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SUMMARY REPORT: SPRING 2011 ASSESSMENT OF SUPPLEMENTAL INSTRUCTION CLASSES

The assessment of 11 spring 2011 classes designated as Supplemental Instruction involved three major methods, including surveys. These methods are:

1. An analyses of information on forms used by SI leaders at each session to record attendance, the degree of engagement in each session for each student in attendance, and the overall focus of the session. (See Appendix 1)
2. A survey of SI students during the beginning days of the class. (See Appendix 2.)
3. A survey of students at the end of the class. (See Appendix 3.)
4. A survey of SI leaders at the end of the class. (See Appendix 4.)
5. A survey of SI class instructors at the end of the class. (See Appendix 5.)
6. An examination of grades earned by those who didn't attend any SI sessions as well as those who attended 50% or more of the SI sessions.

Information collected from the first five methods was analyzed and represented in individual summary reports, included in Appendices 6-10. For full details, these reports should be reviewed.

Following is information gleaned from each method as well as an overall interpretation and summary.

BEGINNING OF TERM STUDENT SURVEY

- Two hundred-five students who were registered in spring 2011 SI classes completed this survey.
- About two-thirds (67.6%) of the students surveyed didn't know they had registered for an SI class.
- Close to two-thirds (61.5%) didn't know that there were extra study sessions scheduled in addition to the regular class sessions.
- The two reasons chosen most frequently for deciding to enroll in the SI class were a fit with the student's schedule and being suggested by the student's advisor. Only about 11% registered because of the SI sessions.
- Three-fourths of the students (75.5%) plan on attending the SI sessions.
- The reason mentioned most frequently by students (24%) who said they don't plan on attending the SI sessions related to scheduling conflicts or time issues.
- Almost all of the students surveyed (95%) thought the extra sessions would be helpful.
- Most all students who commented on how the extra sessions would be helpful mentioned either the possibility for increased understanding and learning or the opportunity for extra help, time, review and/or practice.

SUPPLEMENTAL INSTRUCTION SESSION ATTENDANCE, ENGAGEMENT, AND FOCUS REPORT

- Eleven classes were examined, with the number of students still registered at the end of the term ranging from 7 to 24. Overall, 185 students were involved in this assessment.
- Across the 11 classes, there was considerable variation in attendance at sessions. The highest level of attendance was in a Coll. Alg. and Trig.class. Lowest attendance was for a Comp. I class.
- Overall figures which varied considerably by class include:
 - Only 15.4% of the sessions held were attended by half or more of the students.
 - About one-third of the sessions held were attended by just 1 or 2 students
 - About 30% of the students didn't attend any sessions.
 - About 56% of the students attended more than 1 or 2 sessions.
 - Only about one-fourth of the students attended half or more of the sessions
- Overall, SI leaders reported that students who attended were very engaged in the sessions.
- The primary focus of the sessions was re-covering or reviewing class content as it had been presented in the class. Expanding on content covered in class to include additional practice either alone or in combination with re-covering class content was also a major focus.

END OF TERM STUDENT SURVEY

A total number of 160 students in 14 classes completed the survey. (Note: The number of classes differs from the number in which attendance was taken because of the lack of SI session attendance data for those classes.)

- The most frequent reason provided by the 108 students who reported attending SI sessions was, "to get help with the information covered in class." Getting help preparing for tests or with homework were also frequent mentions. Thirty-four of the students who attended sessions also mentioned getting extra credit as a reason. However, only 2 of these students gave this as the only reason.
- Close to 93 % of the students attending sessions reported that the sessions were helpful. Ninety-two comments provided by these students are strong testimonials to the help and support provided in the SI sessions.
- The main reason given by the 52 students who reported not attending sessions had to do with schedule conflicts, related to other classes (19 students) or work schedules (18 students). Only 3 reported not knowing about the extra sessions.
- Of the study methods used by students, the most frequent was "Independent Study", reported by 89% of the students, on which they reportedly spent an average (median) of 4 hours per week.
- Most of the students selected this course on their own, as opposed to being referred by an advisor.

END OF TERM SI LEADER SURVEYS

- Twelve SI leaders completed this survey
- Regarding their participation in the actual classes, the highest frequencies were associated with assisting students in group work and working with individual students during class time.
- Two-thirds of the leaders reported meeting with instructors outside of class time, with varying frequency. All indicated the instructors were helpful in providing information and guidance.
- All reported that the instructors would have been available, if needed.
- Most provided SI session attendance information feedback to the instructors.
- Nine of the twelve 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.
- Leaders provided some very useful information concerning their SI session experience.

END OF TERM SI CLASS INSTRUCTORS SURVEYS

- Twelve instructors completed surveys.
- Instructors reported that most frequently, SI leaders participation took the form of observing and taking notes, assisting students with group work, and/or working with individuals students during class time.
- All of the instructors indicated that SI leaders provided feedback on SI session attendance.
- 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”. Individually counseling students to attend was also a frequent response.
- 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.
- Instructors also provided some comments and suggestions for the future.

GRADES

- Grades for the 55 students who didn’t attend any sessions ranged from A to F (also 4 “Incompletes”). Excluding the “Incompletes”, 36 of the 51 got a C or better (71%), while twenty-five percent got an “F”. Thirty-seven percent received an “A” or “A-“.
- Grades for the 49 students who attended 50% or more of the classes ranged from "A" to "F". Eighty-six percent received a grade of C or better while six percent received an “F”.
- Any interpretation of the above should be made with great caution because of the possibility that factors other than attendance at sessions affected final grades. These factors include the possibility that the poorest students have a long standing pattern of poor study and work habits, so not attending sessions is just part of this pattern. On the

other hand, students with good study habits who tend to do well in classes may also tend to take advantage of extra learning opportunities, which include attending the SI sessions.

OVERALL INTERPRETATION AND SUMMARY

Although, based on students' responses to the beginning of the term surveys, students didn't know about the SI sessions ahead of time, they indicated that they planned to attend and thought the sessions would be helpful. Those who didn't plan to attend mentioned time/ schedule conflicts as the reason.

Although attendance at the sessions varied considerably by class, in general, too many students didn't go or went too infrequently for classes to be automatically billed as "SI". The cost of running sessions in which only one or two students are present needs to be considered.

Most all students who attended SI sessions felt that the sessions were helpful, and provided strong testimonials to that effect – testimonials that may be valuable to share with students in future SI classes as a way of encouraging attendance. Some of the non-attendance was due to schedule conflicts. Getting students information ahead of time concerning the SI sessions schedule might help in that regard. This information, however, cannot simply be left for advisors to distribute because most of the students reported registering for these classes on their own.

Providing clear information ahead of time, however, may have the effect of these classes attracting only students motivated to participate in extra sessions, and who have the time necessary to do this. This self-selection may affect outcomes of interest such as grades and retention. An additional possibility is that enrollments may decline.

Most instructors thought their teaching of the class was no different from their teaching the same class in a traditional format. Without differences in teaching, the main difference, then, would be in the offering and participation of SI sessions. In general, both SI leaders and instructors thought that students should probably attend upwards of 75% of the SI sessions in order for the class to make a difference as compared with classes offered in traditional formats.

With respect to grades, it is difficult to draw conclusions because of the possibility that strong students – who may be four-year college bound students with study time - seek out extra study opportunities, and therefore earn higher grades.

APPENDICES

APPENDIX 1

APPENDIX 2

Spring 2011

To students in classes designated as Supplemental Instruction (SI):

At NECC, we are interested in learning more about what happens in the SI classes and in the extra sessions scheduled along with the class. This includes knowing students' thoughts about and experiences with this format. One way we plan to do this is by asking students to answer a few questions in writing after each SI session. Your SI tutors will be giving you these surveys. Also, we would appreciate your completing the brief survey below, and then another one at the end of the semester.

We appreciate your taking the time to share your thoughts and feelings. This information will be very helpful in our planning and in improving our programs.

.....
NAME: _____ **CLASS NAME:** _____

1. Did you know before you came to class today that this is a Supplemental Instruction (CI) class?

YES NO

2. Did you know that SI means that there are extra study sessions scheduled in addition to the class meeting times?

YES NO

3. Why did you decide to enroll in this class? (You may check more than 1.)

- Because of the SI sessions
- Because the class fit my schedule
- Because of the instructor
- Because my advisor suggested it
- Other (Please explain): _____

4. Do you plan on attending most of the extra SI sessions?

YES NO

If "NO", why not? _____

5. Do you think the extra sessions might help you?

YES NO

If you said "YES", how might they help you? _____

If you said "NO", please explain. _____

THANK YOU!

APPENDIX 3

Spring 2011

NECC Survey of Students in Supplemental Instruction (SI) Classes

At NECC, we are interested in learning more about what happens in the SI classes and in the extra sessions scheduled along with the class. This includes knowing students' thoughts about and experiences with this format. For these purposes, we would appreciate your completing the brief survey below.

We appreciate your taking the time to share your thoughts and feelings. This information will be very helpful in our planning and in improving our programs.

.....
NAME: _____ **CLASS NAME:** _____

1. The SI format includes sessions held with tutors in addition to the regular class meetings. How many of these SI sessions were offered each week for your class?

- One
- Two
- Don't know

2. Did you attend any of the SI sessions?

- YES
- NO

IF NO, please skip to Question 6

IF YES, please answer Questions 3 through 5

3. Approximately how often did you attend the SI sessions? Choose the response which best describes your attendance.

- Almost always
- Frequently
- Just sometimes
- Hardly ever

4. Why did you attend the SI sessions? (You may check more than one.)

- To get help with the information covered in class
- To get help with homework
- To get help preparing for tests
- To get extra credit
- Other (Please explain.): _____

5. Were the sessions you attended helpful?

- YES NO

If "YES", how were they helpful? _____

If "NO", please explain. _____

Now go to Question 7.

6. Why didn't you attend any of the SI sessions? (You may check more than one answer.)

- Because I had another class during the SI session time
- Because the session time conflicted with my work schedule
- Because of child-care matters
- Because I didn't need the extra help
- Because I didn't know about the extra sessions
- Other (Please explain.): _____

7. Whether you attended any of the SI sessions or not, check which other study methods you used. Then indicate about how many hours a week you spent on each method you check.

	Method	Number of hours per week
	Independent study	
	Being tutored (for example in the college's Tutoring Center)	
	Working with another student	
	Working with a group of students	
	Other (Please describe.):	
	Other (Please describe.):	

8. Were you directed to this SI class by an advisor?

YES

NO

IF YES, was this a faculty advisor or an advisor in NECC's Advising Center?

Faculty advisor

Advisor from Advising Center

THANK YOU!

APPENDIX 4

Spring 2011

NECC Survey of Supplemental Instruction (SI) Session Tutors

At NECC, we are interested in learning more about your role as an SI session tutor, and your perception of the effectiveness of the current SI format. Towards these goals, we would appreciate your responses to the questions on this survey. Your answers will be combined with the responses of the other spring 2011 SI tutors, and will not be individually identifiable.

We appreciate your taking the time to share your thoughts and feelings. This information will be very helpful in our planning and in improving our programs.

.....

NAME: _____

PART A. PARTICIPATING IN THE SI CLASSES (As opposed to your SI tutoring sessions)

1. As far as my attendance in the SI classes, I:

- Attended all of the classes
- Missed 1 or 2 classes.
- Missed 3 or 4 classes
- Missed more than 4 classes

2. The following questions ask about your participation in the SI classes. Please use the rating scale provided to indicate the frequency with which you did each of the following in the SI class meetings:

	Never	Sometimes	Frequently	Always
Assisted students in group work				
Functioned as an instructor				
Worked with individual students during class time				
Observed and took notes				
Other (Please describe.):				
Other (Please describe.):				

PART B. WORKING WITH THE SI CLASS INSTRUCTOR

3. Did you meet with the instructor outside of class?

- YES NO

IF NO, skip to Question 5.

If YES, answer Question 4.

4. How often did you meet with the class instructor?

- Just once before the semester began
- About weekly
- About every other week
- About once a month
- Other (Please specify.): _____

Now go to Question 5.

5. Did you feel that you sometimes needed or wanted help from the classroom instructor?

- YES NO

IF NO, skip to Question 7.

If YES, answer Question 6.

6. How helpful was the instructor in providing you with the guidance and information that you wanted for your SI sessions?

- Very helpful
- Somewhat helpful
- Mostly unhelpful
- Very unhelpful

Now go to Part C.

7. Do you feel that the instructor would have been available if needed?

- YES NO
-

PART C. STUDENTS AND THE SI SESSIONS

8. Did you provide feedback to the instructor on student attendance at SI sessions?

- YES NO

IF NO, skip to Question 10.

If YES, answer Question 9.

9. Was this general feedback about attendance or about individual student's attendance?

- General
- About individual students
- Both about attendance in general and individual students

Now go to Question 10.

10. In your opinion, in order for SI sessions to make a difference in student performance as compared to classes without SI sessions, approximately how many SI sessions should a student attend?

- Close to 100% of them
- About 75% of them
- About 50% of them
- About 25% of them
- Other (Please specify.): _____

Please provide any other comments or suggestions. _____

Thank you!

APPENDIX 5

Spring 2011

NECC Survey of Instructors of Supplemental Instruction (SI) Classes

At NECC, we are interested in learning more about your role as an SI class instructor, and your perception of the effectiveness of the current SI format. Towards these goals, we would appreciate your responses to the questions on this survey. Your answers will be combined with the responses of the other spring 2011 SI instructors, and will not be individually identifiable.

We appreciate your taking the time to provide the requested information. Your input will be very helpful in our planning and in improving our programs.

.....

NAME: _____

PART A. SI SESSION TUTOR(S) PARTICIPATION IN YOUR SI CLASSES

1. The SI tutor(s) assigned to my class:

- Attended all of the classes
- Missed 1 or 2 classes
- Missed 3 or 4 classes
- Missed more than 4 classes

2. The following questions ask about the participation of your tutor(s) in your SI classes. Please use the rating scale provided to indicate the frequency with which your tutor(s) did each of the following in the SI class meetings:

	Never	Sometimes	Frequently	Always
Assisted students in group work				
Functioned as an instructor				
Worked with individual students during class time				
Observed and took notes				
Other (Please describe.):				
Other (Please describe.):				

PART B. WORKING WITH THE SI TUTOR(S)

3. Did you meet with the tutor(s) outside of class?

- YES NO

IF NO, skip to Question 5.

If YES, answer Question 4.

4. How often did you meet with the tutor(s)?

- Just once before the semester began
- About weekly
- About every other week
- About once a month
- Other (Please specify.): _____

Now go to Question 5.

5. Did you feel that the tutor(s) at least sometimes needed or wanted help from you, the classroom instructor?

- YES NO

IF NO, skip to Part C, Question 7.

If YES, answer Question 6.

6. Were you able to be available to the tutor(s) when they requested help?

- YES NO

Now go to Part C, Question 7.

PART C. STUDENTS AND THE SI SESSIONS

7. Did the tutor(s) provide feedback to you on student attendance at SI sessions?

- YES NO

IF NO, skip to Question 9.

If YES, answer Question 8.

8. Was this general feedback about attendance or about individual student's attendance?

- General
- About individual students
- Both about attendance in general and individual students

Now go to Question 9.

9. What did you do, if anything, to encourage students to attend the SI sessions?

- Spoke about the sessions and their meeting times regularly in class
- Discussed the content of the sessions during class
- Individually counseled students to attend
- Gave students extra credit points for attendance
- Other (Please describe.) _____

10. In your opinion, in order for SI sessions to make a difference in student performance as compared to classes without SI sessions, approximately how many SI sessions should a student attend?

- Close to 100% of them
- About 75% of them
- About 50% of them
- About 25% of them
- Other (Please specify.): _____

11. On the average, what percentage of your students regularly attended the SI sessions?

_____ percent

12. Other than having tutors in the classrooms and the supplemental sessions, are there differences in the way you conduct classes in SI formats as opposed to traditional formats?

- YES NO

If YES:

13. Please explain the differences. _____

14. Please provide any other comments or suggestions. _____

Thank you!

APPENDIX 6

SUPPLEMENTAL INSTRUCTION CLASSES – SPRING 2011**RESULTS: EARLY TERM STUDENT SURVEY**

NUMBER SURVEYED	
Classes	Students
12	205

1. Did you know before you came to class today that this is a Supplemental Instruction (CI) class?

Response	N*	%
Yes	66	32.4
No	138	67.6

2. Did you know that SI means that there are extra study sessions scheduled in addition to the class meeting times?

Response	N	%
Yes	79	38.5
No	126	61.5

3. Why did you decide to enroll in this class? (You may check more than 1.)

Response	N**	%
Because of the SI sessions	23	11.2
Because the class fit my schedule	96	46.8
Because of the instructor	24	11.7
Because my advisor suggested it	88	42.9
Other (Please explain):	45	22.0

3. (Continued)

Explanations provided:

COURSE REQUIRED (N=26)

- 1 I have to take it BEFORE my math class.
- 2 Because I had to.
- 3 It is part of my major
- 4 Part of Associates Program.
- 5 I need it for my nursing
- 6 need it for my major-Biology
- 7 required for major
- 8 Because it is required.
- 9 career plan in chemistry
- 10 required for my major
- 11 required class for my major
- 12 Need for major.
- 13 need it for my major
- 14 Required for major
- 15 need it for the RN Program
- 16 I need it.
- 17 Prerequisite for anatomy & physiology
- 18 Major requirement
- 19 I needed it to go to Cop English
- 20 I have to take this class because of my major.
- 21 Pre req for future math courses
- 22 Had to take it
- 23 Needed to take College Algebra & Trigonometry.
- 24 Because I need that class
- 25 went with my major
- 26 Needed it for my certificate.

NEEDED CREDITS/ ELECTIVE (N=6)

- 1 Needed credits.
- 2 Credits elective to. recommended for my major
- 3 only science left
- 4 Gen. Ed toward my degree.
- 5 It was recommended as an elective for my major
- 6 I needed the math credits.

OTHER (N=13)

- 1 Because of an assessment test.
- 2 Assessment Test
- 3 13 years since High school chem.
- 4 I thought it would be useful class to take.
- 5 Interested in Chemistry

- 6 | Advisor suggested and fits my work schedule
- 7 | To help me enter into Nursing program.
- 8 | catch up on math I missed
- 9 | I did not know that is was part of my class.
- 10 | To sharpen my skills
- 11 | I knew I wasn't going to pass Algebra I
- 12 | Plus repeating this course for 3rd time
- 13 | Because it helps students

4. Do you plan on attending most of the extra SI sessions?

Response	N	%
Yes	151	75.5
No	48	24.0
Maybe	1	.5

4. (Continued)

If “NO”, why not?

SCHEDULE CONFLICT/ TIME ISSUES (N=33)

- 1 | I have another class that follows right after.
- 2 | I have a class right after the given time.
- 3 | I don't have time. I gor from class to work usually.
- 4 | I have no time.
- 5 | Because I don't have time.
- 6 | No time
- 7 | Maybe, my schedule is difficut, I have a class during the SI Session.
- 8 | Another class.
- 9 | Schedule reasons
- 10 | its schedule does not fit mine (my schedule)
- 11 | I have a class during the SI Sessions.
- 12 | conflicts with my M&W comp. app. class at 1-2:50 :(
- 13 | conflicting schedule
- 14 | busy schedule
- 15 | I have another class Tuesday nights 6:30-9:10 pm
- 16 | work schedule
- 17 | it does not cope with my work schedule
- 18 | not enough time
- 19 | I have class at that time
- 20 | some - childcare issues

- 21 | Because the SI sessions does not fit my schedule
- 22 | I have another class during the session time.
- 23 | Schedule problems.
- 24 | conflicts with my schedule
- 25 | Other responsibilities outside of college interfere
- 26 | I have a class right after this one.
- 27 | Schedule conflict, I have another class during the SI.
- 28 | I have a class at 12:05
- 29 | work
- 30 | I might have to babysit between classes on Mondays and Wednesdays. But if I can, I will.
- 31 | if possible, have a child
- 32 | If they fit my schedule, I will attend
- 33 | I will try my best, (it looks good); going to fit my schedule

DEPENDS ON NEED FOR HELP (N=10)

- 1 | I will attend them only if I need to.
- 2 | If I am having problems I will and before tests.
- 3 | depends on if I need help or not
- 4 | only if I need help
- 5 | I will go if I need the help.
- 6 | Work schedule but if I need the help I will attend
- 7 | I will only attend if I need help. I don't foresee that I will need help.
- 8 | I did not know of them, I'll attend when necessary
- 9 | unless I need it then I won't
- 10 | Depending how I am doing

OTHER (N=10)

- 1 | I'm good at Algebra.
- 2 | Math and Science is where I am strongest.
- 3 | prefer to work alone
- 4 | I learn well by myself and don't usually need extra help.
- 5 | because I need to take it
- 6 | Didn't know they existed
- 7 | unsure?
- 8 | not sure
- 9 | Had not known ahead of time, may change
- 10 | I will try once a week.

5. Do you think the extra sessions might help you?

Response	N	%
Yes	192	95.0
No	9	4.5
Yes and No	1	.5

5. (Continued)

If you said “YES”, how might they help you?

UNDERSTANDING/ LEARNING (N=77)

- 1 Because I can understand the class and teachers more.
- 2 Understand the readings and assignments.
- 3 Get better understanding for writing.
- 4 Because feel I need things explained a couple times.
- 5 Help me understand better.
- 6 They might help by making me understand math better
- 7 Help me understand the material.
- 8 Because if I don't understand something they could help
- 9 If I don't understand something
- 10 to fully understand.
- 11 Review info in class that I don't fully understand.
- 12 getting extra help with stuff I don't understand
- 13 Things are covered quickly in lecture, may not be totally understood
- 14 help me understand it more
- 15 Understand what's going on if I have trouble understanding each section or chapter.
- 16 They will help what I don't understand during class.
- 17 Better grade, better understanding.
- 18 to understand the course.
- 19 in case I have some trouble they will be here to instruct and make things clearer.
- 20 Helps to have peers help explain things.
- 21 If I don't understand something, they can help.
- 22 understand chem better & achieve a better grade
- 23 fully understand the info for chem.
- 24 More time for understanding the material
- 25 get better understanding of the course
- 26 better understanding of material
- 27 To understand the material better.
- 28 clarify trouble areas
- 29 Help me understand.
- 30 A&P is very difficult & can use the x-tra help in understanding the material.
- 31 To help me learn the material more.
- 32 if I have trouble understanding or remembering info.
- 33 one on one help is a very efficient way to learn
- 34 To help me understand things better.
- 35 understanding better
- 36 They will help me to understand and clarify ideas, concepts, etc.
- 37 understand better the class
- 38 by helping me understand some parts of the class
- 39 Math and understanding the class better.
- 40 Clarification of things learned in class.
- 41 Help with parts of class that I may not understand

42 understand more of what we are doing.
43 they will help make the info clear.
44 Help me understand the work better
45 Different outlook on questions.
46 More time spent on a subject and a differen point of view are helpful in learning any subject
47 To grasp a better concept
48 Might help me to understand a lot better
49 I will receive more explanation
50 it can help me understand what I don't
51 to understand wht I have not been able to comprehend
52 I had a few questions last math class I had and could have used the extra help
53 understand everything
54 understand the math better
55 extra explanation
56 better understand
57 In better understanding of the class subject
58 More help from other people, more than one perspective
59 better understand material
60 Help me understand what I don't get
61 It may help by understanding the material better and if I have any doubt I'm pretty sure I would find help by assisting the session.
62 The extra help would allow me to understand the material faster.
63 To better understand course material
64 It may help me grasp Alg & Trig better
65 Get a better understanding on anything I didn't understand in class.
66 reinforce the material
67 Reinforcing what we learned
68 reinforce the material I've learned
69 I think the tutoring will reinforce what I'm learning in the class
70 Have extra pair eyes look over things
71 If I get stuck, I can ask after class
72 extra tool for knowledge
73 review, learn the material
74 more knowledge
75 If there are problems that I can't solve
76 They can help me answer questions
77 Become more familiar

EXTRA HELP/ TIME/ REVIEW/ PRACTICE (N=68)

1 do summaries better.
2 Help with weekly quiz.
3 Might help me get my work done.
4 Write papers better
5 Maybe I can improve my writing's skills
6 Give me ideas and stay on track.
7 Haven't been to school in 30 years, it all helps.
8 Refine my skills.

9 Because any extra help will help me.
10 extra study time
11 It will give me extra help if needed.
12 It is more time to practice math.
13 I need extra help sometimes.
14 Make me more prepared for tests.
15 Because I have the time between classes to do homework or get help if needed
16 yes the more the better.
17 to practice the class
18 to do better in class
19 Any extra help is always helpful.
20 The more education, the better.
21 before exams/labs
22 extra help never hurt.
23 extra help is always better.
24 it will help me know what/how to study
25 extra help
26 having extra time on anything can help since we only meet for an hour
27 reviewing the material
28 Any extra review seems useful in a course like this
29 reviewing the info - study methods
30 They might help me study and review what we went over in class.
31 More practical extra help.
32 In completing my work and going over my work
33 To accomplish my goal by getting a good grade.
34 because I didn't go and I failed. So I will go. :)
35 to review over things.
36 because its easier to do
37 More instruction time helps me.
38 It might because I like to have extra attention.
39 To do extra work.
40 More practice.
41 Extra study can help anyone.
42 help with exams
43 math is hard + xtra help is good :)
44 math takes practice
45 I'll need it!
46 If I'm stuck, it's beneficiary
47 going over the material
48 It take me longer to learn math concepts
49 extra tutor
50 by tutoring
51 It might help me with the math problems
52 Extra help is always helpful!
53 I'm forced to study.
54 Need all the help I can get.

- 55 | It help me get a better grade, I hope
- 56 | If I have any issues there will be extra time besides class time to address any issues.
- 57 | on learning how to do the hard work.
- 58 | Extra sessions could never hurt.
- 59 | mabey-review
- 60 | Chem is different and any extra help is always a good thing.
- 61 | Practice
- 62 | Providing extra time to review.
- 63 | Basic math becom easing if I have help
- 64 | extra help
- 65 | It will help me review
- 66 | I'm not good in Math, so its extra study time
- 67 | more time to study
- 68 | To get more practice on problems

OTHER (N=18)

- 1 | If I need it.
- 2 | to get me to relax and be confident I am anxious with chemistry
- 3 | twice per week.
- 4 | extra credit.
- 5 | self-motivation
- 6 | To know more information about this course
- 7 | I like to "reasher" (research) myself
- 8 | I should learn the most I can
- 9 | I'm more hands on learner (ADHD)
- 10 | haven't take math for long time
- 11 | math is not my strength
- 12 | In my math skills
- 13 | extra credit.
- 14 | Structure
- 15 | Haven't been in a math class in over 10 years
- 16 | I forgot more than I know
- 17 | I go to the math center anyways
- 18 | if I need help then yes

If you said "NO", please explain.

- 1 | Unless we need to write a paper.
- 2 | confident in my abilities
- 3 | Because I will not be able to attend.
- 4 | cannot attend
- 5 | I'm not going to need any help
- 6 | I'm good at math, it shouldn't be needed. We'll see
- 7 | if I know what I'm doing
- 8 | Possibly.

* = N's might not total 205 due to some missing responses.

** = In this table, totals across responses exceed 205 because students could select more than one response.

APPENDIX 7

August 2011

SUPPLEMENTAL INSTRUCTION CLASS REPORT: SPRING 2011

COURSE CRN:	1216		1482		1487		1497		1640		2022		2097		2107		2133		2138		2277		OVERALL TOTALS
COURSE NAME:	ENG101: COMP I		MAT120 COLL. ALG		MAT120 COLL. ALG		MAT130 COLL. ALG & TRIG		BIO121 A&P I		MAT021 BA. ALG I		WRT001 BW		MAT010 BM		CHM111 INTRO CHEM I		MAT115 AT MATH		WRT001 BW		
# of students registered at end	18		24		15		22		14		19		7		15		20		20		11		185
# of SI Leader sessions held	20		17		26		24		12		15		14		24		21		22		21		216
# of SI Leader sessions with attendance data	20		15		25		24		12		13		13		24		19		22		21		208
Students in sessions*	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	<i>N of Stud.</i>	<i>N of Sess.</i>	
	1	7	1	1	3	1	5	1	1	1	1	4	1	6	1	7	1	1	1	4	1	3	
	2	6	6	1	4	5	9	2	2	2	2	4	2	3	2	5	2	1	2	6	2	7	
	3	6	8	1	5	5	10	1	3	2	3	2	3	2	3	5	3	2	3	5	3	5	
	4	1	9	3	6	8	11	3	4	3	4	2	4	2	4	1	4	3	4	3	4	5	
			10	2	7	5	12	4	5	1	5	1			5	3	5	5	5	3	5	1	
			11	1	8	1	13	2	6	2					6	2	6	1	6	1			
			14	1			14	5	7	1					7	1	7	1					
			15	2			15	1									8	1					
			17	1			16	3									9	2					
			18	2			18	1									10	1					
							19	1									11	1					
Range of attendance at sessions:	1-4		1-18		3-8		5-19		1-7		1-5		1-4		1-7		1-11		1-6		1-5		
Average # of students at sessions	2.1		11.3		5.6		12.9		3.9		2.4		2.0		2.9		5.6		2.9		2.7		
Sessions which 50% or more of students attended.	0 (0%)		6 (40%)		1 (4%)		20 (83.3%)		1 (8.3%)		0 (0%)		2 (15.4%)		0 (0%)		2 (10.5%)		0 (0%)		0 (0%)		32 (15.4%)
Sessions attended by 1 or 2 students	13 (65%)		1 (6.7%)		0 (0%)		0 (0%)		3 (25%)		8 (61.5%)		9 (69.2%)		12 (50%)		2 (10.5%)		10 (45.5%)		10 (47.6%)		68 (32.7%)

COURSE CRN:	1216	1482	1487	1497	1640	2022	2097	2107	2133	2138	2277	OVERALL
# of students who did not attend any sessions	14 (77.8%)	0 (0%)	6 (40%)	0 (0%)	6 (42.9%)	11 (57.9%)	0 (0%)	4 (26.7%)	3 (15%)	8 (40%)	3 (27.3%)	55 (29.7%)
# of students attending more than 1 or 2 sessions	3 (16.7%)	22 (91.7%)	9 (60%)	21 (95.5%)	7 (50%)	6 (31.6%)	3 (42.9%)	7 (46.7%)	13 (65%)	6 (30%)	7 (63.6%)	104 (56.2%)
# of students attending half or more of sessions	2 (11.1%)	10 (41.6%)	5 (33.3%)	15 (68.2%)	4 (28.6%)	0 (0%)	2 (28.6%)	3 (20%)	4 (20%)	2 (10%)	2 (18.2%)	49 (26.5%)

Students' level of engagement across sessions**

1. Very engaged, attentive, hard-working	41	116	69	14	42	28	----	49	106	59	57	581 (80.1%)
2. Somewhat engaged; attention wavered, worked just to some extent	0	53	45	0	5	2	---	11	0	5	0	121 (16.7%)
3. Not engaged, inattentive, mostly unproductive	0	0	21	0	0	0	---	2	0	0	0	23 (3.2%)

Focus of sessions across sessions**

1. Re-covered or reviewed class content as it had been presented	20	13	1	4	6	6	---	13	10	11	0	84 (48%)
2. Re-covered or reviewed class content through the use of methods and/or materials not used in class	0	0	2	0	6	1	---	8	5	5	0	27 (15.4%)

COURSE CRN:	1216	1482	1487	1497	1640	2022	2097	2107	2133	2138	2277	OVERALL
3. Expanded on content covered in class to include additional practice, e.g., helping with homework problems	0	1	16	2	0	6	---	0	2	6	0	33 (18.9%)
4. Combination of 1 & 2	0	0	0	0	0	0	---	0	1	0	0	1 (1%)
5. Combination of 1 & 3	0	0	2	3	0	0	---	1	1	0	21	28 (16%)
6. Combination of 2 & 3	0	0	2	0	0	0	---	0	0	0	0	2 (1%)
7. Combination of 1, 2 & 3	0	0	0	0	0	0	---	0	0	0	0	0 (0%)

* *Of the students registered at the end of the class/ Of the sessions for which there was attendance data.*

***Excluding missing ratings.*

****Information not available.*

APPENDIX 8

August 2011

SUPPLEMENTAL INSTRUCTION CLASSES – SPRING 2011

RESULTS: END OF TERM STUDENT SURVEY

NUMBER SURVEYED	
Classes	Students
14	160

1. The SI format includes sessions held with tutors in addition to the regular class meetings. How many of these SI sessions were offered each week for your class?

Response	N*	%
One	43	27.2
Two	97	61.4
Don't know	9	5.7
Other	9	5.7

2. Did you attend any of the SI sessions?

Response	N*	%
Yes	108	67.5
No	52	32.5

IF NO, please skip to Question 6.

IF YES TO QUESTION 2, please answer Questions 3 through 5.

3. Approximately how often did you attend the SI sessions? Choose the response which best describes your attendance.

Response	N*	%
Almost always	51	47.2
Frequently	23	21.3
Just sometimes	27	25.0
Hardly ever	7	6.5

4. Why did you attend the SI sessions? (You may check more than one.)

Response	N**	%
To get help with the information covered in class	86	79.6
To get help with homework	51	47.2
To get help preparing for tests	67	62.0
To get extra credit	34	31.5
Other (Please explain.)	8	7.4

Explanations provided:

- 1 | To review paper
- 2 | To print out my essay and have them looked over
- 3 | Specific questions
- 4 | To see how the SI sessions were run
- 5 | To get suggestions and/or advice on my essays or paragraphs and corrections.
- 6 | Help on my writing papers
- 7 | To help me understand more about my essay
- 8 | To help me with my essays

5. Were the sessions you attended helpful?

Response	N*	%
Yes	100	92.6
No	3	2.8
Yes and No	5	4.6

If "YES", how were they helpful?

- 1 I wasn't sure about citing formats, and after attending I was
- 2 Correct my grammar mistakes
- 3 Helped me on my essays and revised them
- 4 Helped explain/clarify what the homework was about
- 5 Absolutely helpful the SI took the time to break down the problem or formula so that we could grasp the work with confidence
- 6 Re-explained math problems that I was having trouble with
- 7 It was good review before tests. Went over things I was unsure of.
- 8 Helped understand some things that I had problems with
- 9 Helped with topics I needed to review
- 10 Extra help for homework
- 11 ___ just went over the questions much slower and in more detail.
- 12 He explained things I was confused on
- 13 Prepared me for tests and helped me understand material.
- 14 It was more laid back and easier to ask questions
- 15 ___ gave us more examples to practice the things we covered in class and also gave us new ideas on how to solve certain problems
- 16 They helped me understand the material better
- 17 The sessions expanded on what we were learning in class, and made the content easier to understand.
- 18 Prepared me for tests
- 19 It was good having another person explain the material
- 20 Good test prep
- 21 Made me feel more comfortable with material
- 22 I got more knowledge of doing trig, equation, and etc.
- 23 In logs, for test and reviewing
- 24 They went over material in class so I could learn the concepts more thoroughly
- 25 Most of the time, sometimes the SI teachers did not help much.

26 It was helpful because I understand the course better and I get good grades.

27 More details

28 Step by step he went over questions and equations

29 I understood the material better

30 Reinforce material (in class)

31 As a smaller group we were able to focus on certain topics and ideas more thorough than in class.

32 Have gotten an A on every exam with very difficult material

33 The tutor clarify the information covered in class.

34 Convenient, good time + day. Especially helpful to work with my classmates and a leader who attends the class also.

35 They help me understand the material covered in class

36 Information, extra studying tips, great support help.

37 The SI instructor was extremely helpful. She was very knowledgeable and resourceful.

38 Helped me prepare for exams.

39 The tutors were excellent help they covered the material I needed to know

40 We reviewed the info learned in class and developed ideas in depth

41 Yes, very

42 They helped clarify, the material covered, it was at slower pace to help me understand better.

43 _____ helped me understand whatever I found confusing. It helped me feel better about upcoming tests

44 Informative and kind

45 Provided a different approach to learning material, helped with review

46 They were friendly & given time to make sure every student understands the problem.

47 They helped me with whatever wasn't so clear to me.

48 Better understanding

49 They helped with my paper.

50 I printed papers and got help if I wanted.

51 Helped to improve my writing.

52 The SI help me to improve in my homework. I learn new stuff.

53 She would give good help and answer question I have about the class

54 They took their time to explain the steps I was not getting

55 These sessions helped me to understand some contents I couldn't understand in class.

56 Helping get better grade

57 | 5 ex on test
58 | I got a better grade on my test
59 | These is the first time on my life that I have done very well in Math
60 | They were somewhat helpful
61 | They explained everything you need to know
62 | Confirmed knowledge of information dealt with during class and before tests
63 | Covered material better
64 | Most of the concepts I was able to master, I owe it to SI, they (students) were very helpful
65 | I find it easier to understand the subject matter when it's explained more than once
66 | Help review for upcoming tests
67 | They were helpful because they answer questions that we had difficulty on.
68 | I was able to get a clear view of what was explained in class as it was discussed in SI sessions
69 | It was a good review for tests. If I was unclear on a concept I could get help understanding it better to be more prepared for the next class.
70 | Reviewed information, developed a better understanding
71 | The guys made it simple
72 | The students in SI, teaching were very helpful because of their enthusiasm.
73 | It cover parts of the class that were not clear for me
74 | They gave me a better grasp of techniques covered
75 | I learn more
76 | The SI teacher went over the material that was confusing and explained in depth more
77 | It was the extra time I needed to really learn the material and make sure I knew what I was doing.
78 | Any questions I wanted to ask were answered helpfully.
79 | Very helpful
80 | Instructors available to help with problems.
81 | Because it really helped me get ready for test
82 | Extra review
83 | ____ helped me to understand what I did wrong and she showed me how to do it the right way
84 | Help me have better understanding help me with my papers help me ... I was doing right or wrong
85 | It was very helpful because she helped me understand it better

- 86 | Was very good. Helped me a lot.
- 87 | Because my tutor answered all of my questions, and she was very helpful.
- 88 | She helped me by giving me advice.
- 89 | Always smile available to help anyone no matter what. Very patient which is very
- 90 | Session help grow with my writing by showing what I was doing wrong.
- 91 | If I was confused with a certain concept, they went step by step to help me out.
- 92 | Review of material, extra credit

If “NO”, please explain.

- 1 || Not enough information
- 2 || Information was not from the textbook

Now go to Question 7.

IF NO TO QUESTION 2, please answer Question 6.

6. Why didn't you attend any of the SI sessions? (You may check more than one answer.)

Response	N**	%
Because I had another class during the SI session time.	19	36.5
Because the session time conflicted with my work schedule.	18	34.6
Because of child-care matters.	5	9.6
Because I didn't need the extra help.	13	25.0
Because I didn't know about the extra sessions.	3	5.8
Other (Please explain.)	8	15.4

- 1 || Work
- 2 || I had ASL help
- 3 || Transportation issues time not convenient to all
- 4 || I think that if SI were include mandatory like part of the course, like the lab part is will help us more. Lots of us did

- 5 | not know about it.
- 6 | Because I heard from classmates that they were not helpful
- 7 | I'm lazy!
- 8 | ____ was helpful in class even though I did not attend any sessions.
- 9 | Conflicting times in multiple ways

Now go to Question 7.

7. Whether you attended any of the SI sessions or not, check which other study methods you used. Then indicate about how many hours a week you spent on each method you check.

Method	N**	%	Number of hours per week				
			N*	Range	Mean	Median	Mode
Independent study	143	89.4	130	0 - 30	5.4	4	3
Being tutored (for example in the college's Tutoring Center)	36	22.5	30	.5 - 20	3.1	2	2
Working with another student	48	30.0	38	.5 - 13	2.8	2	1
Working with a group of students	32	20.0	26	.5 - 10	2.3	1.8	1
Other (Please describe.)	16	10.0	6	1 - 5.5	2.6	2	1.5

- 1 | Working on paper for hrs
- 2 | Got help from friend
- 3 | Math Lab
- 4 | SI session
- 5 | MyMathLab
- 6 | ____ videos
- 7 | Noelways.com
- 8 | Research work
- 9 | Study more during test week
- 10 | Creating note outlines
- 11 | Computers
- 12 | Computers
- 13 | Writing Center
- 14 | Writing Center

8. Were you directed to this SI class by an advisor?

Response	N*	%
Yes	43	28.3
No	109	71.7

9. IF YES, was this a faculty advisor or an advisor in NECC's Advising Center?

Response	N*	%
Faculty advisor	24	57.1
Advisor from Advising Center	17	40.5
Both	1	2.4

* = N's may not total number of responses due to some missing responses.

** = In this table, totals across responses may exceed total number of responses because students could select more than one response.

APPENDIX 9

August 2011

SUPPLEMENTAL INSTRUCTION CLASSES – SPRING 2011

RESULTS: END OF TERM SI LEADER SURVEY

NUMBER SURVEYED = 12

PART A. PARTICIPATING IN THE SI CLASSES (As opposed to your SI tutoring sessions)

1. As far as my attendance in the SI classes, I:

Response	N
Attended all of the classes	3
Missed 1 or 2 classes	6
Missed 3 or 4 classes	3
Missed more than 4 classes	0

2. The following questions ask about your participation in the SI classes. Please use the rating scale provided to indicate the frequency with which you did each of the following in the SI class meetings:

Response	N of SI leaders reporting			
	Never	Sometimes	Frequently	Always
Assisted students in group work	0	5	5	2
Functioned as an instructor	2	4	5	0
Worked with individual students during class time	1	3	4	2
Observed and took notes	0	1	0	2
<i>Other forms of participation noted by SI leaders include helped correct papers.</i>				

PART B. WORKING WITH THE SI CLASS INSTRUCTOR

3. Did you meet with the instructor outside of class?

Response	N
Yes	8
No	4

IF NO, please skip to Question 5.

IF YES TO QUESTION 3, please answer Question 4.

4. How often did you meet with the class instructor?

Response	N
Just once before the semester began	1
About weekly	2
About every other week	2
About once a month	0
Other (Please specify.)	3

- 1 | Multiple times a week
- 2 | We talked before and after class
- 3 | About 4 times

Now go to Question 5.

5. Did you feel that you sometimes needed or wanted help from the classroom instructor?

Response	N*
Yes	8
No	3

IF NO, skip to Question 7.

IF YES TO QUESTION 5, answer Question 6.

6. How helpful was the instructor in providing you with the guidance and information that you wanted for your SI sessions?

Response	N
Very helpful	8
Somewhat helpful	0
Mostly unhelpful	0
Very unhelpful	0

Now go to Question 7.

7. Do you feel that the instructor would have been available if needed?

Response	N
Yes	12
No	0

PART C. STUDENTS AND THE SI SESSIONS

8. Did you provide feedback to the instructor on student attendance at SI sessions?

Response	N
Yes	11
No	1

IF NO, skip to Question 10.

IF YES TO QUESTION 8, answer Question 9.

9. Was this general feedback about attendance or about individual student’s attendance?

Response	N
General	4
About individual students	0
Both about attendance in general and individual students	7

Now go to Question 10.

10. in your opinion, in order for SI sessions to make a difference in student performance as compared to classes without SI sessions, approximately how many SI sessions should a student attend?

Response	N
Close to 100% of them	2
About 75% of them	7
About 50% of them	1
About 25% of them	1
Other (It depends on the individual, however extra help only helps one’s grade)	1

Please provide any other comments or suggestions.

- 1 | I think it is very good for the instructor and SI leader to be on the same page. I liked how I reported to the teacher and talked about what happened in the SI session
- 2 | The SI program is great in the Math Department. Seeing the results first hand is great, students that attend SI regularly perform much better in Math and keep up with previously learned material.
- 3 | I rarely met with ____ because I had an SI session with him every day of the week. Before each session we would talk about the concepts that were crucial for that specific session and if we needed to discuss something further than that, I could meet with him whenever I saw fit. Though my experience ____ has allowed me to use the time in the SI sessions as I saw fit. Additionally, if I ran out of material to cover in SI he always had ideas to be used in SI

- 4 The structure of this class (a large lecture) prevented me from being as active during class as I might have been. I did find that attending the lectures was useful to keep tabs on what material was being covered, which made the SI tutoring session more focused and productive. I also think my attending the lectures helped improve attendance of the tutoring sessions.
- 5 I really enjoyed being an SI tutor/leader, and I feel like I truly connected with the class, and those who attended. It gave the students a greater chance of succeeding in the class, and understanding the overall material.
- 6 Sessions could achieve more attendance if the professors offer an incentive such as a few points extra credit for attending every (or almost every) session! Thanks for the opportunity, it has helped me grow as well.
- 7 Attendance was the greatest hurdle. I know it can't be required but I think offering some small incentive (extra credit, points on an exam, etc.) might motivate more students to attend.
- 8 Things have slowed slightly since the beginning of the term, but I have two students who attend regularly. The sessions are productive and I'm positive that one of the students has an A.

I understand that two students is a fairly low attendance, but I have found that English Comp I is slightly different than traditional "tutor" classes – like Algebra and Chemistry. English does not have chapter tests or homework problems, so oftentimes students do not *feel* they need extra help. An algebra student, for example, who struggles badly with homework problems every night, would certainly seek extra help because he or she knows for sure that "I don't understand how to do any of this." But English functions differently. Sometimes students are not totally convinced that they need extra help because they have been writing, at least on some level, since the beginning of high school. So, even if a student is not a strong writer, he or she feels confident enough about passing the course on their own. Basically, there is not the same "fear" of failing as there is in other classes – like the math's and sciences – which certainly motivates students to seek out help and tutoring.

Also, English could probably win an award for "most procrastinated college subject". I don't know why, but writing assignments and essays always end up last on student agendas. Starting an essay at 11 pm the night before the due date is certainly not a myth; this is common. With that in mind it is easy to see why the attendance records are fairly low for the sessions. Sometimes students just want to go home. Sometimes they might think, "well, this paper isn't due for *two weeks...*" and skip out and begin the procrastination cycle (I know this because I'm still a student!).

But the students who do attend the sessions definitely do well in the class. Oftentimes the students come to the sessions with an essay (or portions) on a flash drive and we revise them together. Personally, I think revision is the best method of success in writing, and I encourage the SI students to come to the sessions with something to revise. However sometimes we work on the "quizzes" that ____ assigns for Tuesdays, and those consist of actual writing.

* *N's may not total number of responses due to some missing responses.*

APPENDIX 10

SUPPLEMENTAL INSTRUCTION CLASSES – SPRING 2011

RESULTS: END OF TERM INSTRUCTOR SURVEY

NUMBER SURVEYED	
Classes	Instructors
12	12

PART A. SI SESSION TUTOR(S) PARTICIPATION IN YOUR SI CLASSES

1. The SI tutor(s) assigned to my class:

Response	N
Attended all of the classes	8
Missed 1 or 2 classes	3
Missed 3 or 4 classes	1
Missed more than 4 classes	0

2. The following questions ask about the participation of your tutor(s) in your SI classes. Please use the rating scale provided to indicate the frequency with which your tutor(s) did each of the following in the SI class meetings:

Response	N* of instructors reporting			
	Never	Sometimes	Frequently	Always
Assisted students in group work	2	2	1	7
Functioned as an instructor	8	2	1	1
Worked with individual students during class time	0	6	4	2
Observed and took notes	0	0	2	9

Other forms of participation noted by instructors include encouraged students, asked pertinent/clarifying questions, offered suggestions, and helped with class activities.

PART B. WORKING WITH THE SI TUTOR(S)

3. Did you meet with the tutor(s) outside of class?

Response	N
Yes	9
No	3

IF NO, please skip to Question 5.

IF YES TO QUESTION 3, please answer Question 4.

4. How often did you meet with the tutors?

Response	N*
Just once before the semester began	0
About weekly	3
About every other week	0
About once a month	4
Other (Please specify.)	2****

- 1 | We did speak after class every day to make a plan for the next class.
- 2 | When needed during the semester
- 3 | Whenever an issue arose otherwise
- 4 | We talked during class break & before class
- 5 | When required, review important topics.

Now go to Question 5.

5. Did you feel that the tutor(s) at least sometimes needed or wanted help from you, the classroom instructor?

Response	N
Yes	11
No	1

IF NO, skip to Part C, Question 7.

IF YES TO QUESTION 5, answer Question 6.

6. Were you able to be available to the tutor(s) when they requested help?

Response	N
Yes	10
No	1

Now go to Part C, Question 7.

PART C. STUDENTS AND THE SI SESSIONS

7. Did the tutor(s) provide feedback to you on student attendance at SI sessions?

Response	N
Yes	12
No	0

IF NO, skip to Question 9.

IF YES TO QUESTION 7, answer Question 8.

8. Was this general feedback about attendance or about individual student's attendance?

Response	N
General	4
About individual students	0
Both about attendance in general and individual students	8

Now go to Question 9.

9. What did you do, if anything, to encourage students to attend the SI sessions?

Response	N**
Spoke about the sessions and their meeting times regularly in class	10
Discussed the content of the sessions during class	5
Individually counseled students to attend	8
Gave students extra credit points for attendance	4
Other	2

10. In your opinion, in order for SI sessions to make a difference in student performance as compared to classes without SI sessions, approximately how many SI sessions should a student attend?

Response	N*
Close to 100% of them	1
About 75% of them	5
About 50% of them	2
About 25% of them	1
Other (Depends on student; Could be 100%)	2

11. On the average, what percentage of your students regularly attended the SI sessions?

(Estimates ranged from 15 to 80.)

12. Other than having tutors in the classrooms and the supplemental sessions, are there differences in the way you conduct classes in SI formats as opposed to traditional formats?

Response	N
Yes	2***
No	10

IF YES:

13. Please explain the differences.

- 1 | Gave more short assessments that ____ could review and then encourage students to come for help on assessment
- 2 | Can give more complex in-class problems as there is an extra person to help students
- 3 | It was wonderful to have ____ in class. ____ was the "eyes" and "ears" and could tell me if students were confused. ____ was also wonderful at encouraging students and helping them stay focused.

14. Please provide any other comments or suggestions.

- 1 Having the best possible SI leader is the key to making it work for students who attend SI sessions. Unfortunately, students who need it most seem least likely to attend SI.
- 2 I'd love to work w/ my SI leader again. ____ was my SI leader. ____ was a unifying element in my classroom - greeted everyone, kept track of each individual's work, tutored individually + small groups of students, maintained a calm composure, had marvelous sense of humor, and capable of answering all content questions as well as providing support for those needing it.
- 3 Last semester I got a bigger section of College Algebra and the retention was much better. This semester, the retention was lower, the student's performance in ALEKS was lower.
- 4 We videotaped all lectures and this was useful. Frequently, the SI instructor would use video clips of the lecture to reinforce the study period. Study periods frequently went well beyond the two hours to three, sometimes close to four hours. There was a lot of enthusiasm. This program certainly made a difference in the academic performance of several students!!
- 5 I would like very much to refer students who have a C and below after the first test to attend SI tutoring as mandated. I.E. Mandatory format as done in others schools.
- 6 This was my first SI course - I'm sure I didn't do things as effectively as I could have. It may be a good idea to have one or two informal gatherings before teaching an SI course so that new Instructors can ask veterans what to expect, (maybe you already do this and I just wasn't aware) even as a returner it can still be invaluable. Thanks for the opportunity.
- 7 It was not just a help after class, ____ was a HUGE help during class to the struggling students. *It was a HUGE success for me - ____ really helped a few make it
- 8 I feel the students in this Intro to Basic Writing class learned the material more completely and confidently. ____ and I worked as a team and the students truly benefitted. It was a fantastic experience having ____ in my class.

* *N's may not total number of responses due to some missing responses.*

** *Totals across responses may exceed total number of responses because more than one response could be selected.*

*** *More than 2 instructors provided a comment for this question.*