**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Supplemental Instruction (SI)

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The SI Program’s mission aligns closely with the College’s in that SI is available to all students, who come from diverse backgrounds and situations, not only in courses specifically supported by an SI Leader but also for any students enrolled in that same subject with another, non-SI instructor. SI Leaders are trained to facilitate out-of-class small group study sessions in which students are challenged to demonstrate critical thinking and clear face-to-face communication in the context of a supportive, non-threatening group of their peers. By the end of the term, many SI groups have become so close-knit that the friendships formed endure long after the disbanding of the group. Moreover, a significant number of new SI Leaders each semester were former SI attendees the previous semester. So, the torch is passed on!

Program Mission Statement:

The current mission of the Supplemental Instruction (SI) Program is to increase student retention and success in any courses for which instructors apply to have SI Leaders, but especially for historically difficult gateway, basic skills, and transferrable courses. To encourage student success and course completion, SI promotes collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits.

II. Progress on Program Goals:

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. Coordinate more strategically with Writing Center, Success Lab, Math Lab, and Tutoring.
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_\_\_9/2016\_ (Date) | Collaboration with Kim Arbolante on the Extended Classroom Project for ENGL B53 and MATH B60 has lead to the breaking down of silos in Academic Support Services. |
| 1. Increase student

attendance at SI sessions. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_\_9/2016 (Date) | I am always striving toward this objective. This is an ongoing endeavor, so there is no completion date. I am exploring the possibility of requiring that instructors in Basic Skills/Pre-Collegiate/EMLS courses who want an SI Leader incorporate attendance at Academic Support Services in the framework of their syllabi. |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Establish designated spaces for SI hubs in each Pathway building. | [x]  1: Student Learning [x]  2: Student Progression and Completion [x]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Stronger SI attendance numbers because SI sessions will be held in same areas where students’ courses meet |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program. COMMENT: Being that this is my first time doing a Program Review and considering the fact that my program is still quite new, the data presented here can be viewed as establishing a baseline for future reference and data comparisons.

1. Changes in student demographics (gender, age and ethnicity).

Gender: 60.8% Female, 36% Male, Age: N/A, Ethnicity: N/A

1. Changes in enrollment (headcount, sections, course enrollment and productivity). Please see charts below:

In summary, the SI Program has been growing astronomically, doubling in size twice since Spring 2015 in terms of SI Leaders employed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** |
| **Number of Student Participants** | 117 | 291 | 499 | 828 | 1,063 |
| **Participation Rate** | 18% | 49% | 39% | 40% | 27% |
| **Number of Course Sections Supported** | 20 | 29 | 43 | 83 | 121 |
| **Number of SI Leaders (Tutors)** | 12 | 17 | 26 | 60 | 100 |

**Most Recent SI Program Data from Spring 2016**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance at Spring 2016 SI Sessions** | **A** | **B** | **C** | **D** | **F** | **Total # of students** | **Average Course Grade** |
| **(4 grade points)** | **3** | **2** | **1** | **0** | **Course Grade** |
| **Did not attend SI** | **20.09%** | **25.10%** | **26.67%** | **9.49%** | **18.66%** | **2857** | **2.18** |
| **1-2 times** | **28.07%** | **29.70%** | **24.59%** | **7.89%** | **9.74%** | **431** | **2.58** |
| **3-5 times** | **27.31%** | **34.45%** | **21.85%** | **5.88%** | **10.50%** | **238** | **2.62** |
| **6 or more times** | **36.80%** | **31.73%** | **16.50%** | **7.87%** | **7.11%** | **394** | **2.83** |
|  |  |  |  |  |  |  |  |
| **SI Success Spring 2016**  | **Did not attend SI** | **Attended SI 1-2 times** | **Attended SI 3-5 times** | **Attended SI 6 or more times** |  |  |  |
| **Success** | 71.86% | 82.37% | 83.61% | 85.03% |  |  |  |
| **Non Success** | 28.14% | 17.63% | 16.39% | 14.97% |  |  |  |

1. Success and retention for face-to-face, as well as online/distance courses.

 85% success rate for students attending SI sessions 6 or more times as compared to only 72% success rate for students not coming to SI at all.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

I am curious as to the type of student coming to SI voluntarily. Are these upper-echelon students, middle-of-the-bell-curve students, or basic skills students? I am hoping to be able to import incoming GPA data on each student in order to be able to analyze what sort of student is taking advantage of the SI option. I conducted a cursory analysis of a class of BIOL B32 students and found that the majority of the ones attending SI sessions were mediocre students academically (average GPAs of 2.2-2.8). In other words, it appeared that the self-sufficient students were not coming to SI because they felt that they did not need it while the bottom level students were not taking advantage of the service due to learned helplessness perhaps or some other reason. Thus, SI was appealing to students who did not have stellar academic backgrounds but possessed some degree of drive and potential upon which SI could capitalize.

**IV. Program Assessment (focus on most recent year):**

Use attached **Assessment Report Form AU Tab—SEE ATTACHED (I accidentally filled out the Comprehensive Review tab and probably gave more detail than needed.)**

1. Describe *any significant changes* in your program’s strengths since last year.

The SI Program continues to experience a high rate of demand for SI Leaders by BC instructors. BC instructors love this program and become very passionate about retaining their SI Leaders from semester to semester.

1. Describe *any significant changes* in your program’s weaknesses since last year.

A weakness in the program has always been the lower levels of student participation, which is due to the fact that attendance is voluntary.

1. If applicable, describe any unplanned events that affected your program.

Significant cuts (approximately 30 SI Leaders removed) had to be made to SI about a month prior to the start of the Fall 2016 semester. These cuts left many SI Leaders unemployed, and the Program Manager had to scramble last-minute to redirect some of them to positions within the new Extended Classroom Project. Affected faculty and students are still chaffing about the cuts, especially since some of the courses with a longstanding history of high SI attendance (Biology and Chemistry, to name a few) suffered the greatest degree of cuts.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. \*PLEASE SEE ATTACHED POSITION REQUISITION FORM AND ACCOMPANYING JOB DESCRIPTION (For SI Program Assistant)

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

I desperately need a full-time Program Assistant to handle the rote duties of the Program (tracking weekly paperwork, running reception desk, inputting sign-in sheets into AccuSQL, routine e-mail communications, maintaining office supplies and photocopies of forms). Currently, I am doing much of these tasks myself while trying to run the Program. If I had an Assistant, I would be freed up to conduct evaluations on my SI Leaders and provide constructive feedback as well as develop more innovative and effective training materials for my SI Leaders. In addition, I would have time to research and apply for grants, both private and government-based, to fund the growth of the Program. I have a wonderful student worker who does an amazing job trying to organize all our data, scheduling details, and paperwork tracking. Her name is Meagan Culp, and I would love to have her become a classified temp employee with more weekly hours allotted to serve our program. She has worked for me for over a year, is well-versed in our policies and procedures, and has a strong loyalty to the program.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

The only professional development I have had is AccuSQL Training and a brief FLEX workshop on beginning Excel. I would LOVE to be able to attend the International SI Conference in Kansas City someday.

1. What professional development opportunities and contributions can your program make to the college in the future?

My Program has the potential to serve as an educator training academy in which SI Leaders who want to become teachers can serve internships and gain direct experience in the teaching profession.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

We lost 2 SI rooms on the west side of the SS Building but were able to compensate for the loss by adding an extra room in the Library plus the ENGL 53 Room. We also donated a room (the Wonder Room) for the purpose of the Extended Study Program.

1. How will your Facilities Request for next year contribute to student success?

I am always on the lookout for more cubicles in which to hold SI sessions. Sometimes, we end up placing SI Leaders in classrooms for their SI sessions, but as the BC student population grows, we are finding classroom space to be scarcer. Recently, I learned that Levinson Hall will be opening up as the BC Foundation and Maintenance and Operations move to new locations, so I now have my eye on that space as a potential SI hub.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

We have 15 laptops housed in a charging cart that SI Leaders check out on a daily basis. We also frequently loan out these laptops to other programs.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

SI Leaders use the laptops to work on their lesson plans and/or present PowerPoints to students attending their sessions.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Technology plays a limited role in SI due to the nature of SI, which relies on face-to-face interaction and spirited discussion. In general, technology is detrimental to the group discussion that SI fosters, other than for the purpose of stimulating learning by looking up pertinent information on an as-needed basis.

1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

As mentioned previously, SI is in need of increased funding, and I am determined to secure more money for the program by pursuing any available grants that I can find. The problem currently is that I am so busy keeping the Program afloat that I cannot find time to search for grants, let alone apply for them.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

I LOVE THE SI PROGRAM…I really do! It has the capacity to do so much good for our entire campus. When SI works as it should by closely following the SI Model which has been in existence since the 1970s, every entity involved benefits, from the instructor who is assisted by a competent SI Leader of his/her own choosing to the SI Leader who grows in confidence and leadership skills under the instructor’s and Program Manager’s mentorship to the students who become connected in learning communities by attending SI sessions. The SI Model represents a beautiful recipe for success, and BC instructors recognize this fact to the point that requests for SI Leaders have now exceeded our capacity to fund them. The challenge that lies before me is to preserve adherence to the SI Model (straying too far from its essential components leads to a weakening of its effectiveness) while also making SI available to as many instructors and students as possible. In order to maximize the success of SI, I need to secure more resources both financially and in terms of personnel as well as guide instructors in ways to encourage greater student attendance at SI sessions. I like the concept of building student utilization of Academic Support Services into the syllabus and assignment structure. If all instructors teaching sections of a particular subject incorporate this as a requirement, I believe that we will see more students attending SI along with other support services. I am eager to work closely with departments on campus to make SI more effective, especially in the Basic Skills/Pre-collegiate courses which typically have a meager participation rate, even as we face limited resources.

The biggest joy of all and the reason all our efforts are worthwhile is seeing students return to the SI area repeatedly for sessions and earning that grade for which they strove so faithfully. That sense of accomplishment propels students forward on their academic journeys and often cannot be captured or quantified by data alone.