



Fall 2017 Title V Transfer Prep Supplemental Instruction Program Evaluations

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Purpose of Brief

The purpose of this brief is to analyze the results of the Fall 2017 SI program evaluations, completed by 280 students.

Summary of Findings

- The overall response rate of the SI evaluation survey was 62%.
- 54% of respondents attended an SI session.
- Respondents indicated time conflicts (n=73) and lack of available time (n=40) as reasons for not attending SI sessions.
- 90% of respondents would be interested in taking SI for other courses.
- 41% of respondents reported attending less than half of the SI sessions offered.
- 99% of respondents **“Strongly Agreed”** or **“Agreed”** the SI leader was knowledgeable about the course material.
- At least 83% of respondents stated that attending SI sessions **“Greatly Improved”** or **“Somewhat Improved”** their note-taking (84%), test-taking strategies (89%), understanding of textbook content (83%), or motivation (85%).

Overview

As a part of the Title V Transfer Prep Grant, Crafton Hills College (CHC) developed a supplemental instruction (SI) program as an alternative learning strategy. In the Fall 2017 term, CHC offered supplemental instruction for and received evaluations from students enrolled in some sections of the following courses: CD-105, CHEM-150, ENGL-101, ENGL-102, GEOL-100, GEOL-101, HIST-100, MATH-103, PSYCH-100, and SPAN-101. This brief analyzes the results of the Fall 2017 SI evaluations, completed by 280 students and evaluate the effectiveness of the SI program sponsored by the Title V Grant.

Methodology

The evaluations were provided in paper form to students enrolled in the aforementioned sections by SI instructors. The forms were matched to Ellucian (Datatel) student data and SI attendance records to analyze evaluations for SI sessions. The evaluation consisted of a total of 11 questions. Students were first prompted to specify course name and section number. Question 1 asked students whether they attended any SI sessions. As a follow-up, question 2 asks students who were unable to attend SI sessions the reasons why they did not attend. Question 3 asked students if they would attend SI sessions being offered for their classes in the future. Question 4, an open-ended question, prompted students to identify the classes for which they would like to see have SI sessions. For students attending one or more SI session, question 5 asked about the frequency of SI sessions attended. Students were then given an open-ended question to provide information on anything that could be done to encourage attendance. Question 7 prompted respondents to rate their level of agreement with statements regarding various program components. The following 5-point Likert-scale was utilized: 1=Strongly Agree, 2=Agree, 3=Disagree, 4= Strongly Disagree. Similarly, question 8 asked students to rate their skills improvement as a result of SI attendance. The following 4-point Likert scale was utilized: 1=Greatly Improved, 2=Somewhat Improved, 3=Did Not Improve, 4=Not Applicable. Lastly, the evaluation provided three open-ended questions where students were able to provide information on how the SI sessions helped them, how they could be improved, and any additional comments/suggestions. To anonymize responses, any individual names mentioned in the comments/suggestions were replaced with “[Name]”. Additionally, to organize feedback received, comments/suggestions were categorized by topic where feasible. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Sample

The evaluation was completed by a total of 280 respondents in Fall 2017. Respondents who did not provide an answer or had a “missing” response to questions were excluded from the analysis.

Findings

Tables I through II illustrate the results of the findings from the Fall 2017 SI evaluations.

Table I illustrates the response rate for each section where ‘#’ is the number of valid responses, ‘N’ is the number of students earning a grade on record (GOR¹) in the section, and ‘%’ is the number of responses divided by the total number of students earning a GOR in the section. The overall response rate of the SI evaluation survey was 62%.

Table I. Response rate for SI evaluations by course section.

Course Name and Section	#	N	%
CD-105-15	17	36	47.2
CD-105-20	16	30	53.3
CD-105-25	22	32	68.8
CHEM-150-20	16	26	61.5
CHEM-150-21	17	24	70.8
ENGL-101-21	17	25	68.0
ENGL-102-30	15	25	60.0
GEOL-100-25	12	14	85.7
GEOL-100-30	12	14	85.7
GEOL-101-30	8	13	61.5
HIST-100-40	41	50	82.0
MATH-103-50	12	25	48.0
PSYCH-100-01	15	41	36.6
PSYCH-100-60	21	35	60.0
PSYCH-100-91	17	31	54.8
SPAN-101-05	22	28	78.6
Total	280	449	62.4

Note: ¹ GOR is a grade earned in the course of A, B, C, D, F, P, NP, CR, NC or I. Any missing responses were not included in this table.

Table 2 demonstrates the number of students in each section who indicated whether or not they attended an SI session. Fifty-four percent of respondents did not attend an SI session, and 45% of respondents attended an SI session.

Table 2. Respondents' self-reported SI session attendance.

Course Section	Did you attend a Supplemental Instruction (SI) session?					
	Yes		No		I don't know what SI is.	
	#	%	#	%	#	%
CD-105-15	10	58.8	7	41.2	0	0.0
CD-105-20	11	68.8	5	31.3	0	0.0
CD-105-25	9	40.9	13	59.1	0	0.0
CHEM-150-20	9	56.3	7	43.8	0	0.0
CHEM-150-21	6	35.3	11	64.7	0	0.0
ENGL-101-21	6	35.3	11	64.7	0	0.0
ENGL-102-30	13	86.7	2	13.3	0	0.0
GEOL-100-25	12	100.0	0	0.0	0	0.0
GEOL-100-30	10	83.3	2	16.7	0	0.0
GEOL-101-30	4	50.0	4	50.0	0	0.0
HIST-100-40	13	31.7	28	68.3	0	0.0
MATH-103-50	4	33.3	7	58.3	1	8.3
PSYCH-100-01	6	40.0	9	60.0	0	0.0
PSYCH-100-60	19	90.5	2	9.5	0	0.0
PSYCH-100-91	13	76.5	4	23.5	0	0.0
SPAN-101-05	7	31.8	15	68.2	0	0.0
Total	152	54.3	127	45.4	1	0.4

Note: Any missing responses were not included in this table.

Table 3 includes respondents' reasons for not attending an SI session, if applicable. The most frequent reasons provided were in regards to schedule conflicts (45%), followed by respondents indicating that they could not find the time to go (24%).

Table 3. Respondents' reasons for not attending an SI session.

Response Options	#	%
The session schedule conflicted with work or other classes	73	44.5
I didn't feel that the SI sessions were necessary.	20	12.2
I intended to go but could not find the time	40	24.4
By the time I decided I wanted to attend, I felt it was too late in the semester to begin attending	16	9.8
Other:	15	9.1
Total	164	100.0

15 respondents provided written responses for why they could not attend SI sessions:

- Babysitting on Wednesdays
- Cut into required activities after class off of campus
- Decided I did not need it
- Did not have anything after class. Work full time
- Felt no need
- I am here all day with a half hour break period before my next class
- I didn't need any help with Spanish
- I have an "A"
- I work right after class
- Lazy to be honest
- No time available for me
- Taking class for fun. Don't care about grade, I just wanted to hear lectures.
- Too busy
- Unable to make it due to things outside my control
- Was not interested
- Would have liked to but time/class/work - not able to go

Table 4 explores whether students would be interested in taking any other SI sections for their other courses. 90% of respondents stated that they were interested in taking future SI courses.

Table 4. Would respondents be interested in taking SI for other courses in the future?

Response Options	#	%
Yes	247	90.1
No	27	9.9
Total	274	100.0

Table 5 lists the results of an open-ended question asking students what SI courses they would like to see offered. Math, English, and various science courses were prominent within the responses.

Table 5. Courses that respondents would like to see offered with SI.

Course Suggestions:
A History class
A Math class
All (if schedule allows)
All of them
ASL, ART
Accounting
Accounting 208
Algebra (MATH-102)
All (n=2)
All Math and Science courses
All classes (n=2)
All classes if possible but mainly Social Science and Math
All courses
All of them
All of them!
Anat 150 and 151/Physics 100
Anatomy
Anatomy , Biology
Anatomy and Physiology
Anatomy and Physiology, all Science classes especially, and math
Anatomy, ASL, All Maths and Sciences!
Anatomy/Microbiology
Anatomy?
Anthropology - Physical and Archeological
Any I take in the future
Any Mathematics course
Any Sciences
Any as long as I get sufficient help
Any ones with a low pass rate
Any type of Mathematics
Any would work
Any/every History and Science class
Any; I only attended a couple times but it was helpful
Anything, just in case I start to do poorly
Bio

(Table 5 continues)

(Table 5 continued)

Biology (n=3)
Business (Finance/Law)
Business Law
CD
CD-125
Calculus (n=2)
Calculus I, II, III
Calculus I/Math 250
Calculus 2
Calculus I, II, and III
Calculus. Physics, Chemistry
Chem 151
Chem 151, Bio 130
Chem 151, Math 250 (if it isn't already)
Chem 151, Physics 100, Calculus
Chemistry 151
Chemistry and other Math courses
Chemistry, Biology
Chemistry, Biology, Calculus
Chemistry, Calculus, Biology, Geology
Chemistry, Spanish, Calculus
Chemistry/Microbiology
Child Development (continued), Math (Stats), and Communications
College Algebra, Chemistry II, Microbiology, Biology
Communications
Computer Science courses
Creative Writing, Drawing
ENGL-101
Economics
English (n=3)
English 010, Anatomy 150
English 102 (n=2)
English 102, ANAT 151
English 102, Math 110
English and Math
English and Science
English or Math
English, Math (n=3)
English, Math, ASL
English, Math, Science
English, Spanish, Calculus
Every class; mostly CD
Fire Technology
Higher math level courses
History 100 (n=2)
I am Computer Science major and SI helped me in previous CS classes
I feel all classes should embrace it

(Table 5 continues)

(Table 5 continued)

I wish this was available for Biology
I would like to see it offered for most, if not all classes on campus , but it is not for me
If I have the time, any class
In like any other subjects besides Child Development
Languages, Math
Math (n=20)
Math & ASL
Math & Chemistry
Math & Science (like Physics)
Math , Biology
Math - Algebra or Statistics
Math 103
Math 110, Physics 110/111
Math 110; all English classes
Math and Biology
Math and History
Math and Science classes (n=2)
Math and Sciences (n=2)
Math classes (n=3)
Math courses
Math or Physics or Computer Science
Math or Science
Math related
Math, All Math, Anatomy & Physiology
Math, Biology
Math, Chemistry, Anatomy
Math, English (n=5)
Math, English, Science, all classes
Math, English, all Sciences
Math, English, and Biology
Math, English, etc.
Math, Foreign Language
Math, Physics
Math, Physics, Biology
Math, Science (n=2)
Math-200
Math-251
Mathematics (n=2)
Mathematics, Science (n=2)
Mathematics/English
Medical Terminology
Microbiology 150, Math-102
Microbiology, any Chemistry courses
More CD classes
More Mathematically-oriented classes
Oceanography
POLIT-100/BIOL-100 or either level of those courses

(Table 5 continues)

(Table 5 continued)

PSYCH
Physics (n=3)
Physics (Calc. based)
Physics, Math
Physics/Chemistry
Political Science
Politics
Possibly Math courses and any Science courses
Probably every course
Psych
Psych/Math - any type
Psychology (n=3)
Psychology 100
Psychology, History
Psychology, Math, Science
SI should be available in all general education classes
Science /Math
Science Class
Science courses
Sciences (n=2)
Sciences and Math classes
Sciences, Math
Single Variable Calculus, maybe Chemistry
Sociology
Sociology, Math
Spanish (n=2)
Spanish 102
Spanish 104, Chem 151
Spanish, Mathematics
Statistics (n=6)
Statistics, Anatomy
Statistics, Anatomy 151, Chemistry and Microbiology
Statistics, Math 102
Theater
Trigonometry (n=2)

Respondents were asked about the frequency in which they attended the SI sessions throughout the term. Table 6 contains these results. Forty-one percent of respondents attended less than half of the sessions. Another 28% attended more than half of the sessions.

Table 6. The frequency of SI session attendance.

Response Options	#	%
I attended less than half of the sessions	62	40.5
I attended about half of the sessions	29	19.0
I attended more than half of the sessions	43	28.1
I attended all of the sessions	19	12.4
Total	153	100.0

Table 7 illustrates respondents' levels of agreement with statements regarding various components of SI sessions. Ninety-seven percent of students "Strongly Agreed" or "Agreed" with all of the statements. 99% of respondents agreed with the following statement:

- The SI leader was knowledgeable about the course material.

Table 7. Respondents' level of agreement with statements regarding SI sessions.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The SI leader was knowledgeable about the course material.	124	81.6	26	17.1	2	1.3	0	0.0	152
The SI leader was well-prepared.	114	75.5	32	21.2	4	2.6	1	0.7	151
The SI leader provided helpful learning/studying strategies.	116	76.8	31	20.5	4	2.6	0	0.0	151
The SI sessions helped me do well in the course	106	71.6	38	25.7	2	1.4	2	1.4	148
The SI sessions were very helpful for learning the course content.	112	76.2	31	21.1	3	2.0	1	0.7	147

Note: Any missing responses were not included in this table.

Respondents were asked to rate their skills improvement in different areas as a result of attending SI sessions. The results are listed by area in Table 8. At least 83% of respondents believe that the SI sessions either “Greatly Improved” or “Somewhat Improved” the following skills:

- Note-Taking (84%)
- Test-taking strategies (89%)
- Understanding textbook content (83%)
- Motivation (85%)

Table 8. Skills improvements in areas following SI attendance.

Response Options	Greatly Improved		Somewhat Improved		Did Not Improve		Not Applicable		Total
	#	%	#	%	#	%	#	%	
Note-taking	74	50.7	48	32.9	10	6.8	14	9.6	146
Test-taking strategies	88	60.3	42	28.8	9	6.2	7	4.8	146
Understanding textbook content	84	57.5	37	25.3	12	8.2	13	8.9	146
Time management	53	36.3	44	30.1	28	19.2	21	14.4	146
Writing	64	43.8	36	24.7	22	15.1	24	16.4	146
Motivation	87	60.0	36	24.8	11	7.6	11	7.6	145
Other	19	45.2	1	2.4	1	2.4	21	50.0	42

Note: Any missing responses were not included in this table.

Among those selecting “Other” in the response option above, they provided the following comments:

- Curiosity beyond the course content
- Going to SI gave me more confidence before the tests
- Good acronyms to remember
- Greater knowledge and understanding of the course.
- Helped with stress
- I didn't need to read the textbook; less effort
- I only attended one session. I think I was looking more for a personalized tutoring type thing
- Organizing all my paperwork (folder input)!
- Problem solving

Students were given an open-ended question regarding how the SI sessions helped them. Table 9 contains all of the responses categorized by the way that the SI sessions helped the students. Out of the 131 responses provided, 41% (54) of them mentioned that the SI sessions clarified the course material and 33% (43) mentioned that it helped them on their tests or quizzes.

Table 9. How SI sessions helped students.

Comments
Boosted Confidence/Motivation/Personal Skills (n=4)
Feel better about what I was doing
Motivation
The sessions mostly gave me reassurance
They have helped me manage my time well and lower my stress
Clarification of Course Material (n=54)
Broke down the info so I better understood it
Brought course content in a different angle of understanding
By learning more about the subject
By understanding harder concepts of the course
Clarified course material
Especially helpful when trying to understand the reading material; helped with essay ideas as well
Excellent reinforcement of material being studied
Gain more knowledge
Given me additional practice to better understand how to solve problems and concepts
Helped me become more knowledgeable with the material
Helped me have a better knowledge of the material
Helped me learn and study the material
Helped me review course material so that I knew it well
Helped me to understand what we learned in class better
Helped me understand content
Helped me understand the course better
Helped me understand tough concepts and made more sense of the material
I learned a bunch
I understand the content better. It is explained more in depth
I understand the course better
I understand the material better
I understood the subject much better
I was able to understand the content we were learning better
I was able to understand the overall concepts better
Immediately reviewed class materials keeping them fresh in my mind
Improved my understanding of Geology
It has helped me with the knowledge I needed for my class as well as strategies
It helped me find the content I was looking for that I could not find when studying
It helped me reinforce the understanding of the subject matter discussed in lecture
It helped me understand lectures better and helped prepare me for the tests and assignments
It was greatly understood and gave me better understanding
Learn the material
Memorize and refresh the lessons
More detailed discussion of course material
Put course material in a different perspective for [illegible] absorption
Recap of information and idea sharing

(Table 9 continues)

(Table 9 continued)

Repetition of the material and conversations of the material helped me ace my tests
SI made it easy to learn content because it took the long, extra info from class and condensed it to simple notes we need for tests
SI sessions helped me refresh my memory of the studied chapter.
She went over a more specific set of information to help narrow the large amount of info given in class to a more manageable amount to allow us to focus on the more important material
The SI sessions have helped me understand the material better.
The information needed /learned
They acted as practice for the course content
They gave me another viewpoint of the course terms that helped me retain the material
They have given me extra knowledge beyond the course requirements and real practice for the exams and quizzes
They have helped me fully understand the lectures
They have helped me study better and understand the material better
They have helped me understand the content of the course and improve my grade
They help me to understand the material
They helped me memorize vocabulary and prepare for exams
They helped me understand things clearer
They've helped me understand the subjects that I felt I didn't completely understand
Understanding class material
Went over important information
Engagement (n=3)
It allowed me to ask questions and helped me understand how to translate the information to study it
It feels more personal and it is easier for me to retain information
Make some friends
Grade Improvement (n=1)
Improve my grades
Helpful (n=1)
Helped me a lot!
Instructor Expectation (n=4)
Helped me understand what my professor is looking for
Helped to figure out what exactly the instructor wanted/how to do certain assignments
It made me more familiar with the expectations of my professor
They helped me understand what the instructor wanted
Miscellaneous (n=3)
I have only attended 2-3 because I have a class before SI 7:30-8:45am (SI is 8-9)
Last year helped me a lot, but this year I didn't have the time to make it
More than half of them
Not Helpful (n=3)
Did not help me
I did not feel it helped because the sessions I did attend were not what I expected and ended up getting off topic
Minimally. The leader seemed to be too unorganized to make the sessions truly productive

(Table 9 continues)

(Table 9 continued)

Study Skills (n=9)
Fully contextualized terms, learn new mnemonics
I learned new studying techniques
Improved my critical thinking and motivation
It has helped me to learn test taking skills and helped me to notes take better
Study more
They have helped with my study skills.
They helped me know the right things to study and easy ways of remembering things
They helped me with my studying
To study
Help on Test/Quiz/Exam (n=43)
Better prepared for the exams
Boosting my quiz scores
By asking similar questions that would be on future exams it helped me know what to study and look for
By taking notes to help me on the test
Definitely helped prepare me for the test
Help prep for tests
Helped me better understanding the upcoming exams
Helped me pass all of my quizzes with a passing grade
Helped me prepare for how the test was going to be; how to study
Helped me prepare for quizzes and essay's in the future
Helped me prepare for tests
Helped me prepare for tests/essays
Helped me study for the final exam
Helped me understand the material for tests
Helped me with getting better scores on the essays.
Helped on tests
Helped prepare for the exams with practice
Helped prepare me for tests and made sure I knew material
Helped with test taking strategies and making difficult content easier to understand
I did great on all my exams
I ended up doing okay on the tests
I passed every test with a 80% or better
It has helped me on my exams
It helped me understand exactly what is going to be on the final
It helped prepare me for tests, and learn the material
It improved my tests scores. Going to SI, I never got lower than an A on my tests
Preparation for tests and essays
Prepare for final
Prepare for the test
Preparing for tests with the types of questions that would be asked on the exams
Preparing for the exams
Provided practice problems for exams and homework
Study for tests
Study more for tests/quizzes. Become more familiar with the subject
Studying for tests
The SI sessions have helped me with exams, quizzes, problem sets, and in the overall maintenance of a good grade

(Table 9 continues)

(Table 9 continued)

The times I attended, there was test review that helped a lot
They clarified exam info
They have helped me do better in class and on my tests
They have prepared me for quizzes, exams and essays
They helped me prepare for exams
They helped with tests and essays
Yes greatly, especially during tests
Writing (n=6)
Helped improve my writing
I have done better on Psychology essays and overall understanding of the content
They have helped me stay within the passing grade range because of SI's help with the essays
They helped me do the essays better
What to put in essays. Help on tests
With a single paper and presentation

Table 10 lists responses provided by students regarding how SI sessions can be improved. Fifty-seven responses were provided and suggestions ranged from improving scheduling, improved engagement through the use of activities, and more training or preparation for SI instructors.

Table 10. How SI can be improved.

Comments
Be more flexible
Be more interactive with the students
Better prepared, more organization is needed!!
Could use more interactive games like Kahoot! to help prepare for tests
Different times because some of us have classes before
Go slower
Greater attendance to allow more challenge
Group activity
Have more flexible times, possibly more sessions offered
Have them more often so those with a busy schedule can still attend
Having SI every time class meets
I think it would help more if they had more time to help when we have other things going on
I wish I was able to meet up on an off day, but she was available through email for extra help
If you work closely with professors
Instructor be a bit more knowledgeable about the course material
Located after lecture
Making the pretest more available. Being added to e-mail list
Maybe at a different time
Maybe by giving us more study guides but it was great overall
Maybe change some of the times it is offered
Maybe outlines or a practice quiz at the start for more structure
More Jeopardy
More Kahoot quizzes!
More activities
More advice on the content rather than the instructor
More announcements on what each one will be on so I am more motivated to go
More attendance

More calculations with more lecturing on how to do the problems, step by step
More discussion notes
More explanation of methods used to solve problems
More flexible hours
More hummus
More in depth
More knowledgeable
More meetings before essay
More memorization games. Help with understanding the overall course content
More outside of class times to study before tests
More people attending
More prepared SI
More questions and details on answering them
More questions that would help with the test
More quizzes and discussion
More sessions/different times
More time in the meetings
More time slots
More time slots not during classes
More times, more advertised
Not sure, maybe more content for sessions; not sure honestly
Set up different times that don't conflict with other classes.
Shorter time
Students should be more involved as in have them demonstrate how they remember the material in front of the other students
The SI session can be improved by discussing more into the topic and having more planned work
The instructor should be more prepared
The projector screen is very hard to read with all the lights on
The security guards getting there on time, so we can get the most out of SI, would help with the SI sessions
This course could be improved with a strict scheduling of what events we are going
Try to set more people to attend

Table 11 illustrates comments/suggestions provided by respondents regarding the services offered through SI. The most frequent comments were compliments regarding the SI program and/or the SI leader (n=60). As an illustration, one student made the following comment: "SI has helped me understand the gaps that I missed in previous lectures! I appreciate the positive learning environment!"

Table 11. Open-ended comments regarding SI.

Comments
Compliments (n=60)
[Name]'s class is awesome
All Good!
Awesome dudes
Best SI leader
For the first time having an SI course, it was a great experience
Great
Great SI - enjoyed the class
Great instructor, love the updated emails
Great program
Helpful
I enjoyed it
I like SI; this was my first time having SI for a class. Our SI instructors were helpful, friendly, and are one of the main sources to help me understand the content of the class
I love you <3
I really enjoyed it
I really loved having SI. I would feel a lot more confident after every meeting and would relearn material I didn't quite get in class. It was very helpful!
I think [Name] did a great job with this class because being an SI leader for a class that has many different approaches can be difficult, but she did a great job
I thought it was very helpful
It was fun
It was great
It was overall very helpful
It's inviting
Our SI was always very helpful
Our SI was awesome, friendly, and very helpful
SI has helped me understand the gaps that I missed in previous lectures! I appreciate the positive learning environment!
SI is really helpful, I wish it were in more classes
SI leader was amazing!
SI made the material fun to learn
SI tutor was very helpful to me during this semester
She did an amazing job!
She helped me through email because I couldn't make it to the SI class due to a class before
She is kind, patient, understandable and very helpful - emails, study sheets (per chapter) and fun games make learning much better.
She was great
Thank you for the help
Thanks so much for this class!!
The SI greatly helped me in this course
The SI leader has been very pleasant and is very knowledgeable and helpful
The SI leaders did a good job :)
The SI program was very helpful to me because I was able to understand the course better

The SI teacher was positive and motivating
The SI was great and helpful!
This SI program is very helpful, and I would recommend it
This was the first time SI was offered in a course I've taken, and I thought it was very useful!!
Try to keep current SI leader
Useful and I liked it. However, those who went were those who did not need it as much
Very friendly and helpful with the reminder emails
Very fun and helpful!
Very good program
Very helpful
Very helpful! I appreciate it
Was a great helper for me to understand the concepts of history
You're Dope [Name]; take care!
[Name] has helped tremendously. I loved attending SI sessions!
[Name] is a great SI leader
[Name] is a great guy
[Name] is amazing at "teaching" SI
[Name] is an excellent instructor; makes the program fun and interesting
[Name] was a great help to me in this course. Without her, I honestly believe, I would not have been able to get a grade above a "C". Thank you!!
[Name] was great this semester! Thanks for all the help!
[Name] was great!
[Name] was very knowledgeable and easy to relate to
Issues to pay attention to (n=7)
If the SI leader were more prepared and had better learning strategies, I would have attended more.
In regards to her being in the class, if she could refrain from wasting time with her own topic anecdotes and personal stories
Need a time that I'm available
Only 4-6 people attended from my class. I feel that a better time of day would have worked better for more students' schedules.
Went to SI twice, both times I still got a bad grade, she wasn't organized and didn't help
Wish it was offered for more subjects
[Name] was very nice but, Psych is a big course with a lot of vocab so it wasn't always perfect
Other (n=1)
Snacks