



# Non-Instructional Program Review 2015-2016

**Supplemental Instruction:**

**Date:** 05/13/2016

- Program Review Non-instructional Cycle F 2015 Supplemental Instruction

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## Supplemental Instruction

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 Supplemental Instruction

#### 1.0

*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.*

Fullerton College Mission Statement: "We prepare Students to be Successful Learners."

Supplemental Instruction (SI) helps to prepare students to be successful learners by supporting student success in "momentum courses," developing students' study skills, and mentoring SI Leaders. The SI program targets courses with traditionally low success rates and hires SI Leaders to model strong student skills during class time and lead optional supplementary study sessions twice per week. This directly impacts the ability of students to be successful learners, in that they are generally more likely to achieve a higher grade.

Additionally, SI integrates study skills into the SI sessions, which has the potential for a more lasting impact. Students who attend SI sessions will not only be successful in the SI course, but will also develop strategies that have the potential to make them more successful learners in all their courses.

Finally, Fullerton College students who become SI Leaders experience a powerful opportunity to become more successful learners. SI Leaders grow in their knowledge of the subject matter, develop "soft skills," and benefit from a robust training program. SI Program takes the professional development of its SI Leaders very seriously.

FC Vision Statement: "Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a lifeu2010long appreciation for the power of learning."

The dynamic in an SI session is different than that of a traditional class. Various characteristics of SI encourage students who attend SI to develop a strong sense of connection to the FC community in ways that align with the FC Vision.

SI is peer-led and attendance in SI is voluntary for students. This promotes agency on the part of students. It is their choice to attend SI. The peer-led nature of SI also builds community.

Also, SI sessions do not “instruct” students by repeating or augmenting course content. Instead, SI Leaders develop collaborative learning activities that give students opportunities to go deeper into course content in a problem-based learning model. This complements classroom activities to promote inquiry, curiosity, an appreciation for the power of learning.

#### FC Core Values:

1. “We respect and value the diversity of our entire community.”

The wide diversity of students who attend SI sessions are respected and valued.

For one thing, SI Leaders are a diverse group (2.8.F).

The students who attend SI are a diverse group. In spring 2015, 79% of the students who attended SI identified as something other than white and 56.6% identified as Hispanic. (2.8.D)

Also, the collaborative nature of SI sessions respects and values the wide range of learning styles associated with a diverse student population. Students that might struggle with traditional modes of instruction will find a welcoming community in SI that feels less institutional and potentially intimidating. Therefore, SI contributes to a positive affective experience that is so important for our diverse student populations.

2. “We value tradition and innovation.”

SI is an innovative strategy that puts the focus squarely on student success. SI Leaders are trained in innovative strategies in collaborative learning, habits of mind, and study strategies.

The SI Program at FC also values our tradition of excellent instruction. Unlike some intervention strategies, SI does not demand that instructors make radical changes to their courses. Instructors make the important decisions about how to teach and assess their students. SI creates support for traditional modes of instruction by offering opportunities for students to attend innovative collaborative study sessions.

3. “We support the involvement of all in the decisionu2010making process.”

The collaborative nature of SI sessions is mirrored in the collaborative model used to administrate the program. The SI Coordinators work closely with instructors, SI Leaders, SI Mentors, The Dean of the Library/LRISPS, the Basic Skills Committee, the Director of Equity and Diversity, and others. A wide range of input informs all aspects of how the program is administrated, including how to conduct training, which courses to target for SI, how to encourage attendance in SI sessions, and so forth. Also, SI Coordinators utilize student surveys every semester to guide planning. Input is solicited and welcomed from all interested parties.

4. “We expect everyone to continue growing and learning.”

SI as a concept and practice has existed since 1973. Over the years research continues to show that there is a clear benefit to students who attend SI, including the following:

- Quicker adjustment to college life, especially for freshmen
- Improved confidence to push their learning beyond their comfort zone without fearing criticism
- Growth of learning skills[1]

Here at FC, the data shows that generally, SI has been an effective intervention for student learning and growth, as this Program Review will show.

There are also less obvious benefits to the SI Leaders, Faculty, and Coordinators involved in the program. SI Leaders enjoy the most significant personal and professional growth from SI as will be further explained in this report. Faculty members also typically find that participating in SI encourages them to grow and learn. Many faculty report that they end up adopting strategies that they learn from their SI Leaders. Also, SI Leaders often end up as a liaison between faculty and students, where students who are too intimidated to approach a professor will talk more freely with an SI Leader. As a result, having an SI Leader in the classroom also gives faculty a different perspective on their classes, and in many cases faculty report that they have altered lectures based on feedback from the SI Leader's perception of student comprehension. The SI Coordinators also find that they are constantly learning and growing in unexpected ways.

5. "We believe in the power of the individual and the strength of the group."

The power of the individual and the strength of the group seem at first glance to be opposites that must negotiate the right balance, but in SI the individual grows within the strength of the group and the group thrives on the power of the individual. The whole notion of SI is based on the idea that students who study together are more successful than those that study alone. The collaborative nature of SI gives each individual a voice within the group.

Furthermore, SI helps students build individual agency. Attendance in SI sessions is voluntary, but SI Leaders are trained to encourage attendance through a variety of techniques including email reminders, teasers, and creating personal connections with students. This promotes agency because students who might otherwise be passive now receive peer-to-peer encouragement to take control of their academic progress.

A similar dynamic is at work with the SI Leaders. In a sense, they work as individuals, leading sessions without the immediate support of an instructor. This can be a daunting task. However, their individual work takes place in the context of the group: other SI Leaders, Mentors, and the SI Coordinators. The training program teaches them the skills they need to conduct SI sessions, but it also builds a supportive community that is stronger than the sum of its parts. SI Leaders spend quite a lot of time each week in the group, both through formal training and mentoring as well as informal meetings and discussions. The work and insight of the individuals makes the group stronger, and the group makes the individual more powerful.

6. "We expect everyone to display behavior in accordance with personal integrity and high ethical standards."

SI Leaders are trained to meet every student with unconditional positive regard.

Empathy is the standard of the SI community. An important aspect of that standard is understanding how to best help students in the context of FERPA, Title IX, and the Student Code of Conduct. SI Leaders are trained in how to respond to delicate student situations involving aspects such as sexual harassment, academic confidentiality, equity, academic dishonesty, gender identity, and mental health. SI Leaders are trained to utilize services on campus that support students in dangerous and troubling situations.

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

The SI Coordinators understand that being an SI Leader is more than a job; it is an opportunity for personal and professional growth. In fact, both of the current coordinators were once SI

Leaders at Fullerton College. It is an opportunity with the potential to be transformative, but the shape of that transformation will be determined to some extent by how the program is administrated. The SI Coordinators plan the training and mentoring to inspire SI Leaders to see their world (their students, the institution, their communities) with empathy and responsibility.

8. "We value and promote the wellbeing of our campus community."

One important benefit of attending SI is the positive support that students receive. The social aspect of this support has the potential to support wellbeing. As mentioned before, in cases when students in SI are experiencing a lack of wellbeing, our SI Leaders are trained to refer them to the appropriate support on campus. SI Leader training also includes wellbeing elements such as stress management and mindfulness practices. The weekly mentor meetings also provide opportunities to check in with the SI Leaders about their wellbeing. The SI community also facilitates a lot of peer-to-peer "life talks" that make students and SI Leaders feel valued and connected. SI Program works very hard to make our facilities a welcoming "safe space" on campus where everyone's wellbeing is a priority.

#### FC Goals:

Goal 1: FC will promote student success

- Objective 1: Address the needs of under-prepared students
- Objective 2: Increase retention and success
- Objective 3: Increase the number of degrees and certificates awarded
- Objective 4: Increase the number of transfers
- Objective 5: Increase persistence rates of students

SI directly relates to all of the objectives for goal one. SI is offered in basic skills courses every semester to help address the needs of under-prepared students. Also, by offering SI in transfer level classes with traditionally low success rates, SI is made available to support under-prepared students who are enrolled in general education classes.

Retention and success rates are the primary way that we measure the success of the program. Therefore objective two is of central importance to the SI program. When retention and success rise, one would expect to see a rise in degrees, certificate, and transfers. However, SI also supports objectives three and four by promoting campus events and resources related to degrees, certificates, and transfer. This promotion ranges from posting flyers and posters, announcements via email or training days, and discussions with SI Leaders during weekly mentor meetings.

The SI Coordinators are very interested in studying how SI supports persistence. We suspect that SI can have a lasting impact on persistence, since the program stimulates many persistence-building factors such as personal connection, feelings of support, and spending extended time on campus. However, this suspicion is admittedly untested at this time.

Goal 2: FC will reduce the achievement gap

- Objective 1: Address the needs of English Language Learners
- Objective 2: Increase retention of Hispanic and African-American students by at least 2%
- Objective 3: Increase success of Hispanic and African-American students by at least 2%
- Objective 4: Increase persistence of Hispanic and African-American students by at least 2%

The SI Program is committed to reducing the equity gap. As was previously discussed above (FC Core Values 1), SI serves a diverse population and employs a diverse group. Our goal is go beyond diversity to aggressively confront the equity gap.

SI is offered in ESL courses which addresses objective one by supporting English Language Learners.

The program has been identified by the equity committee as an intervention that is effective in reducing the equity gap, and the SI Coordinators take our equity goal very seriously and have made the equity gap the number one priority in their own professional development. Equity matters are an overt part of SI Leader training, and the SI Coordinators are equity-minded at all stages of planning and administrating the program.

Goal 3: FC will strengthen connections with the community

- Objective 1: Strengthen our contacts with Alumni
- Objective 2: Strengthen partnerships with local feeder high schools and universities

SI supports two objectives related to goal three. SI does strengthen our contacts with Alumni, since many of our SI Leaders are FC alumni. Often FC students stay on as SI Leaders after they transfer. Admittedly, these represent a very small number of alumni, but the contact is significant. SI Leaders generally see themselves as very connected to the campus community.

SI coordinates with the Basic Skills Initiative (BSI) to recruit potential SI Leaders and ESP Tutors from CSUF. We enjoy a strong partnership with various programs at CSUF as a result.

[1]Kodabux, Adeelah and Hoolash, Bheshaj Kumar Ashley. (2015) Peer learning strategies: Acknowledging lecturers' concerns of the Student Learning Assistant scheme on a new higher education campus, *Journal of Peer Learning*.

## PR Section 4.1 - 4.2

### Program Review Non-instructional Cycle F 2015 Supplemental Instruction

#### 4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	(SAO) SI will improve student success.	November 12, 2015	November 12, 2015	Forthcoming	0
2.	(SAO) SI will	November 12,	November 12,	Forthcoming	0

	improve student success for Hispanic and African American students.	2015	2015		
3.	(SLO) Students who attend SI will have more positive attitudes about their ability to be successful.	Forthcoming	Forthcoming	Forthcoming	0

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. SI will improve student success.	Analyzing student success data provided by the Office of Institutional Research	See 2.8.A and 2.8.B. The tables provided suggest that SI is generally effective at increasing student success. However, there are areas where results are inconsistent.	N/A
2. SI will improve student success for Hispanic and African American students.	Analyzing student success data provided by the Office of Institutional Research	See 2.8.D. While SI seems to be a very effective intervention for improving success of Hispanic students, the data regarding African-American students is less conclusive.	N/A
<b>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>

1. Students who attend SI will have more positive attitudes about their ability to be successful.	A survey administered to all students in class sections with SI before the end of the fall 2015 semester	N/A	N/A
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## PR Section 4.3 - 4.6

### Program Review Non-instructional Cycle F 2015 Supplemental Instruction

#### 4.3 - 4.6

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

Because SI is a newly institutionalized program, it has not completed an SAO assessment cycle.

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

Because SI is a newly institutionalized program, it has not completed an SLO assessment cycle.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

That remains to be seen. As the first assessment cycle finishes, the SI Coordinators will evaluate the appropriateness of the SAO's, the SLO's and the means to assess them.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.  
(See <http://programreview.fullcoll.edu/>)

*Goal 1: FC will promote student success*

*Objective 1: Address the needs of under-prepared students*

*Objective 2: Increase retention and success*

*Objective 3: Increase the number of degrees and certificates awarded*

*Objective 4: Increase the number of transfers*

*Objective 5: Increase persistence rates of students*

SAO 1: "SI will improve student success." This relates to the goal and objectives above. Most notably, it has a direct relationship to the exact language of the goal, and the second objective. It also relates to the needs of under-prepared students (objective 1), in that SI is offered in Basic Skills courses, and the SI program analyzes the data from Basic Skills separately to ensure that SI is addressing the needs of under-prepared students. Objectives 3-5 relate as well because increased student success should lead to increased degrees, certificates, transfers, and persistence.

SLO 1: "Students who attend SI will have more positive attitudes about their ability to be

successful.” This relates to several aspects of the first goal as well because positive mindset has been linked to measures such as retention, success, and persistence.

*Goal 2: FC will reduce the achievement gap*

*Objective 3: Increase success of Hispanic and African-American students by at least 2%*

SAO 2: “SI will improve student success for Hispanic and African American students.” The second SAO is directly related to the second FC goal.

4.7 Describe how the program’s SAOs/SLOs support the achievement of the institution level SLOs.

1. *Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.*
2. *Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.*
3. *Global Awareness: Students will be able to demonstrate an understanding of the world.*
4. *Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.*

Because SI SAO’s and SLO’s measure student success in a wide range of discipline areas, this program has an intimate connection with the Institutional SLO’s. SI students are directly working on being successful in courses that require communication skills, critical thinking, information competency, and global awareness. SI sessions are designed to practice and reinforce those skills. Additionally, the collaborative and voluntary aspects of SI lends itself to the development of personal responsibility.

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

The SI Coordinators analyze a comprehensive report each semester from the Office of Institutional Research. The report makes it clear which student groups attend SI, how many times they attended, and their retention, success, and grades. This data compared with the retention, success, and grades of a control group consisting of sections of the same courses that do not have SI. For example, student data for MATH 20 with SI is compared with student data for MATH 20 without SI.

The Coordinators have also developed a survey to be completed near the end of the semester by all students in class sections with SI. The survey was developed with the feedback of various qualified people on campus, both faculty and administrators.

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

Overall, the SI Coordinators are pleased with the available measures of the program’s effectiveness. However, we would like to see more consistent improvements to student success. We also learned a great deal about the data that we need to deepen our understanding of the program.

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

Because SI is a newly institutionalized program, it has not completed an SAO/SLO assessment cycle.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 Supplemental Instruction

#### Action Plans

*SAPs* for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Address space limitations for SI
List College goal/objective the plan meets:	College Goal 1: Fullerton College will promote student success. Objective 2: Increase course retention and success.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Currently, the dearth of available classroom space on campus is the most significant factor limiting the growth of SI at Fullerton College (3.2.4). The SI Coordinators are developing and will be implementing strategies in three areas.</p> <ol style="list-style-type: none"> <li>1. Revising policies to utilize space more efficiently (3.3.4). This includes improved scheduling of 1956 (2.8.G), a new model for staffing SI Leaders (2.4), and scheduling SI sessions further in advance to allow more time to identify free space on the master calendar.</li> <li>2. Collaborate with Deans, Department Coordinators, and SI faculty to identify additional available classroom space for SI in their discipline areas.</li> <li>3. Secure additional dedicated space on campus for SI (3.4.2). In particular, we want to pursue spaces on campus that may not be appropriate for an actual class (due to size, technology, or other constraints) but might be suitable for SI.</li> </ol>
What <i>Measurable Outcome</i> is anticipated for this SAP?	The program will grow to offer SI in at least 200 sections.
What specific aspects of this SAP can be	Most aspects of this SAP would require no additional resources.

<p>accomplished without additional financial resources?</p>	
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\* These are potential costs associated with making dedicated space suitable for SI. The need for these resources may vary greatly, depending on the kind of space that is secured.

<b>STRATEGIC ACTION PLAN # 2</b>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>Compose and disseminate accurate descriptions of SI mission, justification, policies, and procedures.</p>
<p>List College goal/objective the plan meets:</p>	<p>Goal 1: Fullerton College will promote student success. Objective 2: Increase course retention and success.</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>The SI Program is going through a period of growth and change (2.1, 2.4, 2.5) leading to significant changes in policies and procedures. The SI Coordinators did inherit written materials that were suitable for the SI Pilot Program. However, those materials now obsolete.</p> <p>The Coordinators will compose a new Program Manual that will outline policies and procedures, as well as a mission statement and a justification for the program.</p> <p>This manual will then be used to create guidebooks specific to SI Leaders, SI Mentors, and SI Faculty.</p> <p>All this material will be disseminated through various means, such as email, print, and on an SI website.</p> <p>Program Coordinators will be responsible for creating a program manual and guidebooks <i>within the next year</i>.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Compose an SI manual for SI Coordinators. Compose an SI guidebook for SI Leaders and Faculty.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>The only cost associated with this SAP would be minor copying costs.</p>

<b>STRATEGIC ACTION PLAN # 3</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Develop strategies to make SI more effective at addressing equity gaps
List College goal/objective the plan meets:	Goal 2: FC will reduce the achievement gap Objective 3: Increase success of Hispanic and African-American students by at least 2%
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>SI is a promising strategy for addressing equity gaps, and we have seen some strong evidence that SI is effective (2.8.D, 3.1.2), we see a lot of room for improvement (3.2.2).</p> <p>Addressing equity gaps will be a primary focus of the SI Coordinators professional development. This will include conference attendance, personal research, and working with equity-minded members of our own campus community. Based upon this work, the SI Coordinators will develop a clearly articulated plan to more effectively address equity gaps at FC through SI.</p> <p>Program Coordinators will seek out professional development opportunities <i>over the next three years</i> that address the equity gap.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Compose a plan to more effectively address equity gaps through SI.
What specific aspects of this SAP can be accomplished without additional financial resources?	Campus collaborations and personal research.
<b>STRATEGIC ACTION PLAN # 4</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Improve data collection and processing
List College goal/objective the plan meets:	College Goal 1: Fullerton College will promote student success. Objective 2: Increase course retention and success.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Although we have learned a lot about SI from the data we inherited, we have identified weaknesses in the area of data collection and processing (3.2.3).</p> <p>The SI Coordinators will work with the Office of Institutional Research to create a template for a comprehensive report that we can collect</p>

	<p>from OIR at the conclusion of each semester. The SI Leaders will create and administer a student survey to all students in SI classes each semester.</p> <p>We will also evaluate the forms and procedures that the SI coordinators use to collect attendance data, professional development survey information, and end of the semester student surveys.</p> <p>Program Coordinators will work to create a comprehensive data collection system <i>within the next two years</i>.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Create a template for a comprehensive data report with the OIR. Administer and process data from an end-of-the semester survey in classes with SI.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>This can all be accomplished with only minor printing costs.</p>