



# EMP 2.14 Update

Planning & Budgeting Council

February 19, 2025

Prepared by the Office Planning, Research & Institutional Effectiveness (PRIE)

# Educational Master Plan Strategic Initiative

## 2.14: Update

2.14 -- Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.

# Academic support programs and practices

- Interest Area Success Teams
- The Learning Center
- Tutoring (online and in person)
- The Writing Center
- Peer Mentoring
- Library, Math, Word and all other JAMS
- Other academic support programs

# Interest Area Success Teams

Success Teams monitor which program every student is in and how far along the student is toward completing the program requirements. Counselors, Retention Specialists and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

# Interest Area Success Teams

- PRIE last conducted an [evaluation of Interest Area Success Teams in April, 2022](#).
- Interest Area Retention Specialists:
  - Receive weekly enrollment reports from PRIE for all students in their Interest Area, indicating which students are in their “case load.”
  - Meet with Ron Andrade, Guided Pathways Director, every week to review their case load
- Interest Area Retention Specialists, and other special program staff meet every other week as a part of the “CREW” Team.
  - Monitor and address “Early Alerts” - weekly
  - PRIE provided the team with an analysis of Early Alert data on 12/12/22, 10/10/23 and 8/22/24

# Interest Area Evaluation: Spring 2025

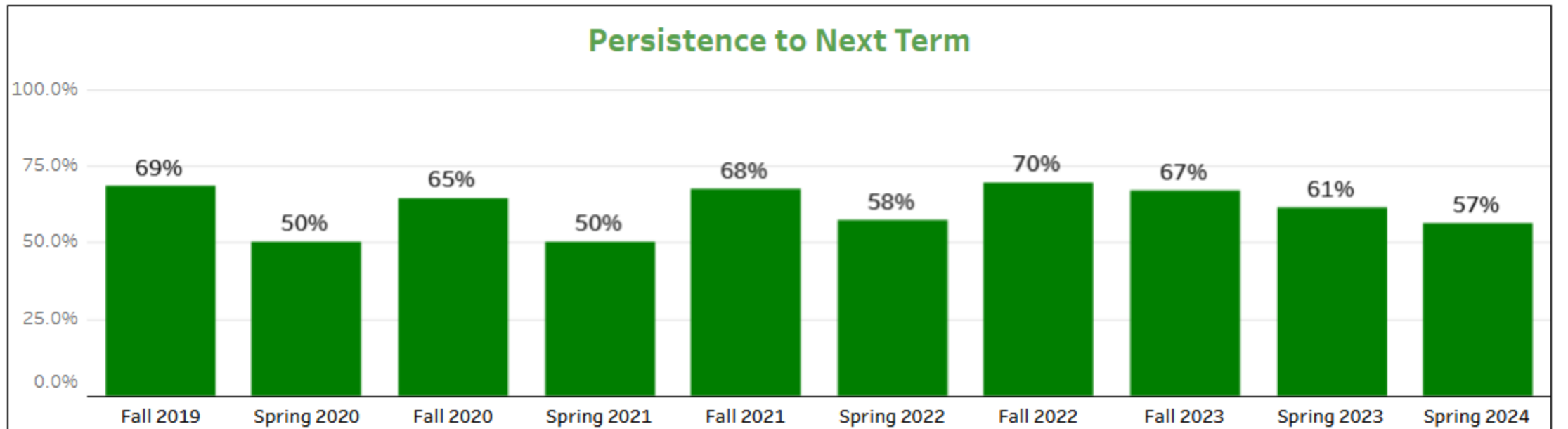
PRIE will update some elements of the 2022 evaluation this spring and also seek to explain what has changed in our approach and how we know if that is/is not working better. In particular:

- CREW – is this improving processes or practices with respect to Early Alert? Student Outcomes? Characterize what CREW does and how this learned from what did/did not work in the Community of Practice.
- Communication/Canvas shells – evaluate?
- Success Teams: explore the ways we've adapted these – changing and clarifying roles and responsibilities of retention specialists, counselors, peer mentors. What is/is not working better now.
- Using the GP dashboard, we will look at metrics (success, English and math completion, persistence, completion) overall for home campus students and also by Interest Area. Consider a deeper analysis of the students served by the IA retention specialists (not special programs).
- Peer Mentors – survey them for their perspective on how things are working

# Guided Pathways

Demographics	Outcomes	Students by Major	Transfer Level Courses	Definitions	
Major: (All) ▼	SSSP Status: (All) ▼	Ed Goal: (All) ▼	Support: Interest Area Supported ▼		
Units: (All) ▼	Low Income: (All) ▼	Status: (All) ▼	Degree: (All) ▼		
Gender: (All) ▼	Age Group: (All) ▼	Race: (All) ▼	Interest: (Multiple values) ▼		

Select: Persistence to Next Term ▼



Cumulative Units Earned at SMCCCD

Cumulative GPA

# Library and Learning Center Program Reviews

- [Learning Center Comprehensive Program Review Fall 2023](#)
- [Library Comprehensive Program Review Fall 2023](#)



# Tutoring

## **Tutoring**

- Tutoring Outcomes Evaluation for English and Math conducted by PRIE to inform college planning for AB 1705. Presented October 13, 2023.
- Tutoring Evaluation through Fall 2024 in process now, to consider:
  - Is the Learning Center (tutoring) reaching key groups of students, particularly DI students, low GPA or academic standing students. Are there groups that are not coming into tutoring?
  - Are students coming to tutoring successful in the course(s) they get tutoring for? Consider frequency of tutoring visits.
  - Is online tutoring effective? Consider this separately and look by course, by frequency of visits as appointment times are capped at 30 mins online.

# Embedded Tutoring

## **Embedded Tutoring**

- Embedded Tutoring Outcomes Evaluation F20-SP23 for math and English presented by PRIE October 13, 2023 as part of college planning for AB 1705.
- Embedded Learning Support Evaluation prepared for the English Department by PRIE on November 13, 2024.
- Embedded Tutoring Outcomes Evaluation for Math being updated by PRIE now.

# Writing Center Evaluation

- Writing Center Use Data Spring 2022 – Fall 2023; analysis prepared by PRIE and shared with Learning Center on 9/10/24

# Peer Mentoring

- Survey Guided Pathways Peer Mentors as part of the Interest Area Success Team evaluation this spring.

# Library, Math, Word and all other JAMS

**The College no longer schedules JAMS as previously conducted.**

The analysis done by PRIE in 2022 demonstrated that, while the programs were successful at shortening Math and English pathways when we used placement exams, in the era of AB 705, participation rates dropped into the low double digits and course success rates were not positively correlated with participation.

The Learning Center still uses the JAMS brand but has reimagined the support as semester long, just-in-time workshops around critical topics. For [Math JAMS](#) that includes Factoring, Trig, Logs & Exponents, and Composition & Inputs.

Word JAM was banked and the Learning Center uses those resources to bring on three part-time Instructional Aides in the Writing Center who are embedded in ENGL 105 courses and provide 40 hours per week of drop-in support. We also have workshops in the Writing Center facilitated by our Instructional Aides and English faculty.

Other academic support programs conduct comprehensive program reviews and other assessments regularly

- [Promise Scholars](#)
- [EOPS](#)
- [TRIO Support Services](#)
- [Puente](#)
- [Umoja](#)
- [International Students](#)
- [NextUp/Project Change](#)
- [Athletics](#) and PRIE works with the COLTS learning community to conduct an annual assessment that compares outcomes between Athletes, COLTS Athletes, and Non-Athletes
- [ESL](#)
- [College for Working Adults](#)