Supplemental Instruction
FALL 2017 COHORT
In Fall 2017, 84% of students who attended Supplemental Instruction sessions completed their course with a C or higher. (Only 51% of students who did not Utilize SI earned a C or higher.)

Overall, students who attended SI earned 1 letter grade higher than those who didn’t attend SI.

- Average Grade in SI course of SI and Non-SI participants:
  - DSU: 2.8 (SI Group)
  - DSU: 1.6 (Non-SI Group)
  - 4-year Public: 2.6 (SI Group)
  - 4-year Public: 2.2 (Non-SI Group)

- Students who utilized SI had a 33% higher success rate than those students who do not utilize SI.
SI is not just for (or just being utilized by) students who are struggling in a course or find the content challenging:

- 41% of students in Fall SI courses attended at least one session.
- Of the students who earned an A in the SI course, 65% attended SI.
DFW Rates: SI & Non-SI
DSU vs. Four-Year Public
In general, students in SI pilot courses who attended SI had higher midterm success, overall success, and persistence rates than those who did not attend.

- Note: calculated using all four SI courses; depending on the specific course, these numbers vary.

- The Midterm Success Rate of those who utilized SI was 78%.
  - The Midterm Success Rate of those who did not utilize SI was 71%.

- The Overall Persistence rate of those who utilized SI was 84%.
  - The Overall Persistence rate of those who did not utilize SI was 80%.
Learning Assistance

DSU WRITING CENTER
DSU Writing Center (Learning Assistance)

- Utilization Rates in First Semester of Programming:
  - 345 appointments held in Fall 2017
  - 113 students utilized the Writing Center
  - 50 returning at least once

- The higher-than-expected usage (in Fall 2017) allowed us to hire an additional student leader in the Writing Center for Spring 2018.
Scores increased by an average of 6% between the pre- and post-tests.

A group of 62 students completed both the pre- and post-test.

- Pre-test scores (from September 2017) show a score range of 33-97%.
- Post-tests (from November 2017) demonstrate a marked increase at 46-100%.
- Note that the lowest score is 13 points higher and the highest score is now the highest possible score.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Average Percent Correct (Mean)</th>
<th>Standard Deviation</th>
<th>Score Range</th>
<th>Number of Students who Took the Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>68%</td>
<td>14</td>
<td>33% to 97%</td>
<td>62</td>
</tr>
<tr>
<td>Post-Test</td>
<td>74%</td>
<td>11</td>
<td>46% to 100%</td>
<td>62</td>
</tr>
</tbody>
</table>
Student Feedback

- {The Learning Assistant} was very nice! He took my paper, even when I didn't have a proper appointment (I didn't schedule the appointment correctly). I would definitely use this service again. Thank you!

- I was very impressed with the speed of the feedback and the depth…

- The writing center has been a good experience, {the Learning Assistant} has been very helpful.

- I am submitting again because I forgot to add a comment. The writing center was very helpful. There was a lot of little things that I did not know when it came to cite information from passages into my paper. I have always had a general idea of what to do but the guy in there went into depth and made sure I knew which lines I had to cite and which ones I didn't. My main problem was not putting quotations around everything that I got from a specific passage. I used to think you didn’t have to do that. Also, he taught me how to properly do a work cited. He taught me that they have to have a hanging indent and there should be no space in between each source…I will likely use this for all of my future essays.
Faculty Feedback

- Overwhelmingly positive
- Several unsolicited emails to Kacie re: the quality of the student leaders and Writing Center experience, discussions en route to and after meetings, stopping in BH112 etc.
- Increased class visits from Fall to Spring;
- Additional faculty (from 3 out of 4 Colleges) requesting resources or requiring WC usage.
- 100% of the faculty who responded to the evaluation agreed or strongly agreed the students in their course(s) benefited from utilizing the Writing Center.
Professional Advising

LIMITED DATA FOR FALL 2017 (DUE TO START DATE OF PROFESSIONAL ADVISOR)
Fall-to-spring persistence is defined as the percentage of students in the selected cohort in the fall and re-enrolled in at least one DSU section in the subsequent spring as of census. A student was only counted once.

<table>
<thead>
<tr>
<th>Selected Populations</th>
<th>Persistence Rate (Fall to Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Advisor Cohort (A&amp;S)</td>
<td>90% (62/69)</td>
</tr>
<tr>
<td>University Cohort</td>
<td>88% (314/355)</td>
</tr>
</tbody>
</table>
Thank you!

SI FACULTY (SUMMER 2017):
- STACEY BERRY
- JUSTIN BLESSINGER
- DEANA HUENERS-NELSON
- KURT KEMPER

LEARNING ASSISTANCE FACULTY (SUMMER 2017):
- JOHN NELSON
- WILL SEWELL

LEARNING ASSISTANTS:
- BRETT BLACKSTOCK
- HOPE JUNTUNEN
- TAYLER LOGUE
- KAYLA MENTELE

SI LEADERS:
- KENNEDI FORD
- CARL POSS
- VIANA WALDNER

PEER ADVISING COACHES:
- EMILY ORTMANN
- ANDREW REPS
- MICHAEL SINGIRO
Thank you!

We want to thank every instructor who encouraged students to use the Writing Center – with special thanks to the following individuals whose students used the Center most often:

**WRITING CENTER PARTICIPATING COURSES (DELIVERED PRE-/POST-TEST):**
- MICHAEL GAYLOR
- CASUALENE MEYER
- SCOTT RICHARDSON
- PATRICK VIDEAU
- SI AND LA FACULTY

**OTHER COURSES WITH HIGHEST WRITING CENTER USAGE:**
- STACEY BERRY
- SANDY CHAMPION
- DEANA HUENERS-NELSON
- KURT KEMPER
- GABE MYDLAND
- SANDI STEINHOFF-MULLER
Thank you!

Launching three new programs was facilitated by insights and assistance from several individuals and departments throughout campus.

- Rich Avery
- Patti Beck and tutoring staff
- Marilyn Halgerson
- Kati Larsen
- Joe Staudenbaur and film students
- Tyler Steele
- Haomin Wang
- College of Arts & Sciences
- Facilities Management Team
- ITS Staff
- Library Staff
- Production Center/Marketing
- Registrar's Office
- Student Senators and Ambassadors (participating in promo)
Next Steps

SPRING 2018 & BEYOND
Summer 2018, 2 faculty will design/develop Pre-/Post-Tests measuring reading, writing, & critical thinking for the social sciences

Pre- and Post- Tests will be administered to students in SS courses that have a writing component

Summer 2018, SI faculty will develop/design SI for Biol 151, Math 102, & one more course to be determined

2nd professional advising coach will be hired for in-coming, on-campus Beacom College students

Writing Center and SI students are being hired now (all non-senior leaders would like to return for 18-19)
Year 4 of the Grant (2019 – 2020)

- Summer 2019, 2 faculty will design/develop an exam measuring reading and writing for Education majors
- Summer 2019, SI faculty will develop/design SI for Business Statistics, Computer Science, and Accounting
- Advertise for 3rd & 4th professional advising coach for BIS and CoE
- Writing Center and SI students will be hired in spring
Year 5 of the Grant (2020 – 2021)

- Summer 2020, 2 faculty will design/develop an exam measuring reasoning skills for Science
- Summer 2019, SI faculty will develop/design SI for Principles of Macroeconomics and Survey of Calculus
- Recommendations and requests for areas to continue