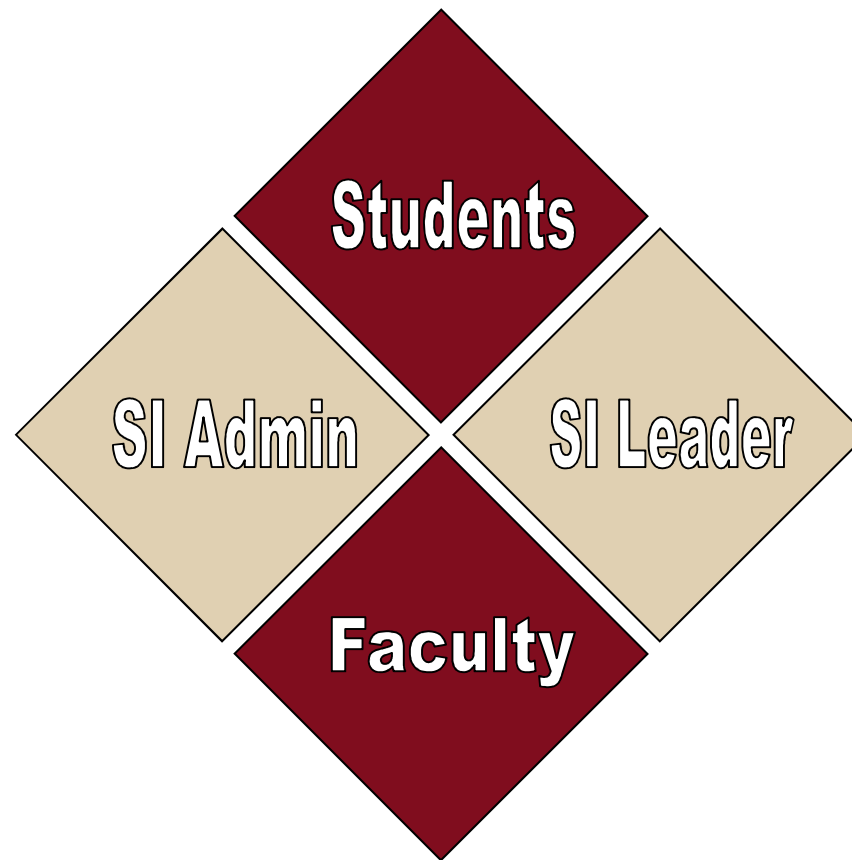




CAPELLA UNIVERSITY

# Online Supplemental Instruction at Capella University

*August, 2012*



## How does online SI work?

- SI leaders offer weekly synchronous study sessions in Adobe Connect, where learners practice course concepts and learn together.
- SI is optional, but about 25% of learners in SI courses attend at least one session.
- SI leaders are Capella learners who have received an A or B in the targeted course and display excellent communication and metacognitive skills.
- SI leaders are hourly employees recruited through the standard HR process and work about 20 hours a week on top of their full time jobs and responsibilities as learners
- SI has been shown to increase persistence and contribute to learner satisfaction and sense of Capella community.

# What is the SI leader role?

## The SI leader will:

- Prepare and deliver collaborative, synchronous sessions in Adobe Connect as an “advanced peer”
- Encourage learners to actively participate during sessions
- Review discussion threads and syllabus to identify difficult/important concepts
- Post information about SI sessions in the courseroom
- Communicate openly with faculty about session outcomes and attendance

## The SI leader will not:

- Grade assignments
- Participate in content area discussions
- Work 1-1 with learners
- Re-lecture as “expert”



# What is the faculty role in SI?

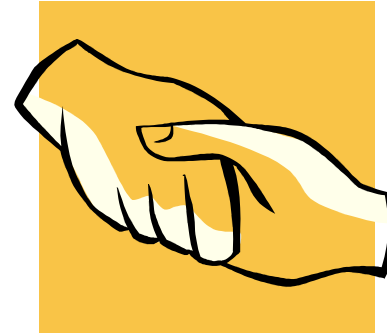
## Faculty are:

- Invited to share input about the most difficult/important concepts
- Invited to advertise about SI in the courseroom
- Invited to periodically attend SI sessions
- Expected to approach SI leader directly with concerns or feedback

*Above all, faculty are important **advocates** for SI.*

## Faculty are not:

- Expected to supervise the SI leader
- Required to attend SI sessions



# SI in the Courseroom – Section for SI Intro

The screenshot displays the Blackboard Learning System interface within a Windows Internet Explorer browser. The browser's address bar shows the URL: <http://courseroom2.capella.edu/webct/urw/1c5122011.tp0/cobaltMainFrame.dowebct>. The page header includes the Capella University logo and the course information: **MAT2051 - Apr 12 2010 to Jun 18 2010 - Section 02**. The interface is divided into several sections:

- Course Tools:** A sidebar menu on the left containing links for Course Content, Learning Modules, Announcements, Mail, Discussions (highlighted), Assignments, Calendar, Assessments, Search, Roster, and My Settings.
- My Tools:** A section below Course Tools with links for My Grades, My Progress, and My Files.
- Discussions:** The main content area shows a list of discussion topics under the heading "Expectations and General Discussion". The topics include:
  - [Introduce Yourself](#) (21 Messages / **21 New**)
  - [Faculty Expectations](#) (29 Messages / **29 New**)
  - [Updates and Handouts](#) (0 Messages)
  - [Questions and Tips](#) (6 Messages / **6 New**)
  - [Cyber Cafe](#) (4 Messages / **4 New**)
  - [SI - Group Study Sessions](#) (6 Messages / **3 New**)The "SI - Group Study Sessions" topic is highlighted with a blue box. Its content reads: "These sessions are peer led group study sessions. Together as peers, we will spend time on course material and even learn new strategies for learning that can be applied to this course and beyond. I will post information about these sessions in this area. Please keep checking back for new postings!"
- Unit 1 Discussions:** Below the main discussion list, there are links for "u01d1 Space Shuttle Experiment" (1 Messages / **1 New**) and "u01d2 Algorithms" (0 Messages).

## Glimpse into the SI session

These next few slides are snapshots of SI rooms. Just as entering an empty classroom before or after a study session would not capture the life and energy of a class in progress, the empty SI room is just a shell for the lively discussions and discovery that happens in a live session.

However, the SI rooms shown do demonstrate:

- different layouts of SI rooms
- the engagement of learners in the chat pods
- an example of a warm up, “workout,” and cool down



# SI Warm Up: Stats course example

Unit 3 | Connect Pro Meeting

Unit 3 PPT

1. Measures of Central Tendency	A. The degree to which individual data points are distributed around the mean; measures reflecting differences between types of situations.
2. Mode	B. $\sigma^2$
3. Median	C. Distance from lowest to highest; suffers as a reliance on outliers
4. Mean	D. Sum of squared deviations about the mean divided by N-1
5. Population Mean	E. $\mu$ / $\mu$
6. Trimmed Mean	F. Samples with a percentage of extreme scores removed
7. Variability	G. $s^2$
8. Range	H. Range of the middle 50% of the observations; discard 25% of upper and lower (removes 50%); difference between the 25 <sup>th</sup> and 75 <sup>th</sup> percentiles.
9. Interquartile Range	I. Simplest measure; most frequent score within a distribution; can have more than 1 mode; applied to nominal data; not sent to outliers.
10. Trimmed Samples	J. Mean resulting from discarding fixed percentage of outliers (largest and smallest).
11. Trimmed Statistics	K. Sum of scores divided by number of scores; average; $\bar{X}$
12. Variance	L. Statistics calculated on trimmed samples
13. Sample Variance	M. 50 <sup>th</sup> percentile; arrange scores in ascending order; if even number of scores takes average of middle two.
14. Population Variance	N. Square root of the variance; $\sigma$

Attendee List (33)

- Cassandra Shaw
- Amy Boegel
- Ana Cabrera
- Angela Goodwin - Stacks 2
- Arlisia Fields
- Bill Donges
- Carie
- Carol Savage
- Chandra Concepcion
- Charlene Lucca

Chat

Angela Goodwin - Stacks 2: E  
 NCanaryDigironimo: E  
 Julie Ripp 2: j  
 Carol Savage: j  
 Margy Spezia: j  
 Angela Goodwin - Stacks 2: j  
 NCanaryDigironimo: j  
 Susan Simiele: H  
 Bill Donges: a  
 Julie Ripp 2: a  
 Margy Spezia: A  
 Carol Savage: A  
 Angela Goodwin - Stacks 2: A  
 NCanaryDigironimo: A  
 Larry Anderson: a  
 Bill Donges: c  
 Julie Ripp 2: c  
 Margy Spezia: c  
 Carol Savage: c  
 Angela Goodwin - Stacks 2: C  
 NCanaryDigironimo: C  
 Juli Baumgamer: c  
 Larry Anderson: including outliers?  
 Margy Spezia: H  
 Timothy Mercer: H  
 Angela Goodwin - Stacks 2: H  
 Julie Ripp 2: could you repeat that?  
 NCanaryDigironimo: H  
 Bill Donges: h  
 Julie Ripp 2: the range thing...

Next Session

Next Session Unit 3  
 Monday 8:30 PM EST  
 You will want the Unit 3 Handout located in the lower right - Matching  
 Go ahead and get your Howell text.

Call in Information

PSY 7620:  
 Call 888-227-5650  
 76202011#

Handouts

Name	Size
Unit 10 PPT Handout.doc	1586 K
Unit 9 Handout Q3.doc	8343 K
Unit 8 PPT Handout Q3.doc	9745 K
Unit 7 PPT Handout rev.doc	12363 K
Unit 6 Q4 Handout.doc	11004 K
Unit 5 PPT Handout.doc	7751 K

Save To My Computer

0:04:51



# Workout - Small Groups

**Call In Information**  
PSY 7620:  
Call 888-227-5650  
76202010#

**Attendee List (35)**

- Cassandra Shaw
- Betty James
- Brittany Draper
- carolyn powell
- cgracia
- Chantel Taylor 2

**Unit 2 Part 1 Group**  
Values are: 5, 4, 6, 7, 0  
1. Determine subscripts  
2. Calculate  $\Sigma X$   
3. Calculate  $(\Sigma X)$  squared  
4. Calculate  $\Sigma CX$  where  $C = 2$

**Team A**  
**Suraiya Stephenson. Instructor: Dr Gore.:** Thanks, Isabell. It tells you to if its your first time  
**Val Frie:**  $X_1=5, X_2=4...$   
**Suraiya Stephenson. Instructor: Dr Gore.:**  $X_5, X_4, X_6, X_7, X_0$   
**Drionne Tucker:** agreewith val  
**Greg Carson:** the screen just popped up, my computer is going super slow  
**Val Frie:** sum=22  
**Suraiya Stephenson. Instructor: Dr Gore.:**  $2 = 22$   
**Val Frie:** x squared = 484?

**Team B**  
from courseroom.  
**Isabell Springer:** I should be in team D  
**Laurie Dean-Newton:** who is that talking?  
**Sandra Green:** not me  
**Pamela Lane:**  $x_5, x_4, x_6, x_7, x_0$   
**Laurie Dean-Newton:** me either...lol  
**Isabell Springer:** Newt- lol.  
**Isabell Springer:** Thats my cousin, now quit  
**Laurie Dean-Newton:** that's it guys. i need help.  
**Laurie Dean-Newton:** lol  
**Chantel Taylor 2:** sum=22

**Team C**  
**Morgan McNabb:** sum= $x_3=6$  (sorry)  
**carolyn powell:**  $x_1=5; x_2=4; x_3=6; x_4=7; x_5=0$   
**Morgan McNabb:** sum=22  
**cgracia:** sum=22\  
**Morgan McNabb:** sum squared = 484  
**renee coleman:** subscript=  $X_1, X_2, X_3, X_4, X_5$  (numbers 1-5 are subscripts)  
**Jeremy 2:** #4 is 44  
**carolyn powell:**  $x=22$   
**Christina Rasi:** Number 4:  $x_1 = 10, x_2 = 8, x_3 = 12, x_4 = 14, x_5 = 0$

**Team D**  
**Jacelyn Magsipoc:** yes  
**Jacelyn Magsipoc:** doing it on a calculator hahaha  
**Elizabeth Culp:** what is #4?  
**Tenzin Denison 2:** counting beads?  
**Elizabeth Culp:** abacus  
**Jacelyn Magsipoc:** hahaha  
**Jacelyn Magsipoc:** you guys know how to use that?  
**Elizabeth Culp:** no, but I sounded smart for a second, didn't I  
**Jacelyn Magsipoc:** hahahhahah yup :-)  
**Tenzin Denison 2:** count to ten on an abacus?!

# Cool Down: PS course example

The screenshot shows a meeting window titled "PS3100 Introduction to Criminal Justice Supplemental | Acrobat Connect Professional". The main content is a slide titled "Getting Started SI PS3100.ppt" with the following text:

In closing take a moment to write down your thoughts on the following question:

What do you hope to gain from this course and how do you plan to utilize what you learn in your professional life?

Best of luck to all and see you next session!

The slide features a pair of silver handcuffs in the center. The meeting interface includes an "Attendee List (1)" on the left with "Kathe Pelletier" listed, a "Call Information" panel with phone number 888-227-5650 and access code 31002010#, a "File Share 2" panel on the right with a table of files, and a "Chat" panel at the bottom right. The Windows taskbar at the bottom shows various open applications and the system clock at 9:50 AM on Wednesday.

Name	Size
4.4+-+SI+Breeze_Con+Call+instruct	715 KB
4.2+-+Capella+SI+BREEZE+System+f	33 KB

# Learner Feedback

## How did you hear about SI...

- 90% stated they heard about SI through a courseroom announcement.
- 36% stated their Professor told them about SI.
- 20% stated they had previously taken a course that offered SI.

## Experience with SI...

- 82% stated participating in SI made them feel like a part of a learning community.
- 78% stated the SIL was effective in using activities and/or strategies that increased learner knowledge.
- 78% stated SI helped their critical thinking skills for this SI course.
- 74% stated they learned critical thinking skills in SI to carry forward with future courses.
- 71% stated that SI improved academic skills.

*Results from Q2 2012. N=554 (22% response rate)*

# Spontaneous learner feedback

The screenshot displays a learning management system interface. On the left, a list of numbers is shown: 687, .9765, .71028, + 1.033, .218, + .732, .433, and 3.39. Below this list is a button labeled "not distribute" with the number "7". In the center, a file list is partially visible with columns for "Size" and file names like "doc" (1586 KI) and "E" (8343 KI). On the right, a chat window titled "Chat" contains the following messages:

- Susan Simiele:** not sure
- Susan Simiele:** yes
- Bill Donges:** yep
- Juli Baumgarner:** yes
- Charlene Lucca:** yes
- Larry Anderson:** how many modes on histogram 3
- Julie Ripp 2:** Are Field & Hyperstat good sources for learning to interpret the caharts?
- Carie:** the mean has to be between -2 to 2 to be a normal distrubution?
- Carie:** or -3 or 3 mattering on teacher?
- Amy Boegel:** she said it depends on what the proferssor is using, it could be -2 to 2 or -3 to 3
- Carie:** thank you
- Kelly Katekovich:** I really like SI, not only does it help understand the material better it helps make me feel more connected to everyone
- Amy Boegel:** me too
- Larry Maras:** yes and Kelly
- Lisa Moeller:** and its funny
- Kimberly Trbovich:** here here
- Kelly Katekovich:** that it is

The message from Kelly Katekovich is circled in red.

## Additional learner feedback

### **What benefits did SI offer to your personal learning?**

- Clarity
- Clearing up misunderstandings
- Additional view points
- Added to resources of information
- It was done in a very informative manner that evoked conversation which added to knowledge of the coursework
- Liked that it was a live session
- Hearing a voice with experience direct us and guide us through the assignment and topic
- It was imperative to passing

# Results Q2 2012

<b>Participation</b>					
		<i>N</i>	<i>SI</i>	<i>N</i>	<i>No SI</i>
<i>Quarter</i>	<i>School</i>				
2012Q1	UGRDS	140	25.00%	421	75.00%
	MBA	87	20.70%	333	79.30%
	HASOP	400	23.80%	1282	76.20%
	<b>Overall</b>	<b>627</b>	<b>23.50%</b>	<b>2036</b>	<b>76.50%</b>
2012Q2	UGRDS	77	18.80%	333	81.20%
	MBA	77	21.00%	290	79.00%
	EDUCN	52	37.40%	87	62.60%
	HASOP	330	21.20%	1226	78.80%
	<b>Overall</b>	<b>536</b>	<b>21.70%</b>	<b>1936</b>	<b>78.30%</b>

<b>Highest Participation</b>			
<i>School</i>	<i>Course</i>	<i>SI Leader</i>	<i>%</i>
UGRDS	MAT2051	Jay Campbell	42.00%
HASOP	PSY7625	Karen Holmes	41.00%
SOE	ED8112	Bridget Drafahl	38.00%

# Persistence results

<b>Persist to Census - SI Quarter</b>							
		<b>SI</b>			<b>No SI</b>		
		<i>EverIn N</i>	<i>Census N</i>	<i>%</i>	<i>EverIn N</i>	<i>Census N</i>	<i>%</i>
<i>Quarter</i>	<i>School</i>						
2012Q1	UGRDS	140	133	95	421	366	86.94
	MBA	87	84	96.55	333	293	87.99
	HASOP	400	393	98.25	1282	1151	89.78
	Overall	627	610	97.29	2036	1810	88.9
2012Q2	UGRDS	77	74	96.1	333	286	85.89
	MBA	77	76	98.7	290	253	87.24
	EDUCN	52	48	92.31	87	70	80.46
	HASOP	330	323	97.88	1226	1092	89.07
	Overall	536	521	97.2	1936	1701	87.86

<b>Persist to Next Census</b>							
		<b>SI</b>			<b>No SI</b>		
		<i>EverIn N</i>	<i>Term+1 N</i>	<i>%</i>	<i>EverIn N</i>	<i>Term+1 N</i>	<i>%</i>
<i>Quarter</i>	<i>School</i>						
2012Q1	UGRDS	140	111	79.29	421	324	76.96
	MBA	87	78	89.66	333	270	81.08
	HASOP	400	362	90.5	1282	1072	83.62
	Overall	627	551	87.88	2036	1666	81.83
2012Q2	UGRDS	77	66	85.71	333	237	71.17
	MBA	77	69	89.61	290	237	81.72
	EDUCN	52	40	76.92	87	62	71.26
	HASOP	330	290	87.88	1226	993	81
	Overall	536	465	86.75	1936	1529	78.98

# Grade distribution

		<b>ABC vs DFW</b>									
		<b>SI</b>					<b>No SI</b>				
		<b>ABC</b>		<b>DFW</b>		<b>Total</b>	<b>ABC</b>		<b>DFW</b>		<b>Total</b>
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>
<b>Quarter</b>	<b>School</b>										
2012Q1	UGRDS	113	80.70%	20	14.30%	140	262	62.20%	103	24.50%	421
	MBA	78	89.70%	6	6.90%	87	266	79.90%	27	8.11%	333
	HASOP	362	90.50%	31	7.75%	400	1015	79.20%	134	10.50%	1282
	<b>Overall</b>	<b>553</b>	<b>88.20%</b>	<b>57</b>	<b>9.09%</b>	<b>627</b>	<b>1543</b>	<b>75.80%</b>	<b>264</b>	<b>13.00%</b>	<b>2036</b>
2012Q2	UGRDS	62	80.50%	12	15.60%	77	208	62.50%	78	23.40%	333
	MBA	71	92.20%	3	3.90%	77	231	79.70%	15	5.17%	290
	EDUCN	43	82.70%	5	9.62%	52	48	55.20%	21	24.10%	87
	HASOP	296	89.70%	21	6.36%	330	939	76.60%	126	10.30%	1226
	<b>Overall</b>	<b>472</b>	<b>88.10%</b>	<b>41</b>	<b>7.65%</b>	<b>536</b>	<b>1426</b>	<b>73.70%</b>	<b>240</b>	<b>12.40%</b>	<b>1936</b>

<b>Mean Final Grades by Participation</b>			
		<b>SI</b>	<b>No SI</b>
		<i>Grade points</i>	<i>Grade points</i>
<b>Quarter</b>	<b>School</b>		
2012Q1	UGRDS	2.91	2.19
	MBA	3.32	2.92
	HASOP	3.34	2.82
	<b>Overall</b>	<b>3.24</b>	<b>2.71</b>
2012Q2	UGRDS	2.81	2.14
	MBA	3.34	2.85
	EDUCN	3.13	1.90
	HASOP	3.37	2.75
	<b>Overall</b>	<b>3.26</b>	<b>2.63</b>



# How are courses selected?

## 2013 Supplemental Instruction Budgeting

*Instructions: Please fill in the following fields to request SI in your school.  
See guidelines/ranges for criteria in example below.  
Return to Kathe Kacheroski no later than September 14, 2012*

Proposed course	DFW rates	Course persistence	Term+1 persistence	Ave qtrly enrollment	Learner anxiety (1-5; 5=high)	Complex or foundational content (1-5; 5=high)	Notes for additional justification
<i>(example) COURSE #</i>	>15%	<85%	>85%	>100	3-5	3-5	

## **Contact :**

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