1ST ANNUAL INLAND EMPIRE SI CONFERENCE –
A MODEL OF COLLABORATION AMONG COLLEGES AND UNIVERSITIES

Patricia Gill (Norco College)
Janice Levasseur (Mt. San Jacinto College)
Arezoo Marashi (Norco College)
Rebecca Moon-Stone (Riverside City College)
Kathalena Rios (Mt. San Jacinto College)
Mildred Treash-Enriquez (IESI)
Who are we (where are we from and who makes up us)?
What brought us together?
What did we do?
How did we do it?
How can you do it too?
What is next for us?
OUTCOMES

Participants will

- Identify ways to develop and strengthen a collegial network with other community college and/or university educators in an effort to build robust relationships with colleagues to enhance student success.

- Identify professional development opportunities in order to support the professional development/learning of student leaders.

- Create and use a Logic Model for their own integrated planning efforts and projects.
CALIFORNIA’S INLAND EMPIRE (IE)

Riverside and San Bernardino Counties

Urban and rural areas

Area: 27,000 square miles
Population: about 4 million

Demographics:
- Approximately 75% of adults do not have a college degree
- Approximately 15% live below the poverty line
California Community Colleges: 12
- Mt. San Jacinto College
- Norco College
- Riverside City College

California State Universities: 2
- Cal State San Bernardino

University of California: 1
- UC Riverside

Private Universities:
- La Verne
- University of Redlands
- Claremont Colleges
- California Baptist University
SUPPLEMENTAL INSTRUCTION

- Long-standing, internationally recognized academic assistance program
- International Center for Supplemental Instruction – the University of Missouri-Kansas City, MO (United States)
- National Centers
  - University of Wollongong (Australia)
  - University of Guelph (Canada)
  - Nelson Mandela Metropolitan University (South Africa)
  - Lund University (Sweden)
  - University of Manchester (United Kingdom)
- Exists in over 3500 institutions in the United States alone
SI Leaders are model students

SI Leaders facilitate out-of-class review sessions that integrate what-to-learn (course content) and how-to-learn (study skills)

SI data continually demonstrates that students who participate in SI outperform those who don’t.

In order for SI Leaders to continue to deliver quality SI sessions that produce positive results, SI Leaders require training (both in-house and beyond through other professional development/learning opportunities)
The Inland Empire SI Coordinators (IESIC) group began in 2015 as a grass-roots effort by Inland Empire colleges and universities that support students through Supplemental Instruction and Tutoring programs.

The IESIC was called together by then-SI Coordinator of UC Riverside, Ali Saadat.

The group met to discuss issues unique to SI but common among SI Programs.

While many SI Coordinators are lone individuals at their respective institutions, the IESIC Group provides support and camaraderie for SICs across the Inland Empire.
The IESIC group collaborates on ways to
- Enhance each institution’s SI Program
- Train SI Leaders
- Evaluate the impact of SI Programs
- Secure sources of funding
- Incorporate new technologies into SI sessions

The mission of the IESIC group is to promote the collective success of peer-led support on campuses throughout the region.
THE IESIC TEAM

Rebecca Moon-Stone
Riverside City College
SI Coordinator

Janice Levasseur
Mt. San Jacinto College
SI Coordinator, Math Faculty

Arezoo Marashi
Norco College
SI Coordinator

Ali Saadat
UC Riverside
SI Coordinator

James Graham
Cal State San Bernardino
SI Coordinator

Mildred Treash-Enriquez
Inland Empire SIC

Kathalena Rios
Mt. San Jacinto College
SI Specialist

Patricia Gill
Norco College
STEM Services Developer

Pablo Mogrovejo
UC Riverside
SI Assistant Coordinator

Marc Donnhauser
Mt. San Jacinto College
Dean of Mathematics Sciences, Library, LRC, and Guidance
A major accomplishment of the group was the planning and hosting of the 1st Annual IE SI Conference, for SI Leaders by SI Leaders, in October 2016.
PLANNING

- Regular meetings
- Challenges (aka “reality”)
  - Funding a multi-institution effort (where to house the group’s funds once received)
  - Individual institution rules on spending and restrictions on use of grant funds
  - Facilities – originally wanted the conference at UC Riverside
  - Finding resources
  - Putting it all together – general lack of experience
- 3CSN
  - Reached out in April 2016 to 3CSN’s Mark Manasse
- 2016 BSILI Team
  - Rebecca Moon-Stone, Patricia Gill, Arezoo Marashi, and Janice Levasseur
- Logic Model
LOGIC MODEL (2016)

BSIU CoP Logic Model

Theory of Change: If we provide training on networking and best practices all stakeholders will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.

MISSION OF INLAND EMPIRE SI CONFERENCE: Highlight our SI Leaders as paraeducators

RESOURCES (INPUTS)

MARK MANASSE
STAR ROMERO
JANICE MSC
ALI PABLO UCR
MARK SBVC REBECCA RCE
AREZOO NORCO PATRICIA NORCO JAMES CSUSB DENISE MIRA COSTA ANDY S MESA

REGIONAL MONTHLY MEETINGS
DISBURSED ACTIVITIES PER COMMITTEE MEMBERS
STARTING THE DISCUSSION W/3CSN FOR PARTNERSHIP

ACTIVITIES

300 ATTENDEES
40 BREAKOUT SESSIONS
10-12 CAMPUSS CALL FOR PROPOSALS
6 STRANDS: BASIC SKILLS ONLINE RESOURCES
POSTER PRESENTATIONS STEM HUMANITIES
ADMINISTRATION/FACULTY TUTORING

DELIVERABLES (OUTPUTS)

Highlight SI's and tutors Educate SI Leaders Educate Faculty/Administrators Highlight Best Practices Taking the SI experience to the next level Increasing SI attendance, retention, and persistence Developing a better lesson plan Increase SI supported courses Partnering with 3CSN and HoM Further Conference Development Increase interest in teaching Increase student success, i.e. Transferability rate, Increase DFW rate Institutionalization Societal Change Regional Colleges Sustainability

OUTCOMES

Short Medium Long-Term

Assumptions: All SI's and some faculty and administrators from Committee members' colleges will participate.

External Factors: The importance of surfacing the idea of an AA/AS degree to students. “The Trickle Up Effect”
1ST ANNUAL IE SI CONFERENCE

- Riverside City College, Saturday, October 22, 2016
- 178 students, faculty, staff, and administrators
- 25 schools (CCC, California State, and UC schools all represented)
- 5 tracks (Professional Learning, Innovations in SI, Collaborative Learning Techniques, SI Best Practices, and Panel Presentation)
- 30 breakout sessions
- 9 vendors
- 2 scholarship recipients (Marina Henriquez (MSJC) and Russel Hillabrand (Fullerton College))
- 2 keynote speakers (Mark Manasse and Andy MacNeill)
- 1 special guest – Kirsten Corbin (Dean of Basic Skills, Chancellor’s Office)
1ST ANNUAL IE SI CONFERENCE – STUDENT PRESENTERS
Hello!

I want to thank you all again for inviting me to attend the 1st Annual Inland Empire SI Regional Conference on October 22 at beautiful Riverside City College. I’d also like to congratulate you on putting together such a successful conference. The sessions I attended were well-organized, engaging, pertinent, and informative, and given the buzz from participants at lunch and between sessions, I get the impression that those sessions were representative of all of them.

I have been involved with creating enough large- and small-scale professional development events to know the work that was involved and the commitment you all made to bring your idea for the conference to fruition, from lining up sessions presenters to ensuring there would be participants attending, both of which can be especially tricky when you are depending on students showing up on a Saturday. The facts that so many were there and there were few glitches are just two testimonials to your planning and preparation.

You billed this conference as the first of an annual event, and I think Saturday demonstrated a need and interest which warrant a continued opportunity for our student leaders in supplemental instruction and tutoring to hone their craft to best assist our students in achieving their educational goals. I hope you all had a chance to get some rest on Sunday or will be able to do that soon—it is much deserved.

Thank you again for letting me part of such a special day and for the kind gifts/swag,
-Kirsten

Kirsten Corbin
Dean, Basic Skills and Special Programs
California Community Colleges Chancellor’s Office
We are going to do this again . . .

Challenges (reality)
- Funding a multi-institution effort
- Individual institution rules on spending and restrictions on use of grant funds

BSILI 2017 Team
- Rebecca Moon-Stone, Janice Levasseur, Kathalena Rios, Mildred Treash-Enriquez

Logic Model
- More refined the second time around
Theory of Change: If we “go big” and “all in” at the Soboba Lip Sync Contest, we will win $10,000 in undesignated funds for the 2nd Annual IE SI Conference (and at least we will earn $400 for our efforts) that will produce powerful learning experiences in the Inland Empire to foster the development of future leaders in our community.

Mission: The IESIC Group seeks funds for the 2nd Annual IE SI Conference to showcase the work of student SI Leaders and tutors in their roles as para-professional educators.

Assumptions: We are going to win!

Outcome (Long-Term): Administration at all regional campuses will just gladly give us money so we will no longer lip sync and compete at Soboba Casino for fund! =)
IESIC LIP SYNC

- The Dentist
- Divide into groups of 3 or 4
- Discuss an project that you (your department, your institution) has/will undertake
- Start drafting a logic model
LOGIC MODEL COMPONENTS

- **Inputs** – are the resources we use to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.

- **Activities** – are programs, services and specific actions delivered. At a college, our typical activities are the courses and student services deliver. Within an intervention strategy, the activities will be more specific to the issue being addressed. Activities for a mandatory orientation might be: recruiting students, developing advertising materials, writing the curriculum for the orientation, following up with students, etc.

- **Outputs** – are typically the number and percent of student or faculty/staff who complete or receive our activities. Some examples might be: 200 students were recruited, 150 (75%) attended an orientation session, 300 brochures were mailed out, 15 faculty and staff members developed and delivered the orientation sessions, etc.

- **Outcomes** – are the benefits our participants receive as a result of their participation in our programs and services. Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.
  - **Short-term outcomes** can typically be seen during or at the immediate conclusion of a program or service. Students who participate in an academic skills course might have short-term outcomes of: better understanding of their learning style, improved study habits and evidence of engagement in the institution.
  - **Mid-range outcomes** may not be seen for months or years and typically are a result of students internalizing and applying the short-term outcomes to a large challenge. Students who participate in an academic skills course might have mid-range outcomes of: declaring a major, accruing 18 hours in a discipline or continuous grade point averages of 3.0 and higher.
  - **Long-term outcomes** may not be seen for years and happen after the mid-range outcomes occur. Students who participate in an academic skills course might have long-term outcomes of: graduating from the college, transferring to a four year college, being in good academic standing at the university, finding a job in their field, making a contribution to their field, etc.
Theory of Change: If we provide training on networking and best practices all stakeholders will transform their environments and their identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.
Theory of Change: The IE SIC Group believes that student SI Leaders and tutors can and will contribute to such transformations through networking and professional learning opportunities thereby fostering these student SI Leaders and tutors’ development as a student, as a leader, and as a person.

Assumption: Student SIL’s and tutors want opportunities for professional learning and will take the time to participate. Faculty, staff, and administrators want to take part in additional PL opportunities. This effort is of value to SIL’s, tutors, faculty, staff, and admin.
2nd Annual IE SI Conference

Mt. San Jacinto College – San Jacinto Campus

Friday, November 17, 2017 and Saturday, November 18, 2017

Pre-Conference Session – Faculty Awareness Training presented by the International Center for Supplemental Instruction, University of Missouri-Kansas City trainers (Dr. Julie Collins Megan Cross, and Jessica Elam)

Key Note Speakers

• Kirsten Corbin – Dean of Basic Skills and Special Program, California Community Colleges Chancellors Office
• Dr. Julie Collins – Executive Director of the International Center for Supplemental Instruction and UMKC Academic Support and Mentoring
2ND ANNUAL INLAND EMPIRE SI CONFERENCE

FRIDAY NOVEMBER 17: 2:00PM-5:00PM
SATURDAY NOVEMBER 18: 8:30AM- 5:00PM

MT. SAN JACINTO COLLEGE

PRE CONFERENCE SESSION:
FRIDAY NOVEMBER 17, 8:00 AM – 1:30 PM
SI FACULTY / STAFF AWARENESS TRAINING
BY:

- SI BEST PRACTICES
- SI RESEARCH ASSESSMENT
- INNOVATION IN SI
- COLLABORATIVE LEARNING
- PROFESSIONAL LEARNING
- CONCURRENT SESSIONS
- PANEL DISCUSSIONS
- POSTER PRESENTATIONS
- SCHOLARSHIP

Key Note Speakers

Kirsten Corbin
Debn, Basic Skills and Special Programs
California Community Colleges Chancellor’s Office

Julie Collins, Ed.D.
Director, UMJC Academic Support and Mentoring
Executive Director, International Center for Supplemental Instruction

SCHOLARSHIP OPPORTUNITY

For more information and registration visit: https://iesiregional.org
Any Questions?
Thank you!
1. My overall evaluation of today’s presentation is (circle one)
   Very Poor   Poor   Fair   Good   Excellent
2. The part I found most helpful was . . .
3. Questions I still have after today’s presentation include . . .
4. The presentation needed to emphasize or include . . .
5. One last thing I would like to say . . .