



Strategic Initiative Section Report

Supplemental Instruction:

Date: 05/09/2016

- Program Review Non-instructional Cycle F 2015 Supplemental Instruction

Sorted by: Program

SI Section Templates: PR Section 1.0, PR Section 2.1 - 2.3, PR Section 2.4 - 2.8, PR Section 3.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 5.0, PR Section 6.0, PR Section 7.0, PR Section 8.0

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 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

2.1 - 2.3

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

SI originated at the University of Missouri Kansas City (UMKC) in 1973. Dr. Deanna Martin adopted a strategy that identifies traditionally difficult courses instead of high – risk students in order to increase retention and success. Fullerton College started SI in 2013 as a pilot program using the UMKC model. SI at Fullerton originated with 18 basic skills (BS) and 11 transfer level (FC) courses and has grown to 55 total sections in the Fall of 2015. Now a full time program, SI continues to strategically target courses, specifically traditionally difficult courses, basic skills courses, and “momentum” courses (courses that tend to create a bottleneck in students’ academic progress). SI has been very successful these past few semesters and has had a strong response from faculty requesting SI in their classroom. As of December, 2015 there are 60 faculty requesting SI for 129 separate sections for the spring 2016 semester.

The main component of the SI program are the SI leaders. The Coordinators recruit exceptional students (primarily through faculty recommendations) that have mastered the course material and received a high mark in the class. These students are put through interviews, then hired and matched with the course that best fits their strengths. The new leaders attend an

orientation that is six hours long which covers policies, procedures, and how to lead SI sessions. Both new leaders and returners attend a joint training day prior to the semester that hones in on specific skills such as marketing strategies, dealing with challenging students, ice breakers, and other aspects of creating successful sessions. Three times throughout the semester, leaders also attend three hour Friday trainings which further train SI Leaders on successful SI sessions, with additional focus on professional development topics such as mindfulness, equity, and managing stress.

During the semester the leaders attend the actual SI class to build rapport with the students and serve as model students by taking notes and participating in class discussions. Outside of class the leaders hold two fifty-minute collaborative learning study sessions that are focused on the most difficult concept covered in class that week. Since the leaders have already taken the class they are able to guide students through useful study techniques, continued practice and help students connect deeper with the material. To create the sessions the leaders are paid for two hours of preparation time, fifteen minutes to meet with the professor and fifteen to thirty minutes to meet with a Mentor. These Mentor meetings are designed to continue to develop the SI leaders’ strategies, review their collaborative activity and identify ways to improve attendance.

The second component of SI are the Mentors. Currently we have five mentors who have been with the program for four or more semesters and have proven to be exceptional SI leaders. The mentors provide leadership within the program by running parts of training sessions, helping answer questions and doing observations. However, their number one responsibility is to mentor the other SI leaders on a weekly basis. These mentor meetings cover SI attendance, the SI session itself, strategies to improve collaboration, dealing with difficult students, and assisting with any issues as they arise. These meetings are also a great opportunity for the mentor to help other SI leaders navigate the complexity of the transfer process, counseling, and other services on campus. The SI program places a high standard on academic success and professional development of our SI leaders, mentoring is one way we are able to develop our leaders and our mentors.

The next component of the SI program is the Fullerton Faculty. While it is important that faculty support the SI program in their class and work hard to incentivize attendance, their role within the SI program is comparatively small but significant. Their primary obligation during the semester is to meet weekly with their SI leader to ensure that the leader knows the topic for the week and thoroughly understands the material. The SI leaders often give the faculty insight into how the lecture was received and how the students are performing. The SI leader also builds a deeper connection with a faculty member that provides mentorship and further professional development.

Finally the newest component to the Fullerton SI program is a dedicated SI Coordinator and SI Faculty Coordinator. During the pilot period of SI, the SI Coordinator duties were handled by the Tutoring Center Coordinator and the SI Faculty Coordinator received only a small amount of reassigned time. Now with the program doubling from the spring 2015 to fall 2015 and the potential to once again double in size next semester, Coordinators committed to SI are imperative to the program’s success. Their responsibilities range from managing budgets and hiring to training, planning, and scheduling of rooms.

*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.*

CURRENT STAFF					
Classification	# of staff in each	Percent of employment	Months per year of	Source of funding	FTE

(Include position titles)	position title		employment	(General / Categorical)	
Managers					
Supplemental Instruction Coordinator	1	80%	12	Categorical	.80
Classified					
Administrative Assistant I	1	20%	12	General	.20
Faculty (full-time)					
Supplemental Instruction Faculty Coordinator	1	58.4%	12	Categorical	.584
Faculty (Adjunct)					
N/A					
Hourly – Adult 45 total SI leaders					
Transfer Level Supplemental Instruction Leaders	29	Temp (Approx. 10 hrs. week)	38 ½	Categorical	5.36
Basic Skills Supplemental Instruction Leaders	13	Temp (Approx. 10 hrs. week)	38 ½	Categorical	2.41
Hourly - Student					
Transfer Level Supplemental Instruction Leaders	4	Temp (Approx. 10 hrs. week)	38 ½	Categorical	0.74
Basic Skills Supplemental Instruction	0				

Leaders					
Professional Experts					
Transfer Level Faculty	26	8 hrs. total	2 days	Categorical	2.6
Basic Skills Faculty	11	8 hrs. total	2 days	Categorical	1.1
Total FTE					13.80

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					
N/A					
Volunteers					
N/A					
Interns					
N/A					
Total Hours & Costs					
Total FTE					

PR Section 2.4 - 2.8

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

Sections 2.4 - 2.8**2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.**

The Coordinating is appropriate for current and projected levels in the near future.

As the program continues to expand, we may need to hire hourly clerical support. We will also likely need more Peer Mentors to assist with the growing program. This will create more work hours on our budget for adult hourly employees.

In terms of the SI Leaders, the program will need to hire many more SI Leaders.

The current model of staffing SI sections is to have one SI leader assigned to one CRN and have that SI leader attend both class sessions and hold two fifty minute SI sessions. With the rapid growth of the program, the coordinators recognized the need for efficiency and have looked for ways to maximize the current leaders we have already trained. To do this we are changing the current model to reduce the amount of leaders and space needed. If a professor is offering more than one section of a particular class we will have one SI leader assigned to both class CRN's. That leader will attend one class meeting for each CRN and offer three SI sessions each week. Students in the different sections will have the opportunity to attend any of these sessions. This way we are able to double (or triple) the amount of students we reach while only increasing the time commitment to the SI leader by one hour. This will help the program to grow, since it will make us more efficient with our budget, class room space, and our human resources: Mentors and Coordinators.

A way to measure the improved efficiency of this staffing model is to look at the average number of sections each SI Leader will be able to reach.

Staffing SI Leaders: Two Models Compared[1]			
	Number of SI Leaders	Number of CRN's with SI	Average sections per SI Leader
Fall 2015 (actual)	47	55	1.17
Fall 2015 (hypothetical, using the new model)	42	55	1.31
Spring 2016 (projection using old model)	99	116	1.17
Spring 2016 (projection using new model)	70	116	1.65

This table compares the models for staffing SI Leaders used this semester and the model that will be used beginning in spring 2016. In the new model, we will need to hire 29 less SI Leaders to meet our growth target than we would have under the old model. This new approach to staffing will allow SI to expand while minimizing the strain on our limited

resources.

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

Number of SI Sections, Courses, and Students Served[2]									
	Number of sections offered			Number of different Courses Offered			Number of Students Served in SI classrooms:		
	BS	FC	Total	BS	FC	Total	BS	FC	Total
Fall 2013	18	11	29	8	910	17	555	566	1,121
Fall 2014	19	9	28	11	5	16	527	465	992
Spring 2015	15	23	31	8	15	23	508	1035	1,538
Fall 2015	14	41	55	8	28	33	407	1,911	2,318
Projected Spring 2016	21	95	116	11	40	51	<i>na</i>	<i>na</i>	<i>na</i>

****This table counts as “served” each student in a classroom that offers SI, whether they attend SI or not. (In all data, BS = basic skills, FC = transfer level).***

This table shows that the program is growing. The total number of student served by SI more than doubled from fall 2013 to fall 2015. The projected spring 2016 semester will see continued growth, perhaps even doubling the fall 2015 numbers.

The table also shows that almost all of the growth in students served by SI has been in transfer level classes (FC) rather than basic skills (BS).

Average Number of Students Reached per SI Section³

	Total Sections	Total Students Reached	Average Students Reached Per Section
Fall 2013	29	1,121	38.7
Fall 2014	28	992	35.4
Spring 2015	31	1,538	49.6
Fall 2015	55	2,318	42.1

The above table shows the average number of students reached per SI section. Generally the program is getting more efficient, reaching more students per section.

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

- SI was institutionalized as an independent program in July 2015.
- July 2015 saw a change in leadership. SI is now Co-Coordinated by a faculty member and permanent manager.
 - As shown in 2.5, SI has grown very rapidly since fall 2014. This has made it necessary to evaluate existing policies and procedures.
 - Fall 2015 is the first semester with the dedicated space in 1956, which (thanks to a partition) includes two classroom spaces for SI, as well as offices for the Coordinators. The dedicated classroom space has been instrumental at facilitating growth (2.5). It also facilitates formal and informal mentoring and community building, as well as expediting processes.

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

- Accelerated Curriculum in Basic Skills. As English, ESL, and Math begin to offer accelerated basic skills courses, we will have to evaluate how SI works with Acceleration. In fall 2015, SI is offered in two sections of accelerated English, and in the spring SI will be offered in accelerated courses in English, Math, and ESL.
 - SI is currently funded to a great extent with equity money. This has helped the program to grow, and also puts new emphasis on how SI addresses equity gaps.

2.8 Provide any other data that is relevant to your self-study.

1. Basic Skills SI (BS-SI) Course Success Comparison

Basic Skills SI (BS-SI) Fall 2014 Success by Course[1]				
BSSI CRNs - Attended at least one SI Session			Average of Non- BSSI CRNs	
Course	Success	Grades	Success	Grades
ENGL 059 F	74%	na	64%	na
ENGL 060 F	76%	na	57%	na
ESL 083 F	80%	3.73	72%	2.61

ESL 184 F	75%	2.90	77%	3.04
ESL 186 F	75%	2.60	76%	2.79
MATH 010 F	84%	2.89	63%	2.55
MATH 020 F	33%	2.00	43%	1.82
MATH 030 F	38%	2.40	59%	2.25
READ 036 F	100%	na	58%	na
READ 056 F	68%	na	64%	na
READ 096 F	91%	3.70	70%	2.60

Basic Skills SI (BS-SI) Spring 2015 Success by Course[2]				
BSSI CRNs - Attended at least one SI Session			Average of Non- BSSI CRNs	
Course	Success	Grades	Success	Grades
ENGL 039 F	89%	na	na	na
ENGL 039 F	75%			
ENGL 060 F	59%	na	63.00%	na
ENGL 060 F	78%			
ENGL 060 F	80%			
ENGL 060 F	65%			
ESL 083 F	94%	3.21	81.00%	2.85
ESL 185 F	40%	2.71	na	na
ESL 186 F	86%	3.10	70.00%	2.68
MATH 020 F	24%	1.27	40.00%	1.77
MATH 020 F	43%	2.15		
MATH 020 F	36%	1.41		
MATH 020 F	45%	1.92		

MATH 040 F	28%	1.50	na	na
READ 096 F	86%	2.43	70.00%	2.72

These tables compare the overall success (pass rate) and grades (expressed as GPA) for students who attended at least one SI with students in sections that did not offer SI. This is not exactly the best data to measure the success of SI as an intervention. What we would want to see is a comparison of overall success and grades for sections with SI and sections without SI, including students who attended SI as well as those that did not. The problem with the tables we have provided is that they allow for selection bias.

Nevertheless, these tables are useful and reveal some interesting things.

These tables suggest that SI is generally an effective intervention for BS classes both with regards to student pass rates and grades. Over the two semesters thirteen sections had a significant increase in overall success, while four saw negligible change. Some instances of success are especially impressive. For example fall 2014 READ 96 had a 100% success rate.

However, four sections had a decrease in success. It is a bit puzzling why success might decrease in some instances. It is even more puzzling that in two cases (Math 20, fall 2014), grades were higher despite lower success rates.

A similar question arises when we compare success rates between sections. For example, in spring 2015 one section of ENGL 60 had 80% success, while another was as low as 59%, and there is a 21% spread between the highest and lowest success rates for Math 20 as well.

The SI Coordinators are interested in studying these idiosyncrasies more closely. Many factors could be at work, including time of day the course was offered, adjunct vs. full time instructor, shortcomings of the SI Leader, etc. It is also worth noting that the sample represented in these tables is small, and as time passes a more complete picture may emerge. It is clear that more data and analysis are needed.

Still, even while waiting on more complete data and analysis, the SI Coordinators recognize the need for greater consistency in success results in BS-SI. While the success these tables show is significant, the program needs to look more closely at the training and mentoring of SI Leaders in BS areas to work toward more consistent results, especially in math.

1. Transfer-Level (FC-SI) Course Success Comparison

Transfer Level SI (FC-SI) Fall 2014 Success by Course[1]				
FCSI CRNs - Attended at least one SI Session			Average of Non- FCSI CRNs	
Course	Success	Grades	Success	Grades
GEOG 102 F	54%	2.08	55%	2.11
MATH 130 F	70%	2.46	59%	2.54
MATH 130 F	57%	2.48		
MATH 142 F	50%	2.05	65%	2.52

MATH 142 F	78%	2.43		
NUTR 210 F	75%	2.58	66%	2.71
NUTR 210 F	96%	3.11		
POSC 100 F	85%	2.61	60%	2.15

Transfer Level SI (FC-SI) Spring 2015 Success by Course⁴				
FCSI CRN - Attended at least one SI Session			Average of Non- FCSI CRNs	
Course	Success	Grades	Success	Grades
CHEM 107 F	57%	1.95	66%	2.47
ENGL 100 F	53%	2.46	65%	2.49
ENGL 100 F	87%	2.85		
ENGL 100 F	53%	2.36		
ESC 100 F	100%	2.83	45%	1.82
ESC 130 F	92%	3.36	na	na
GEOG 102 F	67%	2.75	58%	2.23
GEOG 102 F	46%	1.90		
MATH 120 F	65%	2.55	53%	2.44
MATH 130 F	67%	2.43	50%	2.20
MATH 141 F	31%	1.53	50%	2.11
MATH 150AF	41%	2.67	36%	2.10
MATH 150AF	47%	2.36		
MATH 150AF	45%	3.11		
MATH 150BF	52%	1.64	45%	2.18
NUTR 210 F	76%	2.65	69%	2.77
NUTR 210 F	73%	3.05		
NUTR 210 F	79%	3.45		
NUTR 210 F	92%	3.58		
PHIL 100 F	79%	2.66	64%	2.25

POSC 100 F	88%	2.89	59%	2.19
PSY 161 F	53%	1.94	80%	2.48
READ 142 F	78%	2.56	72%	2.99

These tables have the same shortcomings as the tables in 2.8.A.

These data suggest that SI is generally an effective intervention in transfer-level classes. In the two semesters represented, twenty-one sections had a significant increase in success, while two sections had negligible change.

It seems that some subjects are very well-suited for SI, based on this data. Almost all Calculus classes (Math 130, 150A, and 150B) have greatly improved success rates. Nutrition and Government (POSC 100) also have consistently higher success.

There are six courses where the success is lower, and this raises similar questions (sample size, outside factors, etc.) as those discussed in 2.8.A.

1. SI Attendance by Student Ethnicity[1]

	Fall 2014 BS-SI	Spring 2015 BS-SI	Fall 2014 FC-SI	Spring 2015 FC-SI
Asian or Pacific Islander	58.53%	67.08%	57.10%	50.74%
Black Non-Hispanic	38.46%	58.33%	46.00%	46.15%
Hispanic	55.40%	60.26%	58.80%	58.85%
White Non-Hispanic	50.00%	43.47%	54.90%	54.97%
American Indian or Alaskan Native	50.00%	0.00%	50.70%	50.00%

This table shows the percentage of students that attended SI in sections where SI was offered, disaggregated by ethnicity.

The SI Coordinators are mindful that we need to monitor various measures of the equity of our program. SI has the potential to address equity gaps, but because SI is a program that targets at-risk courses instead of at-risk students, it is especially important that we ensure the program is effective at encouraging at-risk students to attend SI sessions. SI will not be an effective equity intervention if equity groups do not attend.

The data in this table seems to paint a picture of SI as an inclusive environment, where people of various ethnicities feel welcomed. In particular our Hispanic population consistently utilized the opportunity for SI at a high rate. The diversity of our SI Leaders may be a factor influencing high attendance by Hispanic students (2.8.G).

Although some significant variations in attendance exist between ethnic groups, they may be the result of small sample sizes. For example, only 38.46% black non-Hispanic students attended BS-SI in fall 2014, while 55.4% white non-Hispanic students did. However, in spring 2015, that 17% discrepancy shrank to under 2%. It is difficult to draw strong conclusions from such apparently erratic data patterns. Nevertheless, it is clear that black non-Hispanic students generally attend SI less frequently than other groups. This requires further investigation.

These tables show success rates for SI students sorted by ethnicity as well as the number of SI sessions attended.

Data input errors and incomplete information (on the part of SI) prevented OIR from providing reliable data for transfer-level classes in fall 2014.

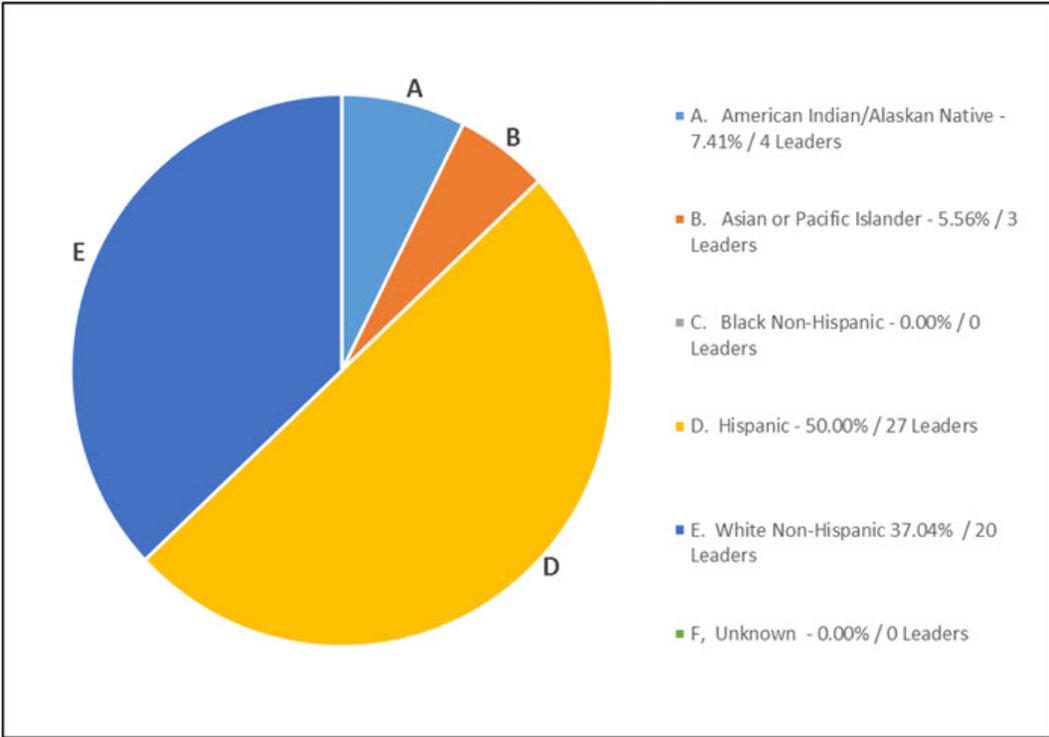
With the data provided, it seems that students across ethnicities benefit from SI attendance. The three groups with large enough samples are Asian or Pacific Islander, Hispanic, and White Non-Hispanic. In all three groups the data show enormous improvement to success between students who attended zero SI sessions and those that attended 9-12. Hispanic students seem to benefit the most.

While some of this benefit is almost certainly a result of selection bias, generally the more students attend SI, the greater the benefit, with students who attend 9-12 sessions per semester benefitting the most. This suggests that the increased success is not simply a result of selection bias because "good" students who would otherwise succeed in the course may be inclined to self-select SI (after all these are the sorts of decisions that make them good students), but it seems unlikely that otherwise successful students would attend an optional intervention 9-12 times if they did not perceive a benefit.

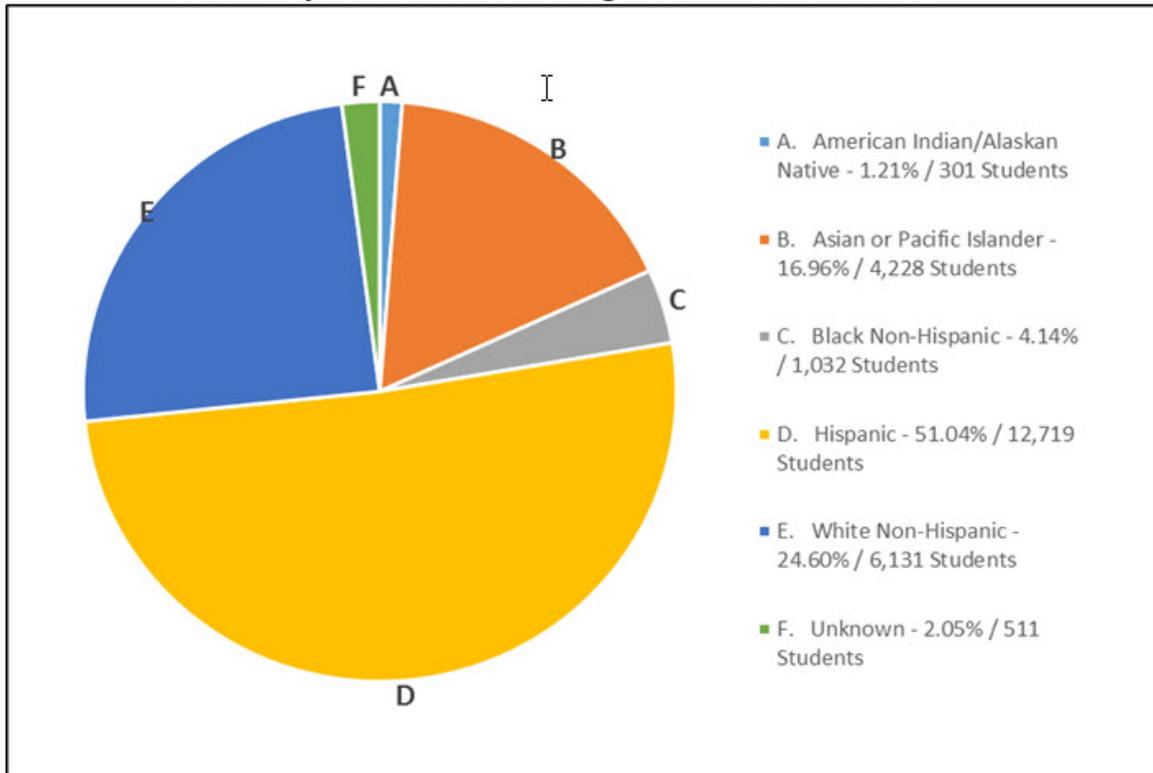
Student surveys may be an effective way to investigate this further. We would also like to see data showing the overall success of ethnic groups in sections that offer SI compared with sections that do not offer SI. At the present time, this is not available.

E. Diversity of the SI leaders & Mentors

Diversity of SI Leaders—Fall 2015⁹



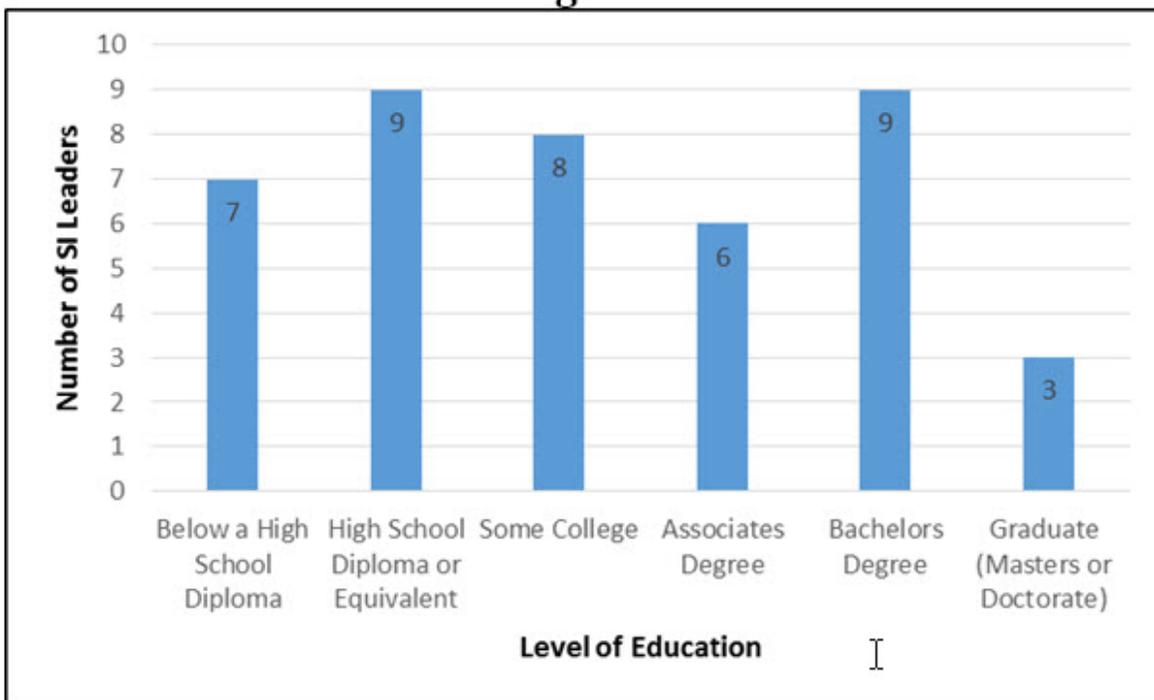
Diversity of Fullerton College Students—Fall 2013¹⁰



These charts show that SI is currently recruiting a diverse group of SI Leaders. However, not all ethnicities are well-represented.

Our Hispanic and American Indian/Alaskan Native populations are very well represented. There are currently no Black non-Hispanic SI Leaders, and Asian and Pacific Islanders are significantly below the student population.

SI Leaders: Parents' Highest Level of Education¹¹



SI Leaders are not only ethnically diverse, but they are also surprisingly diverse in terms of their parents' highest level of education.

The above survey results from the 2015 fall survey of SI leaders shows that 21% of our SI Leaders' parents have a bachelor's degree, while 38% have a high school diploma or lower. According to the Fullerton College Institutional Effectiveness Report for 2013 -2014, 16% of students attending the FC had a parent with bachelor's degree, and 43% with a high school diploma or lower.

While SI Leaders' parents' highest level of education is generally higher than the student population at large, the difference is not as great as one might expect. Keep in mind that SI Leaders are students who have demonstrated academic achievement in the sort of challenging courses that are typically offered SI.

The SI Coordinators believe that this table and analysis are significant for two reasons.

First of all, it reinforces our commitment to provide mentoring for out SI Leaders, not just to be strong SI Leaders, but to achieve their highest potential in their own academic pursuits. Over one third of our SI Leaders do not have college-graduates at home to mentor them, and we recognize the opportunity of this program to fill that gap. Mentoring in SI can come from the Coordinators, the Peer Mentors, and/or the faculty members.

Secondly, we believe that the diversity of our SI Leaders (including the diversity implied by the above graph), positions them to be significant mentors to students in SI classes. The fact that many of our SI Leaders come from homes that do not have college graduates (or even high school graduates), gives them insight into and rapport with students coming from similar backgrounds.

- [1] Source: *The Office of Institutional Research*
[2] Source: *SI program Self Study*
[3] Source: *The office of institutional research & SI program Self Study*
[4]- [8] Source: *The Office of Institutional Research*
[9] Source: *Survey results from a fall 2015 survey of SI leaders, administered by SI Coordinators*
[10] Source: *Fullerton College 2013 -2014 Institutional Effectiveness Report*
[11] Source: *Survey results from a fall 2015 survey of SI leaders, administered by SI Coordinators*
[12] Source: *Survey results from a fall 2015 survey of SI leaders, administered by SI Coordinators*
[13] Source: *SI program Self Study*
[14] Source: *SI program Self Study*

PR Section 3.0

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

3.1 - 3.4

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

1. SI is an effective intervention at **improving student success** in Basic skills and College-Transfer courses (2.8.A, 2.8.B).
2. SI is a promising intervention for **addressing equity gaps**. SI is well-attended by students from different ethnic groups, with Hispanic students being particularly well-represented (2.8.C). Across ethnicities, students who attend SI sessions generally have higher success rates than those that do not, and the more students attend SI, the higher their success rates are (2.8.D).
3. The SI Program has sustained considerable **growth** from 2013 to the present, with even greater growth projected in the spring 2016 semester (2.4, 2.5, 2.8.G). This growth is made possible by improvements to efficiency three key areas: staffing (2.4), the number of students served per SI section (2.5), classroom utilization (2.8.G).
4. SI has **adequate staff** for the current size of the program (2.2, 2.4). The combination of a new management position and a full-time Faculty member on reassign time working together as Co-Coordinator has been instrumental at facilitating the growth of the program. Hiring experienced SI Leaders to serve as Peer Mentors has also been an effective way to address staffing needs, as indicated in the SI Leader Survey (2.8.F), where 37 out of 41 respondents found weekly mentor meetings “helpful and productive.”

5. SI Leaders report strong **personal and professional development**. The SI Leader Survey (2.8.F) demonstrates that the current training and professional growth has led to SI Leaders feeling well-prepared to do their job. This is also reflected in the growing demand for SI (2.5, 2.8.G) in that the professionalism and quality of work of the SI Leaders seems to have contributed to the strong reputation of the program.

6. SI employs a **diverse group of SI Leaders**. SI Leaders are ethnically diverse, with our Hispanic population especially well represented (2.8.E).

7. The **dedicated classroom space and offices in room 1956** have been integral to the growth of SI (2.4, 2.5, 2.8.G). Not only has the additional classroom space allowed us to expand into more sections, but having dedicated offices and office hours has expedited time-sensitive processes, such as processing timecards and attendance data. Furthermore, having a central location for SI has contributed to a growing sense of community among SI Leaders, facilitating a culture of informal peer-to-peer mentoring.

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

1. **Success rates for SI can be inconsistent** (2.8.A, 2.8.B). The causes of this inconsistently are currently unknown.

2. **SI attendance is lower for Black Non-Hispanic students** than for other ethnic groups. The small sample size and erratic patterns in Black Non-Hispanic attendance data makes reliable analysis difficult, but it does seem to be a pattern that attendance is generally lower for this group (2.8.C).

3. **The data used for this Program Review is imperfect.**

1. In some cases, the SI Coordinators were not effective at anticipating what data are necessary to evaluate the program. For example, this report identifies the need for a comparison of overall success and grades for sections with SI and sections without SI (2.8.A, 2.8.B). There is also a need for the same sort of comparison disaggregated by ethnicity (2.8.D).

2. Another problem is that important program data was not usable due to problems with data collection in the past. For example we were unable to use "Success by Ethnicity" data for transfer-level classes in fall 2014 due to incomplete spreadsheets (2.8.D).

3. We also recognize the weakness that we did not include data from student surveys. While surveys were collected every semester SI has been offered, the prohibitive amount of work required to enter this survey data prevented us from creating usable reports in time for Program Review.

4. In some cases, sample sizes are too small. We identified this as a problem when analyzing inconsistent success data (2.8.A, 2.8.B). It was also a problem when analyzing success data regarding Black Non-Hispanic students and American Indian or Alaskan Native students (2.8.D).

4. We find that **available classroom space** is the primary limitation to the expansion of SI. This is first a weakness of facilities: there is simply not enough classroom space on campus to accommodate all of the campus needs. However, we have also identified weaknesses in our process for scheduling rooms and have already made changes to address those weaknesses (2.8.G).

5. **Lack of written policies and procedures**. While the SI Program inherited written policies and procedures that were suitable for the pilot program, changes and growth in the program (2.1) have made those obsolete. The SI Coordinators recognize the need for a new comprehensive program manual.

6. Difficulty managing **the amount of paperwork** associated with the program. The SI Coordinators are responsible for a large amount of time-sensitive and confidential paperwork that strains our current resources and might impede future growth. Handling employment paperwork for such a large and diverse workforce (2.2) is especially challenging. Professional Expert pay is complex, especially since 37% of the faculty in our program part-time, and many

of the full-time faculty are collecting PE from other programs. It is also a challenge to handle the attendance data that are needed to evaluate the program.

7. **It is increasingly difficult to coordinate “planning and implementation” meeting with faculty.** Given the large number of adjunct staff involved, the tendency to recruit very busy full-time faculty who are committed to other programs, and the growing number of faculty involved, it is getting increasingly difficult to schedule meeting times as has been done in the past.

8. **Reluctant faculty in desirable discipline areas.** It is a challenge to grow SI in certain desirable discipline areas where SI seems to be successful or where we suspect it will be successful. The primary hurdle seems to be the reluctance of faculty in those discipline areas.

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

1. While success data is strong for SI, we believe that we can **improve SI success rates**. As we better understand the inconsistencies in success rates, there is an opportunity to make changes to hiring and training processes that will improve success rates across the board.

2. **Growth into new discipline areas** with new emphasis on “momentum courses.” In spring 2016, we will be offering SI in most sections of Financial Accounting. This course is an important momentum course for business majors (which is our most popular major at FC). We believe that there are other opportunities to grow into key courses in other disciplines.

3. Growing demand for SI from faculty (2.4, 2.5) means that the **coordinators can be more strategic** about which courses are most suitable for SI. As a pilot program, SI was often limited in what classes it could include. The primary limits were funding sources (it began as a BSI program, which limited the courses to Basic Skills), and the willingness of faculty. However, as the demand for SI has grown, the coordinators have the opportunity to make research-based decisions about where and when to offer SI. This will maximize the benefit for students, and make our program more efficient.

4. **Increase efficiency in use of classroom room space.** SI can expand without making massive demands upon classroom space by implementing changes to increase efficiency in staffing (2.4) and scheduling (2.8.G).

5. As we see a growth in “accelerated” basic skills curriculum in English, ESL, Reading, and Math (2.7), we have the opportunity to **study the efficacy of SI in accelerated basic skills classes**. We will be offering SI in accelerated sections in Math, English, and ESL in spring 2016.

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

1. As we expand, there will be **strain on program resources**. This includes budget, classroom space and human resources. In particular, how will the program adapt to manage the increased paperwork? Will the SI Coordinators be able to maintain the same level mentorship for the SI Leaders? Will communication with faculty continue to be timely and responsive?

2. There is a need for **more dedicated SI classroom space**.

3. If not addressed, the lack of written policies and procedures could lead to **accusations of unfairness or a general lack of transparency**. SI Coordinators are committed to being transparently above reproach.

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 improve student success for Hispanic and African American students.	November 12, 2015	November 12, 2015	Forthcoming	0
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.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. SI will improve	Analyzing student	See 2.8.A and 2.8.B.	N/A

student success.	success data provided by the Office of Institutional Research	The tables provided suggest that SI is generally effective at increasing student success. However, there are areas where results are inconsistent.	
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
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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

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 5.0

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

5.0

SI is in its first year as an institutionalized program. Therefore, there are no previous goals to analyze.

PR Section 6.0

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

SAP

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
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"> 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. 2. Collaborate with Deans, Department Coordinators, and SI faculty to identify additional available classroom space for SI in their discipline areas. 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.
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 accomplished without additional financial resources?	Most aspects of this SAP would require no additional resources.
<p>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.</p>	

Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment: White boards	\$2,000	SI budget Library/LRISPS	
Supplies			
Computer Hardware: Demo Station	\$10,000	SI budget Library/LRISPS Academic Computing and Technology	
Computer Software			
Training			
Other			
Total Requested Amount	\$12,000		

* 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.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Compose and disseminate accurate descriptions of SI mission, justification, policies, and procedures.
List College goal/objective the plan meets:	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>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</p>

	<p>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>		
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>Compose an SI manual for SI Coordinators. Compose an SI guidebook for SI Leaders and Faculty.</p>		
What specific aspects of this SAP can be accomplished without additional financial resources?	<p>The only cost associated with this SAP would be minor copying costs.</p>		
<p>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.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount	0		

STRATEGIC ACTION PLAN # 3	
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.		
<p>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.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training: Conference attendance and travel costs	\$15,000	SI Budget Library/LRISPS Basic Skills Initiative Staff Development	

Other			
Total Requested Amount	\$15,000		
STRATEGIC ACTION PLAN # 4			
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 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>		
What <i>Measurable Outcome</i> is anticipated for this SAP?	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.		
What specific aspects of this SAP can be accomplished without additional financial resources?	This can all be accomplished with only minor printing costs.		
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			
Supplies			
Computer Hardware			
Computer Software			
Training:			
Other			
Total Requested Amount	0		

PR Section 7.0

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

7.0

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.

1. Grow the program in all momentum courses for the most challenging and popular majors at FC.

1. Offer SI into all sections of courses where SI has clearly demonstrated success. As we identify the areas where SI is most effective, we would like to work on models to offer SI to all students in those classes.

1. Expand into a higher percentage of basic skills math courses.

1. As NOCCCD begins to work toward new building projects, work toward permanent solutions to the class space limitations that SI faces.

PR Section 8.0

Program Review Non-instructional Cycle F 2015 Supplemental Instruction

8.0

SI is generally an effective student success intervention in basic skills and transfer level courses. However, there are some inconsistencies in our student success data that need to be better understood and improved upon. The SI Coordinators are aggressively working toward gathering better data to facilitate improvements to the program.

SI is a promising strategy for addressing equity gaps. Hispanic in particular students are very likely to attend and benefit from SI. Data about Black Non-Hispanic students are less reliable and less conclusive. The SI Coordinators believe that there are immense opportunities to improve equity outcomes for SI and have made researching and improving equity outcomes a very high priority. It will in fact be the primary theme of their own professional development.

SI Leaders are a diverse group, and the SI Coordinators see the professional development of SI Leaders as an important part of the program's equity mission. In a survey, SI Leaders give the program high marks for professional development. They were also able to articulate ways in which the program is supporting them in their academic and professional ambitions. While we count this as a major strength of the program, we look forward to continuing to improve in this area by partnering with relevant programs on campus.

Recent changes to the SI Program have facilitated rapid growth. In particular, the team of Coordinators has been appropriate to ensure the program has the leadership and support needed. The dedicated office and classroom space in 1956 have also been essential. Demand for SI from faculty is on the rise. This allows the SI Coordinators to be more strategic about where and when to offer SI. We would like to see more growth into key "momentum courses" for a wide range of the most popular, difficult majors on campus. While it is encouraging to see that many faculty members are warming to the idea of SI, there is still noticeable reluctance to get involved in some desirable discipline areas.

Finding ample, appropriate classroom space is the most significant limitation SI has. The Coordinators have made changes to policies related to staffing and scheduling that will greatly improve the ability of the program to address classroom space needs. However, for the program to continue growing, more dedicated classroom space will be necessary.

The SI Program needs to improve the quality of its data. While we learned a great deal from the data in this report, improvements must be made. This includes working closely with OIR to produce spreadsheets that include all the necessary data. It will also include developing a student survey and evaluating our processes for data collection.

The SI Program's procedures are generally effective. The SI Leader survey demonstrates a high level of satisfaction with how the program operates. However, we need a comprehensive manual, outlining our policies and procedures.

The future of SI looks good. The Coordinators are looking ahead to a lot of growth for spring 2016. We are dedicated to making SI as effective as it possibly can be.