The Iowa State University
Dean of Students Office
Supplemental Instruction-Academic Success Center

Students’ Academic Performance, Based on Participation in the Supplemental Instruction Scheduling Survey, Spring 2013

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Students’ Academic Performance, Based on Participation in the Supplemental Instruction Scheduling Survey, Spring 2013

Abstract
The online Supplemental Instruction (SI) scheduling surveys are available during the first week of the semester. This report summarizes semester outcomes based on student participation on the scheduling survey. As in previous semesters, students who complete the scheduling survey:

- Are more likely to attend SI sessions,
- Attend more SI sessions than the students who do not complete the survey, and
- Earn a higher final grade in the course than the students who do not complete the survey.

Executive Summary

Purpose
The purpose of this report is to compare final grades and SI participation of students based on participation on the scheduling survey. These data also contribute to promotional information for SI and additional assessments of the SI program.

Methods
During the first week of classes for the semester, SI Leaders promote the SI program to students using a verbal presentation. During the presentation, Leaders announced the online scheduling survey and encouraged students to complete the survey. Scheduling survey data are collected online, and an associated online program allowed the SI Leaders to determine the best days, times, and locations for SI sessions.

Results for this report are based on frequency data and comparison of means between two groups: participants and non-participants of the SI scheduling survey.

Findings
- Table 1 reports the frequencies of grades categories, based on response to the scheduling survey.
- Table 2 reports the frequencies of SI participation, based on response to the scheduling survey.

Two important findings:
- Scheduling survey participants earned at least a final grade of a C at a rate 9.4% higher than students who did not participate in the survey.
- Scheduling survey participants were almost twice as likely to attend SI sessions than students who did not participate in the survey.

Discussion and Recommendations
Each semester this report is completed, results consistently show:
1. A large percent of students not completing the scheduling survey.
2. Non-responders had significantly lower final grades, compared to responders.
3. Non-responders attended significantly fewer SI sessions, compared to responders.

To support a stronger start for the fall 2013 semester, potential program improvements include:
- Scripting our promotions by SI Leaders, to include promotion of higher academic success by survey participants.
- Offering an incentive to complete the scheduling survey.
- Currently, one e-mail promotion occurs. Promote using a second e-mail, if this e-mail can be sent without promoting it to students who already completed the scheduling survey. Many students (in the program evaluation at the end of a semester) will say they did not know about SI.
Table 1. Final Grade Categories, Based on Response to the SI Scheduling Survey.

<table>
<thead>
<tr>
<th></th>
<th>Survey Responders</th>
<th>Survey Non-Responders</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined A, B, C</td>
<td>3068</td>
<td>6394</td>
<td>9462</td>
</tr>
<tr>
<td></td>
<td>75.7%</td>
<td>66.3%</td>
<td>69.1%</td>
</tr>
<tr>
<td>Combined C-, D, F, Drop</td>
<td>985</td>
<td>3252</td>
<td>4237</td>
</tr>
<tr>
<td></td>
<td>24.3%</td>
<td>33.7%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Mean Final Course Grade</td>
<td>2.68***</td>
<td>2.39***</td>
<td></td>
</tr>
</tbody>
</table>

*** Significant difference of means at $p < 0.001$.

Table 2. Participation in SI Sessions, Based on Response to the SI Scheduling Survey.

<table>
<thead>
<tr>
<th></th>
<th>Survey Responders</th>
<th>Survey Non-Responders</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI Participant</td>
<td>1757</td>
<td>2230</td>
<td>3987</td>
</tr>
<tr>
<td></td>
<td>43.4%</td>
<td>23.1%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Non-Participant</td>
<td>2296</td>
<td>7416</td>
<td>9712</td>
</tr>
<tr>
<td></td>
<td>56.6%</td>
<td>76.9%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Mean # of Sessions Attended</td>
<td>2.5***</td>
<td>0.8***</td>
<td></td>
</tr>
</tbody>
</table>

*** Significant difference of means at $p < 0.001$. 