



SUPPLEMENTAL INSTRUCTION PROGRAM

2017 – 2018 Academic Year General Report

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Supplemental Instruction (SI) is an academic support program that provides peer-facilitated group study sessions for students enrolled in large and/or historically difficult lecture courses. The original SI model was developed in 1973, at the University of Missouri-Kansas City by Dr. Deanna Martin. Piloted at Kent State University in the spring of 1999, the program has since expanded and includes the following subject areas: biology, chemistry, economics and nursing. SI is designed for challenging courses in which approximately 30% or more of the students receive final grades of D, F, or withdraw (W). The main goals of the program are to improve participants' academic performance and to model transferable study skills. Students should be able to use these skills successfully in other courses throughout their college careers.

SI sessions are led by trained peer facilitators, SI leaders, who previously took the course and earned an A or A-. Each SI leader is assigned to a specific professor's class, attends lecture, and then integrates study strategies into group sessions that review course material. The sessions are regularly scheduled multiple times per week. Participation is free and voluntary for students enrolled in SI courses.

Data for this report was collected throughout the academic year to provide a comprehensive picture of students' participation and academic performance. Sources included sign-in sheets for the participants, weekly session summaries, SI leader observations, and final course grades.

Results

Participation Rates

Table 1 compares SI participation rates over the last five years.

Table 1: Participation Rates

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total SI course enrollment	9,952	10,676	10,717	8,703	8,318
# of SI participants	3,513	3,021	3,272	2,880	3,002
Participation rate	35.30%	28.30%	30.5%	33.1%	36.09%
Total contact hours	20,553.50	15,790.00	16,511.00	13,989	13,431.5
# of SI sessions offered	3,115	3,037	3,085	2,100	2,177
Combined # of SI leaders	67	59	67	50	54

Participation in the SI program reached a five-year program high at just over 36 percent for the 2017-2018 school year. Several program changes may be responsible for contributing to this achievement. During the 2017-2018 school year, support for Nursing courses was piloted with NURS 20025: Pharmacology and Alterations in Physiological Functioning I in the fall semester and NURS 30025: Pharmacology and Alterations in Physiological Functioning II in the spring. A full list of courses that were supported for 2017-2018 can be found in Table 2. An additional SI Leader was added for BSCI 21010: Anatomy & Physiology I in the fall and BSCI 21020: Anatomy & Physiology II in the spring to give students additional opportunities for

support and to make SI sessions sizes manageable for SI Leaders. New stickers for the first week announcement were created with the phrase “Get to 6” prominently displayed along with check boxes for students to track their attendance at sessions.

Table 2: 2017-2018 SI Supported Courses

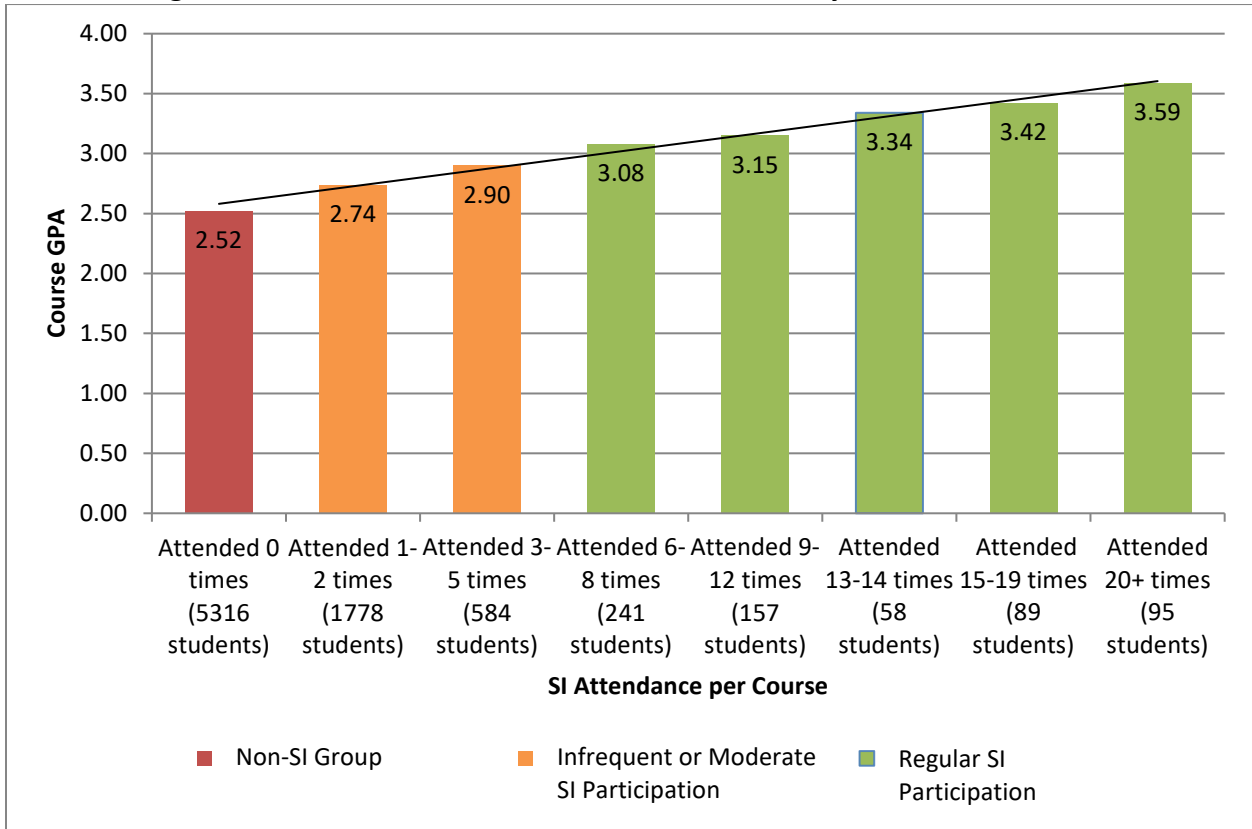
Subject	Course Number	Course Name	Fall 2017	Spring 2018
BSCI	10110	Biological Diversity	x	x
BSCI	10120	Biological Foundations	x	x
BSCI	20021	Basic Microbiology	x	x
BSCI	21010	Anatomy & Physiology I	x	x
BSCI	21020	Anatomy & Physiology II	x	x
BSCI	30140	Cell Biology	x	x
BSCI	30156	Elements of Genetics	x	x
CHEM	10055	Molecules of Life	x	x
CHEM	10060	General Chemistry I	x	x
CHEM	10061	General Chemistry II	x	x
CHEM	20481	Basic Organic Chemistry I	x	x
ECON	22060	Principles of Microeconomics	x	x
NURS	20025	Pharmacology and Alterations in Physiological Functioning I	x	x
NURS	30025	Pharmacology and Alterations in Physiological Functioning II		x

Course Outcomes

Overall, SI participants earned better course grades than their peers. Students who regularly attended sessions (six or more times during the semester) earned a final course GPA of 3.25, on average. In comparison, non-participants only earned a 2.52, on average (0.73 lower). Students who attended 20 or more SI sessions earned a full letter grade higher than non-participants. Figure 1 shows a correlation between the number of sessions attended and course GPA earned, demonstrating the importance of continued session attendance throughout the semester.

Moreover, the SI program advanced Kent State University’s success and retention agenda by decreasing the rates of students who failed or withdrew from SI classes. Figure 2 highlights the difference in course grades earned based on student participation levels. Figure 3 focuses on the total course D, F, and W percentages; on average 6.72% of regular SI participants earned a D, F, or W compared to 25.94% for non-participants.

Figure 1: 2017-2018 Academic Year SI Attendance by Course Grade Value



*Note: Students are counted one time per SI course.

Figure 2: Course Grade by Participation

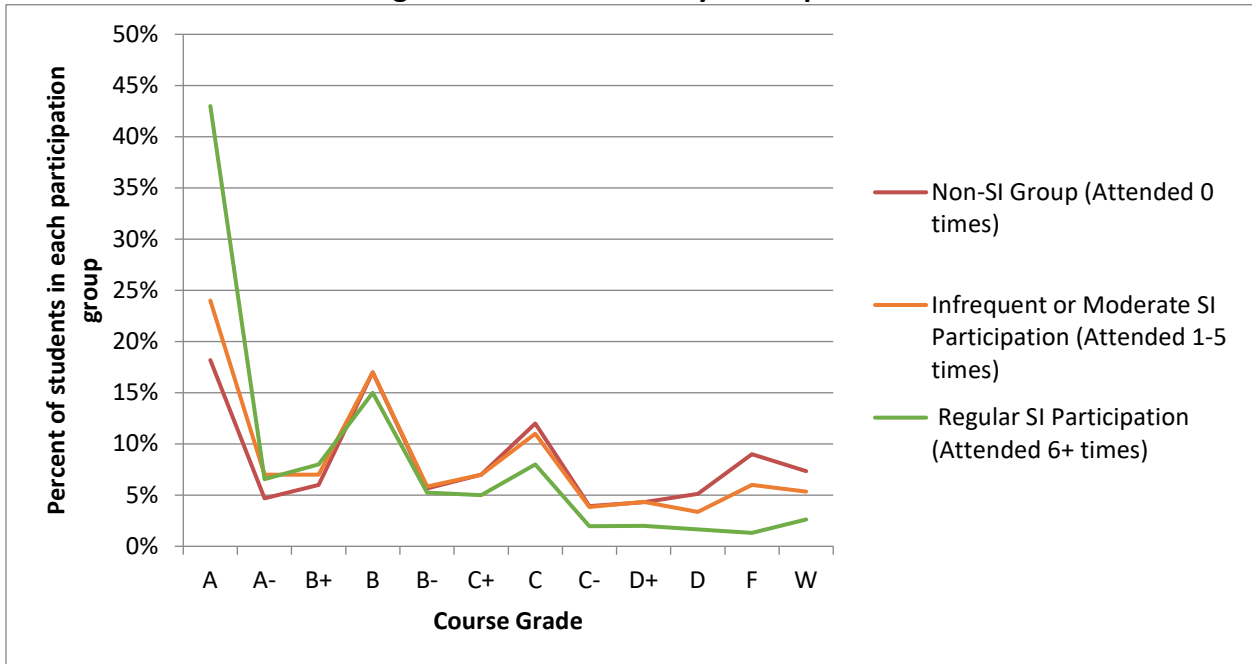
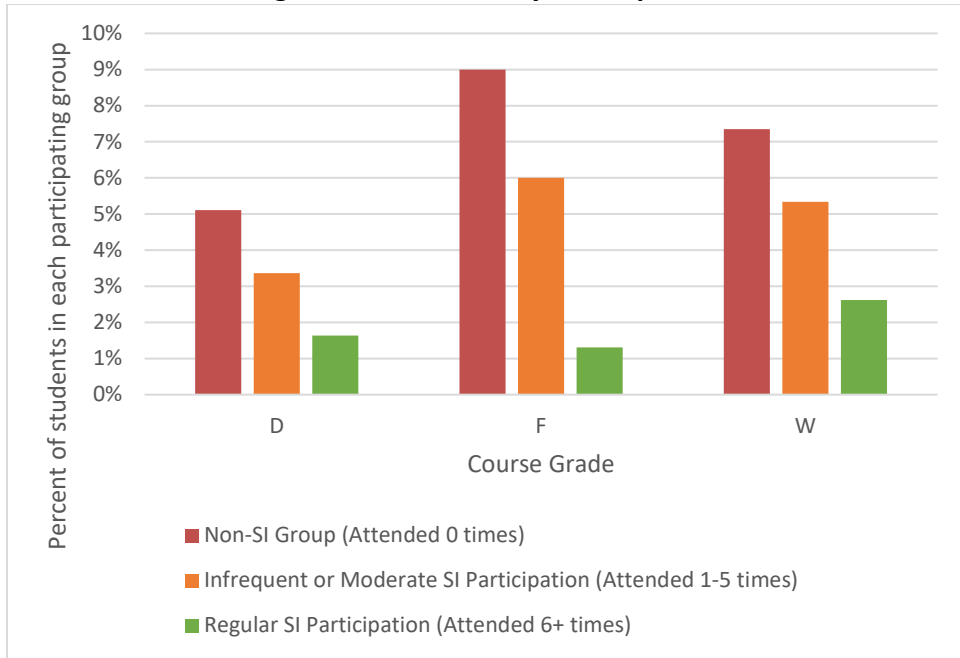


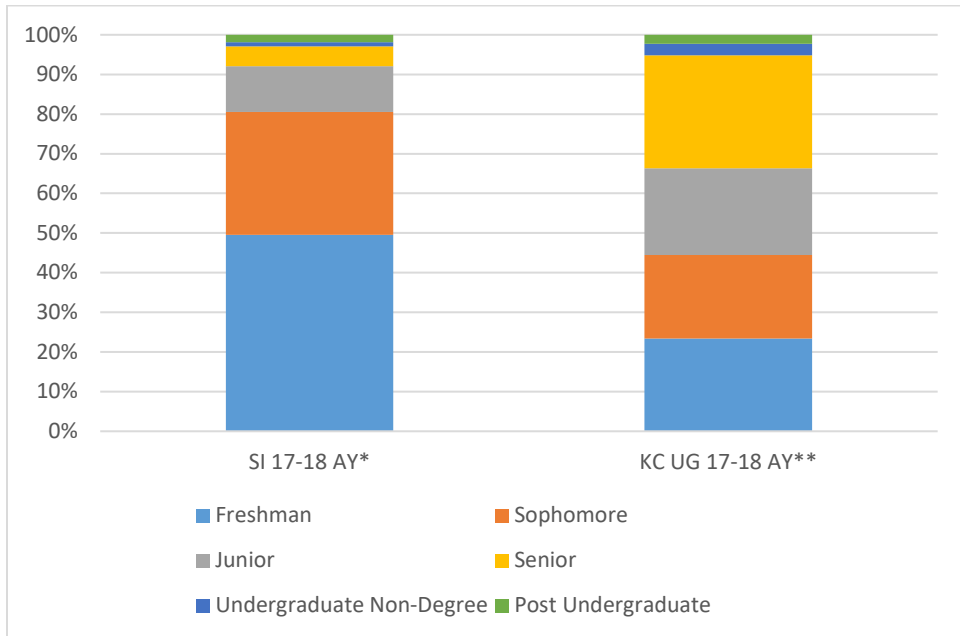
Figure 3: DFW Rate by Participation



Student Demographics

Most of the SI supported courses are 10000 or 20000 level courses, many of which satisfy the Kent Core and as is expected, the overwhelming majority of students served by the SI program are freshmen. Figure 4 shows the class level of SI participants as compared to the Kent Campus undergraduate enrollment.

Figure 4: Percentage of SI Participants and Kent Campus UG Enrollment by Class Level

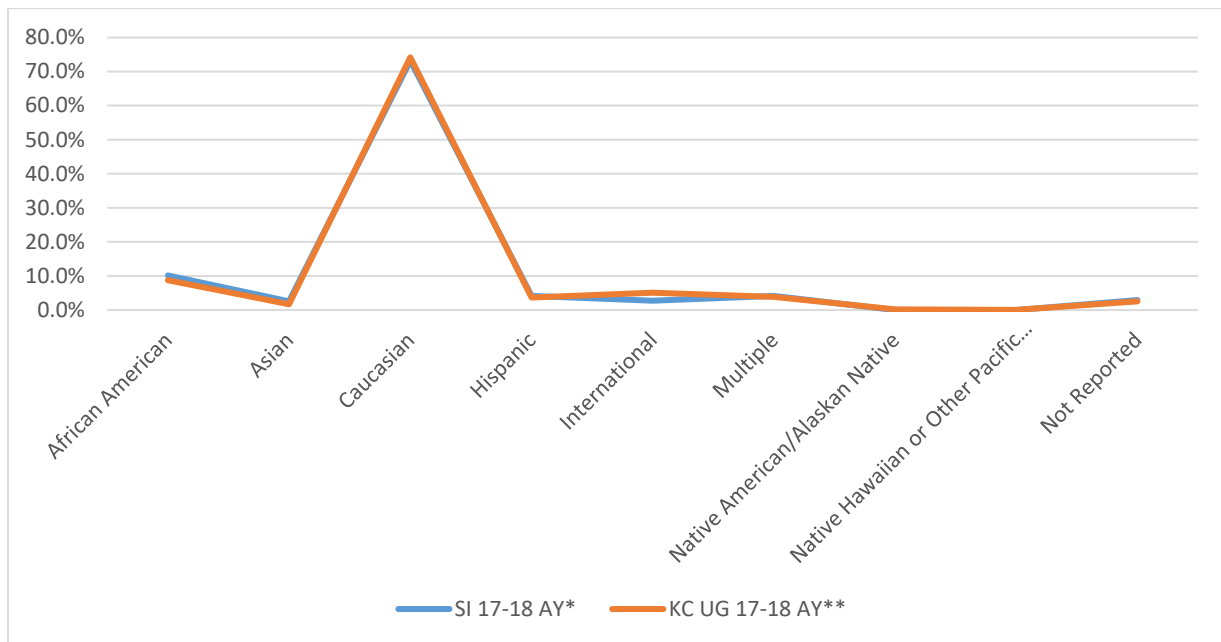


The Supplemental Instruction Program at Kent State University aims to serve as many students as possible from varying backgrounds. Table 3 illustrates the number of underrepresented students (URS), Pell eligible students, and First-Generation students who participated in SI during the Fall 2017 and Spring 2018 semesters. Figure 5 displays the self-reported ethnicity of SI participants as compared to the Kent Campus undergraduate enrollment. In each category, the SI program serves an equivalent or higher proportion of underrepresented students that the Kent Campus demographic, further demonstrating the inclusive nature of the service. Note, for demographic statistics, only unique students are represented as opposed to course statistics where students are counted one time per course.

Table 3: 17-18 Academic Year Student Demographics for SI Participants and Kent Campus

	Student Count	URS Count	Percent URS	Pell Eligible Count	Percent Pell Eligible	First Generation Count	Percent First Generation
SI 17-18 AY*	2146	384	17.9%	641	29.9%	709	33.1%
KC UG 17-18 AY**	22251	3485	15.7%	6324	28.4%	7484	33.6%

Figure 5: Percentage of SI Participants and Kent Campus UG Enrollment by Ethnicity



*If there was no student record on Fall 15th day, the Spring 15th day information was used. One student was not found in either data set and therefore not included.

Summary

Kent State University's SI Program made significant contributions to furthering the goals of the Academic Success Center this year. During fall 2017, several new collaborations with University Tutoring were established. An SI Leader and Tutor roundtable was included as part of fall training to give students who support the same courses the opportunity to brainstorm ideas and share resources. A nursing study tables program was created to give nursing majors, prior to the professional nursing sequence of courses, an exclusive study space where they could review course material with their classmates. Students were supported by a Tutor and SI Leader who staffed the study tables. The program coordinators presented a poster on the study tables initiative at the 32nd Annual National College Learning Center Association (NCLCA) Conference in San Antonio, Texas.

The success of the SI Program was also shared nationally and internationally, advancing the University College priority of continuing as a national leader in the delivery of high-impact practices that foster students' lifelong success. Two mini engagement sessions were facilitated at the NCLCA Conference, an article was published in the March 2018 NCLCA Newsletter, and a concurrent session was presented at the 10th International Conference on Supplemental Instruction in Seattle, Washington. Additional program achievements include the development of an observation rubric, hosting of a mock SI session for University College staff to learn more about the program to be better able to recommend it to students and sharing of best practices with staff from Aultman College and The Ohio State University at Mansfield as part of their respective visits to the Academic Success Center. An application for Outstanding SI Program during the 10th International Conference on SI was also submitted. While our program was not the recipient, feedback from the awards committee suggested that our application was strong, the committee was impressed, and we were encouraged to apply again for the 2020 conference.

During the 2017-2018 academic year, SI was available to more than 8,000 students in four subject areas. On average, regular participants achieved almost three-quarters of a letter grade higher in SI courses than their peers (3.25 vs. 2.52, respectively). Likewise, students who regularly attended SI sessions were less likely to fail or withdraw from the course (6.72% vs. 25.94%, respectively). See Table 4 for more detailed results from this past year.

For more information about the SI program, please call 330.672.3190, or e-mail siprogram@kent.edu.

Table 4: Overall Summary (2017-2018)

General Information	
Total Course Enrollment	8,318
Number of SI Session Hours Offered	2,177
Participation (<i>students counted 1x per course</i>)	
Number of Students attending SI Regularly (6+ times)	640
Percentage of Students who Attended SI Regularly	7.69%
Number of Students attending SI Moderately (3-5 times)	584
Percentage of Students who Attended SI Moderately	7.02%
Number of Students attending SI Infrequently (1-2 times)	1778
Percentage of Students who Attended SI Infrequently	21.38%
Total Number of Students Attending SI (1+ times)	3002
Percentage of Students who Attended SI	36.09%
Visits	
Total Contact hours of Participating Students	13,431.5
Mean Number of Sessions Attended by SI Participants per course <i>(total visits divided by SI participants – counted 1x per course)</i>	4.47
Mean Size of SI Sessions <i>(total contact hours divided by total number of attended sessions)</i>	7.31
Results	
Course GPA of Regular SI Participants	3.25
Course GPA of Non-SI Participants	2.52
Difference between Course GPA of Regular SI participants and Non-SI Participants	0.73
Percentage of Regular SI Participants with a D, F, or W	6.72%
Percentage of Non-SI Participants with a D, F, or W	25.94%
Difference between D, F, or W rates of Regular SI participants and Non-SI Participants	19.22