

Supplemental Instruction Post-Survey

Spring 07

397 Respondents

234 Completed

Gender of respondents

Female	45.59%
Male	54.16%
Other	00.25%

Age of respondents

0.00%	Under 17
0.25%	17
9.82%	18
12.59%	19
16.88%	20
13.10%	21
10.58%	22
7.05%	23
10.83%	24-25
11.34%	26-29
4.53%	30-34
1.25%	35-40
1.25%	41-49
0.50%	50+

Race/Ethnicity

African-American/Black	0.76%
Asian/Asian-American	7.56%
Caucasian/White	85.14%
Hispanic/Latino(a)	4.03%
Native Amer/Alaska Native	0.50%
Pacific Islander	1.01%
Multiracial	1.51%
Other	3.02%

Academic Status

Freshman	27.46%
Sophomore	25.19%
Junior	22.92%
Senior	17.38%
Already hold Bachelor's degree	8.31%
Concurrent HS enrollment	0.00%
Transfer Student	8.82%

International Student	1.76%
Returning/Non-Traditional Student	3.02%
Continuing Education Student	2.02%

Course number & section

Biology 2325-001	12.89%
Chemistry 1110-001	2.06%
Chemistry 1210-001	10.31%
Chemistry 2310-006	5.67%
Chemistry 2320-001	10.57%
Chemistry 2320-002	7.22%
History 1700-001	2.32%
History 1700-010	3.87%
Math 1050-001	9.28%
Math 1050-002	4.64%
Physics 2210-001/002	8.25%
Physics 2020-001/012	2.84%
Political Science 1100-002	6.70%
Political Science 1100-004	3.61%
Psychology 1010-001/002	9.79%

Respondents reported the total number of hours they expected to complete this semester:

3-6 credit hours	7.47%
7-11 credit hours	17.01%
12-15 credit hours	60.05%
16+ credit hours	15.46%

Total number of hours respondents reported working each week (outside of school obligations) this semester:

0 hours	18.81%
1-5 hours	9.02%
6-10 hours	9.28%
11-15 hours	10.82%
16-20 hours	15.98%
21-25 hours	12.11%
26-30 hours	7.47%
31-35 hours	5.15%
36-40 hours	7.22%
>40 hours	4.12%

Total number of hours respondents reported studying for this class each week this semester:

0-3 hours	35.05%
4-6 hours	33.76%
7-9 hours	17.18%
10-12 hours	7.99%

13-15 hours	3.87%
16-18 hours	0.26%
Over 18 hours	1.29%

Respondents reported their expected GPA this semester as follows:

0.0-1.0	0.00%
1.1-1.5	0.26%
1.6-2.0	0.52%
2.1-2.5	6.96%
2.6-3.0	17.01%
3.1-3.5	35.31%
3.6-4.0	37.89%
New student	2.06%

Respondents reported their expected final grade for their SI course as follows:

A	21.13%
A-	20.36%
B+	12.89%
B	15.46%
B-	9.02%
C+	4.38%
C	8.76%
C-	3.87%
D+	1.29%
D	0.52%
D-	0.52%
E	1.03%
Inc	0.26%
Other	0.52%

20.16% of respondents reported attending SI sessions for other courses this semester.
62.02% reported attending sessions for this course.

Of those who denied attending SI sessions, the reasons for not attending were reported as follows:

- 53.06% reported they wanted to but couldn't – the session schedule conflicted with work or other classes.
- 29.93% reported they didn't feel it was necessary.
- 6.80% reported they have been to similar kinds of study sessions for other courses and did not find them helpful.
- 4.08% reported they have been to SI sessions for other courses and did not find them helpful.
- 31.97% reported they intended to, but couldn't find the time.
- 9.52% reported Other.

Of those respondents who reported attending SI, the number of sessions attended was reported as follows:

1-3	31.22%
4-6	20.68%
7-9	14.35%
10+	33.76%

Reasons for attending SI sessions were reported as:

39.24%	I always take advantage of extra services offered.
27.00%	I traditionally do not do well in this subject area.
22.78%	I have had success with SI in the past.
41.77%	I wanted to see what SI was like.
17.30%	I had friends who planned on attending the sessions.
77.64%	I wanted to improve my grade in this course.
31.65%	I wanted to improve my study skills.
28.27%	This course is required for my major.
4.22%	This course satisfies an elective.
10.55%	Other

82.70% of respondents reported they would plan to attend SI sessions in the future.

80.77% of respondents reported SI helped them get a better grade in this class.

58.97% of respondents reported SI helped them learn how to study more effectively.

88.46% of respondents reported SI helped them understand the subject/course material better.

86.75% of respondents reported having sufficient opportunities to ask questions and participate in SI sessions.

89.74% of respondents reported they would recommend SI to other students.

When asked to identify which of the following areas SI helped them to improved their skills, the responses were as follows:

Note-taking skills	14.10%
Test preparation	76.07%
Reading	56.41%
Identifying key concepts in reading	36.75%
Identifying key concepts in lectures	73.93%
Developing better study habits	21.37%
Lecture/Reading review	58.97%
Other	7.26%

62.82% of respondents reported SI helped them to develop skills/habits that are adequate for college level coursework.

50.43% of respondents reported that based on their experience with SI, they were more comfortable speaking up/answering instructor's questions.

44.87% of respondents reported their experience with SI helped them to feel more connected to the U.

68.38% of respondents reported believing Si helped them to adapt to this professor's teaching style.

73.50% of respondents reported they learned skills in Si that will help them in future classes.

Respondent chose the following descriptions to describe their SI Leaders:

94.87%	Knowledgeable about the subject/course
82.05%	Clear and easy to understand
77.78%	Organized and well prepared
86.32%	Answered questions appropriately
81.62%	Encouraging and respectful to students
65.81%	Helped students formulate and answer their own questions
72.65%	Integrated course content (what to learn) and learning strategies (how to learn) into SI sessions
1.74%	Spent too much time lecturing
1.28%	None of the above

72.65% of respondents rated their SI Leader as Extremely Effective.

87.61% of respondents reported their professor encouraged students to participate in SI.