COLLEGE OF THE CANYONS

Santa Clarita Community College District
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Office of Institutional Development and Technology

Supplemental Instruction Faculty Survey – Spring 2010

Report #233

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Introduction

At the request of the Supplemental Instruction Sub-Committee, a sub-committee of the Skills4Success Committee, the Office of Institutional Development and Technology conducted a faculty survey at the end of the Spring 2010 semester to gather faculty feedback regarding the Supplemental Instruction Workshops (SI) and Guided Learning Activities (GLA). The results of this survey will be used to inform planning processes for SI and GLAs.

Methods

The Office of Institutional Development and Technology, in cooperation with the Supplemental Instruction Sub-Committee, developed a survey to assess faculty satisfaction and gather information about how Supplemental Instruction can be improved. Please see Appendix A for detailed survey items.

Faculty members who had students attend Supplemental Instruction workshops and/or complete Guided Learning Activities during the Spring 2010 semester were sent an invitation to complete the survey online using SurveyMonkey. Of the *56* surveys sent out, *32* were returned, resulting in a response rate of **57** *percent*.

Completed surveys were analyzed using Excel (2007) and SurveyMonkey. Please refer to Appendix A for a copy of the questionnaire, Appendix B for a listing of the summary counts and percentages of response frequencies, and Appendix C for open-ended responses.

Results

Satisfaction with Attendance Reporting Procedure for Student Supplemental Instruction Participation: As seen in Figure 1, the majority of respondents indicated that they were "very satisfied" or "satisfied" with the attendance reporting procedure for their students (**72** *percent*). **Nineteen** *percent* indicated that they were "dissatisfied" or very "dissatisfied" and **nine** *percent* indicated "neutral" responses.
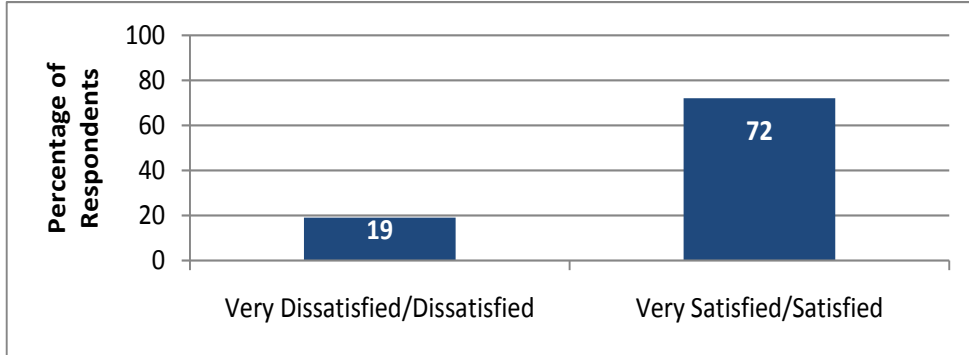

Figure1. Satisfaction with Attendance Reporting (Number and Percent).

Difficulty of Accomplishing Tasks in the Supplemental Instruction Program: As seen in Figure 2, the majority of respondents indicated that it was "easy" or "very easy" to do the following:

- ➢ *Assign workshops to students* (**72** *percent*),
- ➢ *Assign GLA's to students* (**75** *percent*), and
- ➢ *Direct students to the SI schedule* (**66** *percent*).

While **66** *percent* indicated that it was "easy" or "very easy" to *direct students to the SI schedule*, this task was rated the lowest by respondents.
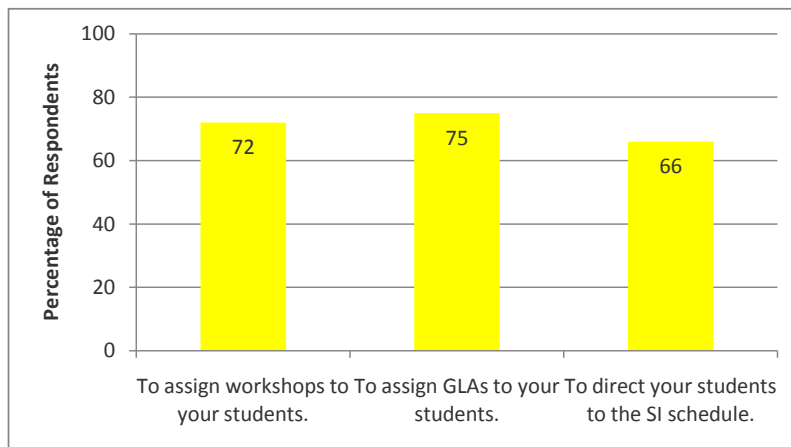

Figure 2. Ease of Administering Supplemental Instruction (Percentage Who
Indicated "Easy" or "Very Easy").

Scheduling of Workshops Relevant to Course Material: The majority of respondents (**84 percent**) indicated that relevant workshops were scheduled at times that coincided with their course content and assignments.

Suggestions for Supplemental Instruction Workshop Scheduling: Respondents who indicated that workshops relevant to course material *were not* scheduled at times that coincided with their course content or assignments in question three were asked to indicate suggestions for improvement. **Three** *respondents* indicated *no suggestions for improvement*, while **two respondents** indicated *suggestions for improvement*. Please see Appendix C for detailed comments. Sample comments were as follows:

- *No suggestions for improvement*
  - "Hard to give input because classes are offered at various times and days. I think you are doing the best that you can."
  - "This semester I used this as an extra credit/credit for missing attendance. Students chose which workshops they wished to attend...no suggestions"
  - "They are good anytime"
- *Suggestions for improvement*
  - "Evening class issue."
  - "The real difficulty is not your scheduling; most of my students work full-time and were not available on the workshop dates. Many are evening students."

Observed Evidence of Improved Study or Content Skills in Students Who Attended the Workshops: Just over half (**52 percent**) of respondents reported seeing evidence of improved study or content skills in students who attended workshops. Less than half (**48 percent**) of respondents reported that they did not see evidence of improved study or content skills.

Expansion of Workshops and Individual GLAs To Include Small Group, Tutor Led Guided Learning Activities on Relevant Course Concepts: The majority of respondents indicated that they want to see workshops and GLAs expanded to include small group, tutor led Guided Learning Activities on relevant course concepts (**77 percent**).

Plans to Continue Assigning Supplemental Instruction Workshops/GLAs in Fall 2010: The majority of respondents indicated that they plan to continue assigning Supplemental Instruction workshops/GLAs in the Fall 2010 semester (**91 percent**).

Additional Comments/Suggestions: Respondents were invited to provide additional comments or suggestions that they may have regarding Supplemental Instruction. Comments provided by respondents were categorized into seven categories. Categories included: *constructive feedback* (**10 *respondents***); *value of the program*, *attendance,* and *other* (**3 *respondents***, each); *suggestions for future workshops* (**2 *respondents***); *length of workshop* and *scheduling of workshops* (**1 *respondent***, each). Please see Appendix C for detailed comments. Sample comments by category included:

- *Constructive feedback*
    - ➢ "It seemed as though my students this semester were more interested in individual GLAs than SI workshops. While both GLAs and SIs provided great supplemental instruction, the majority of students seem to prefer self-directed activities overall. With that said, it seems the SI workshops are preferred by some students who speak more than one language and by students who have additional learning needs."
    - ➢ "The feedback from my students on the GLAs were that the tutor did not even look at their papaers [sic] or correct them, so several of them reported that they thought it was a waste of time..."
    - ➢ "A link to SI workshops should be easier and simpler to access."
- *Value of the program*
    - ➢ "Thank you so much. I believe that it really helps students. I notice[d] a big improvement in students that do participate."
    - ➢ "My students felt that the MLA workshops were very helpful, and I do see the improvement made in their essays, after they attended the workshops or the GLAs."
    - ➢ "I believe the instructor-led workshops were a good idea, and I believe students benefit and gain from the classroom setting…"
- *Attendance*
    - ➢ "…Reporting errors occurred. There should be a way for a student to indicate that their attendance should go to multiple instructors because if they are required for my class and your class, we should both receive notification of the student's attendance"
    - ➢ "…For me to assign as many workshops again would require a more accurate attendance procedure. I spent far too much time tracking down accurate attendance reports."

- ➢ "I was having trouble with the evidence of attendance. I like using the workshop papers because I can see their work. Although I sometimes mistakenly marked the attendance twice because of the notification system. I will probably just continue to use the paperwork that they complete AT the workshop."

- *Other*
  - ➢ "Not all students improved by taking the workshops, but as with any instruction, results vary from student to student. I am not teaching in the Fall, but I will be assigning GLA's during summer school."
  - ➢ "I made the mistake of having my students self choose the workshop/GLA that they most wanted to attend as part of extra credit this semester. I had erroneously assumed that given our course work and demands of my class that all students would choose to take a writing related something. To this end, I had a student take both a high level calc GLA as well as a very low level algebra GLA. I leaned [sic] that I need to assign relevant workshops/GLAs vs let them choose..."
  - ➢ "I didn't assign any workshop to my students. I offered them as optional to their own academic development."

- *Suggestions for future workshops*
  - ➢ "Continue developing additional topics and keep up the great work!"
  - ➢ "Love the bookmarks! I distributed these to all my students (both math and English bookmarks) and their attendance increased significantly this semester! Please continue to provide the bookmarks in the future. Great job!"

- *Length of workshop*
  - ➢ "Certain workshops like run ons and fragments took a great deal of time to teach, so by the end of the hour, we were unable to finish the self-reflections."

- *Scheduling of workshops*
  - ➢ "…Again, most of my students work full-time and are not available to come during the day. If the workshops could be scheduled at night similar to night classes, they might be able to."

Summary of Findings

- *Satisfaction with Attendance Reporting Procedure for Student Supplemental Instruction Participation:* The majority of respondents indicated that they were "very satisfied" or "satisfied" with the attendance reporting procedure for their students (**72** *percent*). **Nineteen** *percent* indicated that they were "dissatisfied" or very "dissatisfied" and **nine** *percent* indicated "neutral" responses.

- *Difficulty of Accomplishing Tasks in the Supplemental Instruction Program:* Overall, respondents indicated that it was "easy" or "very easy" to:
  - ➢ *Assign workshops to students* (**72** *percent*)
  - ➢ *Assign GLA's to students* (**75** *percent*), and
  - ➢ *Direct students to the SI schedule* (**66** *percent*).
  - ➢ While **66** *percent* indicated that it was "easy" or "very easy" to *direct students to the SI schedule*, this task was rated the lowest by respondents.

- *Scheduling of Workshops Relevant to Course Material:* The majority of respondents (**84** *percent*) indicated that relevant workshops were scheduled at times that coincided with their course content and assignments.

- *Suggestions for Scheduling Supplemental Instruction Workshop:* Respondents who indicated that workshops relevant to course material *were not* scheduled at times that coincided with their course content or assignments in question three were asked to indicate suggestions for improvement. **Three** *respondents* indicated *no suggestions for improvement*, while **two** *respondents* indicated *suggestions for improvement*, such as "The real difficulty is not your scheduling; most of my students work full-time and were not available on the workshop dates. Many are evening students." Please see Appendix C for detailed comments.

- *Observed evidence of improved study or content skills in students who attended the workshops:* Just over half (**52** *percent*) of respondents reported seeing evidence of improved study or content skills in students who attended workshops. Less than half (**48** *percent*) of respondents reported that they did not see evidence of improved study or content skills.

- *Expansion of Workshops and Individual GLAs to Include Small Group-Tutor Led Guided Learning Activities on Relevant Course Concepts:* The majority of respondents indicated that they want to see workshops and GLAs expanded to include small groups-tutor led Guided Learning Activities on relevant course concepts (**77** *percent*).

- *Plans to Continue Assigning Supplemental Instruction Workshops/GLAs in Fall 2010:* The majority of respondents indicated that they plan to continue assigning Supplemental Instruction workshops/GLAs in the Fall 2010 semester (**91** *percent*).

- *Additional Comments/Suggestions:* Respondents were invited to provide additional comments or suggestions that they may have regarding Supplemental Instruction. Comments provided by respondents were categorized into seven categories. Categories included: *constructive feedback* (**10** *respondents*); *value of the program*, *attendance*, and *other* (**3** *respondents*, each); *suggestions for future workshops* and *attendance* (**2** *respondents*, each); *length of workshop* and *scheduling of workshops* (**1** *respondent*, each). Please see Appendix C for detailed comments.

Recommendations

Upon review of the survey results the following recommendations should be taken into consideration:

- ➢ Consider expanding individual GLAs to include small group, tutor led GLAs on relevant course topics.
- ➢ Examine the impact of SI and how it is demonstrating improvement in student learning beyond student and faculty satisfaction.
- ➢ Explore the feasibility of adding SI evening workshops to the evening students.
- ➢ Examine the effectiveness of the attendance reporting procedures.
- ➢ Consider making a link to the SI website more accessible.