

# SSI Annual Report

Response ID:54 Data

## 1. Page One

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**Dept./Program/Project Name:**

UGS Supplemental Instruction

**University Division:**

Academic Affairs

**Person Responsible for Overseeing SSI Project/Activities:**

Name : James Graham

Title : Coordinator of Supplemental Instruction

Email Address : james.graham@csusb.edu

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**Person Preparing Report (if different than above):**

Name : Sara DeMoss

Title : Director, Coyote PLUS Programs

Email Address : sara.demoss@csusb.edu

Extension : 73764

## 2.

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**Total SSI amount allocated this year:**

\$139,203.00

**Total SSI amount expended thus far:**

\$118,887.60

**Number of unique students served (July 1 - Winter Quarter):**

1194

## 3. (untitled)

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**SSI Program/Project Overview: In 750 words or less, describe the overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc.**

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.

SI sessions are designed to help students:

- 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 UGS Coyote PLUS Programs Supplemental Instruction 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 2018-19 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

The Supplemental Instruction team consults regularly with Institutional Effectiveness Associates in the Office of Institutional Research (IR) and continue the 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.

#### 4. (untitled)

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**Alignment to ILOs: To which of the following Institutional Learning Outcomes (ILOs) do you feel as though your SSI-funded project aligns? (Check all that apply.)** Details regarding the ILOs can be found on [Office of Academic Programs website](#).

Breadth of Knowledge  
Depth of Knowledge  
Critical Literacies  
Ways of Reasoning and Inquiry  
Creativity and Innovation  
Integrative Learning  
Diversity and Inclusion

#### 5. (untitled)

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**SSI-Funded Activities: Please list and describe the activities undertaken through winter quarter with your SSI allocation. This section should address only those activities occurring this fiscal year.**

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.

##### 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.

##### Fall 2018 Quarter:

SI Sessions - 34  
Supported Courses - 18  
Total Course Sections - 43  
SI Leaders - 26

##### Winter 2019 Quarter:

SI Sessions - 37  
Supported Courses - 23  
Total Course Sections - 67  
SI Leaders - 33

##### 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)
  - o The SI Model for Academic Support
  - o Understanding FERPA
  - o Studying to Learn and Retain
  - o 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)
  - o Student Equity in Academic Support or Understanding the Importance of Cultural Capital
  - o Effective Small Group Learning Strategies
  - o SI Session Design

## o 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)

- o Lecture Note Processing
- o Exam Taking and Test Anxiety Management Strategies
- o Developing Professional Relationships
- o The Three Pillars of Supplemental Instruction
- o Adapting Learning Strategies for Session Size
- o 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 SI program and CPP staff continue to work closely with academic departments and faculty to determine which courses to support, which student leaders to hire, and which date answers key questions regarding program effectiveness. This collaboration is expected to continue as additional department and college level funding increases, allowing for expansion of support to students enrolled in high risk courses across CSUSB.

## 6. (untitled)

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**Progress Towards Outcomes/Cumulative Findings: Describe the progress you have made toward your original SSI goals and outcomes through winter quarter. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.**

### Program Assessment

#### During Each Quarter:

- 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

#### At the Close of Each Quarter:

- 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 data was shared with the Office of Institutional Research to create a data dashboard and conduct a study. To access course success for SI versus non-SI participants, visit the dashboard at <https://dashboard.csusb.edu/idashboards/?guestuser=idashguest&dashID=294>

Program Outcomes (see dashboard)

Quantitative Data:

● 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 - 23%
- 5 to 9 visits - 19%
- 10 to 14 visits - 10%
- 15 or more visits - 6%

● The collection and analysis of data is ongoing. The Office of Institutional Research will report on 2018-19 SI participation once spring 2019 quarter attendance logs have been submitted.

Qualitative Data:

● 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 (winter 2019):

- 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 (winter 2019)

- Participating in SI positively enhanced my knowledge/performance in the content course – 95.28%
- The SI sessions were helpful – 95.28%
- SI helped me develop useful skills that I can apply in other classes – 84.25%
- I would recommend SI to my friends – 96.85%

## 7. (untitled)

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**Recommendations for Continual Improvement/Action Plan: Based on the analysis of your assessment results, what actionable steps can be taken to make improvements? How can you improve students' achievement of the SLO or your office's performance in terms of operations? What is your expected timeline?**

- SI 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
- Application for program certification with the International Center for Supplemental Instruction

**Resources for Continual Improvement/Action Plan: What additional resources, if any, are needed to bring the above continual improvements to fruition?**

- 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
- Collaboration with the Office of Institutional Research regarding potential grant funding for program expansion related to retention and graduation (GI 2025)

## 8. (untitled)

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**Challenges:** If applicable, please list any significant challenges encountered that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. Please also indicate if you need assistance in addressing these challenges.

- Due to continual expansion, more administrative student support is necessary in order to manage the operational aspects of the SI program
- Identifying and securing appropriate meeting spaces for SI sessions
- Faculty recommendation of potential SI Leaders available at both the course lecture and scheduled SI session times

## 9. Budget Summary with Alignment to Outcomes and Activities

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**Budget Summary:** Please account for all expenditures of SSI funds for this project using the SSI Annual Report Budget Summary Template. (The template can be found at <http://ssi.csusb.edu/assessment>.) Upload your completed summary here.

[Copy\\_of\\_SSI\\_Annual\\_Report\\_Budget\\_Summary\\_Template\\_Tutoring\\_C1230.xlsx](#)

## 10. (untitled)

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**Check-in/Usage Report:** Please upload any check-in or usage data you have for students who have engaged with your project/program since July 1 through the end of winter quarter. Uploads should be in Excel and include, at minimum, students' CoyoteIDs; password-protected SPSS files may be submitted via email to [Institutional\\_Research@csusb.edu](mailto:Institutional_Research@csusb.edu). Additional information such as date(s) of visit(s)/interaction(s) and students' names would also be helpful. (The Office of Institutional Research is working to establish an overall assessment of SSI; to do this, we need your help in collecting and sharing students' engagement with and usage of SSI-funded projects and programs.)

[Copy\\_of\\_2018-19\\_SSI\\_Check-in\\_Usage\\_Report\\_-\\_Supplemental\\_Instruction.xlsx](#)

## 11. Thank You!

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### New Send Email

Apr 15, 2019 19:54:47 Success: Email Sent to: [james.graham@csusb.edu](mailto:james.graham@csusb.edu), [sara.demoss@csusb.edu](mailto:sara.demoss@csusb.edu)



# Student Success Initiative Annual Report

## Budget Summary with Alignment to Outcomes and Activities

Completed summary using the following format: SSI\_Budget\_Year\_Unit/Dept Name. You will be asked to upload this completed form as part of the online submission process.

Project Name:  2018.2019  
 University Division:  "Other" Project Name:   
 Name and Title of Person Responsible for SSI/VTI Project:

Expenditure Description	Outcome(s) Supported	Supported Activities	EO 1060 Category (All VTI projects should be coded Expanded Technologies.)	Amount
Temp Help			Advising & Retention	\$ 35,742.88
ISA				\$ 66,373.05
Benefits				\$ 16,771.67
<b>GRAND TOTAL</b>				<b>\$ 118,887.60</b>