

All Fields Report

Program Overview

Program	Learning Support Services
Does this program have a CTE component?	Yes
Academic Year	2017/2018
Review Period	Annual
Service Areas	

Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Supplemental Instruction (SI) is an academic support program that relies on peer-assisted collaborative learning strategies in group sessions to help students be successful in specific SI-supported course sections. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. SI sessions are regularly-scheduled informal review sessions in which students engage in interactive study groups, discuss course content, learn and integrate study skills, participate in learning activities, and take mock exams. SI is a free service and targets high risk courses rather than high risk students.

The SI program at Santa Monica College was launched in fall 2008 and funded by a Title V grant to support classroom learning in basic skills courses. SI-supported courses were originally sections of selected basic skills courses in math and English, but over time the SI-supported course offerings have expanded to include non-basic skills courses and courses in other disciplines, especially STEM disciplines. The SI program was institutionalized when the original grant ended and is currently funded jointly by the district and STEM grant, Equity grant, BSI and BSSOT grants.

The SI program supports the SMC mission by supporting students in achieving their education goals and by providing a service that assists students in the development of skills needed to succeed in college, and prepare students for careers and transfer.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Goals of SI:

1. To increase retention within targeted historically difficult courses
2. To improve student grades in targeted historically difficult courses

3. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The Director of Supplemental Instruction and Tutoring position as of fall of 2017 to 60 % district funded, 20% STEM funded, 20% BSSOT grant.

The Student Services Specialist position is funded by Equity 100%.

Administrative Assistant is funded through STEM 100%.

Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

Supplemental Instruction

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Gender	2013-2014	2014-2015	2015-2016	2016-2017
Female				
Enrollments	1925	1486	1512	1383
Participation Rate	48.4%	49.8%	47.3%	45.6%
Male				
Enrollments	2050	1661	1681	1498
Participation Rate	44.4%	48.4%	44.0%	39.9%
Total	3975	3147	3193	2881
Participation Rate	46.3%	49.1%	45.5%	42.7%
Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017
Asian/PI				
Enrollments	524	467	650	510
Participation Rate	49.2%	47.5%	50.0%	43.1%
Black				
Enrollments	411	286	218	235
Participation Rate	45.0%	47.9%	37.2%	37.4%
Hispanic				
Enrollments	1868	1460	1345	1380
Participation Rate	46.4%	48.5%	41.4%	40.9%
Native American				
Enrollments	9	4	3	6
Participation Rate	11.1%	50.0%	0.0%	33.3%
Two or more				
Enrollments	129	97	120	101
Participation Rate	38.0%	39.2%	48.3%	51.5%
White				
Enrollments	682	610	669	596
Participation Rate	46.5%	52.5%	50.4%	45.5%
Unreported				
Enrollments	352	223	188	125
Participation Rate	47.2%	52.5%	51.1%	48.8%
Total	3975	3147	3193	2881
Participation Rate	46.3%	49.1%	45.5%	42.7%
Age Group	2013-2014	2014-2015	2015-2016	2016-

				2017
19 and younger				
Enrollments	1658	1371	1364	1233
Participation Rate	44.1%	47.6%	44.8%	40.6%
20-24				
Enrollments	1799	1378	1415	1231
Participation Rate	46.0%	48.0%	44.9%	42.8%
25-29				
Enrollments	288	278	238	255
Participation Rate	49.3%	56.8%	47.9%	46.7%
30-39				
Enrollments	149	80	134	108
Participation Rate	59.7%	60.0%	50.7%	49.1%
40-49				
Enrollments	36	20	23	35
Participation Rate	58.3%	50.0%	65.2%	51.4%
50 and older				
Enrollments	45	20	19	19
Participation Rate	66.7%	75.0%	57.9%	57.9%
Total	3975	3147	3193	2881
Participation Rate	46.3%	49.1%	45.5%	42.7%

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Supplemental Instruction

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

The goals of the SI program and the program services are integrated into both the institutional learning outcomes and Strategic Initiatives of Santa Monica College. Our SLO's that have been mapped to the ILO's are as follows:

1. #2. Analytic and Communication Skills: Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

This is mapped to our SLO which is: *The student will demonstrate improved understanding of their course matter.*

1. 2. #5. Authentic Engagement: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

This is mapped to our SLO which is: *The student will be able to apply new study habits to independent school work.*

The program also supports and reinforces SMC' GRIT Initiative. We recognize that the students we have in the program need extra guidance and some are the first in their families to go to college.

2. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

We send out a survey to students at the end of the term that participated in SI and get their feedback on what worked and what didn't.

Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

Objective:

1. Work more closely with the grants that fund SI to develop a model of SI that aligns with the grant's goals and outcomes.

Status: Completed

Comments:

We have been working with STEM and the BSI grants to make sure that we are aligning with their outcomes.

Objective:

3. Continue to host one hour drop in tutoring sessions that allow students who have questions on homework or other things to get them answered outside of the traditional SI session.

Status: Completed

Comments:

This has been working really well. Students like the option of being able to come ask questions they have about homework and don't feel limited by the structure of the

<p>traditional SI sessions.</p> <p><u>Objective:</u></p> <p>Develop workshops for Faculty that would help them to better understand the benefits of SI. Possibly present on Flex day.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>N/A</p>	
<p><u>Objective:</u></p> <p>Collaboration with BSI/ BSSOT grant on how to create synergy with SI and embedded tutoring.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>We have planned monthly meetings so that we can work on this.</p>	
<p><u>Objective:</u></p> <p>Look into developing non credit course for SI/Tutoring.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>We are in talks with the Dean of noncredit and working with other colleges to see how this can be done.</p>	

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

- Collaborated with STEM in helping them train peer mentors
- Collaborated with BSI/ BSSOT to help with embedding tutoring

Overall given the downturn in enrollemnt SI still contiues to support students especially in STEM course that need it most.

2. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

N/A

3. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures

identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Objectives (Moving Forward)

Objective #1

Objective:

Develop workshops for Faculty that would help them to better understand the benefits of SI. Possibly present on Flex day.

Area/ Discipline/ Function Responsible: Supplemental Instruction

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Other Factors

N/A

Timeline and activities to accomplish the objective: N/A

Describe how objective will be assessed/measured: N/A

Comments: N/A

Objective #2

Objective:

Collaboration with BSI/ BSSOT grant on how to create synergy with SI and embedded tutoring.

Area/ Discipline/ Function Responsible: Supplemental Instruction

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Other Factors

N/A

Timeline and activities to accomplish the objective: Next year

Describe how objective will be assessed/measured: N/A

Comments: N/A

Objective #3

Objective:

Look into developing non credit course for SI/Tutoring.

Area/ Discipline/ Function Responsible: Supplemental Instruction

Assessment Data and Other Observations:

External Factors:

Other Factors

N/A

Timeline and activities to accomplish the objective: next year**Describe how objective will be assessed/measured:** N/A**Comments:** N/A

Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Director of SI and Tutoring :

Qguity -Equity speaks- Equity summit

Student Instructional Support Committee/ Advisory Board meeting

Intergrated Planning committee & Equity Intergrated planning

CORA online training

Black Minds Matter

Ally Training for DACA students

Pathways retreat

"Not Anymore" online sexual harassment training

Sit on 3 pathways sub committees

Headed 2 faculty evaluation committees

EOPS advisory Board committee

DPAC HR committee

VIP Welcome day

Student Services Specialist :

Equity- Equity Speaks-Equity Summit

Classified Training

Path ways sub committees (HIP & Retention and Equity)

Ally Training for DACA students

VIP Welcome Day

Black Minds Matters

"Not anymore" online sexual harassment training

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

CSN 3 Tutoring Expo Conference

Collaboration with Santa Barbara College around SI

Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1. We would really like to get a designated space for SI. We currently share a space with STEM and are not able to have fully functioning SI sessions.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We would love to have continued profesisonal development and be able to attend the SI annual conference every year. Being able to stay abreast of what's new and what others are doing will keep us to stay current on best practices and help us to be able to better support our students.

4. List all current positions assigned to the program.

1. Director of Supplemental Instruction and Tutoring
2. Student Service Specialist
3. Administrative Assistant 50%
4. 2 Student workers
5. Between 40-50 SI Leaders

Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Funding tied to grants could potentially impact the program. Depending on incoming funds in the next 5 years we expect to grow to help serve more students.

With the implementation of the Pathways Programs we are developing we are examining how SI can best serve those pathways courses.

Also with the new AB705 we are also working closely with BSSOT grant to see how SI can better serve our basic skills students.

I would love for us to generate funding for SI and we are looking into developing a non credit course that would allow us to do that.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Supplemental Instruction (SI) which has positively demonstrated its impact on student outcomes and student success has been dependent on grant funding. SI currently relies on categorical funding for the SI leaders, and student help position. If any of the funding gets cut then it directly affects the program. Also space is an issue finding places to hold SI sessions continues to be a problem.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

6. Please use this field to share any information the program feels is not covered under any other questions.

Attached File Upload

Attached Files