

Achieving the Dream Report Series

June 13, 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 3 years to 26 sections with 564 students. The college has placed SI on the fast track for expansion.

Chart 1.

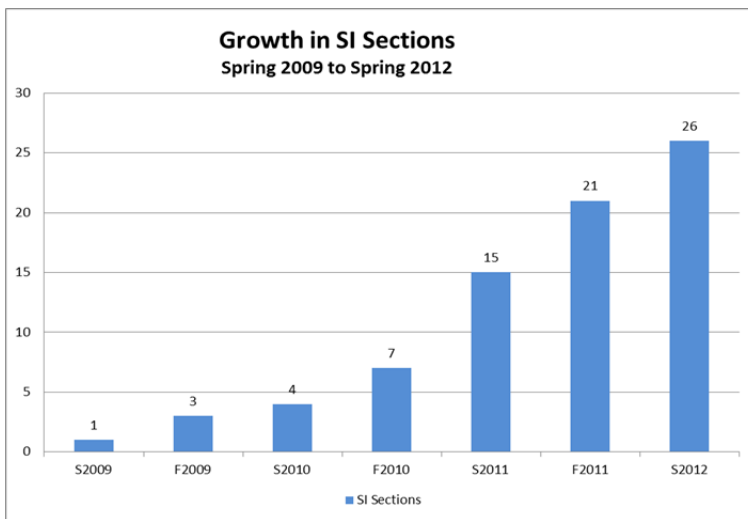
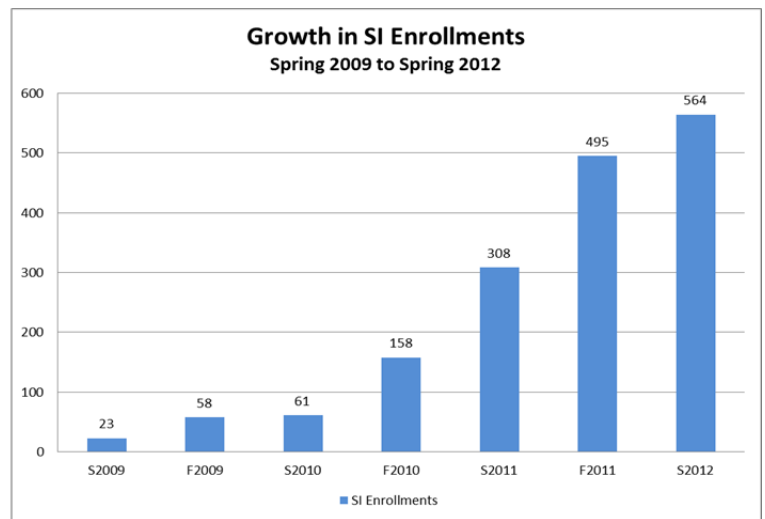
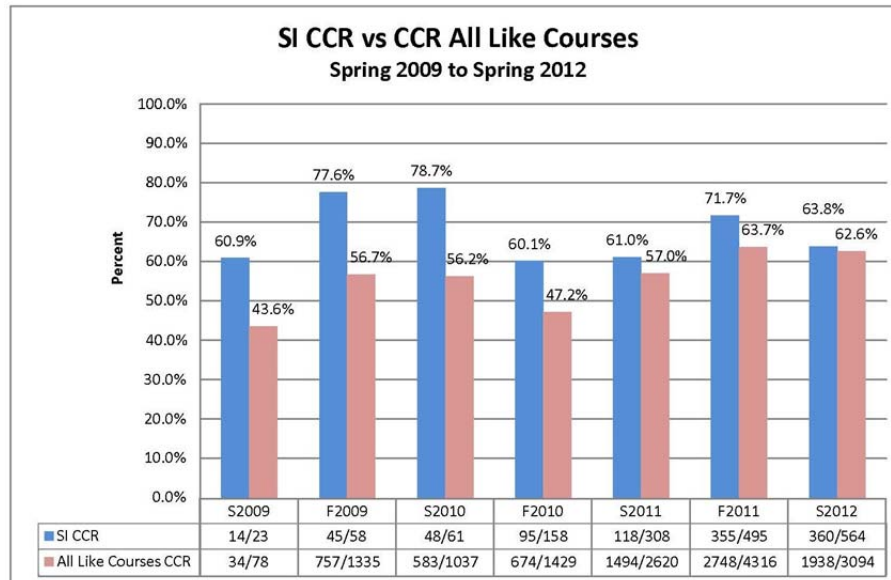


Chart 2.



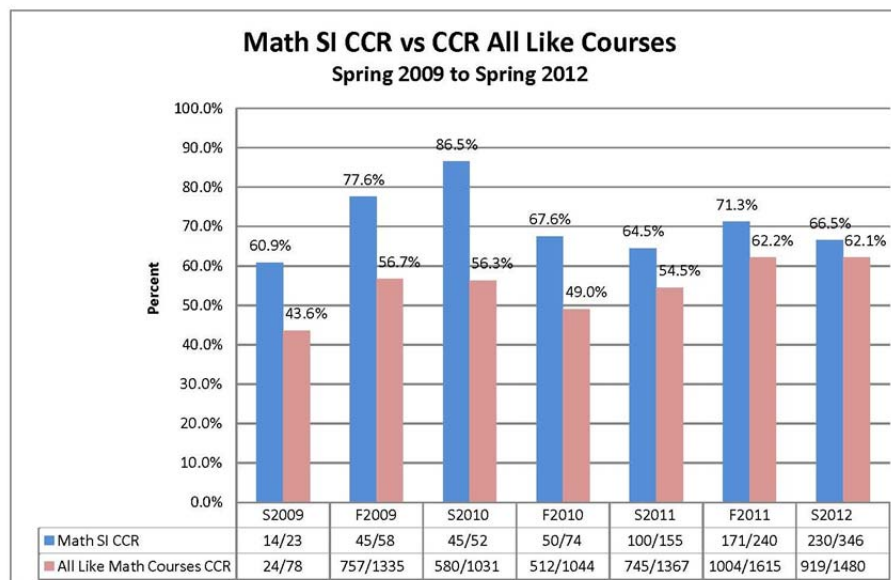
Over this period SI sections have constantly produced better Course Completion Rates (CCRs). However, the difference between SI and non_SI sections for Spring 2012 is the smallest the college has recorded. The narrowing of the gap can be attributed to 3 sections (2 Sciences and 1 Math) where the SI CCR was very low. Chart 3 combines the results for all of the disciplines where SI was used and compares their results to non-SI sections.

Chart 3.



The Chart 4 compares SI section CCRs to non-SI section CCRs for Math. Therefore, Math SI sections are compared to Math non-SI sections. The improved CCR for SI sections is particularly evident for math. Math SI sections have consistently outperformed their non-SI counterparts. But again, the difference is less for Spring 2012 than in past semesters.

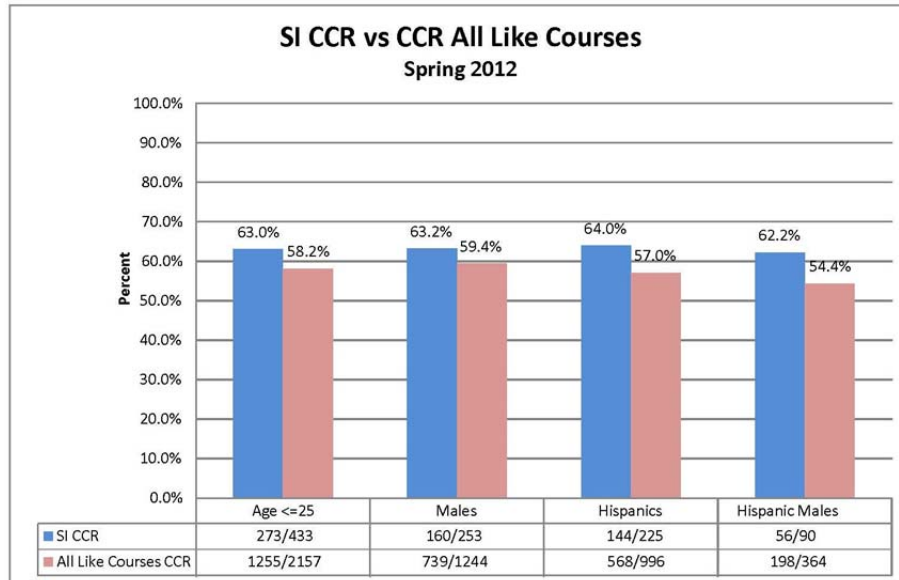
Chart 4.



Section B. Equity View for Spring 2012

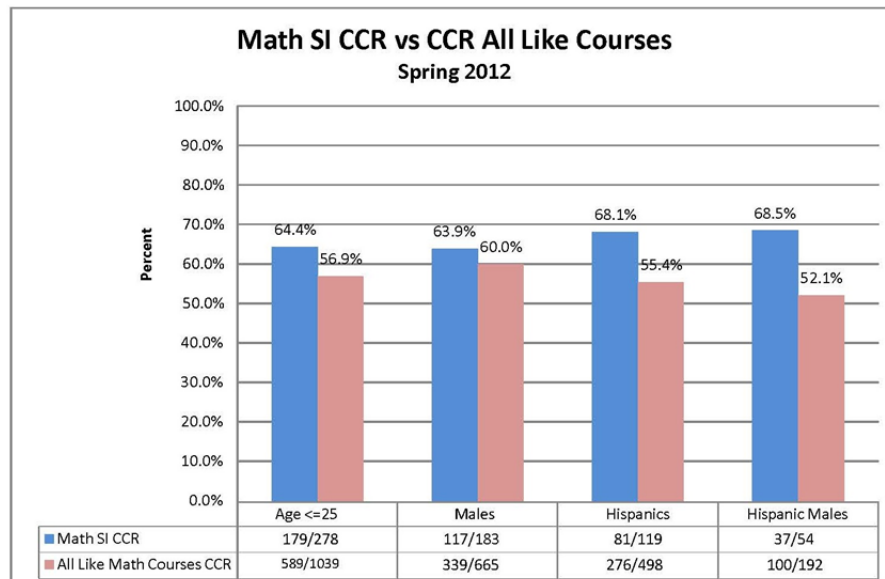
The following 2 charts deal with data for Spring 2012 only. SI CCR is compared to non-SI CCR for the college's 4 equity metrics. The metrics are the younger students, male students, Hispanics and male Hispanics. The college realizes that these 4 cohorts underperform on average.

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 the difference between SI and non-SI is better than the total SI vs. total non-SI (1.2%). The younger cohort had a difference of 4.8%, males 3.8%, Hispanics 7.0% and Hispanic males 7.8%. Hispanics males had the largest difference. However, Spring 2012 results were less than in past semesters.

Chart 6.



As is evident in Chart 6, Math SI CCRs are better across all cohorts than non-SI. In fact, except for males, each group exceeds the overall difference of 4.4%. The difference for younger students is 7.5%, Hispanics 12.7%, Hispanic males 16.4%. Only in the male cohort is the difference less than the overall 4.4% with a 3.9% difference.

In summary, NECC continues to see good results with SI and will continue to invest in the practice. However, the college will continue to identify and isolate which factors present in the SI experience are causing the positive effect. Is it the:

- Student attendance in the SI Sessions?
- The presence of the SI instructor in the classroom?
- The effect that SI has on the instructor?
- The social effect of more community in the classroom?

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.