

SUPPLEMENTAL INSTRUCTION PROGRAM

2007-2008 ANNUAL REPORT

EXECUTIVE SUMMARY

Significant Accomplishments

CAE coordinated and hosted two on-site Supplemental Instruction (SI) Training Workshops facilitated by the University of Missouri at Kansas City, pioneers of the SI Program:

- CAE Interim Director; 12 CAE Academic Counselor/Lecturers; School of Nursing Director of Student Services; and 9 faculty from Mathematics (4), Chemistry (2), and University Studies (3) attended CAE *SI Coordinators Training Workshop*, Dr. Maureen Hurley – Associate Director for the Center for Academic Development at UMKC, North Carolina A & T State University, Memorial Student Union Exhibit Hall, Greensboro, NC, July 24-25, 2007.
- CAE Director; SI Coordinator; 2 CAE Academic Counselor/Lecturers; School of Nursing Academic Advisor; Program Coordinator for RISE and GSK Retention Initiative for the Students in the Biological Sciences; School of Technology Student Services Manager; 5 faculty from Chemistry (2), Mathematics (2), and University Studies (1); and 6 SI Leaders from Chemistry (3), Mathematics (2), and Graphics Communication (1) attended CAE SI Leaders Training Workshop, Dr. Marion Stone – Associate Director, Supplemental Instruction Research Coordinator and Certified SI Trainer for the Center for Academic Development at UMKC, North Carolina A & T State University, Memorial Student Union Room 101, Greensboro, NC, January 3-4, 2008.

Torrey Burden named as SI Program Coordinator, September 2008.

The Supplemental Instruction Program was piloted during the spring 2008 semester in four traditionally high failure rate courses: CHEM 100 – Physical Science, CHEM 106 – General Chemistry VI; MATH 101 – Fundamentals of Algebra and Trigonometry; and MATH 131 – Calculus I.

A. OVERVIEW OF THE UNIT

1. CAE's Place/Role in the University and FUTURES

FUTURES Goal Four:

Add: Supplemental Instruction Program

2. Basic Structure

b. Special Programs

- Supplemental Instruction Program – This program is a student academic assistance program that utilizes SI Leaders, peer-assistants, to facilitate regularly scheduled, informal weekly study sessions of four targeted first-year undergraduate traditionally difficult courses to empower students with collaborative and active learning and study strategies to aid students in conquering these courses.

B. PROGRESS TOWARD KEY GOALS

GOAL #1: To increase the retention of students admitted to the University.

Progress Indicator E: Provide peer-assisted study sessions to assist students with traditionally difficult courses.

Data Summary and Productivity Measure(s):

- The University identified 17 Undergraduate High Failure Courses, 11 of which were first-year level courses based on three criteria: (1) 30% or more of the students enrolled received a grade of either *F* (failure), *W* (withdrawal from the course), or *I* (incompletion of required work); (2) a grade was awarded for the course (no Pass/Fail courses were included); and (3) at least 10 students were enrolled in the course.
- Four courses selected for program pilot based on the average % of Unsuccessful Enrollments (F, W, I):

<u>COURSE</u>	<u>Average % of Unsuccessful Enrollment (05S-06S)</u>
Chemistry 100 – Physical Science	50.7%
Chemistry 106 – General Chemistry VI	44.1%
Mathematics 101 – Fund. of Alg. & Trig	46.1%
Mathematics 131 – Calculus I	53.8%

- Hired Program Coordinator in fall 2007; assistant hired spring 2008
- Program Coordinator trained in elements of SI, benefits to stakeholders, coordinating program activities, supervising SI Leaders, campus preparation, resources, duties, simulating SI sessions, planning and observing SI sessions, debriefing SI leaders, identifying historically difficult courses, attendance strategies, record keeping, forms and letters, data input and analysis, leadership relationships with stakeholders, first day of classes speeches and duties, opening/conducting/closing SI sessions, and supervisor planning for small groups.
- Hired six students to serve as SI Leaders in Chemistry 100 (2), Chemistry 106 (2), Mathematics 101 (1), and Mathematics 131 (1)

- SI Leaders selected for the target courses based on the grade the students received in the course: Average grade was 4.0 (all received grade A on a 4.0 scale) with average cumulative Grade Point Average (GPA) of 3.64.
- Trained eight SI Leaders in program activities, relationships, conducting SI sessions, forms and tracking/reporting data, polishing session strategies, and study skills
- Weekly SI Training sessions on student employment, Supplemental Instruction, preparing for SI sessions, processes, conducting sessions, special considerations when planning and conducting sessions, evaluating sessions, administrative/day-to-day responsibilities, and reporting/data tracking forms
- Total Final Graded Enrollment for these courses was 188 students with 90 students participating in SI (48%)
- Participation rates ranged from 20 to 87 percent with the median of 52% and a mean of 53%
- The total number of sessions offered was 195
- The student contact hours of SI participants totaled 290
- The mean course grade of all classes supported by SI was 1.30 as compared to 1.26 for those who did not attend SI
- The difference in the average mean final grade from SI to non-SI group is 0.04
- The DFW rate for the SI group was 62.4% as compared to 73.2% for the non-SI group
- The mean Student Satisfaction with the SI Leader (1=low, 5=high) is 4.3.

Note: Data compiled from spring 2008 SI Report Logbooks.

Key Indicators of Progress for the SI Program

- The SI Coordinator will provide one two-day Supervisors Training Workshop during the summer for new CAE personnel and faculty interested in teaching a course with SI
- The SI Coordinator will provide two one and one-half day training sessions per semester for SI Leaders
- Forty-eight percent of the students enrolled in the traditional high failure rate courses attended SI

- The mean student satisfaction with SI leader was 4.3 out of 5
- Initiated a close working relationship with the School of Technology. The School of technology selected, paid the SI leader's salary, and supervised the SI leader. CAE trained the SI leader
- Initiated a close working relationship with the Biology Department. The Biology department will be incorporating the SI program in the fall and will pay for several of the SI leaders' salaries through grants they have received. CAE will train the leaders
- Initiated a close working relationship with professors of mathematics, Drs. Tang and Tankersley. They SI leaders' salaries through the HBCU-UP/TALENT-21 Program grant they had received. CAE trained the SI leader for Pre-Calculus. They have received funding for the fall 2008 semester to implement SI in Mathematics 110 - Pre-calculus, Mathematics 131 - Calculus I, Mathematics 132 - Calculus II, Physics I with Calculus - General Physics I and Physics II with Calculus - General Physics II. They will select and supervise the leaders. CAE, in turn, will provide initial and on-going training for the leaders.