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## *Summary of Targeted Support Programs Designed to Enhance Student Success*

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- **Accelerated Coursework in both English and Mathematics:** Preliminary data in English show that students working through the accelerated curriculum are twice as likely to complete English 1 as compared to students not enrolled in the accelerated pathway. In 2011-2012, the Office of Institutional Research found that about 17% of English students who entered at the C-level reached transfer-level English. However, with the advent of accelerated courses, the department raised the percent to 35% (Fall 2014 cohort).
- **Supplemental Instruction (SI):** Santa Monica College was one of the first community colleges to successfully offer SI in support of pre-collegiate math and English courses. According to a 2014 report prepared by the Office of Institutional Research, 66.3% of students who attend the recommended number of SI sessions will complete the course as compared to 40.9% of students who do not participate in SI. Even students who have minimal SI participation are twice as likely to successfully complete the course.
- **Placement/Assessment Test Preparation:** Supporting pre-collegiate students in learning the knowledge and skills necessary to advance begins with the preparation Santa Monica College provides to students before the English and math placement exams. In 2011, the College developed Prep2Test<sup>1</sup>, a short online tool consisting of an extended assessment orientation video, test preparation materials, and a “challenge” quiz for new first-time college students and certain continuing students. This program won a statewide award in 2014 for exemplary programs from the California Community College's Board of Governors<sup>2</sup>. The objectives of Prep2Test are to decrease the degree of inaccurate placement due to lack of awareness of test content and format and provide students with timely strategies to prepare for the placement tests.

The use of this award-winning tool has begun to change the way students are approaching their assessment, and in some cases, it appears to be increasing the number of students who place into collegiate level English or Math. Data shows the percentage of students reporting that they prepare for assessment has increased substantially since Fall 2004 from 27% when this metric was first assessed, to 65% in 2013. Similarly, the College's retesting rate has decreased from about 12-15% to just under 6% in a calendar year. In addition, after Prep2Test was introduced in 2011, the percentage of assessed students who placed into college level math and English increased by 5.0% and 2.7%, respectively. Likewise, students who reported using the Prep2Test materials had a substantially better chance (18-36%) of placing into college level classes.

- **The First Year Experience (FYE) Program**<sup>3</sup>: FYE is a student success program for first-year students that is particularly beneficial to those who place into pre-collegiate courses. The program is designed to address some typical problems encountered by students who place into basic skills course, such as making a smooth transition from high school to college, sorting out their career and education goals, and creating a plan of action to reach those goals. FYE familiarizes students with the College campus and its student resources and programs while introducing them to a support network of students, faculty, and staff. Students who participate in the program are guaranteed English and math classes for their first year, thus helping them move

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<sup>1</sup> Evidence: [www.smc.edu/prep2test](http://www.smc.edu/prep2test)

<sup>2</sup> Evidence: Get notification letter for CCC BOG award from Laurie and include it here

<sup>3</sup> Evidence: <http://www.smc.edu/StudentServices/WelcomeCenter/Pages/2013-14-First-Year-Experience.aspx>

more quickly through their pre-collegiate curriculum. In addition to guaranteed courses, students receive early course enrollment dates for the year. Once in the program, students are required to maintain good academic standing to maintain the guaranteed courses and early course enrollment dates. Other FYE benefits during the first year at the College include frequent academic advising, enrollment assistance, and free tutoring and other support in math, reading, writing, and study skills. Data indicate that FYE students performed better overall than their non-FYE counterparts.

- Summer Jams, Summer Bridge, and the English Academy: These three related summer programs have each demonstrated success in helping first-time college students with their transition from high school into college. Through these boot camp-style programs, students connect with other students, faculty, and staff, and receive individual support in adjusting to the college environment and accessing resources on campus. Students are enrolled into one of these programs through discussions with their counselor, taking into account their placement test results. Students participating in these programs are also often enrolled in the College's FYE program. Summer Jams, Summer Bridge and the English Academy programs are discussed in further detail in Standard IIC but the following results are of note:
  - Summer Jams: From the beginning, program assessment data determined that participants reported significant gains in the areas of social support, knowledge of campus resources, confidence in math and English skills, and math preparation based on a pre- and post-survey of individual impact, as well as compared to a control group of students. Likewise, students in the Summer Jams program successfully completed their fall courses and persisted to the spring semester at rates slightly higher than the comparison group.
  - Evaluation results from the Summer 2015 pilot of the English Academy indicate that the program is extremely successful, as 91% of the 164 students who enrolled in the Academy passed directly into English 1. The College will continue to track the success of these students to further assess the impact of this strategy on long-term success.