

## Supplemental Instruction Survey 2013-2014

### Brief description of program / project:

Supplemental Instruction (SI) provides regularly scheduled, out-of-class group study sessions for students in select undergraduate courses. In SI sessions, students review notes, discuss readings, develop organizational tools, and prepare for examinations. Participation is voluntary, but students are encouraged to attend. Student surveys are used to determine a profile of students using SI services and how satisfied they are with the service.

### Who was asked to complete the survey:

All students enrolled in courses with SI attached:

Accounting 2600	Chemistry 2320
Biology 1210	History 1700
Biology 2325	Math 1010
Chemistry 1110	Math 1050
Chemistry 1120	Physics 2010
Chemistry 1210	Physics 2020
Chemistry 1220	Physics 2210
Chemistry 2310	Psychology 1010

### How many people were asked (if known)?

- Fall 2013: **14.06% (569 of 4048)**
- Spring 2014: **8.04% (297 of 3696)**

### Administration Type:

- Campus Labs e-mail

### Summary of Key Findings:

Significantly fewer students chose to participate in the survey Spring Semester as compared to Fall Semester. Additionally the ratings on individual questions, as well as the overall effectiveness rating of the program, were lower in spring than fall. We are unsure about the reasons for this drop, but consequently we will be making a more conscientious attempt to work with SI leaders during the spring to address burn-out and other attitudes that might result in lowered performance.

The SI program chose to make changes in this year's survey. Questions were clustered to address #1 Student Information, #2 Program Satisfaction (blue on graph), #3 Study Skills Development (red on graph) and #4 SI Leader satisfaction (green on graph). The most important change was in this last cluster. By rating the SI leaders in 13 specific instructional qualities rather than asking more general questions about the effectiveness of the SI leaders, we are able to identify individual and group strengths and weaknesses. Overall SI leaders are seen as friendly, reliable and knowledgeable. They scored lower in use of varied and creative instructional activities.

About 80% of students reported that their test preparation skills had improved although there is room for improvement in other areas of study skills. For overall effectiveness, the average student ratings were 4.69 (fall) and 4.53 (spring).

### **Actions Taken:**

Each of our leaders was given an individual graph on which their personal ratings are viewed next to the average over-all ratings. Consequently each leader can see areas where they are above average and areas where they are below average. This information will be used by returning leaders to develop individual improvement plans.

We will also use this information to identify high scoring SI leaders who can be used as resources in training and development of our new SI leaders.

### **Which department and/or program goals does this program / project align with?**

- The main goal of the SI program is to help students learn the course material and improve their course grade.
- In addition, we assist students in improving their study skills.
- We also provide students with an informal, personal, small group learning experience that helps them feel connected to other students and demonstrates the power of group study.

### **Which Student Affairs goals does this program / project align with?**

2. Provide education that ensures all staff is properly trained to provide professional and competent service.
6. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.
8. Promote the effective use of best practices in Student Affairs departments, programs and services.

### **Which Learning Domain(s) does this program / project align with?**

Academic Persistence & Achievement