AY 2019- 2020 / SSI ANNUAL REPORTING PLAN 2020

Supplemental Instruction - SSI Annual Report 2019-20

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Template:

SSI Annual Report

Dept./Program/Project Name: :

Supplemental Instruction - SSI Annual Report 2019-20

University Division:::

Academic Affairs - Office of Undergraduate Studies

Name of person Responsible for overseeing SSI project/activities:::

James Graham

Email Address:::

james.graham@csusb.edu

Title:::

Coordinator of Supplemental Instruction

Funding Type:

Recurring funding,

Extension:::

77355

Total SSI amount allocated this year:::

$141,263.00

Total SSI amount expended this year:::

$128,956.91

Number of unique students served (July1-Winter Quarter):

1,404 (Note: Number reflects aggregate totals for all supported courses and all academic terms during the reporting period. Students may participate in SI for multiple courses in a single quarter and/or for multiple consecutive quarters.)

SSI Program/Project Overview :

Program Purpose:

Supplemental Instruction (SI) is a research-based, locally-proven method for helping students succeed in challenging courses by providing them with additional subject-matter instruction, support, and guidance for the strengthening of critical college skills with an emphasis on "high risk" or historically difficult courses, not "high risk" students.

<u>SI sessions are designed to help students</u>

- Strengthen their understanding of the material presented in course lectures and texts
- Develop both general and content specific learning strategies and study skills
- Review for exams and develop effective test taking strategies

Program Development:

Since fall 2016, the Undergraduate Studies Academic Centers for Excellence (ACE) Supplemental Instruction (SI) Program has been fully aligned with the International Center for Supplemental Instruction (UMKC) research-based model. "SI

sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by 'SI leaders', students who have previously done well in the course and who attend all class lectures, take notes, and act as model students." (http://info.umkc.edu/si/)

During the 2019-20 reporting period, Supplemental Instruction was offered as follows:

SI Sessions

- Free and open to all students enrolled in the corresponding content course
- Meet twice a week for 50 minutes each
- Limited to 20 students each session in order to cultivate and capitalize on the unique dynamics of a small group learning environment
- Filled on a first-come basis

SI Leaders

- Actively enrolled CSUSB students previously successful in the corresponding content course or an equivalent course in the subject area
- Provide study tools, lead group exercises and discussions around challenging concepts, and guide students toward mastery of course content

Program Goals:

In addition to the aforementioned program objectives, in keeping with the mission of the Office of Undergraduate Studies, Supplemental Instruction is dedicated to supporting student success, collaborative, community, faculty/staff enrichment, educational equity, and impactful learning.

- Outcome 1 - SI participants will solidify understanding of key course concepts and develop content specific strategies necessary for successful completion of the associated content course
- Outcome 2 - SI participants will acquire transferrable study skills and develop habits and behaviors consistent with student success, equipping and empowering them to advocate for higher levels of overall academic achievement
- Outcome 3 - Students who serve as Supplemental Instruction Leaders and Senior Leaders will develop organizational and small group facilitation skills in an educational context

Program Assessment:

During the 2019-20 reporting period, the Supplemental Instruction team consulted regularly with the, then, Associate Dean of Undergraduate Studies (overseeing the Student Success and Equity Programs) and subsequently the Director of the Academic Centers for Excellence in a continued process of collaboration to revise and recalibrate the program goals and outcomes to align more closely with the academic support needs unique to CSUSB students, faculty, and SI program student leaders in keeping with the UMKC, "open attendance" modality. Though the purpose and overall goals of Supplemental Instruction remain primarily the same, program design, function, and measures must continually be examined and, in some cases, transformed. This remains a work actively in progress.

SSI-Funded Activities :

The Supplemental Instruction (SI) program is funded by both state and Student Success Initiative allocations. The following activities were undertaken either in part or whole through the use of SSI funds over the course of this reporting period.

Traditional SI Sessions:

SI Leaders attended each content lecture associated with their respective SI course or session and conducted two 50 minute SI session per week throughout each quarter. Participating students received academic support in the form of content lecture review, collaborative group discussion, study guides, practice quizzes, exam preparation strategies, and other resource material. SI sessions were free, elective, and open to all students enrolled in the corresponding content course.

"All In" SI Sessions:

During the Fall 2019 quarter, the Supplemental Instruction program, in collaboration with PSYC 210 course instructor, Sheri

Coulson, piloted a support modality in which SI session participation was a course grade requirement. Additional sessions were scheduled and staffed to augment the traditional SI support structure. Students enrolled in Coulson's section of PSYC 210 were still allowed to choose whether or not, which, and how often they wished to attend an SI session. However, a total of 5% of their respective grade in the course was dependent on the fulfillment of a minimum SI attendance of five sessions over the course of the academic term. For this initial pilot, extra credit was offered for participation beyond the minimum five sessions. During the Winter 2020 quarter, the pilot was expanded to all sections of PSYC 210. Extra credit beyond the minimum five sessions was at the discretion of the respective course instructor.

Course Support Breakdown:

Fall 2019 Quarter
- SI Sessions – 43
- Supported Courses – 23
- Total Course Sections – 91
- SI Leaders – 37

Winter 2020 Quarter
- SI Sessions – 51
- Supported Courses - 27
- Total Course Sections - 78
- SI Leaders - 39

SI Leader Professional Development:

Pre-Quarter Trainings
- Each quarter, new SI Leaders participated in a half day (4 hour) ISA orientation with topics including (but not limited to)
  - The SI Model for Academic Support
  - Understanding FERPA
  - Studying to Learn and Retain
  - Leveraging the Small Group Dynamic (facilitation)
- Each quarter, all SI Leaders and Senior Leaders participated in a two days (total of 11 hours) of training with topics including (but not limited to)
  - Student Equity in Academic Support
  - Effective Small Group Learning Strategies
  - SI Session Design
  - Promoting SI Participation

Intra-Quarter Training
- All SI Leaders participated in a minimum of 3 "Learning Community" (professional development) forums held throughout each quarter. Topics included (but were not limited to)
  - Lecture Note Processing
  - Exam Taking and Test Anxiety Management Strategies
  - Developing Professional Relationships
  - The Three Pillars of Supplemental Instruction
  - Adapting Learning Strategies for Session Size
  - Discipline Specific Learning Small Group Learning Strategies
- All SI Leaders received ongoing, one on one training with both the Supplemental Instruction Coordinator and with an SI Senior Leader, as assigned.

Interdepartmental Collaboration:

The Coordinator of Supplemental Instruction worked closely with department chairs and faculty representing nine academic departments across four colleges to determine strategic support alignment, identify qualified student leaders, and establish key assessment points in alignment with course, department, college, university, and system-wide objectives to measure program effectiveness. This collaboration continues as additional department and college-level funding increases, allowing for expansion of support to students enrolled in high risk courses across CSUSB.

Progress Toward Outcomes/Cumulative Findings:

Program Assessment:

<u>During Each Quarter</u>

- Beginning of Quarter Student Inventory— Students who participated in the SI program were given the opportunity to provide information about their background in the course subject area, personal study strategies, and perceived ability to succeed. This information was used to guide the SI Leader in more effective session planning.
- Training Feedback Surveys— SI Leaders and Senior Leaders were given the opportunity to provide valuable feedback with regard to their training experiences (pre-quarter and intra-quarter professional development)
- Attendance was carefully tracked for each session by the SI leaders and entered in online spreadsheets

<u>At the Close of Each Quarter</u>

- SI Student Feedback Forms— Students who participated in the SI program were given the opportunity to provide valuable feedback (in the form of an anonymous survey) with regard to their individual experience with Supplemental Instruction
- Faculty members who taught course sections receiving SI support were also given the opportunity to provide valuable program feedback
- Attendance (participation) tracking spreadsheets were submitted to the Office of Institutional Research

Data Analysis and Reporting:

Once compiled, session participation logs were submitted to the Office of Institutional Research and the historical data added to a fully interactive dashboard publicly accessible at [https://dashboard.csusb.edu/idashboards /?guestuser=idashguest&dashID=570](https://dashboard.csusb.edu/idashboards/?guestuser=idashguest&dashID=570). The instrument compares aggregate fail rates, grade distributions, start of term GPA, and course GPA between SI participants and non-SI participants by course and term. In addition, the dashboard charts the fail rates of URM and non-URM students in relation to SI participation.

Program Outcomes: (see dashboard)

<u>Quantitative Data</u>

- In addition to raw data analysis and in collaboration with IR, the program employs matched sample analysis of SI versus non-SI participants. The results suggests that SI participants consistently performed better than their non-SI peers enrolled in the same courses (CSUSB Institutional Research, 2017).
- Correlations also exist between student success in the support high risk courses and the frequency of SI session attendance. DFWI Rates Among SI Participants by Number of SI Sessions Attended:
    - 1 to 4 visits - 14%
    - 5 to 9 visits - 13%
    - 10 to 14 visits - 5%
    - 15 or more visits - 2%

<u>Qualitative Data</u>

- Participating students are given the opportunity to provide feedback regarding their experience, perceptions of program design and value, and their level of academic self-efficacy
- SI participants were asked to indicate which aspects of SI had been most helpful. The majority of respondents selected the following (aggregate responses Fall 2019 and Winter 2020):
    - Review of course content in the SI sessions
    - Learning and study strategies
    - Small group learning environment
    - Study guides or other resources provided by the SI Leader
    - Exam preparation and test taking strategies
- SI participants also rated the following statements according to their experience (average of responses Fall 2019 and Winter 2020)
    - Participating in SI positively enhanced my knowledge/performance in the content course – 91.26%
    - The SI sessions were helpful – 93.9%
    - SI helped me develop useful skills that I can apply in other classes – 80.95%
    - I would recommend SI to my friends – 94.6%
    - I would participate in SI in the future - 92.97%

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Recommendations for Continuous Improvement Efforts: :

Action Plan

- Continued SI support pilots for additional high risk courses across multiple colleges/academic departments in the coming academic year, as funding allows
- Further collaboration with academic departments around measurable learning outcomes with subsequent assessment over multiple terms
- Continued partnership with The Office of Institutional Research with a focus on SI impact on retention and graduation as well as SI repeat participation especially throughout course sequences
- Responding to needs associated with program growth by adjustment of staffing and management structures
- Full assessment of all collected data related to the PSYC 210 "All In" SI model to determine impact and potential future application

Resources for Continuous Improvement Efforts:

Necessary Resources

- Funding for additional SI Leaders, Senior Leaders, and administrative staff
- Funding for the promotion of SI support offerings to students and faculty
- Appropriate meeting spaces for SI sessions across campus (if campus remains closed to in-person instruction in Fall 2020, the further acquisition of appropriate technologies may be necessary)
- Collaboration with the Office of Institutional Research regarding potential grant funding for program expansion related to retention and graduation (GI 2025)

Challenges:

Challenges

- No fail rate data are yet available for semester courses, creating a need to anticipate SI alignment based on departmental recommendation as well as additional, less traditional criteria
- Due to continual expansion, more administrative support is necessary in order to manage the operational aspects of the SI program
- Identifying and securing appropriate meeting spaces for in-person or technologies for virtual SI sessions
- Faculty recommendation of potential SI Leaders available at both the course lecture and scheduled SI session times
- Should "All In" SI support be expanded, even more of the aforementioned resources (funding, personnel, equipment, meeting space, etc.) may be required

Budget Summary:

(see attached "SI SSI 2019-20 Budget Summary.xlsx")

Linked Documents
There are no attachments.

Attached Files

📄SI SSI 2019-20 Budget Summary.xlsx

Check-in/Utilization Data:

(see attached "SI SSI 2019-20 Check-In - Utilization Data.zip")

Linked Documents
There are no attachments.

Attached Files

[SI SSI 2019-20 Check-In - Utilization Data.zip](#)

Feedback on Reporting:

Start:

7/1/2019

End:

6/30/2020

Progress:

completed

Responsible Users:

Providing Department:

Undergraduate Studies

Related Items

No connections made