The University Learning Center

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DEPARTMENT MISSION STATEMENT:
The mission of The University Learning Center is to provide all Cal State Fullerton students with academic support that will assist them in becoming independent learners in an inviting and contemporary environment. We believe that all learners need support that extends beyond the classroom to reinforce and amplify daily lessons. We create learning opportunities outside of the classroom that involve collaborative activities for student's faculty and staff. We strive to support the academic enterprise and ensure that every student has the opportunity to succeed.

PROGRAM/SERVICE OVERVIEW:
Supplemental Instruction (SI)
Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions within targeted historically difficult courses. 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. The sessions are facilitated by SI Leaders (students who have previously done well in the course). They attend all class lectures, take notes, and act as model students. The purpose of SI is to increase retention, improve student grades, and increase the graduation rates of participants.

TYPE OF ASSESSMENT:
☒ Program Evaluation

DATA COLLECTION METHODS:
Qualitative survey

LIMITATIONS:
The survey was e-mailed to 107 students who attended at least one SI session, yet only 21 students completed the survey which is a 19.44%.

SUMMARY OF RESULTS:
45% of respondents were freshmen, 35% were sophomores and 20% were juniors. All respondents stated the premises of SI as the item they felt most helpful: overviews, mini quizzes, and “breaking down the information learned in class so it is more clear and easier to understand.”

KEY FINDINGS:
- 84% of respondents indicated that the service contributed “a great deal” or “considerably” to their understanding of course content, concepts, and material.
- 100% of respondents indicated that they would “definitely” or “probably” recommend SI to a friend.
- Attendance was mixed: 15% attended 2-3 times a week; 15% once a week; 35% 2-3 times per month; 15% monthly; and 20% once a semester.
APPLICATIONS OF FINDINGS:

In previous years, the ULC Assistant Director distributed this survey in the SI sessions at the end of the semester. Collecting data in person yielded a significantly higher response rate. As the University moves towards institutionalization of the SI Program, an assessment plan will be developed that will increase the response rate through wider distribution. In addition to surveying the students about their experience in the SI sessions, the student learning outcomes of the SI Leaders will be assessed. Following the University of Missouri-Kansas City model, student grades and average course GPA’s will also be collected and analyzed comparing SI participants to non-participants.