



Description of Innovation/Intervention Leading to Increased Student Success

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What issue or concern is the intervention designed to address?

Mt. San Jacinto College (MSJC) assessment data going back to Calendar Year 2007 was reviewed, and it was revealed that, concurrent with State of California data, a large number of students assess into basic skills courses. Also, the ARCC (Accountability Reporting for Community Colleges) reports going back several years has disclosed that MSJC consistently scores below average in all but one or two indicators, and in some years even scores below average in all indicators. Furthermore, in a recent Title V Grant Application, it was stated that “MSJC developmental students are less successful and less likely to complete a course than are the students within the peer college group . . .” (*MSJC Title V Hispanic Serving Institution Grant 2010 – 2015*, Institutional Effectiveness Department, MSJC – SJC.) The combination of low assessment scores, low ARCC scores, generally low success rates, and generally high attrition rates was the catalyst for intervention.

What were the desired outcomes you expected from this intervention?

Reducing student attrition, facilitating academic success, and addressing basic skills and ESL needs have all been prioritized as college-wide goals and, therefore, are the desired outcomes for this intervention. Improvements in these areas will also help improve the school’s ARCC scores.

What data was collected to identify the issue or concern on your campus?

Data provided by Charles Hawkins, the Associate Dean of Research and Planning from the Office of Institutional Research, was examined.

MSJC ASSESSMENT SCORES				MSJC SUCCESS RATES						MSJC ATTRITION RATES					
% of students below college level				% of 'A', 'B', 'C', 'Cr' for below college level courses						% of 'W' for below college level courses					
	2007	2008	2009	S07	F07	S08	F08	S09	F09	S07	F07	S08	F08	S09	F09
Math	93%	92%	92%	49%	52%	52%	57%	52%	57%	26%	21%	22%	20%	21%	20%
English	89%	88%	88%	59%	62%	61%	62%	60%	68%	21%	16%	26%	16%	18%	13%
Reading	67%	66%	73%												

The assessment data, coupled with the fact that only approximately 42% of the students assessing into basic skills courses actually enrolled in developmental courses (*MSJC Title V Hispanic Serving Institution Grant 2010 – 2015*, Institutional Effectiveness Department, MSJC – SJC), led to the further examination of courses to be targeted for support. Historically difficult college-level courses were identified by



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looking at success and attrition rates. Further consideration was given to the following course characteristics:

- Courses with no prerequisites (and therefore have a high potential of being populated with Basic Skills students)
- Courses offering a large number of sections (and therefore have a high potential of being populated with Basic Skills students)
- Courses requiring a significant amount of reading, writing, and mathematics skills
- Courses with intensive content containing large amounts of vocabulary, theories, names (persons), and dates

Summarize the research used to determine that this intervention should have been piloted:

Sited in the BSI "Poppy Copy" as a model program (D.10 Effective Practices), **Supplemental Instruction** (SI) is a proven comprehensive form of on-going student support. Many Basic Skills students struggle with, not only course content, but also with study skills. SI integrates what to learn (course content) with how to learn (study skills). Furthermore, research has identified a correlation between student connections to the college and student success rates. The 2008 SENSE report, *Imagine Success, Engaging Entering Students*, emphasizes building strong connections to the college early in a student's college career. It is stated, "The best opportunities to build relationships often are found in engaged learning (both in and out of the classroom) and other structured experiences." SI provides that facilitated group learning environment from day one of the class. Finally, it is most important to understand that immediate and on-going support for students with basic skills needs is essential to ensuring student success.

Describe the Intervention:

Supplemental Instruction (the University of Missouri-Kansas City model) has ten essential components:

1. SI sessions are peer-facilitated
2. The SI Leader serves as a model student
3. SI sessions integrate content and learning skills
4. The SI Leader attends the targeted class lectures
5. The SI Leader receives training
6. The SI program is supervised
7. Faculty support the SI program
8. Regularly scheduled SI sessions begin immediately
9. The SI program is evaluated
10. SI targets subjects rather than students

The MSJC SI program has successfully incorporated all ten of these components. The MSJC SI Coordinator, Janice Levasseur, has attended the Supplemental Instruction Supervisor Workshop Training at UMKC. Mrs. Levasseur conducts initial orientation training for all SI Leaders prior to the start of the semester followed by monthly training meetings throughout the semester. SI Leaders and SI Instructors are carefully matched; and all SI Leaders are approved by the SI Instructor. All SI Leaders are in class on the first day with review sessions beginning the second week. All SI Leaders facilitate review sessions and serve as "near-peers" for the students. SI Leaders complete weekly paperwork (weekly planning



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sheets and attendance sheets). SI Leaders also conduct peer observations and self-evaluations on a regular basis.

The MSJC SI program also includes SI Mentors. SI Mentors serve as “near-peers” for the SI Leaders. SI Mentors observe, evaluate, and provide feedback to their assigned SI Leaders. SI Mentors also assist in the planning of the monthly training meetings and the selection of future SI Leaders. SI Mentors provided a vital layer of support for the first-time SI Leader.

What if any data have you collected to measure the effectiveness of the intervention?

Extensive data has been and is regularly collected, analyzed, and reported for the MSJC SI program. In addition, Supplemental Instruction relies on data provided by the Office of Institutional Research to help determine the classes to be selected for SI support. For each class during the semester, several pieces of data are assembled:

- **First day of class surveys** – used to determine the climate of the class. Data about interest in SI and class goals are gathered and reported back to the SI Leader and SI Instructor within the first two weeks of class.
- **Census rosters** – used to establish a base-line count for the class
- **Student participation in SI (attendance)** – hourly attendance is documented for every SI session. If a student attends a single SI session, that student is considered an “SI student.”
- **Final grade rosters** – used in conjunction with the census roster to report SI vs. Non-SI results (success rates, attrition rates, and GPA)
- **Student evaluations of the SI Leader and SI program** – all students in a SI-supported class complete the evaluation. For those students who did not attend SI, reasons are cited and tallied. For those who did participate in SI, the report, among other things, includes their satisfaction with the program, gains they have made, and the effectiveness of the SI Leader.
- **Instructor evaluation of the SI Leader** – used to assess the instructor’s satisfaction with the SI Leader and the SI Program. Comments and suggestions are welcomed.
- **SI Mentors Observation Report of the SI Leader** – currently, each SI Mentor mentors 13 SI Leaders and observes each leader 3 times during the semester. The SI Mentor provides a written report on each observation. The results of the observation report are used to gauge the effectiveness of the SI Leader, to suggest possible training topics, and to determine the SI Leader’s continuation with the program.

All documents are kept in a locked file drawer in the SI Coordinator’s office.

At the conclusion of the semester, the SI Coordinator compiles a report for each SI section. The report includes results both in narrative and in table format, the student evaluation of the SI Leader, and the instructor evaluation of the SI Leader. Each leader and instructor receives their class results. Furthermore, a Power Point summary for each source of funding is submitted to the Office of Institutional Research, as well as a bound hardcopy of the overall district SI report.

MSJC SI data is also sent to the International Center for Supplemental Instruction at the University of Missouri-Kansas City to be included in their study of the current state of SI. The International Center for SI will be conducting robust analyses of data.



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Summary of findings based on data:

SI has been an effective form of academic student support. Students who participate in SI do better (higher GPA and success rates) and are retained throughout the semester (lower attrition rates). Data for the BSI SI classes are listed in the table that follows.

	F08*	S09	F09	S10
# of BSI SI sections	3	6	9	13
Census Count	104	210	328	488
# of SI students (participation rate)	63 (61%)	143 (68%)	139 (42%)	223 (46%)
Contact Hours	393.5 hours	990.5 hours	1060 hours	1767.5 hours
Average # of students/session**	4.74	5.3	4.4	4.9
Average # of sessions/student	6.25	6.9	7.6	7.93
SI GPA	2.44	2.78	2.34	2.33
Non-SI GPA (difference between SI and non-SI)***	2.17 (0.27)	2.04 (0.74)	1.64 (0.70)	1.74 (0.59)
SI Success Rate	59%	77%	63.3%	68.2%
Non-SI Success Rate (difference between SI and non-SI)	63% (-4%)	48% (29%)	41.8% (21.5%)	49.8% (18.4%)
SI Attrition Rate ('W' rate)	17%	6%	14.4%	8.1%
Non-SI Attrition Rate ('W' rate) (difference between SI and non-SI)	14% (3%)	31% (-25%)	27.5% (-13.1%)	20.8% (-12.7%)

* Only Menifee Valley Campus (MVC) data is available, although BSI funded several sections of SI at the San Jacinto Campus (SJC). Also, data skewed by the Math 096 SI (please see section below "What have you learned about the effectiveness of this program?")

** Per UMKC training, SI sessions need to average 3 students/SI session to be cost effective

*** Students who participate in SI average a half a grade to a whole grade higher than those who don't

Next steps:

How will you scale your program up to include a larger population?

MSJC has already taken steps to scale up the SI program to include a larger population. While initially limiting the BSI SI line-up to the developmental Math and English courses, the BSI SI line-up has over the past year added, due to the enrollment behaviors of the Basic Skills students, non-prerequisite college-level courses including Psychology, Political Science, History, Anthropology, Child Development, and Accounting.



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SI has been written into the instructional component of a couple of substantial grants MSJC has been awarded: The 2008 – 2010 College Cost Reduction and Access Act Science-Technology-Engineering-Mathematics (CCRAA STEM) grant and the 2010 – 2015 Title V Grant. The next STEM grant the college will apply for (2012 – 2017) will incorporate an SI component, too. In addition, as the program grows and awareness spreads, instructors are coming forward requesting SI support. An instructor-requested course is then compared with the criteria described above (low success rates, high attrition rates). If the course is deemed “difficult” and ample funding can be identified, that course is added to the SI line-up (this is how CDE, History, Anthropology, and Biology courses were first introduced to SI .)

Recently, the MVC English Department has prioritized SI support for all face-to-face Engl 062 (Basic Writing Skills) classes. With the manpower and financial support of the MVC Writing Center, all six face-to-face MVC Engl 062 classes will have SI in the Spring 2011 semester.

How can this program be sustained if outside funding is no longer available?

The Learning Resource Centers have pledged a portion of tutoring funds for SI (many of the SI Leaders come from the pool of student tutors and/or students who have taken the tutor training courses.) Currently there is an initial effort to incrementally institutionalize SI at MSJC. This effort has wide-ranging support from faculty and administration.

What have you learned about the effectiveness of this program?

Initially, there was a lot of discussion as to whether or not SI is appropriate for Basic Skills level courses. It was questioned as to whether or not SI would be effective at this level. It was believed that the structure SI provides would be beneficial for the developmental students. Confirming the belief, in-house data the past couple of years has shown that for MSJC, SI is an effective form of support for most of our below college level courses as well as the targeted 100-level courses. The one exception is Math 096 – Intermediate Algebra. SI support for Math 096 was offered to 4 sections over three different semesters (different instructors and different SI Leaders.) In all but one instance, the results were up-side-down: the GPA and success rates were lower and the attrition rate was higher for the SI group than the non-SI group. SI support of Math 096 has been suspended for now.

Another challenge faced was the Basic Skills students buy-in to the program. Participation rates for Math 050 – Mind Over Math (4 levels below college), Math 051 – Pre-Algebra (3 levels below college), and Engl 062 – Basic Writing Skills (2 levels below college) have ranged from 15% to 50%. However, the students who do take part in SI significantly outperform their non-SI counterparts.

What improvements can you think of to strengthen the program?

Introduced to MSJC by Janice Levasseur, the MSJC SI program has been in existence since the Fall 2006. Beginning with only one SI section and under the supervision of Janice Levasseur, the MSJC SI program



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has grown to 38 SI sections in the Fall 2010 semester. Currently, 54 sections of SI are planned for the Spring 2011 semester. The MSJC SI program is continually making improvements while staying true to the UMKC SI model.

SI Mentors were formally introduced in the Fall 2008 semester. Over the years, the role of the SI Mentor has been expanded to provide the much-needed additional layer of support for the first-time SI Leaders. The SI Mentors (due to funding) have been limited to mentoring only first-time SI Leaders. However, beginning in the Spring 2011 semester, every SI Leader will have a SI Mentor. A separate SI Mentor orientation and training manual is being developed and will be implemented in the Spring 2011 semester.

SI Student Learning Outcomes (SLOs) have been developed for the three cohorts of the SI program – the SI Mentor, the SI Leader, and the SI Students. SLOs will begin to be measured in the Spring 2011 semester and will become part of the end-of-the-semester report.

Lastly, a full-time SI Coordinator, trained at the national level to ensure the integrity of the SI Program and dedicated solely to management of the many facets of the SI, is critical to the continued success and growth of the program. A recent Title V grant has created a full-time non-teaching faculty position for a district SI Coordinator. It is hoped that the position be in place for the start of the Spring 2011 semester. The current SI Coordinator, Janice Levasseur, who has been trained at the national level, will be applying for the position.