Academic Support Services
Assessment Report 2012

Expected Outcomes: Supplemental Instruction (SI) Attendance and Grade Comparisons

Students who participate in SI one or more times will achieve higher GPAs than those who do not.

Assessment Methods

Method: Evaluation of Attendance and Grades

Every fall and spring semester, attendance data and grades are collected for all students in classes with SI attached. F’11 and Sp’12, SI was offered for all entry level History, Biology, and Chemistry classes. The grades of those who attended more than one SI session are compared with the grades of those who did not attend any SI sessions.

Attendance is taken at every SI session and entered into a data base. At the end of the semester, SI attendance totals are calculated for every class. The grades of students who attended more than one SI session are averaged as is the total class average, and the two GPAs are compared.

Findings:

F’11 SI was offered in 29 entry-level biology, chemistry, and history classes with a total of 8,691 enrolled students; 2,759 (32%) of these students attended more than one SI session. The average number of sessions attended by students was 4.5 with one student attending 24 sessions. The overall GPA for all classes for which SI was offered was 2.46. The overall GPA for those who attended SI more than once was 2.69 (.23 difference).

Sp’12 SI was offered in 26 entry-level biology, chemistry, and history classes with a total of 5,762 enrolled students; 1,910 (33%) of these students attended more than one SI session. The average number of sessions attended by students was 4.2 with one student attending 27 sessions. The overall GPA for all classes for which SI was offered was 2.38. The overall GPA for those who attended SI more than once was 2.77 (.39 difference).

How did you use findings for improvement?

Students who attended SI more than once had higher GPAs than the class average (which included their GPAs, suggesting that the average GPA of those who did not attend SI was lower than the class average). This data was communicated to students several times each semester in an effort to increase attendance. Attendance did increase by 1% Sp’12. This data was also communicated to parents at CWE as SI is offered in all entry-level biology, chemistry, and history classes fall and spring semesters.

Additional comments:

None

Expected Outcomes: Study Partners User Data

Study Partners will provide tutoring in high-demand Core classes every semester.

Assessment Methods
**Method:** Every semester, user data are collected from SARS for all subjects tutored by Study Partners.

Students make appointments on-line via SARS and are logged in when they arrive for their tutoring sessions. Reports are periodically run during the semester and at the end of the semester in order to evaluate usage patterns.

**Findings:**

F’11 tutoring was offered for 50 courses: Math (12 classes), Chemistry (6), Physics (4), Biology (8), Economics (2), Accounting (3), History (1), Statistics (5), Psychology (1), Finance (1), Spanish (2), French (3), and English (2). Appointments per subject were as follows: Math (1053), Chemistry (596), Physics (432), Biology (298), Economics (145), Accounting (95), History (45), Statistics (84), Psychology (33), Finance (37), Spanish (47), French (56), and English (23).

Sp’12 tutoring was offered for 71 courses: Math (13), Chemistry (6), Physics (6), Biology (9), Economics (2), Accounting (4), History (2), Statistics (2), Psychology (1), Finance (2), Spanish (5), French (6), German (1), Engineering (1), Nutrition (1), Philosophy (1), Communication (1), Marketing (1), Music (1), Biochemistry (1), Concepts of Science (1), and English (1). Appointments per subject were as follows: Math (990), Chemistry(828), Physics (624), Biology (205), Economics (220), Accounting (136), History (46), Statistics (75), Psychology (32), Finance (55), Spanish (65), French (98), German (9), Engineering (32), Nutrition (21), Philosophy (14), Communication (12), Marketing (8), Music (6), Biochemistry (9), Concepts of Science (17), and English (7).

**How did you use findings for improvement?**

End-of the-year user data was and is used to hire tutors for the next academic year and set the initial tutoring schedule.

**Additional comments:**

As there is always a high demand for tutors in math, chemistry, biology, and physics, the recruitment and training of tutors in those areas is on-going.

**Additional Outcomes Not Assessed during the 2011-2012 Academic Year**

- Students enrolled in Study Smart will report that they learned attitudes, skills, and behaviors necessary to graduate from college.
- Study Partner peer tutors will be trained about the major university resources available to undergraduate students.
- Supplemental Instruction peer leaders will be trained about group dynamics and group leadership.
- Students participating in Academic Coaching will report that their grades have increased as a result of consistently using the skills they learned from their academic coaches.