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### Supplemental Instruction Student Survey Results Fall 2012

**Overview:** Supplemental Instruction (SI) was developed at the [University of Missouri at Kansas City](http://www.missouri.edu) in 1973 and designated by the US Department of Education as an Exemplary Education Program in 1981. SI leaders are students who have completed a course with a high grade, who are then trained to facilitate interactive instruction for that course in small groups. At Crafton Hills College in fall 2012, SI was supported by the Title V Transfer Preparation Grant and the STEM (Science, Technology, Engineering and Mathematics) Grant. In fall 2012, SI sessions were offered for a total of eight courses in physical, biological, and social sciences; mathematics; and English. The purpose of this brief is to summarize the results of the survey completed by students in course sections with SI.

**Methodology:** The paper survey was designed by the Office of Institutional Effectiveness, Research and Planning and administered by instructors in their classes during the last week of the semester. Participating students gave their names and student ID numbers and indicated whether they had participated in any SI sessions. If they had not, they explained in their own words why they had not attended, and what could be done to persuade them to attend. If they had attended SI, they rated their agreement with 10 statements about SI on a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). The final open-ended question asked for any comments or suggestions regarding SI.

**Sample:** A total of 306 surveys <sup>1</sup> were completed by students in 19 sections of eight courses, including Anatomy 101, Child Development 105, English 101, History 101, Math 250, Microbiology 102, Physics 200, and Psychology 100 (see Table 1).

**Table 1: Courses and sections participating in SI.**

Course	Section(s)	# Participants	%
Anatomy 101	01	18	5.9
Anatomy 101	02	18	5.9
Child Development 105	10	20	6.5
Child Development 105	20	31	10.1
English 101	30	19	6.2
English 101	41	18	5.9
History 101	15	51	16.7
Mathematics 250	50	19	6.2
Microbiology 102	35	17	5.6
Microbiology 102	36	19	6.2
Microbiology 102	37, 38, 39 <sup>2</sup>	6	2.0
Physics 200	20, 21, 23, 24 <sup>2</sup>	20	6.5
Psychology 100	15	19	6.2
Psychology 100	45	31	10.1
<b>Total</b>	N/A	<b>306</b>	<b>100.0</b>

<sup>1</sup> Some students took multiple courses in which SI was offered, so some students completed more than one survey.

<sup>2</sup> Very small sections are grouped.

**Findings:** More than 42% of respondents (N = 129) indicated that they had attended one or more SI sessions (see Table 2).

**Table 2: Have you attended an SI session?**

Yes		No		I don't know what SI is	
N	%	N	%	N	%
129	42.3	175	57.4	2	.01

The students who indicated that they had attended an SI session for their class rated their agreement with 10 statements about the SI sessions and the SI leader (see Table 3). The first column lists the statements, the second column (“N”) shows the number of students who responded to the item, the column entitled “Min” shows the lowest response on the scale, the column entitled “Max” shows the highest response on the scale, the column “Mean” shows the average rating, and the last column shows the standard deviation. Respondents rated whether or not they agreed with the statements on a four-point Likert scale as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

If the Min (i.e., lowest) score was a “3”, that means that none of the respondents disagreed or strongly disagreed with the statement. If the Max score was a “4”, that means that at least one respondent strongly agreed with the statement. As an illustration, if the mean score was 3.65, that would indicate that, on average, respondents either agreed or strongly agreed with the statement. The table is arranged by mean score in descending order.

In general, students agreed or strongly agreed with all of the statements. Students were more likely to indicate that their SI leader attended class regularly (mean = 3.87) and that their SI leader was knowledgeable about the course material (mean = 3.83). Students were less likely to agree that the SI sessions helped them do well on tests (mean = 3.41).

**Table 3: Satisfaction with SI leader and SI sessions.**

Please rate your level of agreement with the following statements:	N	Min	Max	Mean	SD
The SI leader attends class regularly	126	3	4	3.87	.33
The SI leader was knowledgeable about the course material	126	2	4	3.83	.42
The SI leader explained SI in class and I understood what he/she meant	128	1	4	3.68	.53
The SI leader created a supportive environment	124	1	4	3.66	.65
The SI leader was well organized	126	1	4	3.65	.62
The SI leader answered questions effectively by re-directing them to the students	126	1	4	3.60	.66
The SI leader provided helpful learning/studying strategies	125	1	4	3.55	.78
The SI sessions were very helpful for learning the course content	126	1	4	3.52	.79
I would attend SI sessions for other courses	126	1	4	3.43	.90
The SI sessions helped me do well on the tests	122	1	4	3.41	.89

Students who did not attend SI sessions had an opportunity to explain why they did not attend (see Table 4). Reasons are grouped for brevity. About 43% of students (first three rows of Table 4) cited direct schedule conflicts with classes, work, or other activities. Another 23% of students said they did not have time or that SI sessions were not offered at times and days convenient for them, but did not note a direct schedule conflict. About 9% of students said they did not need help with the coursework. Other reasons students gave include: preferring to study alone, living too far from campus, not being on campus at the day or time of the SI session, lacking child care, and lacking transportation.

**Table 4: Students' reasons for not attending SI.**

<b>Please explain why you did not attend an SI session</b>	<b>N</b>	<b>%</b>
I had a schedule conflict (did not specify)	42	24.0
I had another class during that time	17	9.7
I had to work during that time	17	9.7
I was too busy/I didn't have time	41	23.4
I didn't need the help	15	8.6
I just didn't want to go	6	3.4
I like to study by myself	5	2.9
I live too far away	4	2.3
I wasn't on campus at that time/day of the week	4	2.3
I didn't have child care	3	1.7
I didn't have a ride to school at that time	2	1.1

All students in participating sections were asked for any comments or suggestions they might have regarding SI. Common themes identified were suggestions, positive comments, negative comments, and comments about SI leaders; each of these four groups is listed separately below.

A total of 14 students gave suggestions. Some of the suggestions fell into clear categories (first list below); specific suggestions that did not fall into categories are quoted directly (second list below).

**Suggestions (grouped):**

- Students need more choices of times to attend SI: 8 students
- SI should be offered for more courses: 4 students

**Suggestions (direct quotes):**

- Maybe more people would come if maybe extra credit opportunity
- Since the SI leader was in class, before tests or after each chapter, he should take 5 minutes to go over what he thinks we should know, maybe email a study guide to anyone who can't make the meetings!

Students gave a total of 44 positive comments (excluding comments about specific SI leaders). Many comments fell into clear categories (first list below); a few specific comments are given as examples (second list below).

**Positive comments (grouped):**

- It was very helpful to me in understanding the course work and/or getting good grades: 23 students
- SI is a great service! Please keep offering it: 8 students
- I really wanted to go, but my schedule didn't permit me, and I would like to go in the future: 7 students
- I will take SI again: 5 students

**Positive comments (direct quotes):**

- The SI session I went to helped me a lot and made me realize how much I still needed to learn and study. The school should definitely keep this program going!
- It was exceptionally informative, and helped me understand the material thoroughly. I would take SI again if given opportunity.
- Such an amazing SI!! Hopefully I get to attend another session in the future. Very helpful and helped me pass many test/quizzes. I highly recommend these sessions for everyone!!
- Thanks for working so hard for us! (Even if not everyone took advantage of it)

The few negative comments are given below as direct quotes from survey respondents.

**Negative comments (direct quotes):**

- This seemed more like a study group than anything else.
- I think this class was hard for me so an extra hour a week didn't help that much.
- The session was helpful if you already knew the material, not too effective if you needed help studying, but I only went to one session, that might have changed.
- I stopped going. It was a waste of time. Instead, I formed a small study group during the hour that was scheduled for SI. It was much more helpful and productive.

Many of the comments about SI leaders fell into categories, given in the first list below. The second list below consists of specific quotes as examples.

**Comments about SI leaders (grouped):**

- The SI leader was a great leader/teacher: 12 students
- The SI leader was very helpful: 9 students
- The SI leader made SI sessions enjoyable: 4 students

**Comments about SI leaders (direct quotes):**

- The SI leader was extremely helpful and I have an A in the class.
- [Name] is an amazing leader. He is extremely helpful and helps us to excel. He is going to be an awesome instructor and I am thankful for his help.
- The SI leader was not helpful at all and was really rude to the students.
- [Name] is an amazing SI leader. I know I wouldn't have done so well on my tests without his assistance. He clearly understands the course material.
- I honestly believe [Name] helped me do a lot better in this class. She always helped me whenever I had questions, she was awesome & helped me in sessions and outside of sessions.
- Our SI leader sits in class. He also helps us, so even though I do not go to SI sessions I know he helps out the people who are able to attend.