



Research Brief

Spring 2013 HSI/Title V Transfer Prep Supplemental Instruction (SI) Student Evaluation Results

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About this Brief

This brief summarizes the results of the Spring 2013 Supplemental Instruction (SI) student evaluations completed by Transfer Prep students who participated in the program.

Summary of Findings

50.5% of the students enrolled in sections where SI was offered responded to the survey.

90% or more of the respondents “Strongly Agreed” or “Agreed” with the following statements:

- The SI leader explained SI in class and I understood what he/she meant.
- The SI leader attends class regularly
- The SI leader answered questions effectively by re-directing them to the students.
- The SI leader was knowledgeable about the course material.
- The SI leader was well-organized
- The SI leader provided helpful learning/studying strategies.
- The SI leader created a supportive environment.
- The SI sessions helped me do well on the tests.
- I would attend SI sessions for other courses
- The SI sessions were very helpful for learning the course content.

Prominent reasons why respondents did not attend SI:

- Schedule challenges
- Trouble scheduling SI sessions in their already academic demanding schedules
- A combination of academic and work responsibilities

Additional comments and prominent improvement suggestions:

- SI staff and program commendations
- Offer SI sessions more frequently

Overview

The Transfer Prep Supplemental Instruction (SI) Program is an academic support program at the college designed to improve student retention and success in the classroom. Crafton Hills College Transfer Prep students who participate in SI sessions evaluate the program at the end of each semester. In Spring 2013, SI was offered to students enrolled in the following course sections: PSYCH-100-45, HIST-101-15, HIST-100-35, ENGL-101-40, CD-105-25, and CD-105-10.

Methodology

Respondents were provided an evaluation where they were asked if they attended an SI session. If respondents stated they did not attend SI, they were prompted to explain their reasoning for not attending and to identify strategies that would help them attend. Respondents also rated their level of agreement with ten statements about their experience with SI on a Likert five-point scale, 5=Strongly Agree; 4=Agree; 3=Disagree; 2=Strongly Disagree; and 1=Not Applicable. However, “Not Applicable” responses were removed entirely from the data analysis. Lastly, respondents were also provided the opportunity to provide open-ended comments or suggestions about the SI program. Individual names mentioned in the open-ended comment tables have been removed and replaced with “[Name]” to protect identities.

Sample

A total of 159 Transfer Prep students responded to the SI evaluation.

Table 1. Response rate per course section.

Course Section	#	N	%
CD-105-10	24	44	54.5
CD-105-25	16	44	36.4
ENGL-101-40	15	26	57.7
HIST-100-35	39	70	55.7
HIST-101-15	47	67	70.1
PSYCH-100-45	18	64	28.1
Total	159	315	50.5

Note: Responses where the section was not known were removed.

Findings

The largest percentages of students attending SI were enrolled in HIST-100, CD-105, and PSYCH-100 courses. Ninety-two percent of students from HIST-100, 50% of CD-105 and 44% of PSYCH-100 attended SI.

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

Course Section	Number and percentage of students that attended SI.		
	#	N	%
CD-105-10	12	24	50.0
CD-105-25	4	16	25.0
ENGL-101-40	3	15	20.0
HIST-100-35	36	39	92.3
HIST-101-15	13	47	27.7
PSYCH-100-45	8	18	44.4
Total	76	159	47.8

Note: "Not applicable" responses were excluded.

In Table 3, respondents were prompted to rate various statements about their experience with SI on a Likert-scale. Ninety-percent or more of the respondents *Strongly Agreed* or *Agreed* with all of the SI statements.

Table 3. Respondent answers to statements about their experience with SI.

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
	#	%	#	%	#	%	#	%	
The SI leader explained SI in class and I understood what he/she meant	0	-	0	-	17	24.3	53	75.7	70
The SI leader attends class regularly	1	1.4	1	1.4	14	20	54	77.1	70
The SI leader answered questions effectively by re-directing them to the students	0	-	0	-	12	21.4	44	78.6	56
The SI leader was knowledgeable about the course material	0	-	1	1.7	10	16.7	49	81.7	60
The SI leader was well-organized	0	-	0	-	11	19.6	45	80.4	56
The SI leader provided helpful learning/studying strategies	0	-	1	1.9	9	17	43	81.1	53
The SI leader created a supportive environment	0	-	2	3.7	10	18.5	42	77.8	54
The SI sessions helped me do well on the tests	2	3.8	1	1.9	11	21.2	38	73.1	52
I would attend SI sessions for other courses	2	3.3	2	3.3	11	18.3	45	75	60
The SI sessions were very helpful for learning the course content	0	-	1	2	10	19.6	40	78.4	51

Note: "Not applicable" responses were excluded.

In Table 4, respondents provided reasons to why they did not attend an SI session, and were asked to provide feedback as to what could be done to encourage them to attend. Respondent comments were categorized by the researcher below. The prominent reason provided was "schedule challenges". Respondents mentioned having trouble scheduling SI sessions in their already academic demanding schedules. Some respondents mentioned the combination of academic and work responsibilities made it particularly difficult to attend SI.

Table 4. Respondents' answers when prompted why they did not attend an SI session, and if anything could be done to persuade them to do so.

Schedule Challenges (n=65)

- Conflict of schedules
- Conflicted with schedule
- Conflicted with schedule.
- Conflicts in schedules.
- Schedule too packed.
- Schedule would not permit.
- The times didn't work with my schedule.
- Not enough time because work schedule.
- Scheduling issues. I have classes before and after. Too early in the AM.
- The only session I could attend was an early one, and I didn't want to wake up any earlier.
- Merely a scheduling conflict worth work and other classes.
- I went once during the middle of SI session other than that I couldn't wake up early enough because I always close at work.
- I wasn't able to make it because of work but I did get help from my SI instructor on a different date.
- Time conflicted with other class.
- Didn't fit into my schedule.
- Did not have time, did not work with my schedule.
- None of the sessions met during my free time.
- I always had class or work during SI sessions.
- I have work.
- I didn't attend because of work/very lazy.
- I had no time I always had to work after school.
- I didn't attend any of the SI classes due to my work schedule
- I just didn't attend because I couldn't most the time. Work, car, etc.
- I had a class during SI time.
- I had another class at the times there were meetings
- I had another class during the time.
- I was not able to attend because I had another class at the time the sessions were offered.
- I wish I could have come to more, but I have a class right at the same time. I was able to come to 2 SI sessions.
- It interfered with my other classes.
- The SI Session interferes with my other classes or tutoring.
- Taking 16 Units. I did not have enough time.
- Other classes during the time frame.
- I have work and could not make it to the classes and other classes.
- I had class during SI times.
- I would of loved to come, but I had class and work
- I didn't attend the SI session for two reasons. One it did not fit in too well with my schedule. Two, I did well in the class and didn't feel that I needed SI sessions.
- I did not have room in my schedule, but I would come to class sometimes and catch the ending of the meeting
- Classes.
- I had classes that conflicted with the sessions. If I could have attended, I would have wanted to attend.
- I had other classes and work but I would have liked to go.
- I had other classes during the SI sessions.
- I have a class right after.
- Typically had responsibilities after class. Although I had hoped to attend a few.
- It was never at a time that I could attend.
- It was not at a convenient time.
- Because it was not at a convenient time.

- I wish I could of because it would have helped a lot. I had an early class so I couldn't attend.
- I work every other day so I was unable to attend the SI session.
- Busy. Not enough time to attend on SI session.
- Did not have time to attend SI.
- I had no time during the sessions. I would have gone if I could.
- My schedule does not allow me to attend.
- Don't have time.
- I didn't have time.
- Lack of time.
- No time.
- No time.
- No time, 4 classes to handle
- Too busy to attend a session this semester.
- Too busy.
- I didn't have any chance to attend SI session!
- I did not attend an SI session because I couldn't find the time to attend.
- I did not have the time to attend.
- Prior commitments.
- I hate time constraints that didn't allow me to come.

Studying Preferences/Did Not Need to Attend (n=9)

- Because I feel more comfortable studying alone, and still do fine on tests.
- If I was not doing well on the tests I would have attended.
- I think I study and work better alone.
- I did not need extra help in my class
- I did not need extra help with the subject.
- I felt as if I did not need it.
- Sometimes the SI session time overlaps with other classes. And I do not really feel that I need SI session.
- Wasn't necessary for the classes I enrolled in.
- I just didn't think I needed it but I appreciate the offer.

Personal/Transportation Challenges (n=4)

- Live far away and at times I wasn't near campus.
- Take the bus.
- Had to take care of brothers or had class.
- I did not go as much as I would have liked to only because I had to wait for a ride by my brother to take me and he wouldn't want to take me to class early.

Program Perceptions (n=2)

- I did not find SI useful the first time I went.
- I went there for History 100, and I found it wasn't up to my expectations.

Improvement Suggestions (n=2)

- Later sessions.
- Too early in the morning. Not a morning person. If later classes were an option, I would have gone.

Session Cancelled (n=1)

- I tried to go - but when I went it was cancelled.

In Table 5, respondents provided any additional open-ended comments about their experience with SI. Most comments commended SI staff and the program. Respondents also provided improvement suggestions. The prominent improvement suggestion respondents stated was that SI session offerings should be more accessible to students who have challenging schedules. Some students mentioned offering SI sessions more frequently and one student suggested online SI sessions.

Table 5. Respondents' open-ended comments or suggestions regarding SI.

Staff Commendations (n=15)

- Dedicated SI leader goes far and beyond in helping students. GREAT JOB! Thank you.
- [Name] was amazing. Thank you for everything!
- [Name] did an excellent job! Very organized and helpful. [Name]
- [Name] is a very good SI leader. I'm very sad by the fact I won't see her next year. Also she helped me prepare for my midterm and final exam.
- Even though I didn't attend SI she was helpful in class.
- Even without having attended, it appeared the SI leader knew her stuff.
- I attended SI only a handful of times, but that was my own fault, SI is really helpful!
- I missed one day of class and I emailed her if there were any notes that I missed, she was able to email me the notes and she is nice.
- I strongly recommend attending all CD SI. [Name] was amazing.
- If [Name] hadn't been the SI instructor, I highly doubt I would've done as well as I have in this class. She's a life saver!
- Keep up the good work, [Name]!
- Like to thank for all the work and time from SI leader, it help me a lot.
- She was very well in letting us know about SI during class.
- Thanks [Name]. You are the Best!
- SI helped so much in this class I wouldn't have done as well as I have without [Name]!

General Program Commendations (n=11)

- Although I didn't go, I believe it is a great program.
- Great information was given out. Helped boost my test grades as well as my knowledge about CD.
- Great instruction/assistance.
- Please keep SI for more classes! I've taken it in the past and it is so helpful.
- This is a very helpful program for students where we can interact with other students and learn.
- Very helpful, positive and encouraging environment.
- Thank you for the help.
- I enjoy everyone there and it was a pleasure to have everyone's help and support.
- SI program helps me do well in class.
- I will join next semester when I take child development again.
- Good luck.

Improvement Suggestions (n=11)

- I have no comment, although I think that SI should take a more active role into reaching out to those who are slow starters/lazy.
- I wouldn't mind an online SI program. Something I can use through blackboard that doesn't interfere with my schedule.
- Instead of having SI on T & Th or M & W, SI should be on a combination of the two so those who have class on T & Th can show up for SI on M or W, and vice versa.
- Maybe doing it 3 times a week or twice a day.
- More SI groups for different classes.
- More sessions for those with difficult schedules.
- Perhaps offer better locations. SI leaders should be at every class.
- The SI sessions could be more flexible so more students that take multiple classes could still attend.
- Change the time
- More time options
- Bring snacks!

Participation Interest (n=5)

- I only wished my work schedule wasn't so hectic. Otherwise I would have loved to attend at least one to see what it was all about.
- I wish I could have attended as an opportunity for review and help.
- I wish I could have made it to more SI sessions time was more of a problem for me.
- I wish I was able to attend.
- I wish I could have attended more but busy with schedule.

Staff Improvement Suggestions (n=1)

The SI Leader didn't always seem like she wanted to attend. She was nice, but she wasn't really happy.