

# Achieving the Dream Report Series

April 30, 2012



## Supplemental Instruction at NECC

### Section A. Historical View

Supplemental Instruction (SI) was first introduced to NECC in Spring 2009 when 1 section with 23 students was offered. It has grown over the past 2 years to 21 sections with 495 students.

Chart 1.

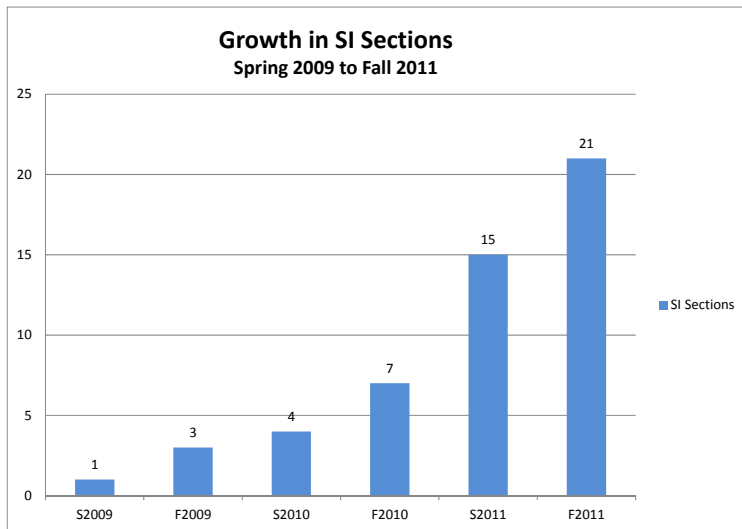
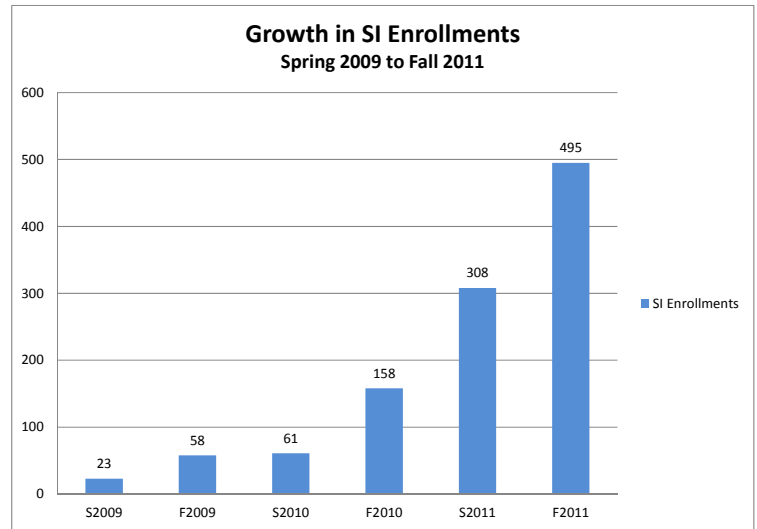
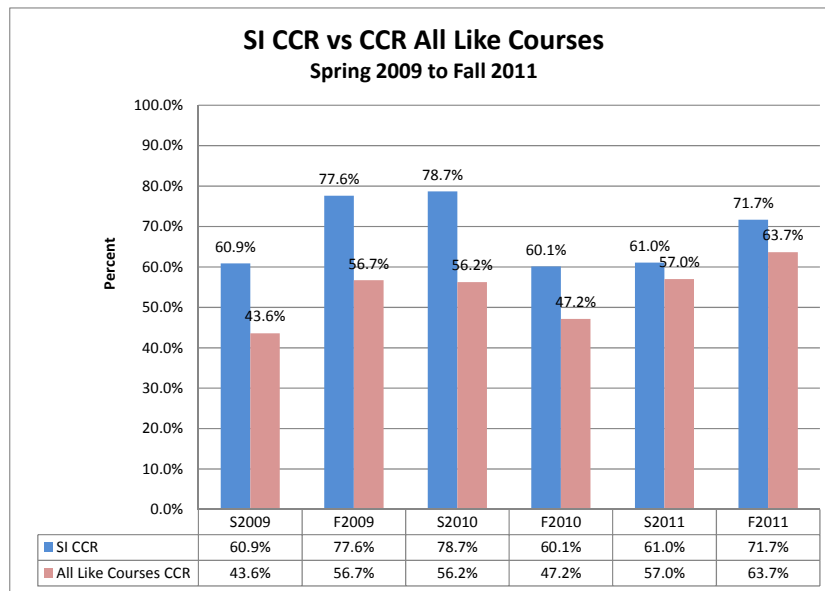


Chart 2.



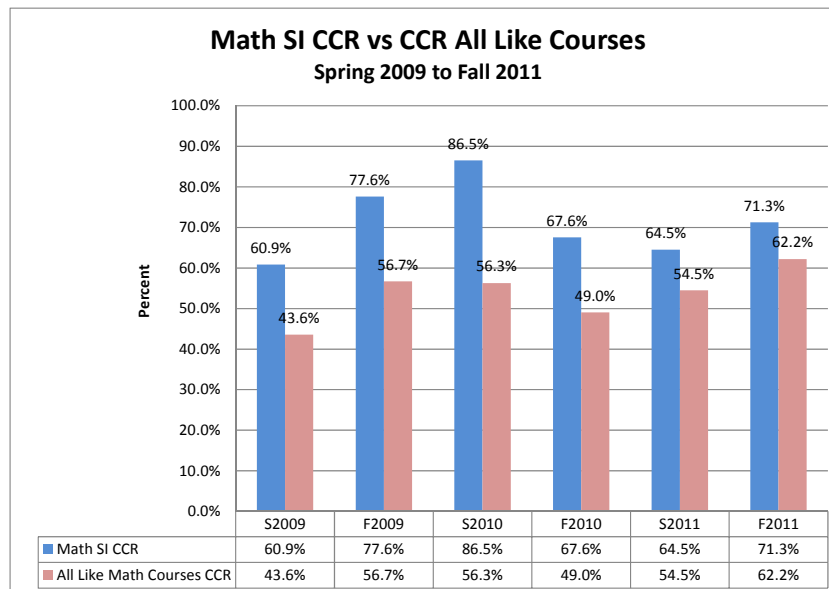
Over this period SI sections have constantly produced better Course Completion Rates (CCRs). This chart combines the results for all of the disciplines where SI was used.

**Chart 3.**



The chart below compares SI section CCRs to non-SI section CCRs in like disciplines. Therefore, Math SI sections are compared to Math non-SI sections, Psychology SI sections are compared to Psychology non-SI sections and so on. The improved CCR for SI sections is particularly evident for math. Math SI sections have consistently outperformed their non-SI counterparts.

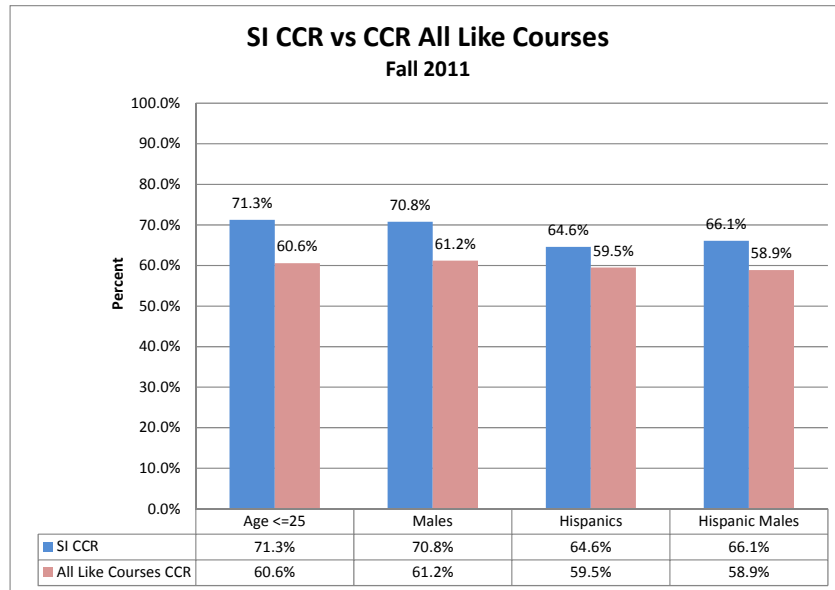
**Chart 4.**



**Section B. Equity View for Fall 2011**

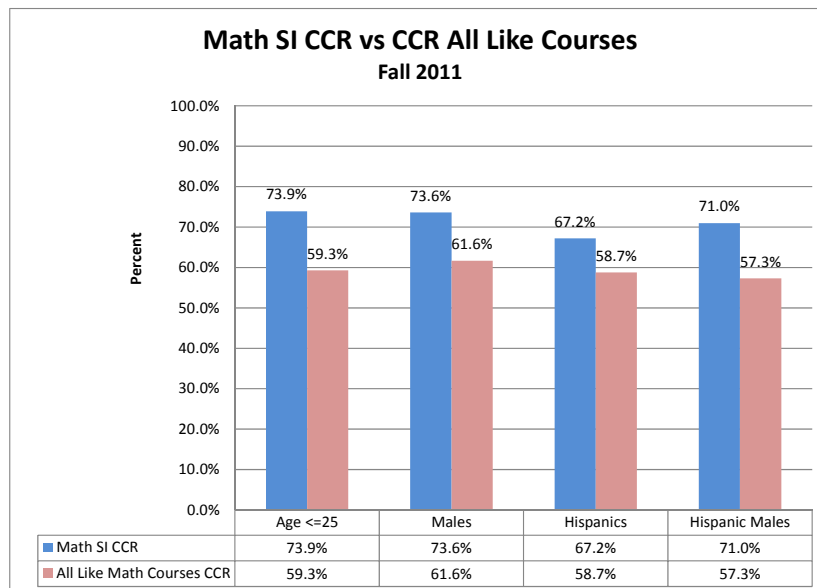
The following 2 charts deal with data for Fall 2011. SI CCR is compared to non-SI CCR for the college's 4 equity metrics. The metrics are the younger students, male students, Hispanics and male Hispanics. The college realizes that these 4 cohorts underperform on average.

**Chart 5.**



As can be seen in Chart 5, SI CCRs for all of these cohorts are better than the non-SI. It is also interesting that for each cohort except Hispanics the difference between SI and non-SI is better than the total SI vs. total non-SI (8.0%). The younger cohort had a difference of 10.7%, males 9.6% and Hispanic males 8.1%. Hispanics had a positive difference of 5.1% less than the overall increase of 8.0%.

**Chart 6.**



As is evident in Chart 6, Math SI CCRs are better across all cohorts than non-SI. In fact, again except for Hispanics, each group exceeds the overall difference of 9.1%. The difference for younger students is 14.6%, males 12.0%, Hispanic males 13.7%. Only in the Hispanic cohort is the difference less than the overall 9.1% with an 8.5% difference.

In summary, NECC continues to see good results with SI and will continue to invest in the practice.

*Interpretations of these findings as well as suggestions for further analysis are always welcome. Please direct questions and comments to Thomas Fallon, Dean of Institutional Research and Planning, via phone at 978-556-3866 or email at [tfallon@necc.mass.edu](mailto:tfallon@necc.mass.edu).*