

Supplemental Instruction 10-11

Introduction

In an effort to learn more about the effect of the English Supplemental Instruction (SI) program, a study was developed to compare student performance and persistence in Basic Skills English courses. The total number of SI students for the 10/11 academic year was 555 while the number of non-SI students was 843.

Results

Table 1: Fall 10 SI comparison.

Fall 10	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	52.68%	64.02%	67.9%	84.2%
200 level	61.7%	56.40%	82.3%	75.1%
Total	57.71%	58.60%	75.9%	77.7%

Table 2: Spring 11 SI comparison.

Spring 11	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	53.70%	52.33%	64.8%	71.5%
200 level	58.87%	53.97%	80.2%	78.4%
Total	57.95%	54.05%	77.5%	75.1%

Table 3: Academic Year 10/11 SI comparison.

10/11 AY	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	53.29%	57.43%	67.8%	78.1%
200 level	59.90%	56.77%	81.0%	77.4%
Total	57.84%	57.00%	76.8%	77.7%

Summary

Prior to summarizing the results, several weaknesses of the current study must be acknowledged. Firstly, the number of students for some comparisons is small, thus making the comparisons much less reliable. Moreover, any differences between the non-SI and SI group may not be due to the SI intervention, but rather the characteristics of the course, students, or the instructor.

Recognizing these limitations, some notable differences were found. In Fall 2010, students in 200-level SI succeeded (C and above) at an 5% higher rate than non-SI students. This difference was also found in Spring 2011; 200-level SI students succeeded at a rate that was 5% higher than students who took non-SI 200 level courses.

The same pattern was not found for 400-level SI courses. Except for Fall 10 success rates, those students who took 400-level SI had lower success and retention rates. While the lack of higher rates in the 400-level courses is concerning, these difference may be due to the character of students who choose to take the 400-level SI.

Future research needs to examine the differences in student composition in SI and non-SI courses. Additionally, statistically controlling for these variables may provide a way to determine if SI has a significant effect regardless of student or instructor variables.