

# ACADEMIC INTERVENTION & MENTORING PROGRAM

2007-2009

## Goals of the AIM Program

1. Target primarily first year students.
2. Assist in increasing retention from first to second year status.
3. Decrease the number of D, F, & W's in historically difficult sequential courses.
4. Assist students who have received D, F, or W's in historically difficult courses to help them get back on track and prevent attrition.
5. Support students at varying levels of academic risk.

## Foundations of the AIM Program

1. Supplemental Instruction
2. Learning Assistance
3. Sol Study Center (Expanded tutoring)

## Supplemental Instruction

- SI @ RIT is based on the national model created at the University of Missouri, Kansas City's [International Center for Supplemental Instruction](#).
- SI is placed in primarily first year courses based on historical D, F, & W rates.
  - ▣ Courses and sections are selected in partnership with the academic departments.
- National data suggest that students who regularly attend SI sessions are more likely to earn a higher grade in the course and have a lower rate of D, F, or W.
- SI is accomplished through one hour structured study sessions led by SI Leaders where students are encouraged to work collaboratively to identify what to learn and how to learn it.

## What is SI?

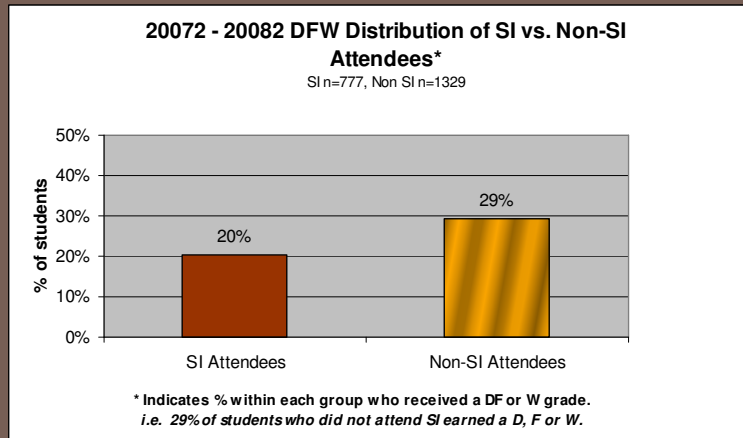
- SI Leaders are undergraduate students who have been hired for a supported course due to their high level of performance previously in that course.
- SI Leaders attend class to observe the course and begin to identify barriers students encounter.
- SI Leaders hold two voluntary, one hour study sessions a week.
- SI Sessions begin second week of classes.
- SI Sessions facilitate discussion and activities to help the students process course content and learn how to adapt study skills for the course.

## SI @ RIT

- SI was offered to students in 64 sections between Winter Quarters of the 2007 and 2008 academic years. \*
- 776 students took advantage of at least one of the SI sessions offered throughout that time.
- Over 25% of students enrolled in an SI supported section each quarter took advantage of the sessions on a regular basis.
- SI attendees were 10-15% less likely to receive a D, F, or W in the supported course.

\* Spring Quarter 2008 had an add'l 25 sections and the current Fall Quarter has 24 supported sections

## SI Outcomes



## Assessment of SI

- The AIM team has used the following measures to assess the success of SI @ RIT:
  - SI session attendance
  - Grades of students in SI supported sections
  - Persistence of students in SI supported sections
  - Feedback from SI Leaders via clipboard survey
  - Evaluation of SI experience from faculty members in supported courses
  - End of quarter survey to students in support course regarding their experience with SI
  - SI Supervisor's evaluation of SI Leaders

## Observations regarding SI

- SI helps students with varying levels of academic need.
- Regular participation in SI assists in lowering a student's chance of receiving a D, F, or W in the supported course.
- Attendance at SI sessions is positively affected by the strength of the SI Leader's connection with the students and relationship with the faculty member.
- Faculty and department buy-in to the program is imperative to the success of the SI in the supported course.
- Students struggling with a large amount of course content can benefit from SI but may also need more intensive tutoring.

## SI: Lessons Learned... Changes made

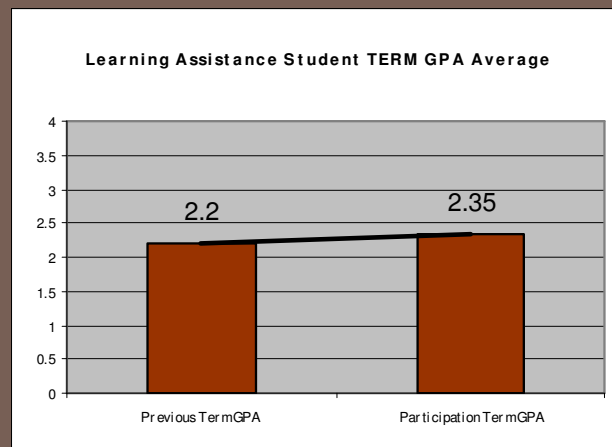
- SI requires strong partnerships at all levels
- As SI evolved, departments requesting SI support increased
- Managing multiple section courses (M&P, Chem)
- Defining role of SI leader as differentiated from TA's, SLI's, etc.
- Faculty "buy in" / Dept chair "buy in" are key

## Learning Assistance Program

- Students are invited to participate in the program based on receiving a D, F, or W in the previous quarter.
- The goal was to work with students that “have stumbled but not fallen” to help them get back on track in their major.
- Case management model
- Process includes:
  - Intake Process- a consistent, formal intake process to gain insight on the students’ academic and personal background
  - Mid-quarter Reports- student “authored” report in response to specific and intentional questions about attendance, papers, projects, quizzes...
  - End of Quarter Reports- completed by the learning assistant, summative report on successes and struggles. Provides student with feedback and suggested resources for the future. Includes feedback from other support staff as appropriate.

## Success of AIM Contract Students

171 students participated between 2007-2008.



## Assessment of Learning Assistance

- The AIM team has used the following measures to assess the success of learning assistance (LA):
  - LA participation rates
  - Comparison of GPA for students before, during and after LA
  - Persistence of students participating in LA
  - Feedback from LA participants via clipboard survey

## Learning Assistance Observations

- Through assessment and observations, Learning Assistance participants were categorized into three groups:
  - High risk (2.3 GPA and below): need more intensive intervention
  - Medium risk (2.3-3.0 GPA): best fit for program
  - Low risk (3.0 + GPA): did not require as many services
- There is a need for a more intensive level of study skills instruction for students nearing probation/suspension.
- The intake process helped to define primary concerns for each student.

## Learning Assistance: Lessons Learned & Changes Made

- Eliminated the need for “total” participation
- Eliminated summer waiver
- Narrowed “scope” of student’s served
- Development of workshop series (focus on transition from HS to college)
- Carry over to first quarter of 2<sup>nd</sup> year – still seeking some “start up” assistance
- Referrals for first term students

## Sol Study Center/Expanded Tutoring

- Located in the primarily first-year student housing
- Open Monday-Thursday 7:00-10:00pm
- Services facilitated by the Academic Support Center staff in collaboration with AIM, Housing Operations, and Residence Life
- Math & Physics drop-in tutoring
- Study Skills Workshops –Wednesdays, 8:00pm
  
- 2445 students took advantage of the math, physics and study skills options between 20072-20082

## Sol Study Center Observations

- High attendance supports our assumption that there was a need/desire for math and physics tutoring on the residential side of campus.
- With the lack of lounge space in the residence halls, having an alternative place for students to study outside of their rooms is essential.
- Even with the addition of tutoring services in the evenings in the residence halls, the ASC Math Lab has not seen a decrease in usage.

## Sol Study Center: Lessons Learned & Changes Made

- Changed to lead tutor model
- Scaled back individual coaching support, increased focus on workshops
- Looking at expanded areas, such as chemistry and economics
- Adding additional specialized tutors for data analysis

Questions?