DEPARTMENT MISSION STATEMENT:
Housed within Student Academic Services, the Intensive Learning Experience (ILE) program is designed not only to monitor the progress of students in fulfilling remedial compliance requirements, but also to help students make successful progress in fulfilling the requirements for graduation via intensive counseling and academic advising. We advise and inform students on class planning, study skills, transfer work, campus resources, time management, and campus organizations. Our goal is to give the student the essential skills to not only survive academically and socially, but to be successful at CSUF.

PROGRAM/SERVICE OVERVIEW:
Name of program/service
The Intensive Learning Experience (ILE) primarily serves students who score in the lowest quartile of the English proficiency testing and or the Entry Level Mathematics Examination. ILE strives to increase the retention of students by ensuring their timely enrollment in appropriate developmental math and English courses. In addition, ILE provides the following services: academic advising, referrals, in-progress evaluations, and English and math transfer articulation.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
☑ External Reports
☐ Needs Assessment
☐ Program Evaluation
☐ Student Learning Outcomes
☐ Student Satisfaction Assessment
☑ Student Success
☐ Utilization Data

DATA COLLECTION TIMEFRAME:
September 2012 through June 2013

DATA COLLECTION METHODS:
Data tabulation, query reports

LIMITATIONS:
No academic status is available as well as no GPA average, or graduation rates

PROJECT SAMPLE:
1199 first-time freshmen, both FTES and non-FTES headcount

SUMMARY OF RESULTS:
This year showed the lowest headcount total that Cal State Fullerton has seen in all its years in monitoring students who need below GE level course work in their first year of enrollment. The total number of FTF students needing developmental English and/or math course work in the fall of 2013 was 1,199 students. With Early Start Program efforts in its second year, Cal State Fullerton is showing a higher number of students who are GE proficient in English and math going into the fall term compared to years past. There was a high completion rate after the fall term as well with an 82% completion rate – the highest ever as well. Overall, indications are, there will be a decline in the total number of students who will need developmental course work in the coming years.
KEY FINDINGS:

- ILE monitored 1,199 first time freshmen requiring remedial compliance in the fall of 2012, the greatest decrease of 23.6%. This includes students who scored 150 or below on the EPT and those who scored 48 or below on the ELM.

- In the spring of 2013, ILE monitored 315 continuing freshmen under compliance requirements for remediation. Compared to last year’s 72.2% successful compliance rate in the first term (fall), the fall compliance rate increased to 82.0% this year. Of these 315 students, 218 students were required to make an appointment with their ILE counselor.

- CSUF continues to see one of the lowest administrative disqualification rates in the CSU system. This spring of 2013, we had an administrative disqualification rate of 10.6% (1127 students out of 1,199). A slight increase from last year’s 9.9% rate.

- While there was a slight increase in the administrative disqualification rate from last year, the total head count of administratively disqualified student was the lowest ever at Cal State Fullerton with 127 student.
APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. How will you use your data to improve or enhance your program/service?
   a. Each year, this data helps the program identify the total number of students who are required to complete developmental requirements. Given the steady improvements we have seen through the years, the programming efforts to provide developmental advising for students who need below GE English and/or math courses are very successful. This data tells us the total number of students who return to CSUF after they have been administratively disqualified. This information tells us how succinct and accurate our program advising is and to continue to be consistent with this advising.

2. How did the data compare to data from prior years, if applicable?
   a. This data is showing a continued improvement in students completing developmental requirements and an overall lower number of students who are GE proficient in English and/or math.

3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.
   a. This information will significantly help the future role of the ILE office and its role in developmental advising.