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Emily D Baum* (emily.baum@bobcats.gcsu.edu) and **Brandon L Samples** (brandon.samples@gcsu.edu). *Effects of Supplemental Instruction on Student Achievement in an Introductory Statistics Course*. Preliminary report.

At most universities, an introductory statistics course is required for the majority of the students before they begin their specific major classes. Roughly 25% of undergraduate students at a given university will take a statistics class during a single academic year. Of these students, several will fail to retain the information, making future classes more difficult, or fail to successfully pass the course, increasing the likelihood a student will not graduate on time. Providing academic support through the implementation of a Supplemental Instruction (SI) Program gives students the opportunity to receive free, out-of-class help focused on student achievement in this course. Lead by a SI Leader, students are able to attend sessions to receive conceptual help while reviewing class material, developing study strategies, and collaborating with classmates. We will be focusing on the effects SI can have on student achievement in a statistics classroom. Since statistics is a necessary and important course in several disciplines, proper academic help is crucial for the success of the students. We will share our data analysis for using SI in a statistics course over a 4-year period, providing participants the opportunity to identify the positive effects SI has on student success. (Received September 22, 2015)