



Office of
Research & Planning

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Research Briefs from the Office of Research and Planning Fall 2011 Supplemental Instruction Evaluation

Purpose:

The purpose of this brief is to provide feedback from Fall 2011 Supplemental Instruction (SI) students to both the SI Leaders and the SI Coordinator about the SI Program. The Supplemental Instruction (SI) program, including SI leaders and sessions, was evaluated by students in four sections with Supplemental Instruction components. In addition, the percentage of students who reported attending an SI session, the reasons why students did not attend an SI session, and other comments/suggestions regarding SI were examined.

Summary of Findings:

- 121 students completed a survey evaluating the SI program.
- 29% of the respondents attended at least one SI session
- All 35 students who had attended at least one SI session (100%) positively rated the SI leader on six attributes: 1) explained SI well, 2) attended class regularly, 3) was knowledgeable about course material, 4) well-organized, 5) provided helpful strategies, and 6) created a supportive environment.
- 97% of respondents agreed or strongly agreed that the SI leader effectively re-directed questions to students.
- 97% expressed that SI sessions were very helpful for learning and helped them to do well on tests.
- 88% would attend an SI session for other courses.
- The majority of students who did not attend any SI sessions cited a lack of time or schedule conflict as the reason (67%), while 29% stated that they did not need the extra help or did not perceive any benefit from attending SI sessions.
- Of the 9 students who attended an SI session and offered additional comments, 3 students indicated areas for improvement, such as scheduling.

Methodology:

The data for this report was obtained from the Title V SI Evaluation form. The form was provided to SI instructors in November of the Fall 2011 semester so that they could administer the form to their students.

The survey included a question asking whether a student had attended an SI session with three possible responses: "Yes," "No," and "I don't know what Supplemental Instruction is." If the student had not attended an SI session, they were asked why not and what could be done to persuade them to do so in the future. If the student had attended an SI session, they were asked to rate their agreement with 10 statements regarding the SI leader and sessions on a four-point Likert scale ("Strongly Agree," "Agree," "Disagree," and "Strongly Disagree") with a "Not Applicable" response option. Finally all students were given an opportunity to provide any other comments or suggestions regarding SI.

Sample:

Potential respondents were students enrolled in four sections: Anatomy 101-01, Anatomy 101-02, History 100-10, and History 101-15. In these four sections there was a total of 204 students with a Grade on Record (GOR; A, B, C, D, F, I, P, NP, or W). Of these

students, 118 completed an evaluation survey, representing an overall response rate of 58%. In addition, the 3 students who did not report their SID also completed an evaluation survey, for a total of 121 evaluations. One of the three students reported attending an SI session. In total, 35 students of the students who completed the SI evaluation reported that they attended an SI session (29%).

Table 1: Number and Percent of Students Who Completed an Evaluation and Reported Attending an SI Session by Course.

Course	Number Who Completed An Evaluation	Number Who Reported Attending SI	Number of Students with a GOR	Percent Who Completed an Evaluation	Percent Who Reported Attending SI
Anatomy 101-01	18	4	33	55%	12%
Anatomy 101-02	21	2	31	68%	7%
History 100-10	41	8	73	56%	11%
History 101-15	38	20	67	57%	30%
TOTAL	118	34	204	58%	17%

Note. Does not include 3 respondents who did not report their SID; 1 reported attending SI.

Findings:

Overall, 17% of the students with a GOR reported attending an SI session; however, this percentage varied widely across the four SI sections, from 7% to 30% (see Table 1). Eighty-three percent of the students with a GOR did not report attending an SI session.

Rating the SI Leader and SI Sessions

Table 2 illustrates the number and percent of SI students who agreed or disagreed with the ten evaluative statements regarding the SI leader and SI sessions. All 35 students who attended an SI session (100%) agreed with six statements reflecting positive attributes of the SI leader: 1) explained SI well, 2) attended class regularly, 3) was knowledgeable about course material, 4) well-organized, 5) provided helpful strategies, and 6) created a supportive environment.

The majority of students also positively evaluated one other aspect of the SI leader as well as SI sessions. While 34 of 35 students (97%) agreed that the SI leader effectively re-directed questions to students and that SI sessions were very helpful for learning, one student (3%) strongly disagreed with these statements. Similarly, 33 of 34 students (97%) agreed that the SI sessions helped them do well on the test; whereas, one student (3%) strongly disagreed. While 30 of 34 students (88%) agreed that they would attend SI sessions for other courses, 2 students (6%) disagreed and another 2 students (6%) expressed it was not applicable.

Table 2: Number and Percent of SI Students Who Agreed or Disagreed with the Following Statements.

	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A		Total
	N	%	N	%	N	%	N	%	N	%	N
1. The SI leader explained SI in class and I understood what he/she meant	0	0	0	0	8	23	27	77	0	0	35
2. The SI leader attends class regularly	0	0	0	0	4	11	31	89	0	0	35
3. The SI leader answered questions effectively by re-directing them to the students	1	3	0	0	10	29	24	69	0	0	35
4. The SI leader was knowledgeable about the course material	0	0	0	0	7	20	28	80	0	0	35
5. The SI leader was well-organized	0	0	0	0	6	17	29	83	0	0	35
6. The SI leader provided helpful learning/studying strategies	0	0	0	0	8	23	27	77	0	0	35
7. The SI leader created a supportive environment	0	0	0	0	7	20	28	80	0	0	35
8. The SI sessions helped me do well on the tests	1	3	0	0	8	23	25	71	0	0	34
9. I would attend SI sessions for other courses	1	3	1	3	9	27	21	62	2	6	34
10. The SI sessions were very helpful for learning the course content	1	3	0	0	10	29	24	69	0	0	35

Why They Did Not Attend SI Sessions

The majority of students (67%) who did not attend any SI sessions cited a lack of time or schedule conflict as the reason; 23 students (27%) specifically cited work (see Table 3). In addition, 29% stated that they did not need the extra help, sought help elsewhere, were self-sufficient, or did not perceive any benefit from attending SI sessions. Three students (3%) did not give any explanation about why they did not attend an SI session.

Table 3: Why Students Did Not Attend SI session (N = 86).

Categories	Comments
1. Schedule Conflict/ Lack of time (n = 58)	• All of the SI sessions were at a time when I could not make. I honestly regret not going to any sessions. • Between school and work, I couldn't get enough time. Lisa did a Great job on planning and schedules, but my schedule didn't stay consistent enough. • Conflict w/ schedule. I work full time graveyard so I sleep during the day. • Conflicted with my other classes. I would love to come in the PM. • conflicting schedule with other classes and work • Conflicts of schedule • Couldn't because my class schedule or work schedule somewhat always collided. • Crazy work schedule. No time :(• Didn't have the time • Didn't have the time. • didn't have time • Didn't have time on the allotted days. • Full schedule I worked 2 jobs and am a full time student

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- had classes at the time
 - Hours didn't work in my favor.
 - I could not make the times due to my work & class schedule.
 - I did not have time
 - I did not have time to fit it into my schedule.
 - I did not have time to go.
 - I did not have time.
 - I did not really have time. After class I had to go straight to work.
 - I didn't have the time had to work after class
 - I didn't have the time to go to a session.
 - I do not have time.
 - I had classes during SI sessions.
 - I had classes the same time as SI sessions
 - I had either class or work at the same time SI meeting was.
 - I just didn't have the time ...
 - I wanted to attend and think it would have been a great help but my schedule was just to swamped.
 - I was either in class or at work during sessions
 - Interfered with other classes. Didn't have time.
 - Just never remembered or had time.
 - Live 45 min away, to early to get here.
 - Live out of town/Commute is [difficult].
 - My schedule did not allow for it.
 - My schedule was very busy. I take a full load of classes & work 40 hours. Time to study is at different times for me.
 - My work schedule interfered. On certain days my class schedule interfered. I already wish I could have gone.
 - Never could make time, going to school and working.
 - Never had time
 - NO TIME
 - No time to go
 - no time!
 - No time, I'm a lazy bumb @ 8 am and I have other classes during the other times.
 - Not often I'm going to SI program because I have babysitting 8 years old cousin who just come here from Indonesia.
 - Really busy. Extra credit
 - SI times conflicted with my schedule.
 - The SI times didn't work with my schedule.
 - Time and the cost of fuel
 - Time didn't allow me to go. I work two jobs and am a full time college student.
 - Very busy
 - Work
 - Work
 - Work
 - Work
 - Work
 - Work
 - work everyday
 - work schedule
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2. Did Not Need Extra Help (n = 25)	• Always had study time with my sister • Didn't feel as though the sessions would help with the class. • Didn't feel I needed the extra help in this class • Didn't need to. • I can do well in history without the SI sessions. • I did not attend a SI session because I believed I did not need the extra help. There is a no need to persuade because I will likely come for help on final. • I did not care to go. • I did not have the time to attend and did not feel that I needed it. • I did not need the extra help. • I did well enough studying for the class on my own. • I didn't attend because I understood the material in my classes. If I was having trouble I would start going. • I didn't feel as if I needed the sessions. If the course was new to me then I would have been persuaded to attend. • I didn't think I needed to attend them to obtain the grade I wanted for the class. • I do not like to study in groups • I don't like study groups • I felt fairly self-sufficient, this isn't a hard class for me. • I like studying on my own. For this class I did not feel I needed extra help. So far I have an A in the class from reading the book. • I like to learn on my own. • I thought I was doing fine on my own, sure. • I understood the contents in class and I didn't need any additional help for this course. • I was too busy this semester and I did not need the extra help. • The instructor did such a great job explaining the material I didn't feel that I needed extra help. • Uninterested in the program. Would rather get assistance from the professor teaching the course. • Works better on my own. • Would have been a waste of time.
3. Blank Response (n =3)	[Did not offer an explanation of why the student did not attend a SI session.]

Other Comments Regarding Supplemental Instruction

Eighteen of the students who did not attend SI sessions offered other comments regarding SI (see Table 4). Seventy-eight percent provided positive comments regarding either the perceived benefits of SI (33%), the wish to have been able to attend an SI session but could not mainly due to time or scheduling conflict (28%), or the helpfulness of the SI leader (17%). In contrast, four students (22%) expressed suggestions for improving the SI program, such as putting SI services online or incorporating evening sessions.

Table 4: Other Comments About SI by The Students Who Did Not Attend A SI Session.

Categories	Comments
1. Perceived SI Benefits	• Sounded helpful. • I think is a good program for people who has difficulty in history. It will help raise grades.

(n = 6)	• Friends say it was helpful. • I love the idea. There was plenty to talk about it, always had a lot of talk about when it was supposed to be :) • Though I didn't attend, I liked knowing I had somewhere to go for help. • Glad that is available for those who have extra time. But working full time & full time school it's difficult.
2. Would Have Liked To Attend (n = 5)	• I would love to attend an SI meeting if the times worked with my schedule. Even for other classes. • I would like to attend SI sessions but the times of tutoring didn't work for me. • I would have liked to attend the SI session. I just didn't have the time. • I would have enjoyed and found SI helpful yet I wish it could have attended. • I should have found time to come to these meetings. They would have helped me a lot to understand this class a lot better than I do now.
3. Leader Was Helpful (n = 3)	• This leader was always available to answer any questions. • The leader seemed very helpful and informative • I did not attend the sessions, but she regularly asked questions in class to help. Also always kept us well informed! She is fantastic.
4. Suggestions for Improvement (n = 4)	• Sessions would be of more value in other subjects. • SI discussions/concerns/highlights to be available in Blackboard • If SI could put tutoring online • If there can be some evening sessions, it would be easier for me to attend.

In addition, 9 students who attended an SI session offered additional comments (see Table 5). Six of these students (67%) expressed positive comments, while three students (33%) indicated areas for improvement such as scheduling and the SI leader's course content knowledge.

Table 5: Other Comments About SI by The Students Who Attended A SI Session.

Categories	Comments
1. Compliments (n = 6)	• :) • [Name] was a very good SI leader! :) • Love you [Name] • SI helped me greatly in improving my testing scores and studying habits. Thank you very much! • Thank you, great job! • There should be an SI for every subject in this school. Helped me immensely! Thank you.
2. Suggestions for Improvement (n = 3)	• I did not find SI to be helpful. • It was helpful but due to my other classes I had a hard time attending except before tests. • With such a broad subject, I feel the SI leader could better serve students if he/she had a more specific comprehension of the material on the tests. An SI session I attended was very informative, however, most of the material we went over did not end up being on the test. I think the instructor could better communicate his/her testing methods, so the SI leader bears the tools and knowledge to help his/her peers. I have nothing bad to say about [Name], he's a very friendly, attentive, and knowledgeable person. I really appreciated all his help!