

Program Statistics

- SLA was offered with 15 courses and 30 sections, compared to the 15 courses and 26 sections offered last spring. This is up four sections from last Spring.
- There were 21 facilitators, 10 of which were first-time facilitators.
- A total of 19 faculty members participated in SLA, compared to 16 faculty members last Spring.
- SLA served 688 students in Spring 17. This compares to 638 students in Spring 16. This is up 50 students from last Spring.

New Courses and Initiatives

- There were no new courses offered as SLA this semester.

Outcomes for Spring 2017

There were several courses that stood out this semester, including:

- The pass rate for SLA in MATH 010 was 69%, which was 12% higher than last Spring.
- The pass rate for SLA in MATH 115 had a 75% pass rate, which was 3% higher than the SLAC group.
- The pass rate for SLA in MATH 226 was 97%, which was 10% higher than last Spring.
- The pass rate for SLA in RAD1 143 was 100% with 0 withdrawals and 0 failures.
- The pass rate for SLA in CHEM 103 was 87%, which was 4% higher than last Spring.

Challenges

- The ACCT 201 SLA had an 82% pass rate, while the NSLA and SLAC groups had pass rates of 88% and 90% respectively. The SLA group had significantly lower HS GPAs. There was a new professor for this course beginning in Fall 2016.
- The AUTO 114 SLA had a 43% pass rate, while the SLAC section had a 74% pass rate. The SLA section only had 7 students in it, while the other sections had a total of 42 students. Many (15 – 20) of the non-SLA students were regularly attending the SLA workshops for extra help. This may have skewed the data.
- The BIOL 108 SLA had a 70% pass rate, while the SLAC had a 95% pass rate. Similarly BIOL 121 SLA had a 63% pass rate, while the SLAC had an 85% pass rate. In both cases the SLA sections had lower HS GPAs as well as ACT scores.
- The MATH 110 SLA had a 71% pass rate, while the NSLA section had a 93% pass rate. The SLA sections had a significantly lower HS GPA. The NSLA sections had no ACT scores for comparison.
- The CHEM 114 SLA had a pass rate of 74%, while the NSLA and SLAC pass rates were 98% and 79% respectively. The SLA group had significantly lower HS GPAs and ACT scores.

Opportunities

- There is a need for more SLA education across campus.
 - Faculty training
 - Informing students
- We piloted an online end of semester student survey this semester.
 - Faster data turn around

Student Comments

- I really liked SLA. It really helped me understand the material better. It helped me improve my grade. Hopefully will be in another SLA class!
- I am very thankful that SLA was available for me. My facilitator was very helpful and gave me so many ways to make it easier to remember the information. She also gave me shortcuts that the professor did not teach. She made math understandable.
- My math grade definitely improved because of SLA and I'm glad it came with my math class.
- I enjoyed SLA and I believe that it helped me to do well in this course. I liked the extra practice and problems it gave as it helped me to better understand the lecture.
- I feel that this course was great, it had really helped me develop my skills as a student.
- I really like the help that going to SLA really gave me. The instructor was great, smart and very helpful.
- SLA course truly helped me understand the covered material. Some material presented was done so in way too fast to fully grasp, but my facilitator really took his time to make sure everyone understood what was going on.
- Very well thought out, good presentation of material covered in class, with in depth practice of what was taught.

Facilitator Comments

- 1. What additional training and support do you feel would help you in your facilitator role?**
 - How to get students to be more interactive.
 - I thought there was a great level of training and support.
 - All training and support has been adequate.
 - I would like to see the mandatory monthly meetings on Tuesdays rather than Thursdays or maybe have a section that meets Tuesdays and one that meets on Thursday.
 - I wish there was a way to make the students more excited about coming to SLA.
 - How to reach students who won't put in any effort
- 2. What were some of the difficulties you experienced being a facilitator?**
 - Student who didn't show up/late. Students not studying outside of SLA.
 - Sleeping students, students on phones. Having to basically give lecture over material every workshop.
 - Disruptive, not on task students
 - Enforcing rules as some of the rules are not enforced in the classroom.

- Professor changing info from previous years.
- I also have difficulties with challenging students. I've had students who stopped trying and giving up on themselves. It's always difficult to motivate them.
- I was very lucky and had a really good group of kids, my only minor issue was noise every once in awhile
- Managing my current course load along with facilitating has required some adjustments, but I believe I have found a proper balance between the two.
- Students who wouldn't try on quizzes and tests, but were very participative in SLA
- Appealing to our students learning techniques!

3. Discuss two things you enjoyed about being a facilitator and found rewarding this semester.

- Helping to make difficult topics “click” using multiple approaches. Observing critical and creative thinking skills develop. Developing better teaching techniques.
- It was awesome seeing students start to understand material. It was nice to see their appreciation.
- Helping students realize solutions to problems they give up on. Motivating students to not give up.
- I really enjoyed my students. They were the greatest and they were very supportive of everything I wanted to do in the workshops. Towards the end I really got to see their personalities grow.
- Working with students to help promote learning and math. Having the control to make the class fun, yet educational. Having the accessible help whenever needed.
- It's great to see a student who is struggling at the beginning of the semester. Turn around and start doing well with the help of SLA. I enjoyed getting to know the students throughout the semester. I believe it helped create a bond for them to feel comfortable to ask me questions and participate in SLA.
- Students who really appreciated what you do for them and building constructive relationships with them. The practice and experience of speaking in front of others - I feel a lot more confident.
- One of my students got 100% on a test. When students started staying after for more help that was rewarding.
- Creating an environment where students felt safe asking questions. The sense of family my students created.
- It was rewarding to see students happy when they received the grade they wanted. At first students were shy but by the end of the semester all the students were willing to participate
- The students this semester were more attentive & overall more positive than last semester. Many students thanked me for my help and seeing students improve and utilize the additional worksheets and resources I provided

- I enjoyed meeting and getting to know my students. I really enjoy math and helping others so being able to enhance students understanding and give them that ah-ha moment was rewarding
- I had the freedom to run the class however, I wanted to. I would have activities, worksheets and potlucks to encourage and promote learning. It was nice having access to the office and knowing I could print and make worksheets/activities
- Having the opportunity to help students learn their course material has been an amazing experience. On top of that my ability to communicate ideas effectively has improved greatly this semester
- Getting an extremely thorough grasp on the subject & explaining things in a way that students finally get it
- Great way to reconnect with the material and the professor. Great way to help students, super enjoyable!

4. What other activities, services, support, or training would you like to see occur in the SLA program?

- Required tutoring appointments for failing students.
- I thought there was a great level of training and support
- I believe that all services and support have been more than enough.
- A better way to share resources (on blackboard?) between facilitators comics/inspiring quotes shared regularly as a spirit booster.
- I had the best support this semester as a facilitator. The staff were all so welcoming and caring. Made it less stressful to be a facilitator because of them. It would be nice to see more demonstrations of activities you could do related to the course material.
- I felt like the training exercises we did to prepare ourselves and the mock SLA, were good experiences into seeing what could potentially happen in a workshop.
- I thought the monthly meetings and speakers were helpful.
- Support was felt and appreciated
- Encourage the usage of Pinterest, there are a lot of great activities to promote learning
- More online teaching support
- I liked the ideas for activities presented at the meetings

5. In what ways could the supervisor/parapro have been more helpful to you this semester?

- Very helpful overall- maybe more about teaching methods at meetings.
- Karen and Kim have both been extremely helpful this semester. I could not possibly ask for better management
- It would have been good for Kim to come at the beginning to teach study skills. I regret not utilizing her for that.
- Always helpful

- No other way. The supervisor has been excellent.
- No, I had a lot of support.
- The supervisor was there when needed and provided the needed materials to be successful in workshops.
- They were helpful this semester. Nothing needs to be changed
- None. I felt that I knew what to expect and better prepare after being an SLA facilitator before.
- Had a great semester!

Faculty Comments

1. What information shared by the SLA facilitator about the way students are receiving or understanding your course material has had the greatest impact on your instructional process?

- None. I usually let her know where the problems are and she finds ways to improve student understanding on it
- Student feedback
- No such information received from facilitator
- The facilitator helps to point out areas that students may need more help with
- Student feedback on what they need more help with

2. Do you feel being involved in the SLA Program has helped to improve your own teaching? In what ways? (Please be specific.)

- No
- Yes, giving exams after every three chapters. I saw more unity in class (students helping each other) since they are all in SLA. So SLA positively impacted the class environment and learning
- No. My teaching was already at the level it is now when I started working with SLA
- Yes, developing new materials
- Interesting and worthwhile to show ideas with a veteran SLA facilitator
- It helps to have another way to communicate with the students (i.e. they may tell the facilitator things that they don't tell the instructor)
- It helps to have another way to see how students are feeling about the material

3. Can you offer any suggestions about additional information, skills, or strategies that might be helpful for future SLA Faculty orientation/training sessions?

- Emphasize the importance of a good working relationship with the instructor
- Do not allow students to skip your regular classes and, instead, try to learn the course material in SLA sections alone.
- Explain what information may be shared between faculty and SLA facilitator. Create worksheets with diverse problems

- Perhaps an official meeting between facilitator and instructor or at least an email stating who the facilitator is prior to the start of the semester
- 4. Is there anything that the SLA Program Coordinator can do to assist you more in your involvement with the SLA Program? Is communication, training, information, etc. satisfactory?**
- No, not teaching next year
 - No and yes satisfactory
- 5. Please share any additional comments you feel would help in the evaluation of the SLA Program.**
- Jeffery did a great job! I have been involved with SLA for many years and I think this the first time I have received no complaints about SLA! I also have only 2 at-risk students (who are at risk due to issues not related to SLA)
 - No basis for answer was given on questions 1, 2, 5, and 6
 - Ezra did a great job as facilitator.

Training

- “The Faculty Role in SLA” was presented by Karen Royster-James, Kimberly Smith, and Naomi Rodgers as part of FCTL on January 4, 2017.
- New facilitator training was held on January 6th, 2017.

Supervisor’s Note:

- Emails are sent to the SLA faculty members before each semester introducing them to their facilitators. (Included is the facilitator’s name and email address.)
- There is a “Meet & Greet” held before the beginning of the Fall semester where faculty member has an opportunity to meet with their facilitator over lunch.
- SLA was used to pilot a math course that was part of a research project since there was no other course code available for students to be assigned to a workshop. There was a great deal of difficulty with the instructor/project leader modifying the SLA workshop. It caused distress to the facilitator, because she had been trained for SLA policies and procedures, while other processes were being implemented by the instructor. Neither the facilitator nor the supervisor were informed about how the SLA pilot would work.
 - A recommendation was made for future Math pilots to have their own course codes rather than using SLA.