THE IESIC: A MODEL OF COLLABORATION AMONG COLLEGES AND UNIVERSITIES

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Janice Levasseur (Mt. San Jacinto College)
Arezoo Marashi (Norco College)
Rebecca Moon-Stone (Riverside City College)
Kathalena Rios (Mt. San Jacinto College)
Elizabeth Wilcox (Moreno Valley College)
AGENDA

- 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 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 ways to strengthen connections and collaboration between community colleges and four-year university practitioners.

- 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
COLLEGES & UNIVERSITIES IN THE IE

- 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

- 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 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 opportunities)
The Inland Empire SI Coordinators (IESIC) group began in 2015

| Grass-roots effort by Inland Empire colleges and universities | Met to discuss issues unique to SI but common among SI Programs | Many SI Coordinators are lone individuals at their respective institutions, the IESIC Group provides support and camaraderie for SICs across the Inland Empire |
INLAND EMPIRE SI COORDINATORS

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 IESI Coordinators Regional Team:

• to promote the collective success of peer-led support on campuses throughout the region
THE FIRST IESIC TEAM

Rebecca Moon-Stone
Riverside City College SI Coordinator

Ali Saadat
UC Riverside SI Coordinator

Pablo Mogrovejo
UC Riverside SI Assistant Coordinator

Mark Manasse
California Community Success Network (3CSN)
San Diego and Imperial Valley Network Coordinator

Janice Levasseur
Mt. San Jacinto College SI Specialist

Kathalena Rios
Mt. San Jacinto College SI Specialist

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

Marc Donnhauser
Mt. San Jacinto College Dean of Mathematics Sciences, Library, LRC, and Guidance

Arezoo Marashi
Norco College SI Coordinator

Patricia Gill
Norco College STEM Services Developer

James Graham
Cal State San Bernardino SI Coordinator
PLANNING

Regular monthly meetings  April 2016~ 3CSN  Logic Model 2016

Challenges (aka “reality”)  June 2016 ~ BSILI

- Funding a multi-institution effort
- Individual institution rules on spending
- Facilities –
- Finding resources
- General lack of experience
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
- 3CSN
- Janice
- MSc
- Ali Pablo
- UCR
- Mark SBVC
- Rebecca
- ICC
- Arezzo
- Norco
- Patricia
- Norco
- James
- CSUSB
- Denise
- Mira Costa
- Andy
- SS
- Mesa

ACTIVITIES
- Regional Monthly Meetings
- Disbursed Activities Per Committee Members
- Starting the Discussion w/3CSN for Partnership

DELIVERABLES (OUTPUTS)
- 300 Attendees
- 40 Breakout Sessions
- 10-12 Campuses
- Call for Proposals
- 6 Strands:
  - Basic Skills
  - Online Resources
  - Poster Presentations
  - STEM
  - Humanities

DELIVERABLES (OUTPUTS)
- Administration/Faculty Tutoring

OUTCOMES
- Short
- Medium
- Long-Term

- 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

Assumptions:
- All SI’s and some faculty and administrators from Committee members’ colleges will participate.
- The importance of surfacing the idea of an AA/AS degree to students. “The Trickle Up Effect”
1st Annual IE SI Conference

- 25 schools (CCC, California State, and UC schools all represented)
  - 178 students, faculty, staff, and administrators

- 5 tracks
  - 30 breakout sessions
  - 9 vendors

- 2 keynote speakers
- 1 special guest
- 2 scholarship recipients

Riverside City College, Saturday, October 22, 2016
We did it 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: 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

- **23 schools** (CCC, California State, and UC schools all represented)
- **178 students, faculty, staff, and administrators**
- **Pre-Conference Session – Faculty Awareness Training**
  - 5 tracks 25 breakout sessions
- **Mt. San Jacinto College, Friday & Saturday, November 17 & 18, 2017**
- **2 keynote speakers**
- **4 special guests**
- **2 scholarship recipients**
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.

- **Deliverables 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 larger challenge. Students who participate in an academic skills course might have mid-range outcomes of: declaring a major, accruing 15 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.
IESIC LIP SYNC

- The Dentist
QUESTIONS

- Any Questions?
- Thank you!
- Contacts:
  - James Graham – James.Graham@csusb.edu
  - Janice Levasseur – jlevasseur@msjc.edu
  - Arezoo Marashi – Arezoo.Marashi@norcocollege.edu
  - Rebecca Moon-Stone – Rebecca.MoonStone@rcc.edu
  - Kathalena Rios – krios@msjc.edu
  - Elizabeth Wilcox – Elizabeth.Wilcox@mvc.edu
  - iesiregional@gmail.com
Logic Model

Theory of Change:

Mission of the Hub:

RESOURCES (INPUTS) -> ACTIVITIES -> DELIVERABLES (OUTPUTS) -> OUTCOMES

Short - Medium - Long-Term

External Factors:

Assumptions:
BSILI 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: 3CSN
- JANICE: MSJC
- ALI, PABLO: UCR
- MARK: SBVC
- BECCA: RCC
- AREZOO: NORCO
- PATRICIA: NORCO
- JAMES: CSUSB
- MIRA COSTA
- ANDY: SD MESA

ACTIVITIES
- REGIONAL MONTHLY MEETINGS
- DISBURSED ACTIVITIES PER COMMITTEE MEMBERS
- STARTING THE DISCUSSION W/3CSN FOR PARTNERSHIP
- 300 ATTENDEES
  - 40 BREAKOUT SESSIONS
  - 10-12 CAMPUSES
  - 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
- Increase SI supported courses.
- Partnering with 3CSN and HoM.
- Further Conference Development
- Increase interest in teaching
- Increase student success i.e. Transferrability rate, Decrease DFW rate
- Institutionalization
- Societal Change
- Regional Colleges
- Sustainability

OUTCOMES
- Short: Taking the SI experience to the next level. Increasing SI attendance, retention, and persistence. Developing a better lesson plan
- Medium: Increase SI supported courses. Partnering with 3CSN and HoM. Further Conference Development
- Long-Term: Increase interest in teaching. Increase student success i.e. Transferrability rate, Decrease DFW rate. Institutionalization, Societal Change, Regional Colleges, Sustainability

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”
Some Definitions

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

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  - **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.
Program: IE SI Coordinators Group  Logic Model for the 2nd Annual IE SI Conference

**Theory of Change:** If we provide training on networking and we use action research methodologies, community college professionals 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. *The IE SI Coordinators 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.*

**Mission of IESI Coordinators Group:** Develop a sense of camaraderie between institutions thereby fostering an SI network in the Inland Empire that will support professional learning for SIL’s and tutors.

**RESOURCES (INPUTS)**
- 3CSN, MSJC Foundation, BSI, Equity, UMKC Director of the International Center for SI LAP IESI SI Coordinators Equity Project Kirsten Corbin UCR Cal State San Bernardino MSJC Riverside City College Norco SBVC HOM

**ACTIVITIES**
- Monthly regional meetings.
- Assign clear duties to individual members.
- Website/social media development/upkeep
- Making a marketing plan. Individual Coordinators will outreach to key stakeholders at home campuses
- Visiting partner campuses to gain support
- Finalizing contracts for keynote speakers and pre-conference trainers.
- Seek sponsorships

**DELEIVERABLES (OUTPUTS)**
- Conference attendees: 300 student SIL/Tutors, faculty, staff, and administrators
- # of campuses: 20 – 30
- # of Pre-conference attendees: 60 faculty, staff, and administrators
- Breakout sessions
- 6 Strands
- Poster Presentations
- Vendors Sponsors

**OUTCOMES**
- Increase interest in becoming educators.
- Increase SIL skills through better designed SI sessions.
- Highlight SIL/Tutors as paraprofessional educators.
- Web and social media presence, updated regularly with regional events
- 3rd Annual IE SI Conference planning.
- Provide support to members of IE SIC group
- Increase student attendance to SI sessions.
- Increase student SI leaders/tutors completion/transfer rates.
- Increase partnership w/ 3CSN and CoP’s
- Employable graduates who possess soft skills.
- Develop community leaders.
- A community of educators who support SI and tutoring.
- Increase student success through increased student engagement.
- Institutional Support for Regional multi-campus collaborative efforts.
- To be 3CSNs signature Fall event.

**Assumptions:** 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.

**External Factors:** Funding is a challenge. The marginalization of SI leaders role in Student Success. The variations of the execution in each institution’s SI Model.
Some Definitions

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

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**“The Dentist” LipSync Logic Model**

**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 2\textsuperscript{nd} 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 of “The Dentist” LipSync Hub:** The Group seeks funds for the 2\textsuperscript{nd} Annual IE SI Conference to showcase the work of student SI Leaders and tutors in their roles as para-professional educators.

**RESOURCES (INPUTS)**

- YouTube
- MSJC Foundation
- Kathalena Rios
- Micah Orloff
- Marc Donnhauser
- Rebecca Moon-Stone
- Mark Manasee
- Danny Pittaway
- Erik Armstrong
- Arnita Porter

**ACTIVITIES**

- Recruit participants from the IE SIC Group and 3CSN
- Identify a song choice (thank you, Micah!)
- Identify and purchase/find necessary costumes and props.
- Schedule rehearsals both at BSILI and at MSJC – MVC.
- Carry out rehearsals
- Complete paragraph/entry, submit to Rebecca Orlauski

**DELIVERABLES (OUTPUTS)**

- Pictures and video of award winning performance.
- Establishment of IE SI Fund (through MSJC Foundation).
- $10,000 deposited in the fund.

**OUTCOMES**

- **Short**
  - Win $10,000
  - To be able to purchase conference SWAG and other office supplies needed.
  - To bask in all the glory of winning

- **Medium**
  - Administration will recognize the lengths the SI Coordinators and 3CSN will go support student success efforts

- **Long-Term**
  - Administration at all regional campuses will just gladly give us money so we will no longer lip sync and compete at Soboba for funds.
  - Soboba will continuously invite our group to compete in many contests for money.

**Assumptions:** We are going to win!

**External Factors:** Short notice. That it is only a lip sync contest and we cannot showcase the vocal talent of our group.