

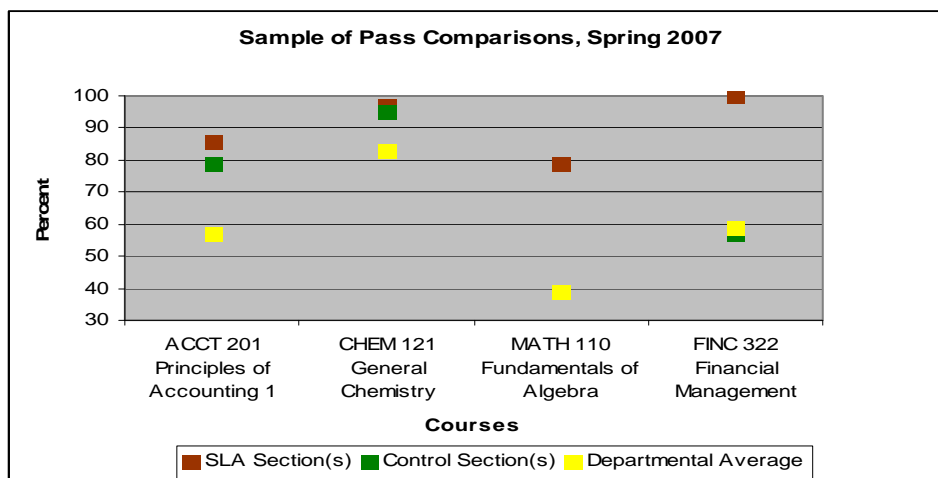


Developed at Ferris State University, the SLA system was designed and piloted in 1993. It was established to help increase the number of students passing some historically high-risk for failure courses, targeting courses rather than students. The SLA program bears some similarities to other supplemental instruction programs, but offers the structure necessary to effectively reach all students, including academically unmotivated and under-prepared students. Thus, SLA works with courses across the curriculum, from developmental to upper division.

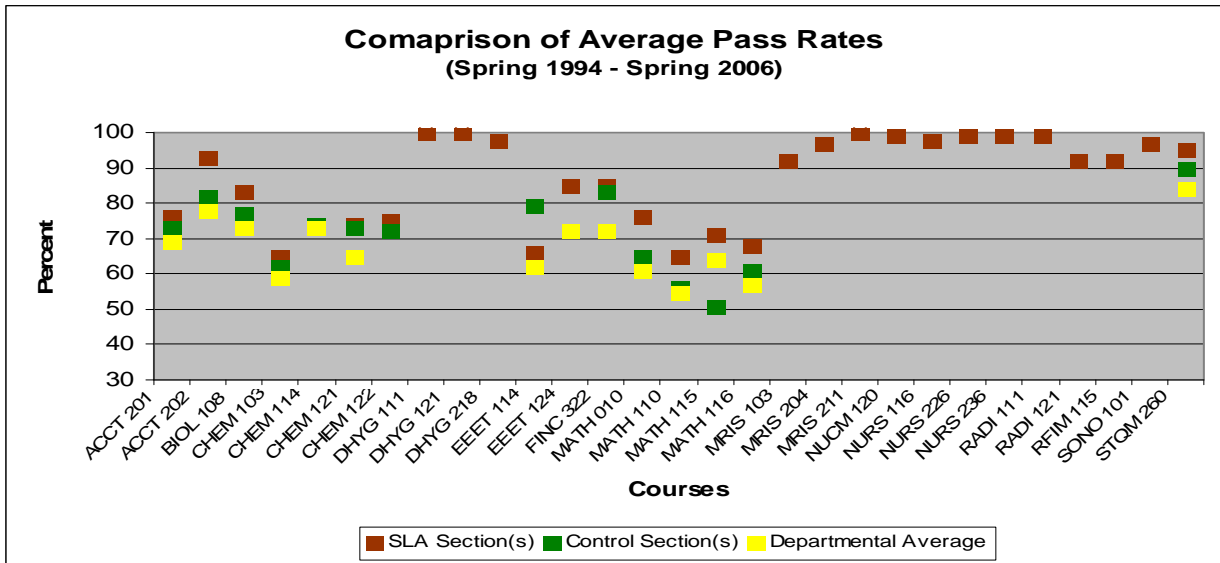
The SLA program is a unique academic support program, offering students up to 45 hours per semester of extra time on task at no additional cost to the student. The SLA workshops are designed to assist all students in successfully completing their course work along with adopting study strategies and utilizing additional practice time vital to academic success. SLA is voluntary, as students exercise the option to select course sections with SLA workshops during registration. Attendance at SLA workshops is encouraged for all students in the course section yet mandatory for students whose performance falls below the threshold set by the course instructor.

Our trained facilitators have a high degree of content knowledge and display effective study skills that they creatively integrate into SLA workshops. Facilitators are either industry professionals who are employed in the content area of their workshop or they are successful students who have mastered the course material. Facilitators provide approximately six workshop hours per week, attend course lectures and lab (if applicable) and collaborate weekly with the faculty member.

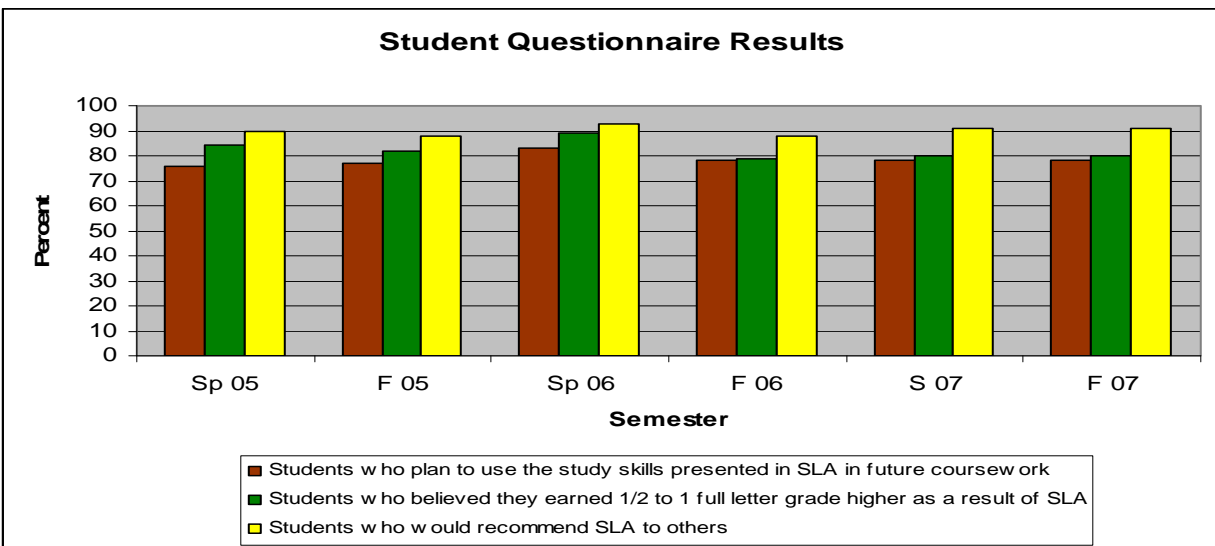
In order to ensure the effectiveness of the program, each semester multiple assessments are performed, both qualitative and quantitative. One effectiveness measurement compares SLA sections' pass rates to control sections' (same course taught by the same professor) as well as the departmental average (same course taught by different professors). The following is a sample of Spring 2007 pass rates (C- or better):



Over the past 14 years, program statistics have shown that nearly two-thirds of SLA course sections had higher pass rates than non-SLA course sections with the average gain at 10%.



Furthermore, each semester students and faculty report high rates of satisfaction with the program. The following graph shows the consistent high regard students express about their experience with SLA.



Further SLA recognitions include:

- The Theodore M. Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching, Certificate of Excellence from TIAA-CREF, 2000
- A three-year \$500,000 grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) for "Modeling a Successful Student Retention and Faculty Development Program" to help four partner institutions nationwide replicate the SLA program
- Publication of "Improving NCLEX Scores with Structured Learning Assistance" in *Nurse Educator* in which the author, Arlene Morton, credited SLA with the dramatic improvement in students' NCLEX scores