

Annual Review of Current College Initiatives

The report must include quantitative data such as the numbers of students and/or faculty and staff served and any measurable impact on student success (retention, persistence, completion, transfer, and certificate/degree rates).

Section 1: Quantitative Data & Student Success

Supplemental Instruction, like tutoring, is a peer assisted academic support program. So our success data is structured a bit differently. We look at course success rates for those who utilize SI and those who don't within the sections which are supported.

	Graded Class Enrollment	# Attended	% Attended	# Sessions	Contact Hours	SI DWF Rate	Non-SI DWF Rate
Fall 2016 - 26 sections	623	254	41%	681	1235	26%	45%
Spring 2017 - 22 sections	552	222	40%	544	1045	29%	47%
Totals - 48 sections	1175	476	41%	1225	2280	28%	46%

	Graded Class Enrollment	# Attended	% Attended	# Sessions	Contact Hours	SI DWF Rate	Non-SI DWF Rate
Math/Science - 27 sections (56%)	725	288	40%	666	1439	35%	54%
Language Arts - 7 sections (14.6%)	194	48	25%	162	168	19%	23%
Creative Arts/Social Science - 7 sections (14.6%)	187	81	43%	237	415	23%	48%
Business/Technology - 7 sections (14.6%)	69	59	86%	160	258	2%	10%
Totals - 48 sections	1175	476	41%	1225	2280	28%	46%

Section 2: Personnel:

There is no reassigned time for faculty participation in Supplemental Instruction. Although there is considerable coordination and cooperation between divisions and the Learning Center Program Services Coordinator who coordinates SI and is supervising the SI leaders. As an example, Math is the largest department that utilizes SI leaders so they have a faculty member who helps coordinate which sections receive support. Also, the HSI-STEM grant has funds allocated for Supplemental Instruction so there is close coordination between the grant staff and Learning Center.

Supplemental Instruction does employ a fair number of students, providing employment and job skill development opportunities. For the Fall 2017 semester we have 42 SI leaders.

Section 3: Description of Goals and Activities: Provide a brief description of your activities for the current year. Please describe any goals that you identified.

One goal has been to expand the breadth of the SI peer support model which we have been able to do through institutional as well as grant funding. Fall 2016 had 26 class sections being supported, this semester we have forty-two (42) in eleven (11) different subjects. Most of the new funding for SI has been through the HSI-STEM grant so most of the growth has been in the Math/Science division. We are still working to expand SI into new subjects in the other divisions.

All Supplemental Instruction leaders participate in 12 hours of training and in order to accommodate the larger number of SI leaders and the number of new SI leaders, there were two trainings held.

Another goal is hire SI leaders that match the diversity of the campus student body. That means being intentional in seeking out students from our many student populations to invite them to participate as SI leaders.

Demographics of SI leaders

Male – 21	International – 20	African American – 4	Latinx – 4	PI - 1
Female – 21	Domestic – 22	Asian – 23	Mixed – 5	White - 5

Section 4: Accomplishments and Challenges: Please describe any accomplished achieved and challenges you experienced. What changes, if any, do you expect for next year?

We have seen increased requests for supporting international students. One such request was explicit, ““I have a number of international Chinese students in my classes and I am afraid that their limited language skill is having a negative impact on their ability to succeed. I was thinking that an SI who is fluent in both English and Chinese would be invaluable.” Being that specific with the support can be difficult in identifying SI leaders but also in making sure that sessions are welcoming and inclusive for all students.

Getting recommendations and hiring good SI leaders is also a challenge. SI leaders need to not only understand the course material, but they also need to have the time in their schedules to commit to the role AND they need to be creative and engaging with their sessions.

Section 6: Resources: Evaluate the adequacy or appropriateness of the resources dedicated to this project. (Resources may include personnel, facilities, equipment and supplies.)

Providing direct support to individual sections can be an expensive model. The resources and support we receive in the way of institutional dollars for paying the SI leaders is adequate to meet current needs. We hire regardless of financial aid status so frequently our SI leaders qualify for work study which, once all the hiring is sorted out, can free up resources to add more SI leaders in Spring.