

## 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%
<b>Total</b>	<b>57.71%</b>	<b>58.60%</b>	<b>75.9%</b>	<b>77.7%</b>

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%
<b>Total</b>	<b>57.95%</b>	<b>54.05%</b>	<b>77.5%</b>	<b>75.1%</b>

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%
<b>Total</b>	<b>57.84%</b>	<b>57.00%</b>	<b>76.8%</b>	<b>77.7%</b>

## **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.

## First Year Experience 10-11

### Introduction

In an effort to learn more about the effect of the English First Year Experience (FYE) program, a study was developed to compare student performance and persistence in Basic Skills English courses. The total number of FYE students for the 10/11 academic year was 220 while the number of non-FYE students was 1,178.

### Results

Table 1: Fall 10 FYE comparison.

<b>Fall 10</b>	<b>FYE</b>	<b>Non-FYE</b>	<b>FYE</b>	<b>Non-FYE</b>
	<b>Success</b>		<b>Retention</b>	
<b>400 level</b>	52.68%	64.02%	67.9%	84.2%
<b>200 level</b>	65.52%	55.36%	82.8%	76.6%
<b>Total</b>	57.14%	57.43%	73.3%	78.4%

Table 2: Spring 11 FYE comparison.

<b>Spring 11</b>	<b>FYE</b>	<b>Non-FYE</b>	<b>FYE</b>	<b>Non-FYE</b>
	<b>Success</b>		<b>Retention</b>	
<b>400 level</b>	53.70%	52.33%	64.8%	71.5%
<b>200 level</b>	68.52%	53.97%	79.6%	78.4%
<b>Total</b>	63.58%	57.30%	74.7%	77.20%

Table 3: Academic Year 10/11 FYE comparison.

<b>10/11 AY</b>	<b>FYE</b>	<b>Non-FYE</b>	<b>FYE</b>	<b>Non-FYE</b>
	<b>Success</b>		<b>Retention</b>	
<b>400 level</b>	53.29%	57.43%	67.8%	78.1%
<b>200 level</b>	65.26%	55.48%	79.3%	78.4%
<b>Total</b>	59.89%	57.30%	73.9%	77.20%

## **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-FYE and FYE group may not be due to the FYE 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 FYE succeeded (C and above) at an 10% higher rate than non-FYE students. This difference was also found in Spring 2011; FYE succeeded at a rate that was 15% higher than students who took non-FYE 200 level courses.

The same pattern was not found for 400-level FYE courses. Except for Fall 10 success rates, those students who took 400-level FYE 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 FYE.

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

# The Effect of English Supplemental Instruction Program

## Introduction

In order to understand the effect of Supplemental Instruction, a study of course retention and success was conducted. The study compared Supplemental Instruction (SI) and First Year Experience (FYE) course performance with courses without these interventions. Below are the results:

Table 1: A comparison of SI (including FYE) and non-SI success rates.

	Success	
	Count	%
Non-SI	601	68.0%
SI	278	69.5%

Table 2: A comparison of SI (including FYE) and non-SI retention rates.

	Retention	
	Count	%
Non-SI	871	98.5%
SI	392	98.0%

Table 3: A comparison of SI (including FYE) and non-SI success rates, level comparison.

		Success	
		Count	%
200 level	Non-SI	397	67.9%
	SI	237	67.5%
400 level	Non-SI	204	68.2%
	SI	41	83.7%

Table 4: A comparison of SI (including FYE) and non-SI retention rates level comparison.

		<b>Retention</b>	
		<b>Count</b>	<b>%</b>
<b>200 level</b>	<b>Non-SI</b>	574	98.1%
	<b>SI</b>	344	98.0%
<b>400 level</b>	<b>Non-SI</b>	297	99.3%
	<b>SI</b>	48	98.0%

Table 5: A comparison of SI, FYE, and non-SI success rates.

			<b>Success</b>	
			<b>Count</b>	<b>%</b>
<b>FYE</b>	153		73.6%	
<b>SI</b>	125		65.1%	
<b>Neither</b>	601		68.0%	

Table 6: A comparison of SI, FYE, and non-SI retention rates.

				<b>Retention</b>	
				<b>Count</b>	<b>%</b>
<b>FYE</b>	204			98.1%	
<b>SI</b>	188			97.9%	
<b>Neither</b>	871			98.5%	

Table 7: A comparison of SI, FYE, and non-SI success rates, level comparison.

		Success	
		Count	%
200 level	<i>FYE</i>	112	70.4%
	<i>SI</i>	125	65.1%
	<i>Neither</i>	397	67.9%
400 level	<i>FYE</i>	41	83.7%
	<i>SI</i>	0	.0%
	<i>Neither</i>	204	68.2%

Table 8: A comparison of SI, FYE, and non-SI retention rates level comparison.

		Retention	
		Count	%
200 level	<i>FYE</i>	156	98.1%
	<i>SI</i>	188	97.9%
	<i>Neither</i>	574	98.1%
400 level	<i>FYE</i>	48	98.0%
	<i>SI</i>	0	.0%
	<i>Neither</i>	297	99.3%