ACADEMIC SUPPORT PROGRAMS

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TERM REPORT
2009-2010 SPRING

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Academic Support
Huriye Arıkan

I. 2009-2010 Spring Semester Academic Support Program (ASP) Activities

I.1 Working Hours and ASP Staff

Working Hours: Monday to Thursday, 10:30 - 23:30 hours, Fridays 10:30 – 17:00 hours and on weekends and holidays when it seems necessary and upon request.
Study Rooms: Open 24 hours every day.

Table 1. ASP Staff

Staff	Responsibility	Date of Employment
Huriye Arıkan	Academic Support Program Coordinator CIAD Executive Committee Member Scholarship Committee Member	October 1, 1999
Aytaç Göğüş	Academic Support Program SU Discipline Committee Member	October 10, 2007
Akif Ulaş Bilgiç	Academic Support Program Specialist SU Spor Committee Member	June 13, 2005
Emel Taralp	Academic Support Program Officer	May 1, 2007

Other ASP Staff: Total number of undergraduates as work-study: 40 (16 of them are freshmen)
Total number of course assistants : 7 (7 part-timers)

I.2 ASP Activities Overview

Table 2. ASP Activities 2009-2010 Spring Semester

Active Learning Peer Study & Discussion Sessions (ALPSDS)	2009-2010 Spring SEMESTER
# of Sessions*	519
Participation Rate**	0,45 (470/1051)**
# of hours(total)	1081,6
Workshops(WPSDS)***	
# of Workshops	10
Average Attendance	36
# of hours(total)	21
Special Support Sessions (SSS)	
# of Sessions*	192
# of Participants**	33
# of hours(total)	359
SW &IPSUP****	
# of Seminars	10
Average Attendance	13
Training Sessions	
# of Sessions*	57
# of hours(total)	84
TOTAL Hours of Offered Activity	1545,6
Total Attendance*****	2412

* *Sessions are 1.5 to 4 hours*

** ***# of Participants****: Number of students who attend at least one ALPSDS. Each student is counted only once, independent from type and number of activities she/he has participated.*

Participation Rate: *Number of participants / Number of students who registered for at least one of the courses; this constitutes the population of the target group. Both in the numerator and the denominator, each student is counted only once. The frequency of participation is ignored, because what we want to measure is not the work load of ALPSDS but to measure the proportion of the number of students who received help. Some students spent 20 hours in the program while others required only 2 hours. Calculating the participation rate with the attendance frequency may be greater than 1, which is an irrelevant finding. Furthermore ALPSDS does not aim to provide knowledge in a specific subject. The desire is for the students to utilize their acquired learning/studying styles in different contexts. Thus the target group is identified as students who are registered to at least one of the courses. The participants are identified as students who received help from ALPSDS.*

*** ***WPSDS:*** *Workshops designed within the scope of Peer Study & Discussion Sessions.*

**** ***SW & IPSUP:*** *General Seminar & Workshops;* ***IPSUP:*** *Informative Peer Seminars on Undergraduate Programs.*

***** ***Total Attendance:*** *Number of students participated to activities i.e. each student is counted repeatedly.*

I.3 Active Learning Peer Study & Discussion Sessions (ALPSDS)

The following tables summarize the assessment of ALPSDS and success rates as receiving grade D or above from the related subject.

Table 3. Assessment of ALPSD

COURSES	NUMBER OF SESSIONS	HOURS OF STUDY	NUMBER OF PARTICIPANTS	NUMBER OF NON-PARTICIPANTS	TOTAL NUMBER OF STUDENTS
MATH 101	72	151,35	57	103	160
MATH 102	162	334,25	199	303	502
NS 101	59	129,5	57	79	136
NS 102	131	276	216	258	474
SPS 101	6	12	17	170	187
SPS 102	55	112,5	69	430	499
MATH 204	34	59	86	220	306

Total Number of Sessions: 519
Total Hours of Study: 1081,6

Table 4. Participation Rate and Success Rate for ALPSD

COURSES	PARTICIPATION RATE	SUCCESS RATE: PASS. RATE AMONG THE GROUPS		
		PARTICIPANTS	NONPARTICIPANTS	TOTAL*
MATH 101	35.63%	70.18%	50.49%	57.50%
MATH 102	39.64%	96.43%	88.12%	91.43%
NS 101	41.91%	82.46%	31.65%	52.94%
NS 102	45.57%	92.59%	82.17%	86.92%
SPS 101	9.09%	88.24%	62.35%	64.71%
SPS 102	13.83%	92.75%	82.09%	83.57%
MATH 204	28.10%	82.56%	85.45%	84.64%

**Total: The success rate of all students who are registered to the related course.*

I.4 Special Support Sessions (SSS)

Special Support Sessions are individual and senior tutorials designed for four types of students:

1. **Special Support Group 1 (SS Group 1):** Students who have registered to university courses are in the list of "critique students group 1" determined by Student Resources because of having critically low GPA (below 2.0) and low possibility for graduation. 8 student participated to ASP activities and 4 of them passed the course.
2. **Special Support Group 2 (SS Group 2):** Students who have registered to university courses are in the list of "critique students group 2" determined by Student Resources because of having critically low GPA (below 2.0) and registered at least for eleven semesters. 8 students participated to ASP activities, and 2 of them passed with a minimum grade of D.
3. **Special Support Group 3 (SS Group 3):** Students who have registered to university courses are in the list of "critique students group 3" determined by Student Resources because of having critically low GPA (below 2.0). 17 students participated to ASP activities, and 13 of them passed with a minimum grade of D.
4. **Special Support Group 4 (SS Group 4):** Students who have repeated at least one of the university courses.

Among 33 participants, 19 of the participants passed with a minimum grade of D.

Table 5. Assessment of Special Support Sessions (SSS)

Courses	SSS Group 1		SSS Group 2		SSS Group 3		Group 4		Total	
	Success Rate	# of Participants	Success Rate	# of Participants	Success Rate	# of Participants	Success Rate	# of Participants	Success Rate	# of Participants
MATH 101	66,6%	3	33,3%	3	33,3%	6	-	-	41,62%	12
MATH 102	80%	5	50%	2	100%	6	-	-	84,6%	13
NS 101	0%	2	0%	2	100%	3	-	-	42,85%	7
NS 102	-	-	50%	2	100%	3	-	-	80%	5
MATH 204	-	-	-	-	100%	1	-	-	100%	1
TOTAL	59,98%	8	33,3%	8	78,93%	17	-	-	63,27%	33

I.5 In-service Training

In-service training is a series of sessions that are specifically designed for students who work at ASP to support their performance. Instructional design of training sessions focuses on ASP principals and working guidelines as well as enhancing individual development of ASP staff. Some parts of in-service training are open to the university for the benefit of all students. Table 6 lists in-service training personnel and total hours of training sessions that are held for 2009-2010 Spring Semester.

Table 6. In-Service Training

In-Service Training									
		Types of Training & Person Responsible							
		Training and Coordination of ASP Personnel, TAs and Moderators	Training and Coordination of ASP TAs*	Training and Coordination of ASP Peer Asistants	Training for MATH M**	Training for NS M**	Training for SPS M**	Training for ASP M**	Training for ASP TAs*
		Huriye Arıkan	Aytaç Göğüş	Beste Mutlu	Gözde Tütüncüoğlu	Tufan Alper	Işın Taylan	Ceren Oğuz	Mehmet Özdemir
Total Number of Sessions	57	42	20	14	1	3	12	10	17
Total Number of Hours	84	57	36	28	0,5	1,5	6	10	28

* "TA" stands for Teaching Assistant.
** "M" stands for Moderator.

I.6 Seminars and Workshops

Table 7. Seminars and Workshops Summary for Spring 2009-2010

CATEGORY	DATE	SUBJECT	PRESENTER	PARTICIPANT	DURATION (HOURS)
Science of Nature Workshops	25 Mar.10	NS 102	Naz Doğan	58	2,5
	13 May.10	NS 102	Naz Doğan	53	2
Calculus and Mathematics Workshops	09 Mar.10	MATH 204	Umut Öztok	16	2
	23 Mar.10	MATH 204	Umut Öztok	55	2
	31 Mar.10	MATH 101	Omercan Yuksel	21	2
	01 Apr.10	MATH 102	Naz Doğan	66	2,5
	13 Apr.10	MATH 204	Umut Öztok	10	2
	05 May.10	MATH 102	Naz Doğan	25	2
	10 May.10	MATH 101	Ömercan Yüksel	32	2
	11 May.10	MATH 204	Umut Öztok	28	2
IPSUP & GENERAL SEMINAR	23 Jan.10	"How To Be a Freshman ?"	Doğa Gizem Kısa, Hale Şirin, Işın Taylan, Fırat Özdemir	13	1
	15 Mar.10	"A Seminar on Physics Minor"	Gözde Tütüncüoğlu, Mahmut Tosun	9	1
	17 Mar.10	"Leaders of Tomorrow"	İdil Akar	4	1,5
	22 Mar.10	"Questioning Life"	Kıvılcım Öztürk, Duygu Deniz Baş	5	1
	24 Mar.10	"We are the dark side of engineering"	Berk Tuncer, Cem Alper, Kerem Seyid	12	1
	04 May.10	"ASP 10th Anniversary Seminar Series" (Quantum Matter Energy)	Ali Alpar, İnanç Adagideli	26	3
	05 May.10	"A Seminar on Materials Science and Engineering"	Gözde Tütüncüoğlu, Mahmut Tosun	5	1
	17 May.10	"ASP 10th Anniversary Seminar Series" (Demokrasinin Cazibesi: Demokrasiye Aykırı Üç Görüş)	Ayhan Akman	39	2,5
	20 May.10	"SPS 101 Bonus Assignment Movie Screening" (The Name of the Rose)	Murat Öziş	5	2
ASP Social Activities	22 May.10	ASP Spring Fest Activities	ASP Staff		6
		Popular and General Culture Contest	Winner: Türker İzci Prize: Sony PSP	40	4
		Backgammon Tournament	Winner: Doğa Bıyıkoğlu Prize: Ipod Shuffle	16	4

II. 2009-2010 Spring Semester Survey Results

The survey includes 8 questions allowing multiple answers for 8 different courses. The survey seeks to measure satisfaction rate in meeting the student needs. The questions are in four categories and allow the participants to evaluate 'peer moderators' of Peer Study and Discussion Sessions. Detailed analysis and cross examination of the answers provide valuable feedback for the program. The following tables summarize participants' answers.

Number of participants=66

Table 8. Reasons of participation and needs for ASP activities and the corresponding satisfaction rates
(Satisfaction rate is out of 5 on a scale of 5 from highly satisfied to 1 disappointed)

REASONS AND NEEDS*	MATH 101	MATH 102	NS 101	NS 102	SPS 101	SPS 102	MATH 204
Lack of fundamental knowledge	4,24	3,93	4,08	4,06	4,46	3,88	3,58
Clarification of unclear concepts/points	4,32	4,56	4,43	4,41	4,25	4,25	4,58
Strengthening already learned/ studied subject	4,58	4,36	4,65	4,51	4,22	4,50	4,00
For immediate clarification of certain points and get support from office hours	4,52	4,52	4,50	4,55	4,58	4,38	3,83
To study more efficiently and enjoy the provided learning/studying environment	4.41						

Table 9. Evaluation of ASP moderators in regard to their performances
(Success rate is on a scale of 5 from 5 (highly successful) to 1 (unsuccessful))

General Performance of Peer Moderators	Success Rate	Answered	Unanswered
	4.65	49	17

Table 10. Requests and suggestions for the future frequencies of ASP activities for each university course. (Desired frequencies of ASP activities are on a scale of 5, from 5 (A lot more), …, 3 (Good as it is),…, to 1(Not at all)).

DESIRED NUMBER OF ACTIVITIES*	MATH 101	MATH 102	NS 101	NS 102	SPS 101	SPS 102	MATH 204
	3,65	3,90	3,86	3,87	3,50	3,52	4,11

Students could choose more than one answer.

III. Advancement and Dissemination

III.1 Courses, Publications, and Grant Projects within the Scope of ASP

Arikan, H. (2010). Board member, "Journal of Learning Exchange", An International Journal Relating to Learning and Teaching in Higher Education, London, UK.

Arikan, H. & Sendur, K. (2009-2010 Spring Semester). PROJ 102 Course at Sabancı University, A Survey on Student Support Services.

Gogus, A. (2009-2010 Spring Semester). PROJ 102 Course at Sabancı University, The Learning Styles of Undergraduates at Sabancı University.

Gogus, A. & Gogus, N.G. (2009-2010 Spring Semester). PROJ 102 Course at Sabancı University, Supporting Students' Learning at K1-8 Classrooms.

Gogus, A. (2010). Comparing Mental Model Assessment Technologies. *The 10th International Educational Technology Conference (IETC 2010)*, 26-28 April, 2010, Boğaziçi University, Istanbul.

Gogus, A. (2010). Evaluation of Problem Solving Strategies. *The Second International Congress of Educational Technology,* Educational Research Association, Turkey, 30 April - 2 May, 2010, Antalya.

Gogus, A. & Bolat, O. (2010). International Teacher Leadership (ITL) Project in Turkey. University of Cambridge, UK. 25th-28th March, 2010.

Gogus, A. (Funded research project by TÜBİTAK 1001, October 2008-April 2010). *Evaluation of Mental Models (EMM),* funded by TÜBİTAK the Support Programme for Scientific and Technological Research Projects (1001). Project No: 108K294, Project Duration: 18 Months. Project Fund: 63.125,00 YTL.

Gogus, A. & Bolat, O. (2010). International Teacher Leadership (ITL) Project, a collaboration project with University of Cambridge and 13 European Countries, supported by Open Society Institute. Managing the ITL project in Turkey as New Generation Teachers Project in Maltepe Elementary Schools.

III.2 Professional Memberships and Activities

- The Turkish Mathematical Society (TMD) (Huriye Arıkan)
  http://www.tmd.org.tr
- Association for the Study of Higher Education (ASHE) (Huriye Arıkan)
  http://www.ashe.ws
- Educational Research Association (Eğitim Araştırmaları Birliği - AEB) (Huriye Arıkan & Aytaç Göğüş)
  http://www.eab.org.tr/index.php?go=04
- American College Personnel Association (ACPA) (Huriye Arıkan)
  http://www2.myacpa.org/
- American Educational Research Association (AERA) (Aytaç Göğüş)
  https://www.aera.net
- European Association for Research on Learning and Instruction (EARLI) (Aytaç Göğüş)
  http://www.earli.org/
- Association for Educational Communications and Technology (AECT) (Aytaç Göğüş)
  http://www.aect.org
- Association for the Advancement of Computing in Education (AACE) (Aytaç Göğüş)
  http://aace.org