ASSESSMENT OF SUPPLEMENTAL INSTRUCTION

NORTHERN ESSEX COMMUNITY COLLEGE

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BACKGROUND

What is Supplemental Instruction (SI) in general?

What is the purpose? What are the goals?
The NECC SI Model

- SI sessions in addition to classes
- SI sessions scheduled at beginning of term
- Voluntary SI session attendance
- Intended roles – Instructors and SI Leaders
- Identification of SI classes on schedule
- Spring 2010 – 6 classes – Math, Chemistry, Writing
- Goal – Successful course completion
PROBLEM

• Report on spring 2010 student success rates

QUESTIONS

• Do students in SI classes know they are in an SI class?
• Are students in SI classes attending the SI sessions?
• Does attendance in SI sessions vary by discipline?
APPROACH

• Work with spring 2011 SI classes
  ➢ 15 scheduled in Math, Science, English, and Writing

• Gather information on:
  ➢ student SI awareness,
  ➢ SI session attendance,
  ➢ perceptions of SI by students, faculty, and SI leaders
  ➢ outcomes
METHODS

• Surveys
  ➢ Student beginning of term
  ➢ Student end of class
  ➢ SI leaders end of class
  ➢ Instructors end of class

• Attendance records

• Grades
RESULTS

BEGINNING OF TERM STUDENT SURVEY

• About 2/3 of the students surveyed (n=205) didn’t know they had registered for an SI class.

• Close to 2/3 didn’t know about the extra study sessions.

• Only about 11% registered because of the SI sessions.

• 75% planned on attending the SI sessions. The rest mentioned scheduling/time issues.

• Almost all thought the sessions would be helpful.
SI SESSION ATTENDANCE REPORTS

• Data collected for 11 of the 15 classes.

• Attendance varied considerably across the classes.

• Highest level of attendance was for a College Algebra and Trig class.

• Lowest level of attendance was for a Comp I class.
<table>
<thead>
<tr>
<th>Selected Attendance Results</th>
<th>Coll. Alg. &amp; Trig.</th>
<th>Eng. Comp. I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percents</td>
<td></td>
</tr>
<tr>
<td>Sessions attended by half or more of the students</td>
<td>83</td>
<td>0</td>
</tr>
<tr>
<td>Sessions attended by just 1 or 2 students</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td>Students not attending any sessions</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>Students attending more than 1 or 2 sessions</td>
<td>96</td>
<td>17</td>
</tr>
<tr>
<td>Students attending half or more of the sessions</td>
<td>68</td>
<td>11</td>
</tr>
</tbody>
</table>
STUDENT END OF CLASS SURVEY RESULTS

• Of the students surveyed (n=160), two-thirds reported attending at least one SI session.

• Close to 93% of students who reported attending indicated that the sessions were helpful. Ninety-two comments provided by these students are strong testimonials to the help and support provided in SI sessions.

• The main reasons for non-attendance were schedule conflicts.

• Most selected the class on their own, as opposed to through an advisor.
END OF TERM SI LEADER SURVEYS

• Nine of the twelve surveyed thought that for SI sessions to make a difference in student performance as compared to non-SI classes, anywhere from about 75% to 100% of the sessions should be attended. One thought 50% would be sufficient.
END OF TERM SI CLASS INSTRUCTORS SURVEY

• Regarding what they did to encourage attendance at SI sessions, the most frequent response was “spoke about the sessions and their meeting times regularly in class”.

• Most thought that to make a difference, students should attend between 75% to 100% of the sessions, although two thought half would be enough.

• Most thought that there was no difference in the way they conducted these “SI” classes as opposed to classes in “traditional" formats.
## GRADES

<table>
<thead>
<tr>
<th></th>
<th>Students who didn’t attend any sessions</th>
<th>Students who attended 50% or more of the sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent earning a “C” or better</td>
<td>71</td>
<td>86</td>
</tr>
<tr>
<td>Percent earning “F”</td>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>
WHAT WE LEARNED – ACTION TAKEN/ PLANS

• Share assessment results with instructors and SI leaders.
• Identify SI sessions more clearly on registration materials.
• Train advisors to explain SI to students.
• Schedule SI sessions early – before registration.
• Ensure that the SI leader is integrated into the class-forms a relationship with students.
WHAT WE LEARNED – ACTION TAKEN/ PLANS (Cont.)

• Encourage instructors to promote SI session attendance. Provide suggestions on how to do this.

• Collect attendance information for the 22 fall 2011 SI classes.

• Provide feedback to instructors on student attendance at SI sessions early and often.

• Goal: At least one-third of the students in a class will attend 50% or more of the sessions.

• Re-examine grade information for fall 2011 SI students vis-a-vis hopefully improved SI session attendance.