

Do You Teach an At-Risk Course?



**ASSESSING THE IMPACT OF SUPPLEMENTAL
INSTRUCTION WITH LINKED WRITING COURSES IN
THE MERRITT WRITING PROGRAM**

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General Background



- Early learning assistant programs at Harvard
- Change in college demographics and access
- Emergence of learning assistance centers and curricula
- Supplemental instruction, University of Missouri-Kansas in 1970s (1st SI model)
- Current models at UC Merced

Definition



- Supplemental Instruction (SI) classes provide study sessions in targeted courses that historically have been deemed difficult to improve student grades and increase retention.
- SI classes further develop the content and concepts presented in the target class.
- SI classes are not remedial classes and do not target under-prepared students.

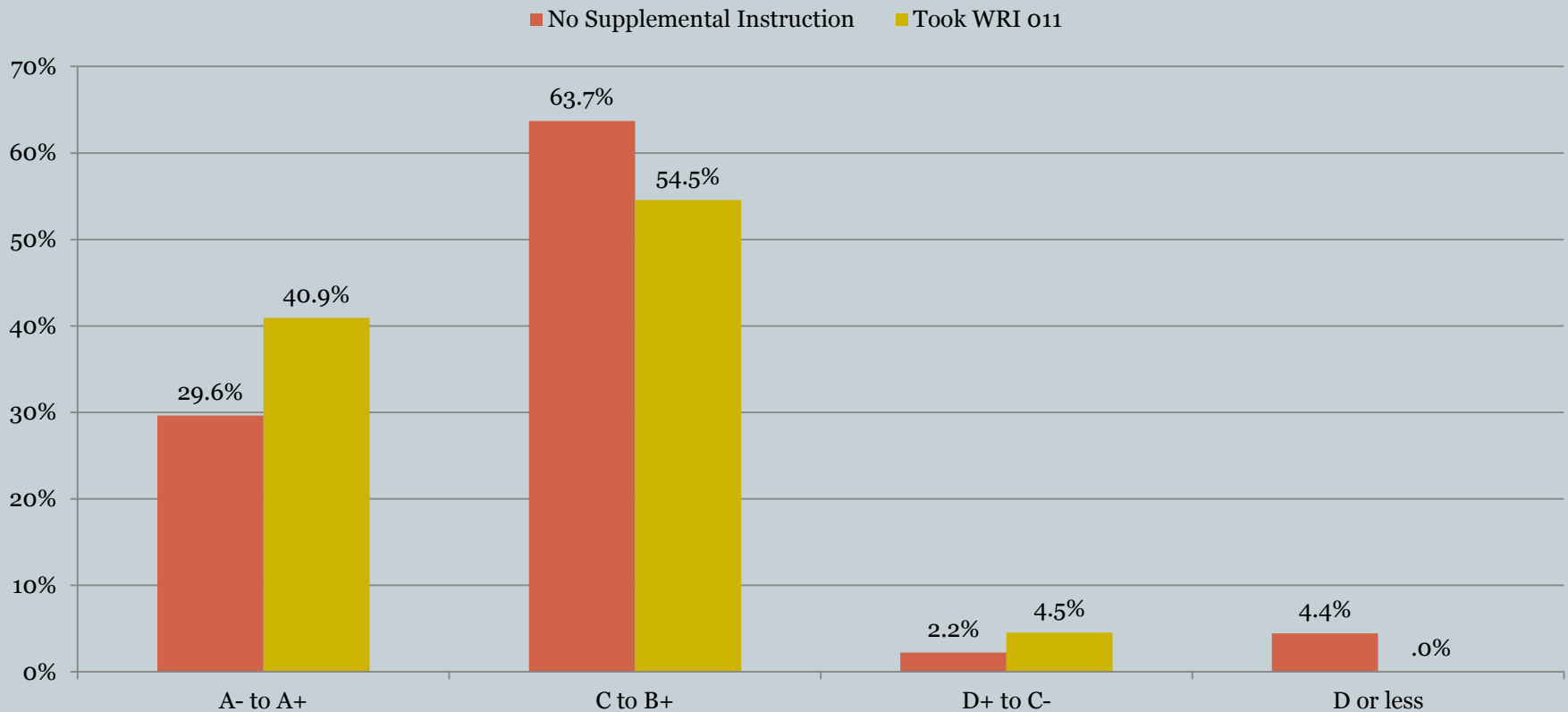
WRI 11: Curriculum Design and Goals



WRI 11-Objectives

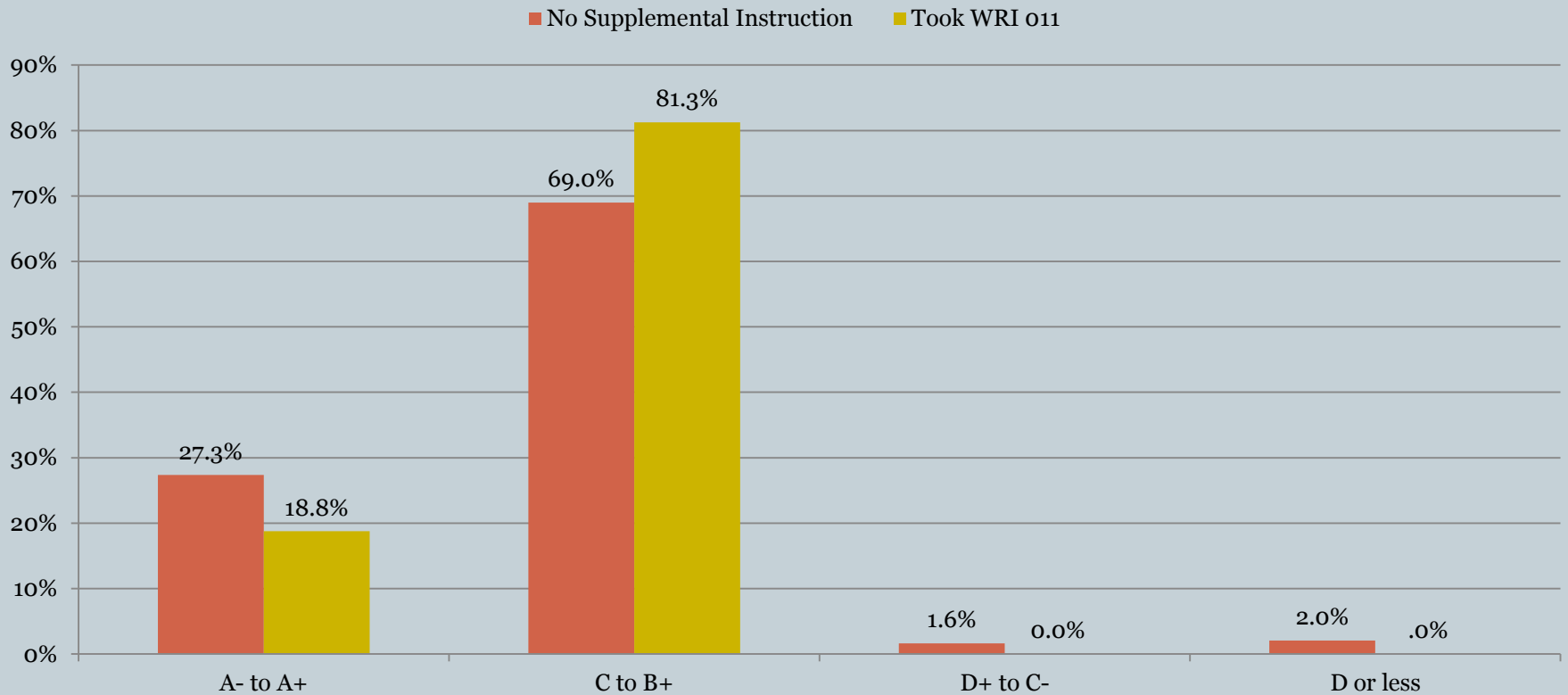
- Promote development of academic skills in courses in order to promote in classes that are historically difficult
- Focus on how to learn as much as what to learn
- Utilize active learning strategies
- Facilitate learning through collaboration
- *Provide a positive, non-threatening learning environment that encourages students to ask questions*

WRI 11 students linked with WRI 1



- More A's
- No academic probation or failures

WRI 11 students linked with WRI 10



- Fewer A's than the comparison group (19% compared to 27%)
- More grades of C to B+ (81% compared to 69%)
- No failures

Course outcomes and findings



- **WRI 11 students linked with WRI 1**
 - More A's
 - No academic probation or failures

- **WRI 11 students linked with WRI 10**
 - Fewer A's than the comparison group (19% compared to 27%)
 - More grades of C to B+ (81% compared to 69%)
 - No failures

Observations & Recommendations



- Students who completed WRI 11 and linked WRI 1 courses had weaker placement scores compared to students who did not take WRI 11
- Women have been more likely to enroll in WRI 11
- Students enrolled in WRI 11 are more likely to be speakers of other languages

Beyond the Stats



- Developing and enhancing requisite skills in the targeted class contributes to higher student grade performance
- Emphasis on affective learning strategies and the power of understanding that an individual can determine his or her own success in an academic environment is equally important

Further questions to consider



- How can I support affective learning in my own course?
- What role does motivation play in the success of my students, relative to preparation concerns I may have?
- Does Supplemental Instruction fit with disciplines beyond writing at our campus?