

Supplemental Instruction Post-Survey

Spring 08

411 Respondents

360 Completed (87.59%)

Gender of respondents

Female	54.99%
Male	44.77%
Other	00.24%

Age of respondents

0.00%	Under 17
0.24%	17
9.49%	18
19.95%	19
17.76%	20
8.76%	21
9.25%	22
5.11%	23
10.46%	24-25
9.73%	26-29
5.60%	30-34
2.44%	35-40
0.97%	41-49
0.24%	50+

Race/Ethnicity

African-American/African	0.97%
Asian	10.71%
Caucasian/White	79.08%
Hispanic/Latino(a)	5.35%
Native Amer/Alaska Native	2.43%
Pacific Islander	0.73%
Multiracial	2.43%
Other	2.68%
Doesn't Matter (1)	
European-American (1)	
European (1)	
Mediterranean (1)	
Middle Eastern (2)	
Persian (2)	
Puerto Rican (1)	

Academic Status

Freshman	23.95%
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Sophomore	24.55%
Junior	19.76%
Senior	9.89%

Already hold Bachelor's degree	6.99%
Concurrent HS enrollment	0.60%
Transfer Student	8.78%
International Student	0.60%
Returning/Non-Traditional Student	3.19%
Continuing Education Student	1.60%

Course number & section

Biology 2325-001 – Dennis Kim	16.71%
Chemistry 1110-001 – Billy Hewitt	8.36%
Chemistry 1210-001 – JuleeAnn Stocking	8.63%
Chemistry 1210-008 – JuleeAnn Stocking	1.35%
Chemistry 2310-001 – Yimin Zhao	5.39%
Chemistry 2310-006 – Yimin Zhao	3.23%
Chemistry 2320-001 – Truston Bodine	5.39%
Chemistry 2320-002 – Lindsi McCoard	5.66%
History 1700-001 – Hannah Gitlin	2.70%
Math 1010-002 – Toni Yungai	3.77%
Math 1050-001 – Catlin Bean	8.63%
Physics 2210-001 – Matt Kress	5.93%
Physics 2210-010 – Matt Kress	1.08%
Political Science 1100-002 – Nick Nikols	5.39%
Political Science 1100-003 – Chris Stocking	4.31%
Psychology 1010-001 – Marianne Cannon	7.55%
Psychology 1010-002 – Marianne Cannon	5.93%

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

3-6 credit hours	7.82%
7-11 credit hours	18.33%
12-15 credit hours	58.76%
16+ credit hours	15.09%

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

0 hours	13.75%
1-5 hours	10.51%
6-10 hours	13.48%
11-15 hours	11.32%
16-20 hours	13.75%
21-25 hours	15.36%
26-30 hours	7.28%
31-35 hours	5.93%

36-40 hours	7.01%
>40 hours	1.62%

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

0-3 hours	28.03%
4-6 hours	39.35%
7-9 hours	15.90%
10-12 hours	8.89%
13-15 hours	4.85%
16-18 hours	1.89%
Over 18 hours	1.08%

Respondents reported their expected GPA this semester as follows:

0.0-1.0	0.00%
1.1-1.5	1.08%
1.6-2.0	1.08%
2.1-2.5	5.39%
2.6-3.0	19.14%
3.1-3.5	35.04%
3.6-4.0	37.74%
New student	0.54%

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

A	25.61%
A-	14.29%
B+	11.86%
B	16.98%
B-	5.12%
C+	8.36%
C	11.05%
C-	3.23%
D+	0.54%
D	1.62%
D-	0.54%
E	0.54%
Inc	0.00%
Other	0.27%

19.84% of respondents reported attending SI sessions for other courses this semester.
59.78% reported attending sessions for this course.

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

59.46% reported they wanted to but couldn't – the session schedule conflicted with work or other classes.

31.08% reported they didn't feel it was necessary.
 5.41% reported they have been to similar kinds of study sessions for other courses and did not find them helpful.
 2.70% reported they have been to SI sessions for other courses and did not find them helpful.
 29.73% reported they intended to, but couldn't find the time.
 9.46% reported Other.

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

1-3	38.81%
4-6	26.48%
7-9	14.16%
10+	20.55%

Reasons for attending SI sessions were reported as:

43.84%	I always take advantage of extra services offered.
23.74%	I traditionally do not do well in this subject area.
24.66%	I have had success with SI in the past.
42.92%	I wanted to see what SI was like.
15.07%	I had friends who planned on attending the sessions.
83.11%	I wanted to improve my grade in this course.
41.10%	I wanted to improve my study skills.
27.85%	This course is required for my major.
7.76%	This course satisfies an elective.
7.31%	Other

81.28% of respondents reported they would plan to attend SI sessions in the future.

81.19% of respondents reported SI helped them get a better grade in this class.
 58.72% of respondents reported SI helped them learn how to study more effectively.
 88.07% of respondents reported SI helped them understand the subject/course material better.
 87.15% of respondents reported having sufficient opportunities to ask questions and participate in SI sessions.
 88.99% 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	12.39%
Test preparation	75.23%
Identifying key concepts in the reading	31.19%
Identifying key concepts in lectures	67.89%
Developing better study	

habits	19.27%
Lecture/Reading review	55.96%
Other	6.42%

60.55% of respondents reported SI helped them to develop skills/habits that are adequate for college level coursework.

49.54% of respondents reported that based on their experience with SI, they were more comfortable speaking up/answering instructor's questions.

50.46% of respondents reported their experience with SI helped them to feel more connected to the U.

71.10% of respondents reported believing SI helped them to adapt to this professor's teaching style.

72.48% 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:

92.56%	Knowledgeable about the subject/course
80.47%	Clear and easy to understand
77.21%	Organized and well prepared
86.05%	Answered questions appropriately
86.98%	Encouraging and respectful to students
57.21%	Helped students formulate and answer their own questions
68.37%	Integrated course content (what to learn) and learning strategies (how to learn) into SI sessions
3.72%	Spent too much time lecturing
0.47%	None of the above

65.12% of respondents rated their SI Leader as Extremely Effective.

87.91% of respondents reported their professor encouraged students to participate in SI.

103 open-ended responses were also submitted regarding experiences with SI Leaders, SI in general, and/or suggestions to improve the SI program.