

## Spring 2015 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 Spring 2015 SI program evaluations, completed by 86 students.

### **Summary of Findings**

- The overall response rate of the SI evaluation survey was 58%.
- 59% of respondents attended an SI session.
- Respondents indicated time conflicts (n=25) and lack of need for additional assistance (n=8) as reasons for not attending SI sessions.
- Ninety-seven percent of students **“Strongly Agreed”** or **“Agreed”** the SI leader explained SI in class and they understood what he/she meant; and the SI leader attended class regularly.
- 92% of respondents **“Strongly Agreed”** or **“Agreed”** the SI leader was knowledgeable about the course material.
- The most frequent comments provided were compliments regarding the SI program and/or the SI leader. As an illustration, one student made the following comment: “Loved [Name]! Attending SI helped so much! Did very well on test because of her and her study methods!”

### **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 Spring 2015 term, CHC offered supplemental instruction for and received evaluations from students enrolled in the following course sections: HIST-100, SPAN-101, and SPAN-102. The purpose of this brief is to analyze the results of the Spring 2015 SI evaluations, completed by 86 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 evaluations were matched to Ellucian (Datatel) student data and SI attendance records to analyze evaluations for SI sessions. The evaluation consisted of a total of 8 questions. Questions 1 and 2 prompted respondents to provide their name and student ID number. Questions 3 and 4 prompted students to specify course name and section number. Question 5 asked students whether they attended any SI sessions. Question 6 as a follow up open-ended question, provided the opportunity for students to explain why they did not attend an SI session as well as to provide any information on anything that could be done to persuade 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: 5=Strongly Agree, 4=Agree, 3=Disagree, 2= Strongly Disagree, and 1= Not Applicable. Lastly, the evaluation provided an open-ended question where respondents were able to provide any additional comments. To organize feedback received, comments/suggestions were categorized by topic. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

### **Sample**

In Spring 2015 the evaluation was completed by a total of 86 respondents. Respondents who did not provide an answer, or had a “missing” response to questions were excluded from the analysis.

### **Findings**

Tables 1 through 5 illustrate the results of the findings from the Spring 2015 SI evaluations.

Table 1 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 (GOR<sup>1</sup>) 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 58%.

**Table 1. Response rate for SI evaluations by course section.**

Course Section	#	N	%
HIST-100-15	39	60	65.0
SPAN-101-30	18	33	54.5
SPAN-102-05	9	20	45.0
<b>TOTAL</b>	<b>66</b>	<b>113</b>	<b>58.4</b>

Note: <sup>1</sup> 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-nine percent of respondents attended an SI session, and 41% of respondents did not attend an SI session.

**Table 2. Respondents’ self-reported SI session attendance.**

Section Number	Did you attend a Supplemental Instruction (SI) session?			
	Yes		No	
	#	%	#	%
HIST-100-15	22	56.4	17	43.6
SPAN-101-30	14	77.8	4	22.2
SPAN-102-05	3	33.3	6	66.7
<b>TOTAL</b>	<b>39</b>	<b>59.1</b>	<b>27</b>	<b>40.9</b>

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 time conflicts (n=25), followed by respondents indicating their lack of need for additional assistance (n=8).

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

<b>Time Conflicts (n=25)</b>
Busy / Work
BUSY!!!
Did not fit my schedule
Did not have time in the afternoon as i am a caretaker A time close to the class time would enable me to attend
Did not have time. (2)
I attended two classes and my schedule wasn't good enough to make them.
I did not attend SI because I attended study sessions for a class I found to be harder that was scheduled in the same time frame.
I did not have time.
I had another class which required constant and immediate attention.
I had to work during the scheduled SI time
I have a class
I have other classes at that time
I just didn't have the time .the SI meeting were not at a convenient for me
I was busy with work.
I went once and enjoyed it, but I work and have lots of homework. If I had been less busy I would have attended regularly.
Issue with time
My class work schedule conflicted with the time
My classes conflicted with the time that the SI sessions were held.
My schedule and SI sessions just didn't work out
Full schedule between work and school during the week maybe if SI was on the weekend and more towards nighttime
School and work.
Taking 19 units plus work 25+ hours a week
Time schedule
Too busy with school and work don't have time
<b>Lack of need for assistance (n=8)</b>
Because I didn't need help.
I do not benefit from group study and did not need additional study material
I do not need extra help, I attend outside study groups for the CD class.
I don't need to attend any SI sessions.
I don't think I need it.
I felt comfortable with class material and studying on my own.
I have my own way of studying and I feel that I don't need extra help.
I have no trouble getting As W/O SI so i have gone if i started slipping then id go
<b>Other (n=4)</b>
Decided not to may in my future
I attended a few classes
I'm not really sure why I didn't attend.
waste of time

Table 4 illustrates respondents' levels of agreement with statements regarding various components of SI sessions. Ninety-seven percent of students "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.

Additionally, 92% of respondents "Strongly Agreed" or "Agreed" the SI leader was knowledgeable about the course material.

**Table 4. Respondents' level of agreement with statements regarding SI sessions.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable		Total
	#	%	#	%	#	%	#	%	#	%	
The SI leader explained SI in class and I understood what he/she meant.	51	79.7	11	17.2	0	0.0	0	0.0	2	3.1	64
The SI leader attends class regularly.	55	85.9	7	10.9	1	1.6	0	0.0	1	1.6	64
The SI leader answered questions effectively by re-directing them to the students.	46	70.8	9	13.8	2	3.1	0	0.0	8	12.3	65
The SI leader was knowledgeable about the course material.	53	82.8	6	9.4	1	1.6	0	0.0	4	6.3	64
The SI leader was well-organized.	50	78.1	7	10.9	2	3.1	0	0.0	5	7.8	64
The SI leader provided helpful learning/studying strategies.	51	79.7	5	7.8	1	1.6	0	0.0	7	8.1	64
The SI leader created a supportive environment.	49	76.6	6	9.4	2	3.1	0	0.0	7	10.9	64
The SI sessions helped me do well on the tests.	42	66.7	9	14.3	1	1.6	1	1.6	10	15.9	63
I would attend SI sessions for other courses.	44	69.8	10	15.9	2	3.2	0	0.0	7	11.1	63
The SI sessions were very helpful for learning the course content.	44	69.8	7	11.1	2	3.2	0	0.0	10	15.9	63

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

Table 5 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=29). As an illustration, one student made the following comment: “Loved [Name]! Attending SI helped so much! Did very well on test because of her and her study methods!”

**Table 5. Open-ended comments/suggestions regarding SI.**

Respondents' comments or suggestions
<b>Compliments (n=29)</b>
Amazing
[Name] is the best
Fun, awesome!
Great to go to and a lot of help
I did ask him for help in class and he was great.
I learned a lot during SI! I also learned study skills that can be used for other classes. This is a great study program.
I love her, she's cool& extremely helpful.
I really appreciate the additional support of SI. [Name] was supportive and helpful and always available via email for questions. She was always quick to respond. Many thanks!
I've attended 3 different SI sessions and all of them have been very helpful. I'll definitely continue to do more. Thanks!
It rocks!
It's a wonderful thing that we have SI. I know a lot of people who appreciate this study tool. Thank you!
It's been helpful in countless ways. [Name] did an amazing job. Muy bien.
I've heard its very helpful
Love that the SI leader, [Name], made a Facebook page for this course to leave us updates and study tip.
Loved [Name]! Attending SI helped so much! Did very well on test because of her and her study methods!
[Name] did a great job!
[Name] was a great help in understanding and learning Spanish. I recommend any persons taking Spanish to go to her.
She is awesome and works really hard at what she does. She goes way above the extra mile for us.
She is great! And very nice.
She is the best. She gave me better study skills, & has made me a better student in general! Very, very, helpful!
SI [Name] is awesome I do better on test because of Si
Si was very beneficial to my history class this semester
Thank you! (3)
The Quizlet app that the SI leader set up was a huge help.
The SI session was wonderful, great source of information about class and the upcoming test.
Though I did not attend SI for CD 105, I have for other courses and I found every bit of the SI sessions are helpful.
Very helpful class. Recommended each semester
<b>Suggestions (n=2)</b>
Also these surveys are distracting from the teacher presenting information
Have in time class time with SI leaders

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3331 or you may send an email to [dpineda@craftonhills.edu](mailto:dpineda@craftonhills.edu): RRN 1100 SP15 SI Evaluations Final.docx; snSupplementalInstructionSpring2015\_Manipulated.sav; Output\_SP15\_SI\_EVALS.spv