress they track. They track students' progress on ALEKS, workshops, and tutoring, and send students weekly email updates to encourage them and help keep them on track. In our fully remote model, students would work consistently with the same tutor throughout the semester. In our hybrid model, students have an assigned tutor who sends their progress updates, but they can see multiple tutors as needed. Tutors sometimes help with reaching out to students with Google Voice calls or texts to check in with students who didn't show up to orientations or haven't participated in the program recently. Tutors assist with orientations and participate in occasional meetings during the semester.

Employed tutors are trained by the Math Success Program coordinator on topics such as ALEKS software, tracking data on our spreadsheets, checking online workshops on Canvas, sending email updates, proactively reaching out to students, and tutoring tips for our program. They also participate in the Tutoring Center's CRLA training for 10 hours. Qualification standards for tutors are consistent with those standards used by the Tutoring Center.

Workshops

Prior to Spring 2020, there were in-person math workshops given to students. After we went remote in Spring 2020, math faculty contributed to creating online math workshops that were posted on the ASC Canvas page for students to access. The workshops include a worksheet for students to complete on a given topic from their math course, a video of the professor walking through each problem step by step, and an answer key. Students submit their worksheets which are then checked for completion. Online workshops reduced faculty interaction which would be beneficial to students, but they also led to more flexibility for students to be able to complete workshops in their own time. Students may seek tutor support for workshops if needed.

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

Managers					
Director	1	100%	12	General/Categorical	1
Classified					
Instructional Assistant	4	100%	12	General	4
Tutoring Center Coordinator	1	100%	12	General	1
Administrative Assistant II	2	100%	12	General	2
Faculty (full-time)					
Writing Center Coordinator	1	40%	10	General (6 units reassigned time)	.40
Faculty (Adjunct)					
N/A					
Hourly - Adult					
Average 30 @ 7-20 hours p/wk for 30 weeks	30	20%	7.5	General/Categorical	3
Hourly - Student					
Average 30 @ 7-20 hours p/wk for 30 weeks	30	20%	7.5	General/Categorical/FWS	3
Professional Experts					
1 @20 hours (summer Writing Center coordinator)	1	5%	2	General	.10

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				
Smarthinking/Pearson	Supplemental online tutoring (ends 5/31/23)	Varies per term	\$24/hr (up to \$15K per year)	Categorical
Volunteers				
N/A				

Interns				
N/A				
Total Hours & Costs				
			Total FTE	14.5

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

The Academic Support Center Office is supported by one manager, the Director of Academic Support Programs, who oversees all operations and services of the Writing Center, Tutoring Center, Skills Center, and Math Success Program. The ASC Office has one Administrative Assistant II, who supports the Director and ASC Office and tracks budgets, schedules rooms/workshops, updates the staff schedule, generates service requisitions, processes timecards, coordinates meetings, completes hiring documentation, hires hourly staff, provides support for hourly training, provides faculty support, helps develop lab schedules, answers phone calls, and provides the director with general administrative support.

The Writing Center has one faculty coordinator (with 6 units of reassigned time) and one Administrative Assistant II who provides front desk and clerical assistance for the Writing Center with the support of hourly tutors, when tutors and budget allow. The center is staffed by eight faculty tutors, six from the English Department and two from the ESL Department. Faculty are assigned each semester on a rotational basis and staff the Writing Center during all hours that it is open on-campus. In addition to the faculty tutors, there are generally twenty to twenty-five paid hourly trained tutors who are hired each semester. Many of the hourly tutors are current Fullerton College students, while the remaining paid hourly tutors are former students who are now attending universities.

The Writing Center is also staffed by as many as fifteen English 280 students. English 280, Language Arts Tutoring Practicum, is offered in the English Department each semester and is co-taught by an instructor from the English Department and another from the ESL Department. Students in English 280 are required to complete three lab hours each week by observing faculty tutors, completing tutoring assignments, and tutoring students. Faculty in the Writing Center supervise, mentor, and train English 280 students for almost every hour the Writing Center is open. Many of these English 280 students go on to become Writing Center tutors, Hornets Tutoring (HT) tutors, and Tutoring Center tutors.

As stated in the previous Program Review (2018), the Writing Center needs more reliable and consistent front desk staffing. Other than the full-time Administrative Assistant II, there is no other full-time staff member who is in the Writing Center. Although there is a full-time faculty member who serves as the Writing Center Coordinator, this position is only allocated 40% release time to coordinate the Writing Center. There are also eight faculty members who spend four hours per week in the Writing Center. However, their main responsibilities in the Writing Center are conducting student workshops, supervising and mentoring English 280 students, and working with students in one-on-one tutoring sessions. They are not expected or trained to provide any administrative support at the front desk. Not only is the current Writing Center Administrative Assistant II responsible for the complete and smooth daily operation of the Writing Center front desk, the Administrative Assistant II supports the Writing Center Coordinator with day to day tutor scheduling,

electronic timecards, scheduling classroom visits for outreach, and training student workers. The administrative needs of the Writing Center are too great for one full-time staff member to handle.

In addition to the Administrative Assistant II, the Writing Center employs student workers to help with front desk duties. On a daily basis, the Writing Center front desk is responsible for checking in tutees, logging no-show appointments, monitoring the wait list, ensuring that workshop attendees scan in properly, finding substitutes when needed, tracking Writing Center usage, answering questions, making appointments, explaining services, answering phone calls, and checking and reviewing timecard hours for all student workers including tutors and front desk staff. At current funding, the Writing Center budget does not allow for consistent front desk support.

The Tutoring Center is staffed by one full-time classified Coordinator and one Instructional Assistant, as well as up to 40 hourly tutors for various subjects. The Tutoring Center also requires reliable and consistent front-desk staffing. The work of the front desk plays a crucial role in delivering all academic support services in the Tutoring Center, and serves as the central hub for organizing tutoring and tutors, for interfacing with partner retention and academic support programs operating in the same space, and for providing a responsive point of contact for student, faculty and college staff at the Tutoring Center. Building the capacity of the front desk is an investment in improving the student experience in the Tutoring Center.

With respect to the number of tutors and tutoring hours offered, the Tutoring Center has been able to recruit and maintain an adequate number of paid hourly tutors but has struggled, in many instances, to meet the demand for tutoring from students. Often, the tutoring hours made available for students are not enough. This problem has become more acute as a result of the minimum wage increases that effectively reduce the number of tutoring hours offered when budgets are not increased.

The Skills Center has three full-time Instructional Assistants and from 5-10 ASC Ambassadors, student workers who provide front desk support and help students with questions.

2.5 How many students are served? How has this number changed since the last review?

The COVID-19 pandemic and declining overall college enrollment have resulted in fewer student usage of the ASC and its services. However, as the campus (and world) begin to recover from this uniquely challenging time, the number of students who visit the ASC is steadily increasing.

OVERALL USE RATES

	Unique Students	College Enrollment ¹	% of Pop using WC
Summer 2020	77	9378	0.8%
Fall 2020	555	20742	2.7%
Spring 2021	542	18545	2.9%
Summer 2021	59	7608	0.8%
Fall 2021	585	17910	3.3%
Spring 2022	505	15588	3.2%
Summer 2022	55	6805	0.8%

OVERALL USE RATES BY ETHNCITY

¹ College enrollment counts excludes Special Admit students
Revised – 06/21/2022

% of Total Pop Using Writing Center							
	Sum '20	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
American Indian	0.0%	6.3%	6.3%	0.0%	0.0%	4.8%	0.0%
Asian	1.3%	4.3%	5.1%	0.8%	5.4%	4.9%	1.4%
Black	0.8%	2.4%	3.2%	0.6%	1.8%	3.4%	0.7%
Filipino	0.4%	1.4%	5.4%	0.0%	3.0%	3.1%	0.0%
Latinx	0.7%	2.6%	2.6%	0.8%	3.1%	3.0%	0.7%
Pac. Islander	0.0%	0.0%	13.3%	0.0%	0.0%	7.7%	0.0%
Two or More	0.3%	3.0%	1.8%	1.1%	2.8%	2.3%	1.4%
Unknown	1.1%	3.4%	3.5%	0.6%	3.0%	3.9%	1.1%
White	0.8%	1.9%	2.6%	0.7%	2.9%	3.0%	0.5%

OVERALL USE RATES BY GENDER

% of Total Pop Using Writing Center							
	Sum '20	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
Male	0.6%	1.9%	2.3%	0.5%	2.4%	2.5%	0.5%
Female	0.9%	3.3%	3.5%	1.0%	4.0%	3.9%	1.1%
Non-Binary & Transgender	2.2%	3.9%	3.5%	1.1%	1.7%	2.5%	1.7%
Unknown/Not Reported	1.2%	2.6%	2.4%	0.3%	3.6%	2.8%	1.4%

During the current reporting period (summer 2020 – spring 2022), the Tutoring Center served, on average, **61 students** during the summer terms, **324 students** during the fall semesters, and **327 students** during spring semesters.

In the summer 2020, the Tutoring Center served **59 students** during 166 tutoring sessions.

- 81% of students served identifies English as their home language age, 5% Spanish, 3% Chinese, 2% Korean, 2% Arabic and 7% other or not stated.
- 39% of student attended once, 12% attended twice, and 49% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 41% French, 13% Math, 11% CIS/CSCI, and 8% Accounting.**

In the fall 2020, the ASC Tutoring Center served **298 students** during 1,314 tutoring sessions.

- 85% of students served identifies English as their home language, 7% Spanish, 1% Chinese, 1% Korean, 1% Arabic and 5% other or not stated.
- 33% of student attended once, 21% attended twice, and 46% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 18% Math, 10% French, 9% Accounting, 8% CIS/CSCI, 8% Music Theory, and 4% SOSC 120.**

In the spring 2021, the Tutoring Center served **341 students** during 1589 tutoring sessions.

- 84% of students served identifies English as their home language, 7% Spanish, 2% Korean, 1% Chinese, 1% Arabic and 5% other or not stated.
- 38% of student attended once, 18% attended twice, and 44% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 15% Math, 14% French, 9% CIS/CSCI, 7% Chinese, 7% Music Theory, 6% Chemistry and 5% Japanese.**

In the summer 2021, the Tutoring Center served **63 students** during 170 tutoring sessions.

- 86% of students served identifies English as their home language, 8% Spanish, 6% other or not stated.
- 48% of student attended once, 16% attended twice, and 36% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 21% French, 19% Math, 13% Japanese, 8% Chemistry, 8% CIS/CSCI, and 6% Economics.**

In the fall 2021, the Tutoring Center served **349 students** during 1353 tutoring sessions.

- 84% of students served identifies English as their home language, 7% Spanish, 2% Korean, 1% Arabic, .5% Chinese and 5.5% other or not stated.
- 39% of student attended once, 12% attended twice, and 49% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 15% Math, 9% Japanese, 9% French, 9% Music Theory, 8% Accounting, 8% SOSC 120, and 7% Chemistry.**

In the spring 2022, the Tutoring Center served **312 students** during 1248 tutoring sessions.

- 86% of students served identifies English as their home language, 6% Spanish, 1% Chinese, 2% Korean, 1% Arabic and 4% other or not stated.
- 39% of student attended once, 18% attended twice, and 43% attend three or more times.
- **The highest demand subject areas by appointment were as follows: 23% Math, 12% CIS/CSCI, 11% French, 8% Music Theory, and 4% Chemistry.**

Chart 1: Math Success Program Student Count by Semester (Duplicated students)

Service Term	Total # of Students Participating
Fall 2019	39
Winter 2020	27
Spring 2020	35
Summer 2020	109
Fall 2020	55
Winter 2021	63
Spring 2021	79
Summer 2021	87
Fall 2021	68
Winter 2022	32
Spring 2022	42
Summer 2022	34
19/20 AY	210
20/21 AY	284
21/22 AY	176
OVERALL Fa19-Su22	670

The Math Success Program has seen a significant increase in students supported when compared to the prior program review cycle, which served 171 students in their highest year (2017-2018) and served 418 students total (duplicated). In the current program review cycle, we have served 670 students (duplicated), which is a 60% increase. The number of students increased by 35% from the 2019/2020 year to the 2020/2021 year. The 2021-2022 year saw a noticeable drop in students served. It's difficult to identify the specific reasons for that; however, overall campus enrollment was lower at that time. In addition, the number of students served in the Summer 2022 Boot Camp was likely lower due to transitioning into being fully in-person, and also having one 4-week boot camp as opposed to multiple boot camps in previous years. As we continue to develop both our in-person and remote offerings and continue consistent outreach, we expect to see higher numbers of students participating again. It should be noted that our definition of students served is students who have participated in the program by attending tutoring and/or working on ALEKS at least once.

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

The most significant change that has occurred since the last program review is the COVID-19 pandemic and campus closure/shift to remote services. The pandemic necessitated that the ASC reevaluate tutoring methods and to quickly shift to remote tutoring and learning. In the past, the ASC used the vendor Smarthinking online tutoring as an alternate pathway for students to receive tutoring outside of the Fullerton College ASC. When the pandemic kept everyone off campus in spring 2020, Smarthinking was able to quickly fill a gap for the ASC since all of our peer student tutors were working exclusively on campus, in-person and were not trained to tutor online. Smarthinking filled the tutoring gap during the closure while the ASC shifted to online services, which included acquiring and implementing an online appointment and scheduling system, WC Online, and training tutors to provide remote services.

In addition to offering online tutoring on Zoom, the Writing Center began to offer asynchronous tutoring through our new tutoring platform and system. Students are now able to submit an essay online for a tutor to review and submit feedback for the student via email.

Our online system works well with zoom tutoring and enables students to schedule, edit, and cancel their own appointments. Another new and improved feature for the ASC has been the implementation of "client report forms," which are summaries of each tutoring session written by the tutor and sent directly to the students and any designated faculty member. This ability to send immediate feedback to students and faculty about their tutoring sessions has transformed the ASC's ability to communicate transparently and effectively with our students and staff and has received very positive feedback.

There has been a silver lining to the pandemic. While the pandemic forced the ASC to move services online, we are now providing a more varied and equitable menu of academic support to FC students. This has been a positive change for the center, where we were able to capture students in the online setting and now are offering more ways to serve our students; we have already noticed a shift in our increased number of appointments in fall 2022.

We have similarly improved all of our service modalities in the ASC – we now have an online chat function that serves as a virtual front desk for students who have questions; we offer a variety of Student Success Workshops online and in-person; our computer labs in the Skills Center are now equipped with webcams that allow students to attend their online "zoom" classes within the center; and our make-up testing services requests can now be submitted online.

Other changes were made to support programs FC MILES, SDSI, and Incite in order to better serve students. With the passage of AB705 (more details on this in the next section), the math support program FC MILES was rebranded as the ASC Math Success Program and structurally modified to encourage students to enroll in their math class while receiving concurrent program support. Prior to this change, students participated in FC MILES *prior* to enrolling in a math class. As primarily counseling-based programs, SDSI and Incite oversight was moved to the Counseling and Athletics divisions, respectively, where each program is able to maintain an in-program dedicated counselor for participating students. The goal was to support students using a case-management approach, with the ASC providing critical and meaningful academic support via tutoring, workshops, and study space. The LLRISPS Dean and ASC Director met with both Counseling and Athletics leadership to facilitate a smooth transition and to offer ongoing academic support to students. The ASC continues to offer specialized group tutoring to any special student program in addition to providing study space and lab reservations, along with instructional assistance. The ASC is inclusive of all student programs and provides flexible opportunities and collaborations, yet the degree of participation with ASC services has varied. The ASC saw an increase in student athlete participation in fall 2022; we worked with the men's soccer coach to reserve the ASC Skills Center lab for student athletes to work on their homework, prepare for classes, and attend their zoom classes. We also scheduled special presentations for EOPS students to show them how to register for a tutoring appointment and offered group tutoring sessions to EOPS students to maintain the sense of community within their cohort. We look forward to more collaborations with special student programs.

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

While the COVID-19 pandemic and campus closure, and the move to remote work and services have been challenging, it has overall had a positive impact on the variety of services we are now able to offer. The ASC now offers online, remote, in-person, and asynchronous services for all FC students. While the pandemic brought a decrease in the overall number of students who visit the ASC for support, we are now seeing an increase in fall 2022.

With the passage of AB 705, Fullerton College no longer offers any remedial math courses, so there has been a major structural change in the math department which has had an impact on the Math Success Program. AB 705 emphasizes concurrent support in conjunction with taking a math class, so the Math Success Program supports students while they are taking a math course, or in the case of the boot camps, students who are planning to take a math course the following semester. The length of the semester program was extended to provide support for students for their math courses throughout the semester from the second week to the week before finals. The program used to be just 6 weeks long. In addition, the program now offers tutoring for math class content or homework, and not just for ALEKS as it used to be when students were not taking their math class at the same time.

In addition to the structural changes, AB 705 makes the Math Success Program more of a crucial avenue of support for students who are not confident in math and have not taken math classes recently or don't have as strong of a background in math. This results in an opportunity for this program to grow.

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

As a result of regularly using individualized tutoring sessions in the Writing Center student success in their courses will increase.

PASS RATES OF COURSES WHERE STUDENTS ACCESSED WC

	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
With WC	85.2%	89.8%	94.9%	88.0%	84.8%	96.4%
No WC	67.2%	59.1%	70.4%	64.4%	66.7%	68.1%

OVERALL PASS RATES BY ETHNCITY

PASS RATES OF STUDENTS ACCESSING WC SERVICES							
	OVERALL	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
American Indian	50.0%	0.0%	100.0%	--	--	0.0%	--
Asian	93.2%	93.1%	93.3%	90.0%	92.5%	93.2%	100.0%
Black	82.8%	84.6%	90.9%	100.0%	60.0%	80.0%	100.0%
Filipino	90.4%	100.0%	84.6%	--	100.0%	78.6%	--
Latinx	85.3%	82.1%	87.4%	97.0%	87.2%	82.4%	96.0%
Pac. Islander	75.0%	--	50.0%	--	--	100.0%	--
Two or More	85.3%	84.2%	91.7%	100.0%	94.1%	58.3%	100.0%
Unknown	91.7%	93.9%	91.2%	100.0%	88.5%	91.2%	100.0%
White	88.3%	85.5%	93.0%	88.9%	86.2%	87.7%	83.3%

OVERALL PASS RATES BY GENDER

PASS RATES OF STUDENTS ACCESSING WC SERVICES							
	Overall	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
Male	84.3%	83.6%	85.8%	93.8%	85.2%	79.9%	100.0%
Female	89.1%	85.8%	91.6%	95.1%	90.5%	86.9%	96.7%
Non-Binary & Transgender	86.5%	92.3%	88.9%	100.0%	80.0%	85.7%	50.0%
Unknown/Not Reported	85.2%	82.4%	94.7%	100.0%	70.8%	94.1%	100.0%

As a result of regularly using individualized tutoring sessions in the Tutoring Center student success in their courses will increase.

PASS RATES OF COURSES WHERE STUDENTS ACCESSED TC

	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
With TC	78.2%	75.6%	76.7%	74.9%	74.9%	72.0%
No TC	56.7%	54.4%	71.7%	62.0%	62.9%	61.8%

OVERALL PASS RATES BY ETHNCITY

PASS RATES OF STUDENTS ACCESSING TC SERVICES							
	OVERALL	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
American Indian	71.4%	100.0%	50.0%	100.0%	50.0%	100.0%	--
Asian	84.0%	83.7%	91.9%	60.0%	84.1%	78.4%	87.5%
Black	66.7%	58.3%	60.0%	100.0%	83.3%	63.6%	100.0%
Filipino	89.7%	90.0%	87.5%	--	80.0%	100.0%	--
Latinx	70.8%	74.5%	68.7%	81.3%	69.6%	69.7%	66.7%
Pac. Islander	50.0%	0.0%	0.0%	--	--	100.0%	100.0%
Two or More	76.3%	70.6%	66.7%	66.7%	76.9%	93.3%	60.0%
Unknown	80.5%	90.5%	80.0%	100.0%	77.3%	76.2%	0.0%
White	82.7%	85.0%	85.3%	72.7%	81.6%	80.0%	80.0%

OVERALL PASS RATES BY GENDER

PASS RATES OF STUDENTS ACCESSING TC SERVICES							
	Overall	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
Male	71.7%	69.3%	71.1%	72.2%	74.4%	71.1%	73.7%
Female	78.5%	81.8%	79.6%	77.8%	76.3%	77.8%	70.0%
Non-Binary & Transgender	75.0%	100.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Unknown/Not Reported	69.9%	83.3%	57.7%	80.0%	68.8%	72.2%	--

Additionally, from Summer 2020 through Fall 2022, the Writing and Tutoring Centers regularly reached out to students with an optional and anonymous survey to gauge student satisfaction. Student Survey links are sent out to students automatically at the end of each session. Specifically, the survey asks the following questions with these possible response options:

I would rate this session:

(Poor, Fair, Good, Excellent)

I will return to the center:

(No, Maybe, Yes)

I will recommend the center:

(No, Maybe, Yes)

The tutor encouraged me to find my own solutions and actively participate in the session:

(No, Maybe, Yes)

Comments or Suggestions:

(Open-ended response)

The data, carried over three years and eight consecutive semesters, consistently and overwhelmingly display student satisfaction with the Writing and Tutoring Centers.

Writing Center:

97.25% of students surveyed over the past three years rated their session as Excellent or Good, 99.0% of students surveyed believe that tutors encouraged them to find their own solutions and actively participate in the session, 99.6% of students surveyed would recommend the Writing Center to someone, and 99.7% of students surveyed plan to visit the Writing Center again in the future.

Tutoring Center:

96.5% of students surveyed over the past three years rated their session as Excellent or Good, 98.1% of students surveyed believe that tutors encouraged them to find their own solutions and actively participate in the session, 98.2% of students surveyed would recommend the Tutoring Center to someone, and 98.4% of students surveyed plan to visit the Tutoring Center again in the future.

When students were asked for their comments and suggestions, three major themes emerged for both Centers: expressions of feeling support/kindness, an increase in confidence, and an acknowledgment of the improvement of critical thinking/engagement. These themes directly align with the Missions, Core Values, and Goals of the college and the ASC. Many students reported feeling a sense of support and community within the Writing and Tutoring Centers. In the Writing Center, 17.7% of students who opted to take the survey explicitly mentioned that they felt kindness and support from the tutors, and in the Tutoring Center it was 19.3%. Additionally, in the Writing Center 5.2% of students surveyed noted that they felt an increase in confidence in completing their work, and 3.3% of students surveyed expressed an increase in critical engagement and critical thinking in their course matter. In the Tutoring Center 6.1% of students surveyed noted that they felt an increase in confidence in completing their work, and 6.3% of students surveyed expressed an increase in critical engagement and critical thinking in their course matter. Other themes that emerged included: appreciation for the timeliness with which the Writing Center provides Asynchronous feedback as well as general statements of gratitude for the assistance across both Centers; and appreciation for specific Tutoring Center tutors identified by name, by 11.1% of students surveyed.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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

The strengths of the ASC include:

- working with all segments of the college population
- offering specialized services to students needing additional support (DSS and EOPS)
- offering on-campus, Zoom, and asynchronous appointments through WC Online.
- offering tutoring services six days a week
- significantly improving retention and success rates of all students who use the ASC
- soliciting feedback from instructors from a range of disciplines regarding their students' experiences in the ASC and regarding ways in which the ASC can better meet the needs of their students
- focusing on a single primary mission of fostering successful writing independence
- providing equity-minded training to tutors, many of whom wish to pursue a career in education,
- building community on campus by training and sharing tutors with other tutoring programs on campus, such as Hornets Tutoring.
- providing level 1, 2, and 3 CRLA certification to trained tutors
- offering Student Success Workshops on a variety of topics

- responding to feedback by making procedural changes and piloting new services to better serve students
- meeting the needs of students who use the ASC as evidenced by the overwhelmingly positive student survey responses
- assisting students using a variety of learning styles
- supporting students and instructors by providing a quiet space for students to make up exams and to attend online classes via zoom
- providing extended hours (Monday through Thursday, 8AM to 8:30PM and Friday, 8AM to 3:30PM) that support both traditional and non-traditional students who may have early morning or night classes

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

The ASC needs increased funding for the following reasons:

- to compensate for the standard increase in minimum wage over the last several years. The wage has gone up, but the ASC general fund budget has remained static.
- to hire more paid hourly tutors to meet the demands of Fullerton College students who need to access tutoring during peak hours.
- to meet the cost-of-living increase in California
- for improved technology within the centers, such as digital writing tablets for tutors to use for online tutoring and improved online tutoring stations and screens

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The opportunities that exist for the ASC include:

- continuing to expand the ASC's reach across campus by continuing to develop relationships with faculty and departments from all disciplines that utilize tutoring, such as more math faculty involvement in the Math Success Program
- increasing the number of students who visit the ASC on a regular basis
- increase the number of special program partnerships
- identifying new technology to improve the quality of online/remote services to students

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

For the ASC, the following challenges exist:

- continuing the success of the ASC programs and services even with limited staffing
- finding ways to serve more students while budget constraints remain or increase
- encouraging students to visit the ASC early on in the semester well before assignments are due at midterm and finals times so that they are assured of receiving the help they need

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	A greater percentage of students will use ASC services	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	3
2.	Student success in enrolled courses will increase correlative to usage of ASC services	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	3

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	As a result of the ASC's increased promotion efforts and stronger ties across campus, a greater percentage of students will use the ASC's services. (CONTINUING)	Compared ASC users (academic year) / total Fullerton College student body (academic year)	OIRP	Yes	Evaluation and possible modification of ASC programs and promotion efforts
2.	As a result of regularly using individualized tutoring sessions in the Academic Support Center, overall student success in their courses will increase. (CONTINUING)	Measured by OIRP	OIRP	Yes	Validation of the current practices of the Academic Support Center
3.	As a result of regularly using individualized tutoring sessions in the	Measured by OIRP	OIRP	Yes	Validation of the current practices of

	Academic Support Center, course success for DI student groups will increase. (NEW)				the Academic Support Center
4.					

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

As we have transitioned to offering a hybrid of online and in-person services, the assessment of program outcomes has led to increased efforts to promote the ASC on campus and at various outreach events off campus as well, in partnership with the Promise Program and HS Outreach office. Because the data consistently confirms that students who use the ASC have higher success rates in courses than students who do not, we have been increasing student awareness of the ASC and its services. Outreach to students has been increased through greater communication with instructors across campus, event participation, and by offering both in person and online class presentations about our services. We have also continued to provide tours of the ASC’s facilities in order to familiarize students with both services and the space. We have also created online videos that walk students through how to use our services such as how to make a tutoring appointment and where to find support online and on campus. We have posted these videos to our website, www.ASC.fullcoll.edu, and we now have a library of instructional videos for students and staff to access at any time.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

Regarding student learning and achievement, our assessments demonstrate that the ASC is successful in providing ongoing and flexible academic support to students and that students are doing better in their classes for having utilized ASC services. There is an increase in success and retention rates across all disaggregated data. Student surveys show that students’ needs are being met and that students are aware of the different services and opportunities the ASC offers. As evidence of increased course success, please see the charts below:

PASS RATES OF COURSES WHERE STUDENTS ACCESSED WC

	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
With WC	85.2%	89.8%	94.9%	88.0%	84.8%	96.4%
No WC	67.2%	59.1%	70.4%	64.4%	66.7%	68.1%

PASS RATES OF COURSES WHERE STUDENTS ACCESSED TC

	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
With TC	78.2%	75.6%	76.7%	74.9%	74.9%	72.0%
No TC	56.7%	54.4%	71.7%	62.0%	62.9%	61.8%

These charts indicate that in every term, courses in which students accessed ASC tutoring services had a higher pass rate than those in which students did not access ASC services.

4.5 What challenges remain to make your program outcomes more effective?

Now that the ASC offers both remote and in-person services, one challenge is maintaining an appropriate amount of staffing to accommodate all modalities. The ASC strives to be as flexible as possible when it comes to meeting student needs, and we offer all modalities simultaneously during operating hours in order to be most convenient to students. This makes staffing and scheduling difficult. Another challenge we face is ever-evolving technology that becomes outdated and needs to be phased out and replaced. We also have concerns about our data being integrated into the main campus data chains – currently our local data is sourced from our online scheduling system – WC Online. Ideally our data would be integrated into Banner and the OIRP would have direct access. This would make fulfilling data requests more efficient.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

GOAL 1 Promote Success for Every Student

Our first outcome is: As a result of the ASC's increased promotion efforts and stronger ties across campus, a greater percentage of students will use the ASC's services. This is linked to Goal 1 because the ASC aims to support all FC students on campus and online.

GOAL 2 Cultivate a Culture of Equity

Our second outcome is: As a result of regularly using individualized tutoring sessions in the Academic Support Center, student success in their courses will increase. By integrating equity-focused tutor trainings and professional learning opportunities, ASC staff are better-equipped to foster a supportive and inclusive space for students to learn.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

The ASC's outcomes support institutional SLOs by reinforcing student learning in their courses via tutoring and Student Success Workshops, and through supplemental programs such as the Math Success Program. The ASC emphasizes **critical thinking and information competency** and effective **communication** in our services and programs. We promote success by encouraging students to be independent thinkers and learners who cultivate **personal responsibility** and take ownership of their learning and success. We also support the ISLO of **professional development** by giving students job opportunities as tutors and ASC Ambassadors, learning useful **workplace skills and self-awareness**.

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

The ASC employs multiple methods to evaluate the success of its programs. Prior to the pandemic, all students who use the ASC would scan in and out for their tutoring appointments, workshop attendance, ESL/WALH attendance, and computer use. Timekeeper and SARS software were used to track student hours, student sessions, distinct users of each center, and the courses in which students seek help. Post-pandemic, we are using more online systems to track student usage such as WC Online. We have also worked with ACT to update our Timekeeper system to allow for each student who uses an ASC lab computer to log in individually. We have phased out the scan-in/kiosk system and updated it with this new method of tracking.

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

The above methods of assessment demonstrate that the ASC is successful in providing ongoing and flexible academic support to students and that students are doing better in their classes for having utilized ASC services. There is an increase in success and retention rates across all disaggregated data. Student surveys show that students' needs are being met and that students are aware of all the different services and opportunities the ASC offers. We have seen fewer overall students utilizing services in the ASC, however, but that number is steadily increasing as we phase back in on-campus classes and services at FC.

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

The ASC targeted improvements in its services by:

- Adjusting the tutoring schedule to offer support when it was in demand by students (ongoing)
- Offering Saturday tutoring online on request. We piloted this online and have continued offering this service since it has been successful
- Offering both online and in-person Student Success Workshops
- Implementing an online chat function/virtual front desk on our website that allows students to ask questions online and chat with a staff member
- Increasing outreach efforts and attendance at various events on campus and off campus at local high schools to increase awareness of ASC services and support

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

As a result of regularly using individualized tutoring sessions in the Academic Support Center, course success for DI student groups will increase.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

We will use OIRP disaggregated data to assess pass rates of students accessing ASC services.

C. Identify a process for using outcome assessment data to improve student services programs

We will analyze the assessment data to identify achievement gaps for DI student groups in specific courses. Once we have identified those courses with gaps, the ASC will work with faculty and staff to recruit more students from those areas to encourage them to utilize the ASC for support.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

N/A

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What

strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The disaggregated data shows that Black and Latinx students who access ASC services had a lower course pass rate than White students. Some strategies to close these achievement gaps among students would be to employ more equity-minded professional learning for our staff and to work more proactively with faculty directly on identifying students who need extra support.

The ASC is currently participating in an "early alert" pilot in conjunction with the launch of Starfish to proactively support students whom faculty have flagged or identified as needing extra intervention and support. The goal is to reach students who may not self-select to visit the ASC and provide them with proactive academic support so that they do not fall behind in their classes.

The ASC will also partner with the Guided Pathways team to implement "just in time" support for specific courses where support is needed at crucial points in the semester. We met to discuss this in fall 2022 and look forward to identifying courses and generating faculty participation in this pilot to remove barriers to student success.

OVERALL PASS RATES BY ETHNCITY

PASS RATES OF STUDENTS ACCESSING TC SERVICES							
	OVERALL	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
American Indian	71.4%	100.0%	50.0%	100.0%	50.0%	100.0%	--
Asian	84.0%	83.7%	91.9%	60.0%	84.1%	78.4%	87.5%
Black	66.7%	58.3%	60.0%	100.0%	83.3%	63.6%	100.0%
Filipino	89.7%	90.0%	87.5%	--	80.0%	100.0%	--
Latinx	70.8%	74.5%	68.7%	81.3%	69.6%	69.7%	66.7%
Pac. Islander	50.0%	0.0%	0.0%	--	--	100.0%	100.0%
Two or More	76.3%	70.6%	66.7%	66.7%	76.9%	93.3%	60.0%
Unknown	80.5%	90.5%	80.0%	100.0%	77.3%	76.2%	0.0%
White	82.7%	85.0%	85.3%	72.7%	81.6%	80.0%	80.0%

OVERALL PASS RATES BY GENDER

PASS RATES OF STUDENTS ACCESSING TC SERVICES							
	Overall	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
Male	71.7%	69.3%	71.1%	72.2%	74.4%	71.1%	73.7%
Female	78.5%	81.8%	79.6%	77.8%	76.3%	77.8%	70.0%
Non-Binary & Transgender	75.0%	100.0%	100.0%	100.0%	50.0%	50.0%	100.0%
Unknown/Not Reported	69.9%	83.3%	57.7%	80.0%	68.8%	72.2%	--

OVERALL PASS RATES BY ETHNCITY

PASS RATES OF STUDENTS ACCESSING WC SERVICES							
--	--	--	--	--	--	--	--

	OVERALL	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
American Indian	50.0%	0.0%	100.0%	--	--	0.0%	--
Asian	93.2%	93.1%	93.3%	90.0%	92.5%	93.2%	100.0%
Black	82.8%	84.6%	90.9%	100.0%	60.0%	80.0%	100.0%
Filipino	90.4%	100.0%	84.6%	--	100.0%	78.6%	--
Latinx	85.3%	82.1%	87.4%	97.0%	87.2%	82.4%	96.0%
Pac. Islander	75.0%	--	50.0%	--	--	100.0%	--
Two or More	85.3%	84.2%	91.7%	100.0%	94.1%	58.3%	100.0%
Unknown	91.7%	93.9%	91.2%	100.0%	88.5%	91.2%	100.0%
White	88.3%	85.5%	93.0%	88.9%	86.2%	87.7%	83.3%

OVERALL PASS RATES BY GENDER

PASS RATES OF STUDENTS ACCESSING WC SERVICES							
	Overall	Fall '20	Spring '21	Sum '21	Fall '21	Spring '22	Sum '22
Male	84.3%	83.6%	85.8%	93.8%	85.2%	79.9%	100.0%
Female	89.1%	85.8%	91.6%	95.1%	90.5%	86.9%	96.7%
Non-Binary & Transgender	86.5%	92.3%	88.9%	100.0%	80.0%	85.7%	50.0%
Unknown/Not Reported	85.2%	82.4%	94.7%	100.0%	70.8%	94.1%	100.0%

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

Previous ASC goals:

1. Increase Administrative Support: Serve students in a timelier manner at all points of service (i.e. check in, appointment scheduling, phone support, etc.).
2. Increase number of tutors in the Academic Support Center

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

The COVID-19 pandemic altered the trajectory of both goals from the last program review. We had to re-evaluate our services and modes of delivery in order to best meet the needs of students, who were suddenly fully online at first, and then both online and in-person. Our last goals were about “increasing” support but what was required was to change our support – to make it more effective and meaningful to students, which we achieved.

If we are measuring “timeliness,” then our administrative support improved in this regard by adding online services, chat, workshops, tutoring, etc. We did not increase the number of tutors in general because the demand for tutoring decreased over the course of the pandemic. We just changed how and when we schedule tutors to maximize efficiency and ensure we were meeting students’ needs. Now that we are back on campus, we are seeing more of a need to increase the number of tutors on staff, particularly in math.

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

The measure of the success of these goals is, as previously mentioned, impossible without the context of the pandemic. We were successful in that we adapted to student needs and changed how we served students overall.

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

N/A

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

N/A

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

We need more funds to pay for the increased wages of tutors and to keep up with student demand for tutoring support. The ASC budget has remained the same while costs have increased across the board. We recently needed a new copier for the ASC, as an example. We also are experiencing a decrease in the number of students eligible for Federal Work Study, which allowed for us to staff our front desks with ASC Ambassadors. Now that we are back to offering on-campus services, this lack of federal funds is impacting our tutoring budget and it has been challenging to budget for clerical hourly support in addition to instructional or tutoring support.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Increase wages for hourly tutors (above minimum wage), funding for ASC Ambassadors, and baseline ASC general budget to account for incremental wage increase over the last several years
List College goal/objective the plan meets:	College Goal #:1 & 4 -Promote Success for Every Student Commit to Accountability and Continuous Quality Improvement AND Goal 2: Cultivate a Culture of Equity Objective #: 1 and 3 – Enhance Workforce training opportunities, Ensure financial physical, and technological resources are available to maintain necessary services and programs AND Provide professional and career development opportunities for students, faculty and staff AND Objective #3: Increase equity in hiring and training
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Increased funding to the ASC would allow us to catch up to the increases in minimum wages over the last few years and potentially allow the college to pay hourly student workers at a more competitive starting rate (above minimum wage). The ASC

	Ambassadors could also be a more stable program not dependent on FWS funds, since many students are not eligible. The responsible parties would be the LLRISPS Dean and the ASC Director.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	More diverse applicants for peer tutors; increase in number of students served and employed by the college	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
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	\$100,000	General/Re-Engagement/Guided Pathways/SEAP
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$100,000	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Improve ASC technology to serve online students and remote tutoring and workshops
List College goal/objective the plan meets:	College Goal #: 1, 2, 4 – Promote Success for Every Student, cultivate a Culture of Equity, and Commit to Accountability and Continuous Quality Improvement Objective #: Improve student critical thinking skills, Remove institutional barriers to student equity and success, and Ensure financial, physical, and technological resources are available to maintain necessary services and programs
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As our online services have expanded, we need updated technology to help students with tutoring in in this environment. Larger screens/computers for group tutoring on zoom and digital drawing tablets would be specifically helpful. The responsible parties would be the LLRISPS Dean and the ASC Director.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improved learning and student satisfaction in tutoring sessions. More repeat users/student to the ASC.

What specific aspects of this SAP can be accomplished without additional financial resources?	None	
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	\$50,000	General/Re-Engagement/Guided Pathways/SEAP
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,000	

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:	Hire Administrative Assistant I (new position – 10 months) to provide consistent and timely support to students at all points of service in the ASC (check-in/front desk, scheduling, etc)	
List College goal/objective the plan meets:	College Goal #: 1, 2, 4 – Promote Success for Every Student, cultivate a Culture of Equity, and Commit to Accountability and Continuous Quality Improvement Objective #: Remove institutional barriers to student equity and success, and Ensure financial, physical, and technological resources are available to maintain necessary services and programs	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Administrative Assistant I will help provide more effective and efficient service to students who visit the ASC for academic support. The responsible parties would be the LLRISPS Dean and the ASC Director.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in student satisfaction with ASC services and an increase in the number of students who return to the ASC for repeat visits	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
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	\$5000/per month (10 mo)	General
Facilities		
Equipment		
Supplies		

Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,000 Annual	General

7.0 Long Term Plans

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

The long-term plan for the ASC is to continue to refine our services in order to serve students in all possible modalities. We will continue to offer online/remote, synchronous and asynchronous, as well as on-campus/in-person services such as tutoring, workshops, and instructional programs like the Math Success Program. During this last program review cycle, the ASC has evolved very quickly to meet the changing needs of our students and will continue to do so. Our goals are to provide excellent service and support to students and continue to promote an equitable and welcoming environment for all students to learn and thrive.

To this end, the ASC will continue to develop new ways to remove barriers to student equity and success. We will move forward with the "early alert" pilot in conjunction with the launch of Starfish to proactively support students whom faculty have flagged or identified as needing extra intervention and support. The ASC will also partner with the Guided Pathways team to implement "just in time" support for specific courses where support is needed at crucial points in the semester.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

The ASC needs additional funding in order to effectively support students. Minimum hourly wages have steadily increased, job market competition, and inflation have stretched the ASC resources, especially as we have shifted back to offering on-campus services.

We need funding to improve the technology we use to support students and to provide stability to programs such as the Math Success Program and the ASC Ambassadors. The ASC strives to continue to hire and train a diverse staff and to offer meaningful professional opportunities to our students, and we need increased funding in order to do this effectively.

8.0 Self-Study Summary

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 Academic Support Center is comprised of the Skills Center, Tutoring Center, Writing Center, and the Math Success Program. The ASC promotes an environment that is welcoming and inclusive and supports Fullerton College students in successfully completing their coursework and improving their study and self-efficacy skills. The ASC provides tutoring for most academic subjects on campus, and both students and instructors see a benefit from the services that are offered.

Since the last program review, the ASC has expanded our offerings to include multiple service delivery modalities, such as online/remote, synchronous and asynchronous, as well as on-campus/in-person services.

While the pandemic may have forced the ASC to move services online, we are now providing a more varied and equitable menu of academic support to FC students. This has been a positive change for the center, where we were able to support students in the online setting and now are offering more ways to serve our students; we have already noticed a shift in our increased number of appointments in fall 2022.

Recent data from OIRP shows that students who access ASC services have a higher success/pass rate than students who do not, in some cases over 20% higher overall. The ASC will endeavor to increase overall student usage of our services by the next program review cycle, and to continue to promote the ASC to more students at various campus/quad and high school outreach events.

As we look to the future, the ASC needs additional funding to continue to offer accessible and effective support to all FC students.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
ASC website	1/12/23	yes	https://academicsupport.fullcoll.edu/
Student Success Workshop Calendar	1/12/23	yes (for fall 2022)	https://academicsupport.fullcoll.edu/wp-content/uploads/sites/3/2022/09/ASC-Workshop-Flyer-F22.pdf
Math Success Program	1/12/23	yes	https://academicsupport.fullcoll.edu/math-success-program/

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dani Wilson

Dean, LLRISPS

01.13.23

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.