

UNIVERSITY OF TEXAS AT SAN ANTONIO
TOMÁS RIVERA CENTER FOR STUDENT SUCCESS

SUPPLEMENTAL INSTRUCTION
2013 – 2014 ANNUAL REPORT



The University of Texas at San Antonio•

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Executive Summary

2012-2013 Annual Report

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TOMÁS RIVERA CENTER SUPPLEMENTAL INSTRUCTION PROGRAM 2013 - 2014 Executive Summary Report

Supplemental Instruction (SI) provides academic support by engaging UTSA students in collaborative learning through a series of weekly study sessions. The goal of SI is to increase student success and retention by enhancing academic performance in courses with historically high rates of D, F, and W grades.

➤ Program Operations

- 39 historically difficult courses received SI support
- 346 course sections

➤ 10,524 SI Participants

- **45,028** total student contact hours
- **25.5%** of enrolled students participated in SI sessions

➤ SI Student Demographics

- 34% of SI participants were Freshman & 34% were Sophomore
- More than half (55%) of SI students were under the age of 20

➤ SI Results – Participants vs. Non-Participants

- A/B Rate
 - **11.6 points** Overall difference
 - Greatest difference – 33.8 points in CHE 2603: Organic Chemistry
- D/F/W Rate
 - **-11.7 points** Overall difference
 - Greatest difference – 23.4 points in CLA 2323: Classical Mythology
- “Positive Impact” – The positive gains for the population are attributable to an increase in A/B rate and a decrease in the D/F/W rate; an illustration of the overall impact of the program can be calculated by adding the absolute value of these effects.
 - **Average positive impact of 23.3 points** between populations
 - Range: ARC 2423 at -23.6 to 52.1 points in CLA 2323

➤ SI Support in Gateway/Milestone Courses: GRIP Pilot

- Students engaged SI study sessions in higher percentages for Gateway/Milestone courses this year – 32% compared to 25% overall average engagement.
- **1,493** students and **7,815** contact hours
- **Average positive impact of 21.7 points**



TOMÁS RIVERA CENTER FOR STUDENT SUCCESS SUPPLEMENTAL INSTRUCTION PROGRAM 2013 – 2014 ANNUAL REPORT

INTRODUCTION

Supplemental Instruction (SI) promotes student success and retention at UTSA by enhancing academic performance in courses with historically high rates of D, F, and W grades. Through the provision of weekly peer-facilitated study groups, the SI program helps students build transferable academic skills as they engage in collaborative activities designed to promote effective learning. This annual report contains summary information regarding the scale of SI program operations, student participation levels, student demographic information, positive impact assessments and course outcome results.

PROGRAM OPERATIONS

Supplemental Instruction is a dual campus academic support program that serves UTSA students at both the Main and Downtown campuses. This year, SI study sessions were offered to students enrolled in 346 sections of 39 different courses. The overall number of SI supported course sections decreased by 11.5% compared to the 2012-2013 academic year primarily due to no summer term programming and also lower enrollments in core course sections during the academic year.

During the Fall 2013 semester, 145 SI Leaders scheduled 446 weekly study sessions and held 142 weekly office hours on campus. The Spring 2014 SI team was comprised of 125 SI Leaders who scheduled 395 study sessions and 127 office hours each week. SI session times were determined by student survey and were typically scheduled weekdays between 8:00am -8:30pm. To ensure adequate support for non-traditional part-time students, SI sessions were also held at various times on Saturdays and Sundays.

During the 2013-2014 academic year, the SI program included a Director, an Assistant Director, two Program Coordinators, and one Administrative Associate. SI Leaders are organized in teams by discipline and assigned to work with a team coordinator so that the overall leader-to-supervisor ratio does not exceed 50-to-1. Two part-time Student Development Specialists, two Graduate Assistants and six Senior Leaders provide assistance with monitoring program quality through the SI session observation process. The SI program Administrative Associate supervises an additional two to three work-study funded student employees who are responsible for reception and administrative support for the program.

STUDENT PARTICIPATION

During the 2013–2014 academic year, 10,524 students attended Supplemental Instruction study sessions. Of this number, 10,013 students attended SI sessions at the main campus, while 511 students attended at the downtown campus. The overall number of SI session participants decreased compared to the 2012-2013 academic year because



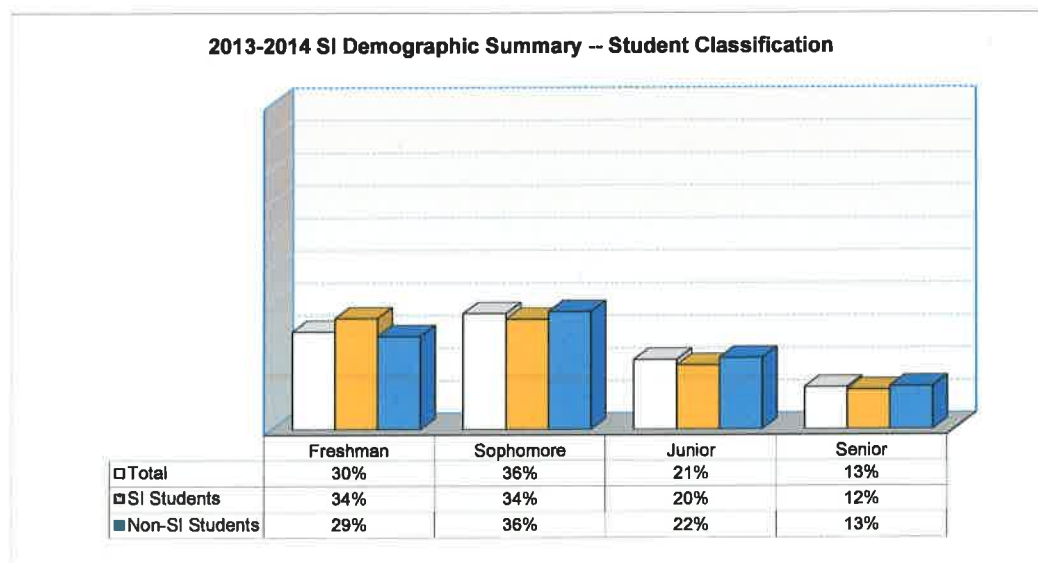
we were not able to provide SI support to summer course sections due to limited funds. Additionally, during the Fall 2013 and Spring 2014 semesters, there were decreases in the number of students enrolled in many core curriculum course sections.

The overall student engagement ratio increased with 25.5% of enrolled students attending SI sessions this year. GRG 1023: World Regional Geography had the largest percentage of student engagement with 70% of the enrolled students attending SI sessions.

SI Leaders generated 45,028 student contact hours this year which is slightly less than the 2012-2013 academic year.

SI STUDENT DEMOGRAPHICS

According to 2013-2014 attendance patterns, SI student demographic characteristics were reflective of the overall student population enrolled in supported courses. Most SI students were classified at the freshman or sophomore level and most were between the ages of 16 to 23 years old. About 34% of SI participants were freshmen, while 34% were classified as sophomore students. SI participants ranged in age from 16 to 65 years old.



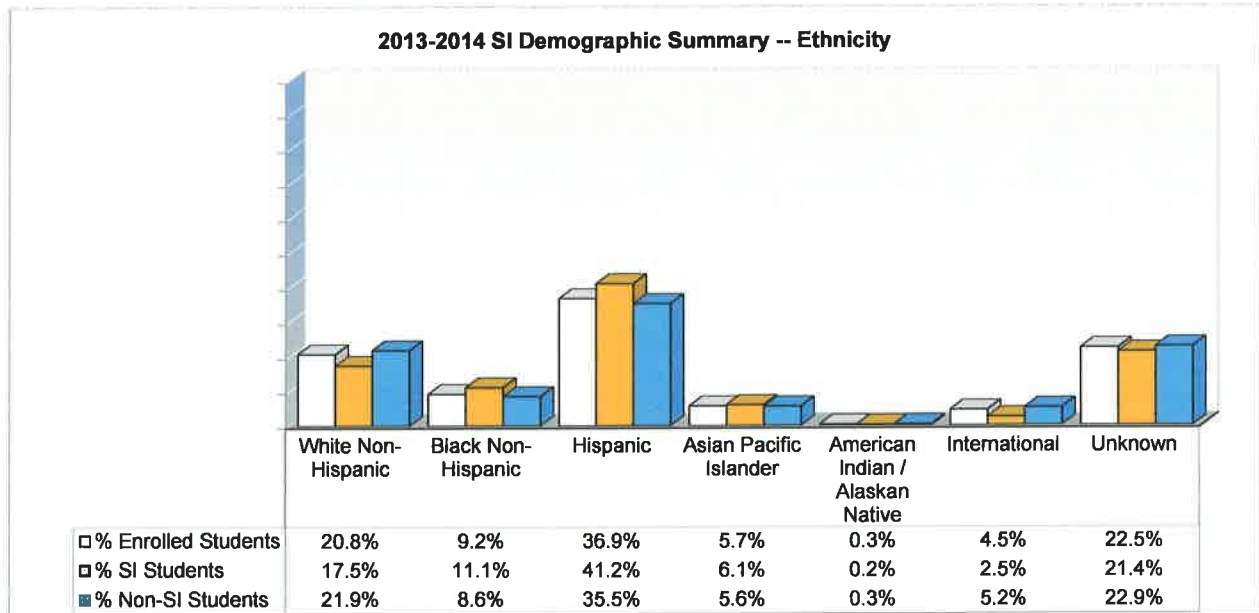
The following table provides data regarding SI participation by age. More than half, of students who attended SI this year were under the age of twenty.

2013-2014 SI Demographic Summary - Age

Age	Non-SI	SI
16-19 Years	45.4%	54.9%
20-23 Years	43.6%	34.3%
24-27 Years	6.6%	5.4%
28-35 Years	3.3%	3.5%
36-45 Years	0.9%	1.3%
46 Years or Older	0.2%	0.6%
<i>Total</i>	100%	100%

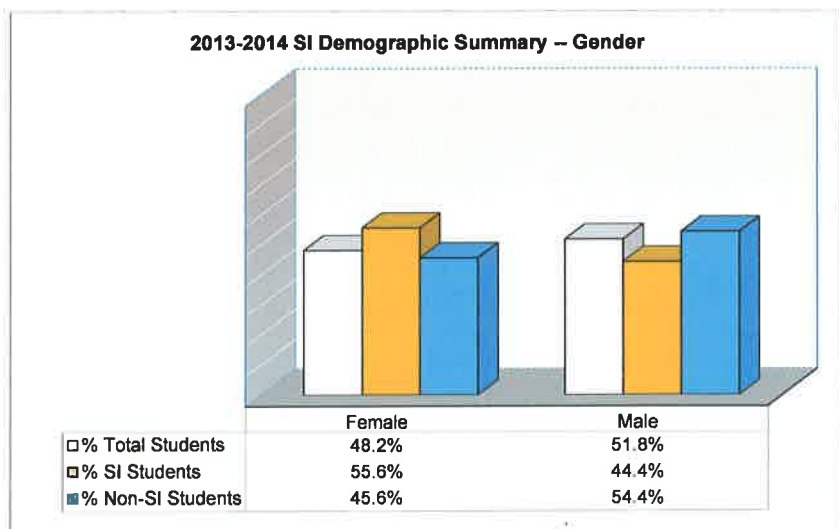
The following chart provides information regarding SI participation and ethnicity. Of the 10,524 students who participated in SI study groups this year:

- 41.2% were Hispanic
- 17.5% were White Non-Hispanic
- 11.1% were Black Non-Hispanic
- 6.1% were Asian Pacific Islander
- 2.5% were International Students
- 21.4% were of unknown ethnicity.



While approximately 22% of enrolled students were White, this group comprised smaller percentage (17.5%) of SI participants. Black Non-Hispanic students had a higher participation rate with 11% of SI students compared to their presence in the population of enrolled students. Hispanic students comprised the largest percentage of SI participants this year at 41.2%. Attendance patterns for all other ethnic categories remain proportionate within five percentage points to the enrolled student population.

Although female students comprised about 48% of those enrolled in SI supported courses, more than half (55.6%) of SI students were women. Comparatively, male students comprised 52% of all students enrolled in SI supported courses but only 44.4% of SI students were male.

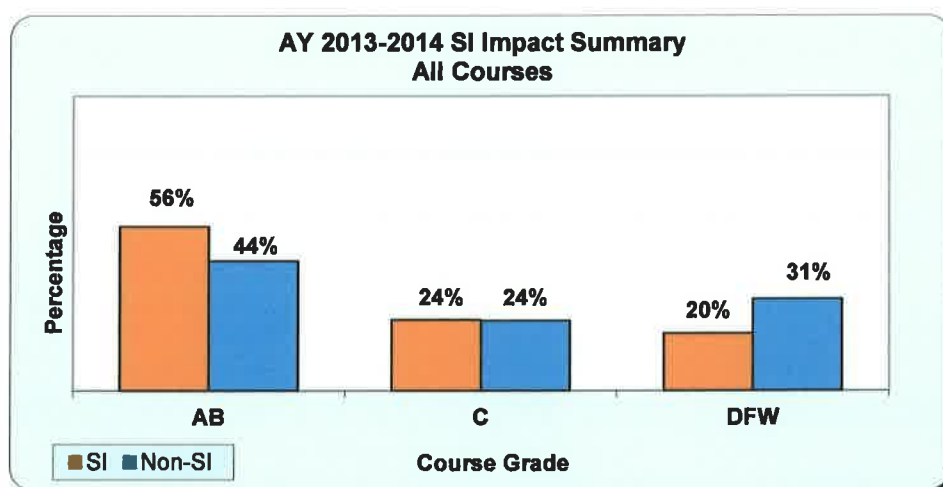


SI COURSE RESULTS

Overall, students who participated in SI sessions earned higher percentages of A/B grades and fewer D, F, W grades compared to their non-SI peers. The greatest impact in A/B rate of 33.8 points was observed in CHE 2603: Organic Chemistry, while the largest decrease in the D/F/W rate (23.4 points) was observed in CLA 2323: Classical Mythology.

The "Positive Impact" of SI, which measures the combined contributions of A/B rate and D/F/W rate difference, ranged from -23.6 points in ARC 2423 to 52.1 points in CLA 2323. The average positive impact of SI was 23.3 points across all courses representing a 4 point increase from last year.

The following graph details the overall positive impact comparison of SI students with non-SI students enrolled in all 39 supported courses.



SI participants also earned higher average course grades compared to non-participants. Overall, the grade point average (GPA) of SI participants was 2.72 compared with 2.40 GPA for non-SI students.

SI leaders facilitated a total of 7,591 SI sessions this year. The mean number of sessions attended was 4.3 and the average size of SI sessions this year was almost 6 students.

In collaboration with other TRC program managers, the Director of SI will continue to monitor D/F/W grade outcomes in all core curriculum courses at UTSA. We will also continue to cultivate feedback from faculty, students, and staff to ensure that we are providing effective levels of academic support in historically difficult courses at UTSA.

A complete listing of courses provided SI support this year along with a summary of grade outcomes and positive impact of SI attendance is provided on the next two pages.

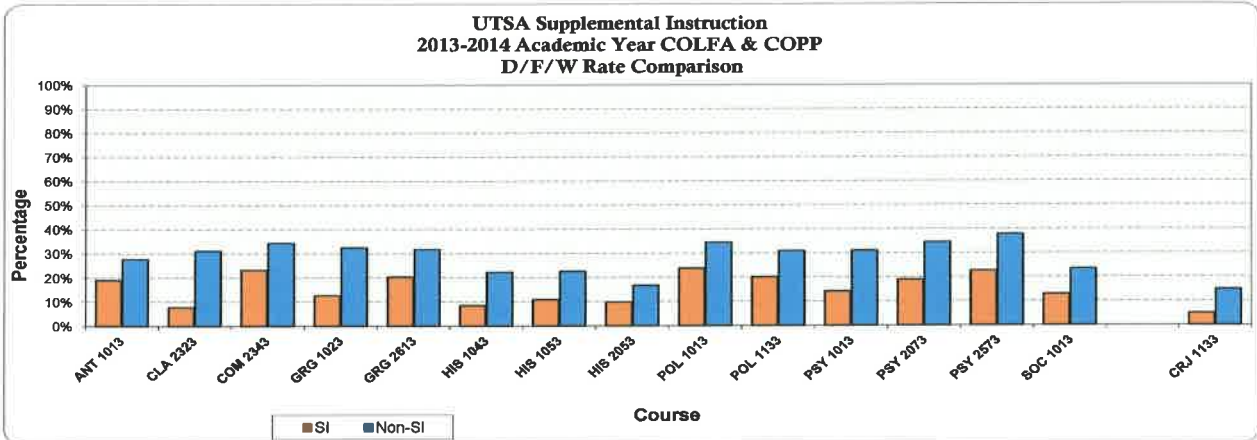
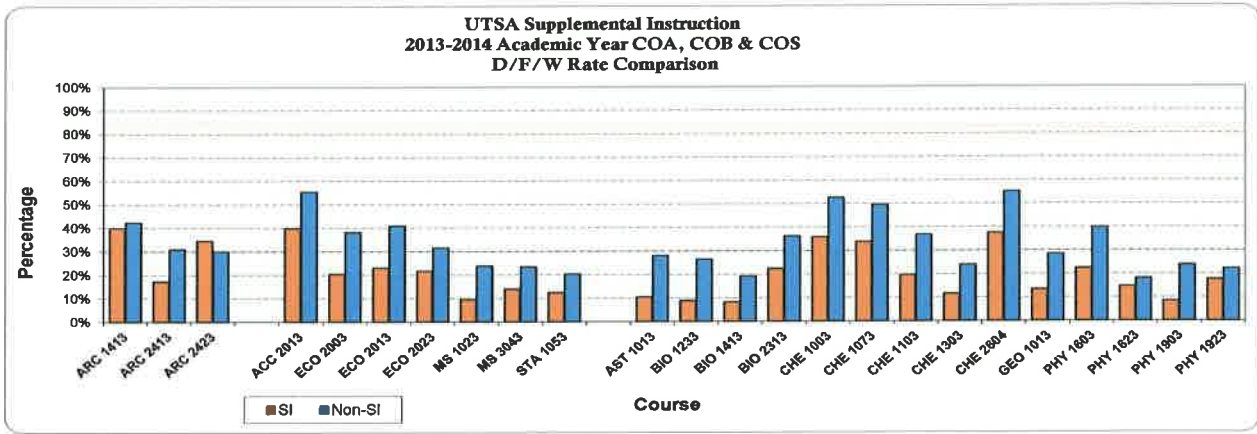
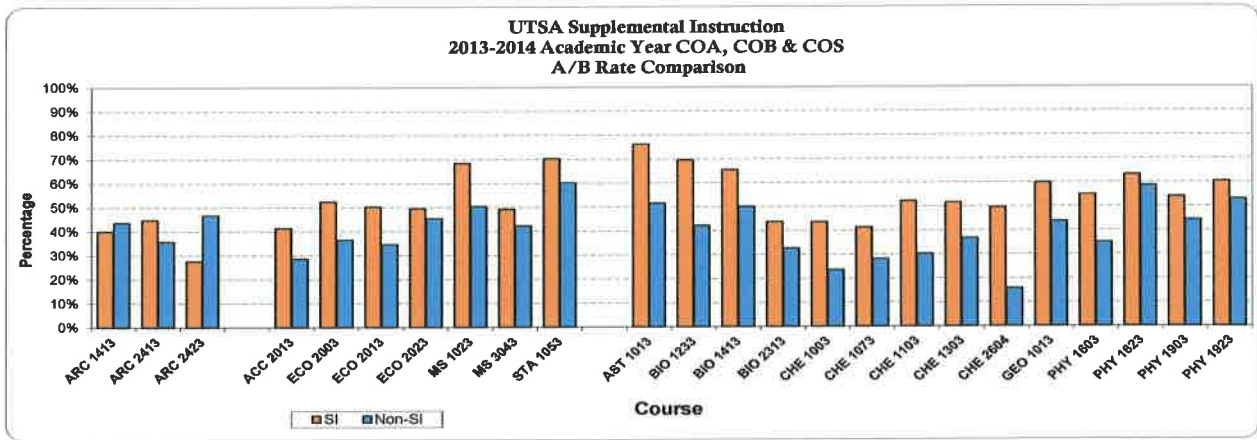
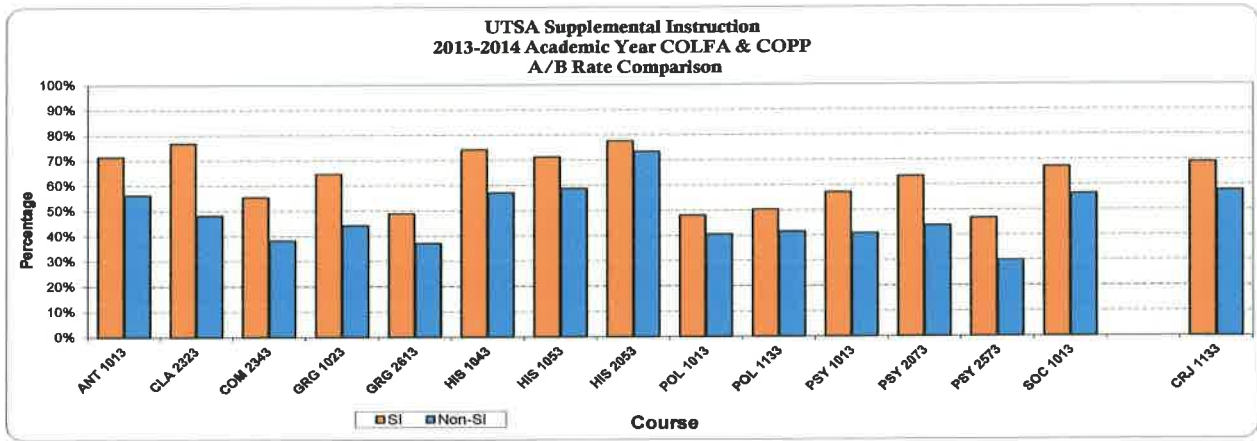
UTSA Supplemental Instruction Program 2013 - 2014 Course Impact Summary

College of Architecture (COA)	Sections		# of Students			A/B Rate			D/F/W Rate			"Positive Impact"
	Reg/LC	SI	Non-SI	SI	Non-SI	Diff.	SI	Non-SI	Diff.			
ARC 1413: Architecture & Culture	1	10	78	40.0%	43.6%	-(3.6)	40.0%	42.3%	(2.3)	-1.3		
ARC 2413 History of Architecture I *	2	29	81	44.8%	35.8%	+9.0	17.2%	30.9%	(13.7)	+22.7		
ARC 2423 History of Architecture II *	2	29	60	27.6%	46.7%	-(19.1)	34.5%	30.0%	4.5	-(23.6)		
College of Business (COB)												
ACC 2013 Principles of Accounting I*	23	456	992	41.4%	28.6%	+12.8	39.9%	55.4%	(15.5)	+28.3		
ECO 2003: Economic Principles & Issues	10	319	1,266	52.4%	36.5%	+15.9	20.4%	38.1%	(17.7)	+33.6		
ECO 2013 Introductory Macroeconomics	12	322	1,231	50.3%	34.6%	+15.7	23.0%	40.9%	(17.9)	+33.6		
ECO 2023 Introductory Microeconomics	8	374	1,322	49.5%	45.4%	+4.1	21.7%	31.6%	(9.8)	+13.9		
MS 1023 Business Statistics w/ Computer Applications I *	6	158	810	68.4%	50.4%	+18.0	9.5%	23.8%	(14.3)	+32.3		
MS 3043 Business Statistics w/ Computer Applications II*	9	179	870	49.2%	42.2%	+7.0	14.0%	23.3%	(9.3)	+16.3		
STA 1053 Basic Statistics	11	255	876	70.2%	60.2%	+10.0	12.6%	20.3%	(7.8)	+17.8		
College of Liberal & Fine Arts (COLFA)												
ANT 1013 Introduction to Anthropology	2	21	130	71.4%	56.2%	+15.2	19.0%	27.7%	(8.7)	+23.9		
CLA 2323 Classical Mythology	7	142	486	76.8%	48.1%	+28.7	7.7%	31.1%	(23.4)	+52.1		
COM 2343 Introduction to Mass Communication	2	56	131	55.4%	38.2%	+17.2	23.2%	34.4%	(11.2)	+28.4		
GRG 1023 World Regional Geography	2	79	34	64.6%	44.1%	+20.5	12.7%	32.4%	(19.7)	+40.2		
GRG 2613 Physical Geography	9	133	625	48.9%	37.0%	+11.9	20.3%	31.7%	(11.4)	+23.3		
HIS 1043 U.S. History: Pre-Columbus to Civil War	18	637	1,684	74.3%	57.1%	+17.2	8.5%	22.3%	(13.8)	+31.0		
HIS 1053 U.S. History: Civil War to Present	25	598	2,150	71.2%	58.7%	+12.5	10.9%	22.6%	(11.7)	+24.2		
HIS 2053 Texas History	6	192	612	77.6%	73.4%	+4.2	9.9%	16.7%	(6.8)	+11.0		
POL 1013 Introduction to American Politics	24	711	2,980	48.1%	40.5%	+7.6	23.8%	34.5%	(10.7)	+18.3		
POL 1133 Texas Politics & Society	22	575	2,229	50.3%	41.5%	+8.8	20.2%	31.0%	(10.8)	+19.6		
PSY 1013 Introduction to Psychology	16	541	1,459	57.1%	40.8%	+16.3	14.2%	31.1%	(16.9)	+33.2		
PSY 2073 Statistics for Psychology *	7	153	252	63.4%	43.7%	+19.7	19.0%	34.6%	(15.5)	+35.2		
PSY 2573 Psychology of Thought *	3	75	127	46.7%	29.9%	+16.8	22.7%	37.8%	(15.1)	+31.9		
SOC 1013 Introduction to Sociology	14	368	1,297	67.1%	56.3%	+10.8	12.8%	23.4%	(10.6)	+21.4		
College of Public Policy (COPP)												
CRJ 1113 American Criminal Justice System	6	164	284	68.9%	57.7%	+11.2	4.9%	14.8%	(9.9)	+21.1		
College of Sciences (COS)												
AST 1013 Introduction to Astronomy	4	143	690	76.2%	51.6%	+24.6	10.5%	28.1%	(17.6)	+42.2		
BIO 1233 Contemporary Biology I	7	257	530	69.6%	42.3%	+27.3	8.9%	26.4%	(17.5)	+44.8		
BIO 1413 Biosciences II	7	145	683	65.5%	50.1%	+15.4	8.3%	19.2%	(10.9)	+26.3		
BIO 2313 Genetics	5	219	471	43.8%	32.7%	+11.1	22.4%	36.3%	(13.9)	+25.0		
CHE 1003 Chemistry for AHS *	2	78	114	43.6%	23.7%	+19.9	35.9%	52.6%	(16.7)	+36.6		
CHE 1073 Basic Chemistry	13	957	1,492	41.4%	28.2%	+13.2	33.8%	49.5%	(15.7)	+28.9		
CHE 1103 General Chemistry I	10	576	957	52.3%	30.3%	+22.0	19.6%	36.8%	(17.2)	+39.2		
CHE 1113 General Chemistry II	5	294	542	51.7%	36.7%	+15.0	11.6%	24.0%	(12.4)	+27.4		
CHE 2603 Organic Chemistry I *	8	333	363	49.5%	15.7%	+33.8	37.5%	55.1%	(17.6)	+51.4		
GEO 1013 The Third Planet	8	224	831	59.8%	43.8%	+16.0	13.4%	28.5%	(15.1)	+31.1		
PHY 1603 Algebra-based Physics I	12	286	748	54.9%	35.0%	+19.9	22.4%	39.8%	(17.4)	+37.3		
PHY 1623 Algebra-based Physics II	5	95	416	63.2%	58.7%	+4.5	14.7%	18.0%	(3.3)	+7.8		
PHY 1903 Engineering Physics I	9	250	512	54.0%	44.3%	+9.7	8.4%	23.8%	(15.4)	+25.1		
PHY 1923 Engineering Physics II	4	91	315	60.4%	53.0%	+7.4	17.6%	22.2%	(4.6)	+12.0		
Total / Average**	346	10,524	30,728	55.7%	44.1%	+11.6	19.5%	31.2%	(11.7)	+23.3		

Note: "Positive Impact" is the positive effect calculated by adding the absolute difference in A/B and D/F/W rate for SI participants vs. Non-participants.

* "Gateway-to-Major" course.

** The indicated average A/B & D/F/W rates represent the average for all students enrolled in SI supported courses.



SI SESSION OBSERVATIONS

SI session observations are an essential part of the supervisory process for the SI program. New SI leaders receive at least four session observations each semester and experienced SI leaders receive at least three session observations each semester. The observation process allows team members to monitor program quality, provide SI leaders with support and constructive feedback, and overall improve communication processes within the SI team.



The SI program's observation process integrates seventeen essential practices for course-based learning program as identified by the National Association of Developmental Education (NADE) as into our observation records. Session observers rated the degree to which each SI leader demonstrated these essential practices on a 5-point scale. At the end of each semester an overall rating was given to each SI leader. The rating scale is defined as follows:

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Needs Improvement
- 1 = Not Observed

This year, the SI team members completed a total of 840 SI session observations. A measure of each NADE essential practice was taken for each SI leader, averaged and then reported by course to the Director of Supplemental Instruction. Overall, the SI team collectively rated an average of 4 out of 5 for demonstrating effectiveness with all of the essential practices.

ACADEMIC SPACE

Most main campus SI sessions now occur in the John Peace library session rooms (approximately 60% for both Fall 2013 and Spring 2014). Since the small group study rooms cannot accommodate sessions with more than 12-15 students, SI staff members must continue to work with various campus offices to secure session space on campus. This year, colleagues in the Registrar's classroom scheduling office assigned classroom space to accommodate about 30% of all scheduled main campus SI sessions and up to 54% of downtown campus sessions.

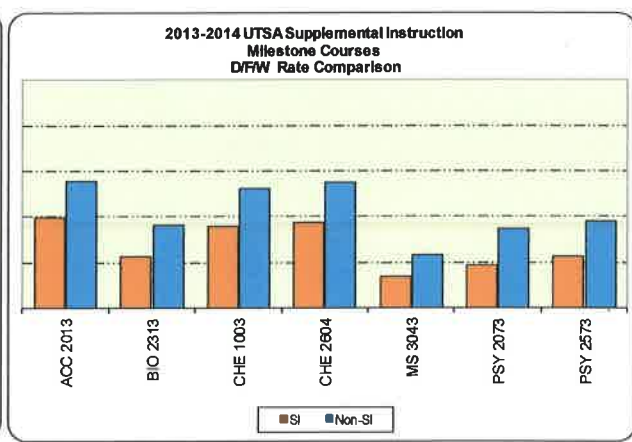
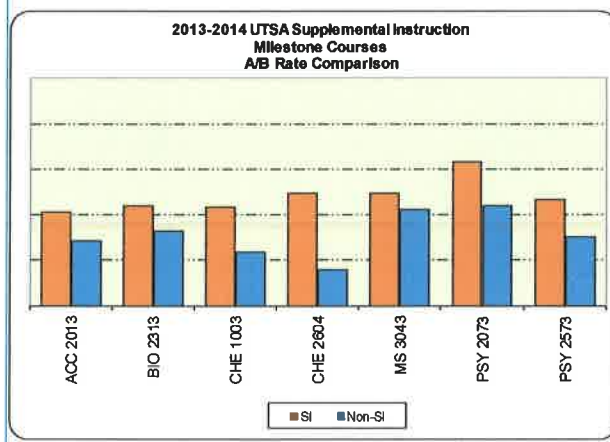
AY 2013-2014	Main Campus SI Sessions			DT Campus SI Sessions		
Semester	Total	Housed	Squat	Total	Housed	Squat
Fall 2013	394	90%	10%	52	80%	20%
Spring 2014	354	92%	8%	41	90%	10%

GRIP PILOT: EXPANDING SI SUPPORT IN GATEWAY/MILESTONE COURSES

This year, the SI program supported a total of 57 sections in 7 gateway/milestone courses. Gateway/Milestone courses had higher levels of student engagement with SI sessions and larger overall positive impacts compared to other courses. While most general education core courses have about 25% of enrolled students attending SI sessions, 32% of gateway course students attended the SI study sessions. Additionally, on average students who attended SI sessions earned higher grades compared to students who did not attend SI sessions. A list of these courses along with grade analysis information is highlighted below.

Milestone Courses	Sections	# of Students		A/B Rate			D/F/W Rate			"Positive Impact"
	Reg/LC	SI	Non-SI	SI	Non-SI	Diff.	SI	Non-SI	Diff.	
ACC 2013 Principles of Accounting I *	23	456	992	41.4%	28.6%	+12.8	39.9%	55.4%	(15.5)	+28.3
BIO 2313 Genetics *	5	219	471	43.8%	32.7%	+11.1	22.4%	36.3%	(13.9)	+25.0
CHE 1003 Chemistry for AHS *	2	78	114	43.6%	23.7%	+19.9	35.9%	52.6%	(16.7)	+36.6
CHE 2604 Organic Chemistry I *	8	333	363	49.5%	15.7%	+33.8	37.5%	55.1%	(17.6)	+51.4
MS 3043 Business Statistics w/ Computer Apps II *	9	179	870	49.2%	42.2%	+7.0	14.0%	23.3%	(9.3)	+16.3
PSY 2073 Statistics for Psychology *	7	153	252	63.4%	43.7%	+19.7	19.0%	34.5%	(15.5)	+35.2
PSY 2573 Psychology of Thought *	3	75	127	46.7%	29.9%	+16.8	22.7%	37.8%	(15.1)	+31.9
Total / Average**	57	1,493	3,189	43.3%	32.5%	+10.8	30.5%	41.4%	(10.9)	+21.7

Note: "Positive Impact" is the positive effect calculated by adding the absolute difference in A/B and D/F/W rate for SI participants vs. Non-participants.



It is important to highlight that the SI program collaborated with the Department of Accounting to ensure that an SI leader was assigned to all sections of the Principles of Accounting I course. The Department of Accounting assigned Teaching Assistant staff in their department to the role of SI leader for 5 of 11 sections during the Fall 2013 semester and 2 of 12 sections during the Spring 2014 semester. To maintain consistent service delivery and program quality, the SI team provided training and supervision to these student employees throughout the semester.

RECOMMENDATIONS

- Continue SI support in targeted gateway/milestone courses for the 2014-2015 academic year. Explore potential for including gateway/milestone courses within academic support

fee structure. Continue to cultivate partnerships with various departments to secure funding for ongoing SI support in historically difficult gateway/milestone courses.

- Develop strategies for utilizing small study group space more effectively during exam periods. Study the feasibility of implementing session caps for SI study sessions scheduled immediately before exams and/or increase the number of weekly sessions based on weekly student engagement patterns.
- Develop and implement strategies for increasing the average number of SI sessions from four sessions per semester to five sessions per semester.
- Sustain a supervisor-to-leader ratio of approximately 1 to 50. Maintaining program quality will continue to be the highest priority for our staff as we work with SI Leaders through effective trainings and the on-going session observation process.



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SI Motto:

*Tell me, and I forget,
Show me, and I remember,
Involve me, and I understand.*

~ Chinese Proverb