

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.

Selected Attendance Results	Coll. Alg. & Trig.	Eng. Comp. I
	Percents	
Sessions attended by half or more of the students	83	0
Sessions attended by just 1 or 2 students	0	65
Students not attending any sessions	0	78
Students attending more than 1 or 2 sessions	96	17
Students attending half or more of the sessions	68	11

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

	Students who didn't attend any sessions	Students who attended 50% or more of the sessions
Percent earning a "C" or better	71	86
Percent earning "F"	25	6

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.