



cau•se•rie

Division of Student Affairs and Department of Academic Support

Dennis A. Pruitt

Vice President for Student Affairs and Vice Provost for Academic Support
Executive Editor

Maegan Gudridge

Public Relations Director

Michelle Gannon

Editor

Contact us at:

www.sa.sc.edu

p 803.777.4172

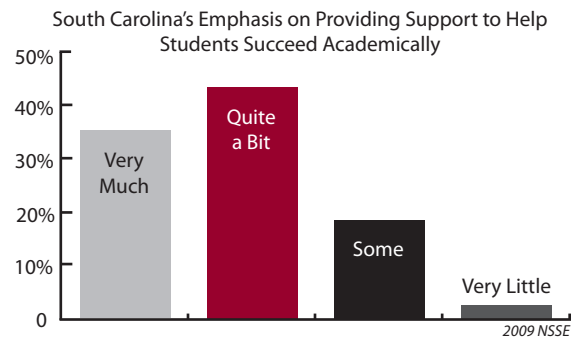
f 803.777.9354

saas@mailbox.sc.edu

Spring 2010 • Refer Your Students South Carolina is committed to providing the support that students need to succeed, but, many students are unaware of the resources essential for their success. Faculty can be an invaluable resource for helping students find the necessary help. In this issue you'll find a few of the resources to which you can refer students if they are struggling academically.

Faculty members influential in helping students find resources to succeed

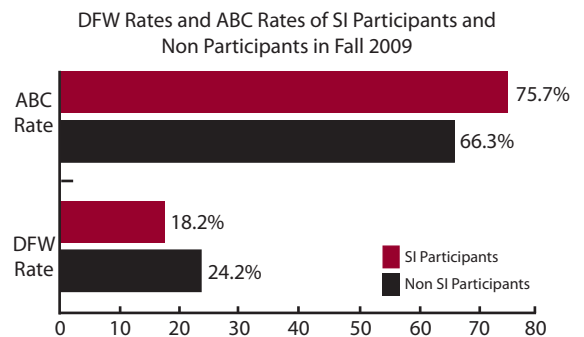
According to the 2009 National Survey of Student Engagement (NSSE) 79% of students said that South Carolina emphasizes providing the support to help them succeed academically. Some of the University programs that support students include the Student Success Center's Creating Academic Responsibility initiative and Supplemental Instruction, Student Judicial Programs, U101 and the Sophomore Year Resources. However, finding these resources can be difficult for students, which is why a student's relationship with a faculty adviser or professor is so important.



On a scale of one to seven, with seven being the most available, helpful and sympathetic, 44.3% of students rated South Carolina professors a six or higher, according to the 2009 NSSE survey. Furthermore, 60.6% of students said that they often worked harder than they thought they could to meet a professor's standards or expectations.

Supplemental Instruction attendance leads to academic success for students

Supplemental Instruction (SI) consists of weekly review sessions that provide support for students in traditionally difficult classes from students who previously performed well in those classes. During these sessions students can ask questions, identify their areas of concern and learn strategies that can assist them in understanding challenging concepts. Data the University has collected since SI began five years ago show that the effects of SI have been very positive. For example, the DFW rate for Biology 101 dropped to 4.76% in spring 2009 from 43.6% in fall 2004.



Since the program's introduction, attendance for SI has continued to grow as a result of faculty support. There were 4,400 visits from 1,200 students in spring 2006, whereas there were more than 8,104 visits from 2,259 students in spring 2009.

Encouraging students to attend SI is the most important way faculty can support the SI program. To encourage SI attendance:

- Make a brief announcement during each class period reminding students that SI is available.
- Plan practice quizzes with your SI leader (or review those that your SI leader created) and let students know that you've worked together to create these practice materials that will be available in SI sessions
- Post SI session times on your note slides in class.
- Announce that SI can assist students with specific difficult concepts you're covering in class.

"In Chem 111 and 112, SI is an integral part of the course. Sometimes, nothing makes the point better to the student than hearing it from a peer who can share his or her success. The SI instructors provide help for the homework and for exam preparation but just as important, they help keep students engaged in the course."
-Chemistry Professor Scott Goode

For more information about SI and how you can use it in your class, visit www.sa.sc.edu/supplementalinstruction/faculty.htm.

Academic integrity important to the University and to student achievement

The University of South Carolina is committed to fostering an environment that **upholds the highest standards of integrity in study, research, instruction and evaluation**. To educate the South Carolina community about academic integrity and its importance to academic success, the University recently adopted the Honor Code. Students who violate the code should be referred to the Office of Academic Integrity, which will investigate the case.

During the 2008-2009 school year, **171 AI cases** were opened, down from 192 cases the year before. Of the **102 Honor Code cases** opened during 2008-2009, **54% of the students were found responsible**.

Faculty have found the Office of Academic Integrity a useful resource for helping students develop an understanding of ethical academic

practices. "I am grateful to have the Office of Academic Integrity as a resource," English professor Sara Schwebel said. "Some students 'cheat,' stealing another's thoughts, ideas, and words knowingly. Others, however, have for whatever reason not yet learned how to build on others'

ideas properly; **these students need guidance, and the Office of Academic Integrity can provide remedial assistance** in this area, supplementing and reinforcing my own conversation with the student. The Office of Academic Integrity

can support faculty in ensuring that students graduate from [South Carolina] well-prepared for the professional world."

For more information about judicial programs and information about referring a student to AI, visit www.housing.sc.edu/osjp/process.html.

64% of students said that South Carolina has helped them develop a personal code of values and ethics.
2009 NSSE

Cited in this issue

• 2009 National Survey of Student Engagement

Online issues

For pdf files of current and past issues of *Causerie*, go to www.sa.sc.edu/publications.htm.

For your reference file

For additional copies, call 777.4172 or e-mail gduridge@sc.edu.

Comments

Your comments and suggestions for future issues of "Causerie" are welcome. Please e-mail saas@mailbox.sc.edu.

Creating Academic Responsibility Initiative helps students struggling academically

The Creating Academic Responsibility initiative is an early warning system available for any instructor teaching a 100-400 level class. The initiative put in place a system for faculty to refer students who are in danger of failing due to excessive absences, disengagement in class or failure to complete assignments. Upon receiving the CAR referral the Student Success Center coordinates communications and interventions with students to help them **identify resources that will assist them in getting back on track academically**. The ultimate goal of the initiative is for students to take responsibility for their choices and succeed academically. During the 2008-2009 school year, **90 referrals were made to CAR**. Of these referrals, **62% of students progressed** to the next semester. **For more information about CAR, visit www.sa.sc.edu/ssc/car.htm.**

cau·se·rie

Division of Student Affairs and
Department of Academic Support
University of South Carolina
Columbia, SC 29208



n. 1. An informal discussion or chat. 2. A publication of the Division of Student Affairs and Department of Academic Support describing timely topics of interest at the University of South Carolina.

The University of South Carolina is an equal opportunity institution.