

Supplemental Instruction – Working together to achieve Success

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Supplemental Instruction – Working Together to Achieve Success

At Kennesaw State University (KSU), the slogan for the Supplemental Instruction (SI) program is “Working Together to Achieve Success.” This slogan reflects our interdependence and our recognition that it is essential for us to work together as a team if we are to gain the success that all involved constituencies want and need. SI allows different groups to partner and collaborate for student success. Faculty, administrators, SI leaders, and SI student participants all benefit when the program works well. This paper strives to present the partnerships that have been forged through the Supplemental Instruction program at Kennesaw State University, and the benefits of such a program. It aims to demonstrate how all partners have come together to help improve student success.

SI comes in a variety of shapes and sizes. It is offered on campuses around the world and is operational in over seven universities in the state of Georgia. The International Center for Supplemental Instruction at the University of Missouri-Kansas City defines the SI program as “an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together” (<http://www.umkc.edu/cad/SI/>).

What is SI?

SI targets historically difficult courses on each campus. Historically difficult courses are those that traditionally have high rates of Ds, Fs, and Ws as final grades. SI is a free service offered to all students in a targeted course. It is a non remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SI sessions. Students who have taken the course previously and who have been highly successful in the course are recommended by the faculty of the course to serve as SI leaders. SI

leaders are trained in collaborative learning techniques and attend all class lectures, take notes, act as model students and facilitate two or three SI sessions each week. Students enrolled in the class earn higher exam and course grades and withdraw less often when they participate.

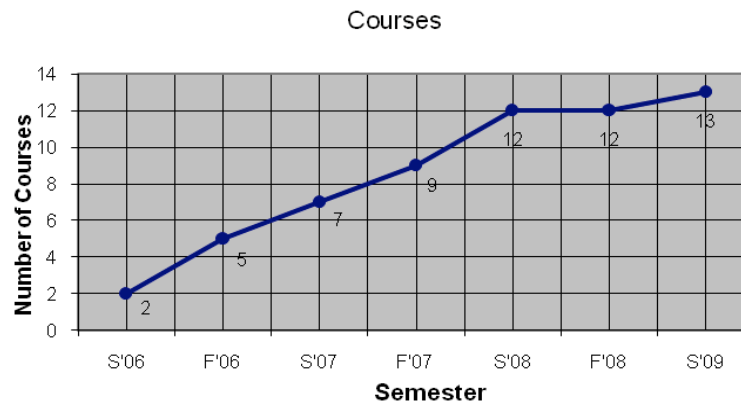
(Martin, Arndale, 1983, 1993; Cobb 1983; Wolfe, 1987; Congos, 1993; Zaritsky, 2004).

Collaborative learning is an important strategy since it helps students to empower themselves rather than remain dependent as they might in traditional tutoring. Research suggests that tutoring relationships do not always promote transfer of needed academic skills (Dimon, 1988; Keimig, 1983; Martin, *et al.*, 1990, 1983a, 1983b, 1982, 1981; Maxwell, 1990).

In SI, students get together in small groups with other students in the subject to compare notes, discuss important topics, clarify key issues and develop strategies for studying and learning. Sessions are designed to be informal, flexible, and fun! The focus of each session will be determined by the needs of the group. SI is a valuable opportunity for students to seek help and advice in a friendly, relaxed environment.

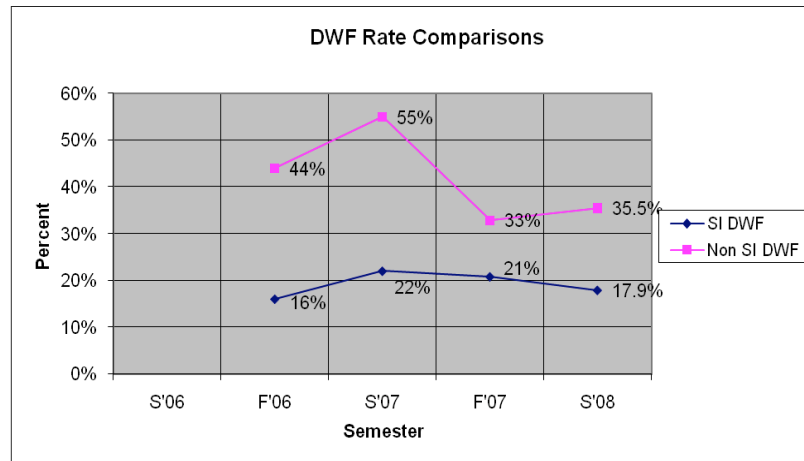
SI at Kennesaw State University

Supplemental Instruction was introduced at Kennesaw State University in Spring 2006. The pilot included one political science course and one math course. Since the program's inception, SI has continued to evolve into a program that serves three academic colleges and seven departments.



SI successfully offers services in sixteen different courses which have high DWF (Ds, Fs and

Withdrawal) rates.



We have consistently observed that SI significantly affects the DWF rates in these difficult courses.

In a study validated by the U.S. Department of Education (Arendale & Martin 1997). SI participants earned higher mean final course grades, SI participants persisted (reenrolled and graduated) at higher rates, SI participants received a lower rate of Ds, Fs or course withdrawals. These differences are statistically significant, despite ethnicity and prior academic achievement (Arendale, n.d.). At Kennesaw State University our data supports this claim. We are still collecting longitudinal data to support the claim of persistence through to graduation and hope that we will see the long term benefits as our students continue to persist and graduate.

The mission of the Supplemental Instruction program is to provide an environment that increases the learning and retention of all students enrolled in SI-linked course sections. The statistics regarding graduation rates are compelling - almost half of all enrolled college freshmen will not graduate with a college degree. (Tinto, 1993). ACT institutional data indicates that the rates of first year students at public universities who return to college for a second year (70.9%) continues to fall, while the number of students who complete their degree in four years (40.8%) shows very little change (http://www.act.org/research/policymakers/pdf/retain_trends.pdf, 2008). The Supplemental Instruction program was brought to Kennesaw State University as part of a

planned solution. As part of the RPG (Retention, Progression and Graduation) initiative, SI was implemented in an attempt to improve retention, aid progression and positively impact graduation rates. The International Center for Supplemental Instruction at the University of Missouri-Kansas City states that the purpose of the SI program is to increase retention within targeted historically difficult courses, improve student grades in targeted historically difficult courses and increase the graduation rates of students

(<http://www.umkc.edu/cad/SI/overview.html>). SI's positive influence on retention has been well documented (Blanc et al, 1983; Burmeister, 1994; Collins, 1982; Hill et al, 1998; Ramirez, 1997). Participation in SI can significantly reduce course failure, improve average course grades and reduce attrition (Martin, Arndale, 1983-1993; Cobb 1983; Wolfe, 1987; Congos, 1993; Zaritsky, 1004). We also know from national research on SI that about 10% more of students who attend SI sessions persist until graduation when compared to non-participants with similar incoming characteristics (Arendale & Martin, 1997; Center for Supplemental Instruction, 1998).

Student Participant Feedback

At Kennesaw State University, the Supplemental Instruction program was instituted to influence retention and benefit our student population. SI helps students master difficult material, form study groups that stay on target and make new friends and study partners. This enables them to have help to leap over the hurdles rather than give up or fail and drop out during difficult times. Johnson and Johnson (1991) indicate that “students who study in groups learn two and a half time more than those who study alone if the groups stay on task.” Repeatedly students who have benefited from the program recount how helpful the program has been. Our ends of term surveys include the following comments from SI participants:

“I wouldn't have passed without her SI sessions. I'm awful at math.”

“I like the SI sessions. If I wasn't attending, I would have dropped the class.”

“The SI sessions were awesome – saved my grade and actually gave me hope to do well in this class. SI helped me with digesting the material.”

“What wonderful sessions!! They were informative, educative and interesting. And the instructor was wonderful for that class and being a student like me too...”

I really appreciate every second of SI, and I would have probably failed without it. Samuel was awesome in putting the information on a level I could understand. He was very helpful.”

“Just forcing me to have another math class each week was helpful.”

“I would not have passed this class without the study sessions. Great idea. Keep doing them. Thanks, Stacy!”

SI Leader Feedback

Our SI leaders also benefit. The leaders develop excellent leadership skills and improve their communication and interpersonal skills. Many SI leaders participate in the program because they love the idea of helping someone else. Other leaders perceive that Supplemental Instruction provides an opportunity for career exploration and they leave realizing that teaching is a passion for them. On the SI leader survey, one leader wrote, “It helped make me even more sure that I want to teach.” When asked to comment on the program, these are some of the things leaders shared in their SI leader diary feedback:

SI is a powerful tool for improved student performance.”

“I really enjoyed it. I was very skeptical at first, but now I love it!”

“It was very important for my educational growth, and served as a capstone senior experience for me.”

“Wonderful! An awesome opportunity for students on either side (leader, participant)...”

“One of the most valuable learning experiences I have ever had.

“Great, fantastic, fab-u-lous.”

“Helped me grow as a person as well as academically.”

“Seeing attendees score high on tests and hearing comments like, ‘Without this program, I would have failed,’ really made me proud.”

Faculty Feedback

The faculty is also very supportive and speak to the improvement they have seen. Faculty surveys provide consistently positive feedback. SMC teaches POLS 1101 [American Government] and has spoken highly of the program:

“Yes- of course, you can share my remarks on SI with anyone considering adopting the program or evaluating it. I don't ever just give away A's in my classes -my students have to earn them. The SI program has earned an A+ with my classes now for two semesters, so I am happy to help promote the program across campus.”

A math professor, WD, encouraged “Keep up the good work. My SI's have been very helpful not only to the students but to me. I enjoy working with them.” Dr. DY has stated, “I think this is a great resource for Kennesaw State University students. I will continue to participate with the program as much and as often as possible.” As class sizes grow and we begin to have sections of 80, 100, 200 and even 250 students, professors seek ways to provide students with support system. Faculty feedback on the Si program clearly indicates this:

The Supplemental Instruction program is one of the best programs ever initiated at Kennesaw State University. I know that it has helped many students organize their efforts and it has encouraged them to meet the challenges required by college courses. It also is vital in giving them a sense of identity and belonging in what would otherwise be hopelessly large classes. The SI program has been a complete success in my classes and I know that it has helped me achieve my teaching objectives in the era of the mega class.

Congos (2001-2002) probably best summarizes the benefits of SI programs in general,

SI also increases the quality of the educational experience by fostering those all-important and retention-related affective connections between students. SI is proactive in that students begin attending during the first week of classes. Problems in content understanding and skills for learning can be identified and addressed in SI sessions early. Students also make

early connections with veteran peers (SI leaders) whose goal is to help these students learn better ways to succeed in college. Faculty members notice higher quality questions and answers in class and on exams. Faculty see fewer students with basic content and study skills problems during office hours. It follows that when baccalaureate students graduate with higher GPAs that more of them meet entrance requirements for grade point averages in graduate, medical, and law schools... While it is somewhat easier to measure the direct financial gains in terms of retained revenue, there are many intangible benefits from SI that accrue to institutions with SI programs (p. 10 - 11).

SI is run from the Academic Affairs department in some colleges, in others it is run from Student Services. At Kennesaw State University, the program is housed in the University Studies department of the University College. In addition to a variety of benefits, this allows us to orchestrate the activities of several different campus constituencies in one primary location. The University College is a neutral place that is connected with other groups and services that serve the entire campus community. As our program has grown, we consistently congratulate our faculty in eligible courses for “Offering our students yet another avenue for success” – a phrase we use often. We have fostered partnerships with various entities around which include the Math Department (which also provides an assistant coordinator for the program), individual faculty members, the Early Alert Program, the bookstore, the Dean’s Office, Department Chairs and the Math Lab. The faculty in First Year Programs (FYP) and Learning Communities are very supportive. Some FYP professors include SI visits as one of the campus “events” that students should participate in. Several students said that after the first visit to SI they continued to go to the sessions because they enjoyed the first visit or really benefited from the first visit. Other FYP faculty allow us to make brief presentations to their classes about SI and study skills. Faculty and graduate students in the Statistics graduate program also partner with us. Not only have some graduate students worked as SI leaders, they have also helped in gathering and analyzing the statistics. A partnership with Dr.

DY has also helped refine our data analysis tremendously. Several of our partners help provide support and encourage other to participate in SI. Some team mates help financially and others help with awards and supplies. The credit for the success of this initiative is shared.

A Testament to Collaboration

In fall 2007 SI was offered in SCI 1101 (Science, Society and Environment I) for the first time. JB was the instructor and Jesse Cole was the SI leader for both classes. SCI 1101 was the first really large Kennesaw State University course in which SI was offered. Each section of SCI 1101 began with 200 students. Although the results for each group are reported separately, Jesse offered three SI sessions each week and all students were invited to attend any or all of the sessions. There were no distinctions made between groups.

Each of the sections had approximately 200 students. One of the sections included embedded learning communities. The sections that were embedded learning communities may be recognized by the letter prefix [C] in the section number. Students in SCI 1101-Sections 04, C10, C11 and C26 attended the same class. The SI leader regularly attended this session. As in all other cases, students in the session that the SI leader attends on a regular basis, attend with greater regularity and in larger numbers (See table - sections in blue = one class).

Jesse Cole offered SI sessions to a total of 392 students and 70 (18%) of the students participated. Students who were part of learning communities seemed to participate with greater regularity and in larger numbers than their counterparts (See table - Percentages in red).

Course	Graded Class Enrollment	Number Attended	Percent Attended
SCI 1101-04	122	29	24%
SCI 1101-05	196	8	4%
SCI 1101-C10	25	16	64%
SCI 1101-C11	24	8	33%
SCI 1101-C26	25	9	36%

In all the SCI-1101 groups, SI attendees had an overall mean final grade that was significantly higher than that of the non-SI students. In Section C10 **all the A's** were made by students who attended SI. Additionally, in Section C10, there was the greatest difference in the mean GPA of SI and non SI students (3.44 vs. 2.22) 1.22.

While student utilization of two services(SI and Learning Communities) may be seen as double dipping and therefore a poor utilization of services, it is more accurately an opportunity to maximize effectiveness. The camaraderie that developed between students who were in the same learning community helped them feel more comfortable about attending an SI session. They were able to take advantage of the opportunities presented in the SI session.

Attendance

The number of students attending SI continues to grow as do the number of courses, sections and professors. The percent of students who attend continues to grow. In several sections, more than half of the class participated in SI. This was particularly true for Spring 2008 in POLS 1101 and MATH 1107 as illustrated below.

% Attending	Course & Section	Professor	SI Leader
77%	MATH 1107-03	Dr.DY	Nancy Burney
72%	POLS 1101-07	SMc	Paul Harris
71%	MATH 1107-05	Dr. DY	Nancy Burney
69%	MATH 1101-05	WD	Heather Vincil
66%	MATH 1107-04	SH	Stacy Kavouras
66%	POLS 1101-10	TSN	Sean Blanc

Several of the participating professors encouraged students to avail themselves of the opportunity SI offers and remain avid supporters of the program. The impact of the active support of faculty has been attested to by SI leaders.

It should be noted that all the 'A's made in the following classes were made by SI participants: MATH 1107-03 (12), MATH 1107-05 (10), POLS 1101-07 (10). Additionally,

all SI participants in POLS 1101/C01 received ‘A’s and none of the participants for SCI 1101-01 received a grade of ‘F.’ These were not the only courses taught by these professors nor were they the only sections offered during the semester. It is impossible to draw any definitive conclusions from these findings; however, we do share these findings with faculty in an attempt to encourage their promotion of SI. We also share it with students in an attempt to encourage greater participation.

The greatest criticism we have received is from students who are unable to fit the SI sessions into their busy schedules. Some students indicate that work schedules and/or class schedules conflict with SI session schedules. This is an area that will continue to pose problems since we are still primarily a commuter campus and most of the students work. SI session times are selected based on student feedback regarding availability and SI leader schedules. A concerted effort is made to offer sessions on varied days and times; however, we have found that the sessions that have best attendance tend to be ones that are scheduled immediately before or immediately after classes.

Through the work of our dean, Dr. R, and our chair, Dr. C, we were able to help us overcome one of the biggest hindrances to the growth and success of the SI program – location. The new SI classrooms (LB 404 and LB 410) have allowed us to better meet student requests in terms of the times of SI sessions and the convenience of location. Both rooms are in the library as are the other rooms we use and since most students know where the library is located this has eliminated some of the frustration that they feel when trying to find SI sessions

Assessment and Report

Another partnership that transpired was one that grew between a graduate student who was an SI leader working with a statistics professor. Dr. Y, NB (his SI leader for two groups) and another graduate student, A, joined forces to help us do a deeper analysis of the SI data that

had been gathered each semester since fall 2006. The Office of Institutional Research provided data regarding student demographics for course sections that offered SI service to students.

While we knew that the program was successful and had qualitative data to support this, we endeavored to do a rigorous quantitative analysis of the longitudinal data. Dr. Y has promised to continue to work with us each semester to continue to analyze the data and help us recognize trends.

What follows is an extract from Dr. Y's report that helps establish greater credibility for our program. The report includes details regarding the sample, the statistical method and the findings. There were four distinct objectives. First, a statistical description of the subpopulations of Kennesaw State University students who chose to use SI services was provided. Second, a statistical assessment of the effect of SI participation on students' grades in classes with SI support¹ was presented. Third, the effect of SI participation on DFW rates was addressed. Finally, an assessment of the effect of SI participation on students' current term GPA was presented in an effort to measure possible effects of SI participation on transferable academic skills which students may generalize to other classes for which SI support is not available. This fourth objective was one that we had, prior to this, been unable to ascertain.

The Sample

The initial sample consisted of $N = 4,453$ undergraduate students enrolled in 15 historically difficult classes at Kennesaw State University. These data were collected over four different semesters. These students received classroom instruction from 29 different instructors within 86 different sections of the 15 classes mentioned above. Finally, students received SI support from 39 different SI leaders.

Due to missing values in the data set, subsets of the total data were used for the analyses described hereafter. The analyses of final grades and current term GPA were based on the

¹ The class in which SI support was provided is referred to as the target class henceforth.

number of students with complete information on all relevant variables and who completed the target class (i.e., did not withdraw). This subset of the data consisted of $N = 2,820$ students. In contrast, the analysis of DFW rates also included those students who withdrew from the target class. Therefore, this analysis was based on a subset of the total sample with 3,196 students.

Statistical Methods

The analyses described in this report utilized mixed effects models. These models are especially appropriate because the SI data exhibit a complex organizational structure with students nested within sections, section nested within SI leaders and instructors, instructors nested within classes, and classes nested within semesters. Furthermore, these models are able to measure the variation between semesters, classes, instructors, SI leaders, and sections, which often provides useful information. The models also included a number of covariates and blocking variables including gender, ethnicity, age, high school GPA, and standardized math & verbal test scores (SAT or ACT scores). The inclusion of these variables in the models made a more precise estimation of the specific effect of SI participation on student academic outcomes possible. This is notable because previous analyses of SI data at other institutions (and even at the national level) have most often used a simple two-group t-test approach which is not able to differentiate between the effect of SI participation and these other possible explanations for student achievement.

A Description of Students Who Participate in SI Services

Age, Sex, High School GPA, SAT scores, ACT scores, Current GPA, and race were used to describe the subpopulations of undergraduate Kennesaw State University students who are using SI services. It is hoped that the results of this analysis will articulate the attributes of Kennesaw State University students who are and are not using SI services. In this way, perhaps, special efforts can be made in the future to include students who are not currently participating.

The average age of students was remarkably constant across the four different levels of SI participation (zero sessions, 1-4 sessions, 5-9 sessions, 10 or more sessions). Furthermore, all SI

participation groups consisted of at least one student in their forties except the 5 to 9 SI sessions group, where the maximum student age was 28 years.

The average high school GPA's and standardized test scores among all SI participation groups were all also surprisingly homogeneous. In fact, the only substantial differences among SI groups appear to be 1) the number of students in each group and 2) current term GPA. Interestingly enough, there appears to be a positive relationship between SI participation and current term GPA with higher term GPAs associated with more SI participation.

An additional analysis was conducted to investigate which of these characteristics is more strongly associated with SI participation. A linear mixed effects model was fit to the data using the number of SI visits as the response variable. Both high school GPA and math standardized test scores were found to be predictors of SI participation, but in different directions. More specifically, students with higher math test scores attend SI less. However, students with higher high school GPAs are estimated to attend more SI sessions. These results are true regardless of the semester, class, instructor, SI leader, or section that a given student enrolls in.

The Effect of SI Participation on Final Class Grade

In order to address this issue, a linear mixed effects model was fit to the sample data ($N = 2,820$)². Gender, ethnicity, age, high school GPA, and standardized math & verbal test scores (SAT or ACT scores) were all included in the model as covariates or blocking variables. Only 23.71% of students who chose not to participate in SI received an 'A' while 54.81% of the group who attend 10 or more SI sessions received an 'A'. SI participation was found to be a statistically significant predictor of final grade; however, this relationship was found to be mediated by a student's high school GPA. In other words, SI participation has a differential effect on final grade depending on a

² The full data set of $N = 4,453$ students consisted of many individuals who did not have complete information on all relevant variables. Therefore, the analysis was performed on the subset of the data with complete cases ($N = 2,820$).

student's previous academic achievement³, $F(1,2764) = 5.15$, $p = .0233$. For example, the model estimates that a student with a high school GPA of 2.5 will obtain a .088 increase in final grade (slightly less than a tenth of a letter grade) for every SI session he/she attends. Conversely, a student with a high school GPA of 3.5, for example, is estimated to only increase by .057 in final grade (slightly more than a twentieth of a letter grade) for every SI session he/she attends. Therefore, the results suggest that low achieving students tend to benefit from SI participation more than their high achieving peers.

The Effect of SI Participation on DFW Rates

Table 3.1 displays the target class outcome (i.e., letter grade) by SI participation.

Table 3.1: Course Outcome by SI Participation

Number of SI Sessions	Statistic	Course Outcome					Total
		A-C	D	F	W	WF	
0	Frequency	1465	218	190	305	17	2195
	Row Percent	66.74%	9.93%	8.66%	13.90%	0.77%	
1-4	Frequency	557	48	33	46	1	685
	Row Percent	81.31%	7.01%	4.82%	6.72%	0.15%	
5-9	Frequency	186	13	6	6	1	212
	Row Percent	87.74%	6.13%	2.83%	2.83%	0.47%	
>10	Frequency	101	2	1	0	0	104
	Row Percent	97.12%	1.92%	0.96%	0.00%	0.00%	
Total		2309	281	230	357	19	3196

According to the table, occurrence of all undesirable course outcomes (D, F, W, or WF) becomes less and less likely as SI participation increases. For example, of the 2,195 students who chose not to participate in SI, 8.66% or 190 received an F in the target class. However, of the 685 students who chose to attend SI 1 to 4 times, only 4.82% or 33 received an F. In summary, SI participation was found to be a statistically significant predictor of DFW rates. However, this association was found to be mediated by standardized math test performance. In other words, SI participation has a differential effect on DFW rates depending on a student's previous academic achievement. In general, however, increasing SI participation was found to be associated with lower DFW rates for all students.

³ Measured here by high school GPA.

The Effect of SI Participation on Current Term GPA

In order to address this issue, another linear mixed effects model was fit to the sample data ($N = 2,820$)⁴. This model utilized current term GPA as the response variable instead of a student's grade in a single historically difficult class and the same covariates or blocking variables⁵.

SI participation is a statistically significant predictor of current term GPA, however, the magnitude of that effect depends on both the number of SI sessions attended and a student's mathematical ability as measured by either the SAT or ACT math subscales. This was true even with the large number of covariates and blocking variables included in the model. In other words, regardless of a student's gender, ethnicity, age, high school, standardized test performance, and the direct effect of SI participation in the target class; SI participation is still a powerful predictor of a student's term GPA.

Final Conclusions and Recommendations

This report has provided statistical evidence of the effectiveness of the SI program at Kennesaw State University. Specifically, SI participation was found to have a positive and beneficial effect on all student outcomes investigated. In all cases, however, the effect of SI participation on the student outcomes of interest was found to be mediated by some measure of previous academic achievement, either high school GPA, in the case of final grades, or standardized math test performance, in the case of DFW rates and current term GPA. The reason for an effect mediated by one over the other is not clear and will require further research. It is possible that these measures of academic achievement include other incidental or secondary characteristics of the students differentially. For example, it may be that high school GPA measures academic achievement as well as a substantial amount of student motivation,

⁴ The full data set of $N = 4,453$ students consisted of many individuals who did not have complete information on all relevant variables. Therefore, the analysis was performed on the subset of the data with complete cases ($N = 2,811$).

⁵ Please see previous model descriptions for the justification of the inclusion of these explanatory variables.

determination, and/or persistence while standardized math test performance may incidentally measure more aptitude and/or test-taking skills, etc. More research into these issues is needed.

SI participation was not found to be significantly mediated by verbal test performance. This may be attributable to the fact that the majority of historically difficult classes at Kennesaw State University are either science or math classes. As a result, math test performance is most likely more telling of a student's performance in these classes.

In all cases, the variation between SI leaders was found to be negligible. This result provides evidence that SI participation is equally beneficial for students regardless of which SI leader is providing service. This may be interpreted as evidence validating the training of these leaders and the SI program at Kennesaw State University. These findings suggest that the recruitment and training of these individuals is producing a relatively homogeneous population of leaders who are equally effective at delivering SI services. As further research is done, we will examine this further.

In contrast, all of the analyses found that the variation among instructors was statistically significant. This provides some evidence for the conventional wisdom that some instructors are more effective than others. The estimated variation between instructors was not substantial and may not be of practical importance. Further investigation into this issue is needed.

Finally, the present analysis does not provide evidence of a causal relationship between SI participation and any of the student outcomes investigated. In other words, it is not possible to claim that SI participation causes positive changes in these outcomes. Simply, the reported effect of SI participation may be the result of other variables not represented in the data. One of the most likely candidates being student motivation. For example, with regard to the investigation of transferable skills measured by current term GPA: are students generalizing SI skills to their other classes or are more serious, motivated students simply choosing to go to SI more and also obtaining higher levels of achievement in their other classes which they would have obtained

anyway? The current study was not designed to address these issues. In order to prove a causal relationship, a designed experiment would have to be performed where students are randomly assigned to different levels of SI participation during data collection. Congos and Schoeps (1993) noted, however, that the self-selection bias remains an inherent problem in the evaluation of the program.

While remaining mindful of this fact, the present analysis did include variables such as high school GPA and standardized test performance that surely serve as proxies for student motivation to some extent. In other words, a student's motivation certainly impacts their high school GPA as well as their academic performance in college. Because these proxy variables were included in the present analysis, student motivation has been accounted for to some un-known extent. Future investigation is needed to further delineate these relationships and their impact.

This data is compelling; however, the voices of our students speak loudest when we begin to look at the success of our program: *"I am very thankful that we (Kennesaw State University) have SI sessions. This one was my first and will NOT be my last. Amazing!! I have a lot of respect for these SI sessions."* Still another, *"I thought the sessions were a huge help and without them I probably would not have passed this class. They helped clarify the most essential parts of the course and helped us to understand what the professor wanted us to do."* Another added, *"I was so thankful for SI and it has been the number one tool to my success. I wish more classes offered it."* It is wonderful to hear these things and we often do. Comments like this make what we do worthwhile. Students and groups now try to find out which courses and sections will have SI attached each semester. This is a testament to the recognition of the impact the program has. It is our pleasure to work with administration and faculty to help the students at Kennesaw State University succeed academically. SI at Kennesaw State University is an illustration of a team working together to achieve success for all.

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