Today’s Agenda:

• Overview of SI Model
• SU’s Program
• Faculty Role
• Questions
Supplemental Instruction (UMKC, 2013)

An academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items.

Purpose:
1. To increase retention within targeted historically difficult courses
2. To improve student grades in targeted historically difficult courses
3. To increase the graduation rates of students

Students learn how to integrate course content and study skills while working together.

- Collaborative Learning approach
- Complement & enhance students’ classroom learning
- Non-remedial, inclusive learning environment for all students
- Confidential peer support for course
SU’s SI Program

History:
• Piloted in 2009
• Support all 4 schools
• Employ over 70 student leaders

Key Players:
• One full-time Coordinator
• Two Graduate Assistants
• SI Leaders
• Course Instructors
• Departmental/School Support

Program Coordination
• Coordinator oversees all functions
• Trainings follow CRLA International Mentor Training Program Guidelines
• All costs covered by the Division of Student Affairs

Program Evaluation:
• Student usage
• Students’ mean final course grades & DFW rates
• Track student retention & persistence
• Track course DFW rates
Training & Supervising SI Leaders

Training:
- UMKC SI Model
- CRLA International Mentor Training Program Certifications Guidelines: Level I
  - [http://crla.net/imtpc/certification_requirements.htm](http://crla.net/imtpc/certification_requirements.htm)
- 15 hours of training/academic year
  - Two-day initial training; 3 hours of continuous training/semester
- Topics Include:
  - Role of peer mentor, professionalism, ethics, & leadership styles
  - Establishing rapport & motivating students
  - Facilitation & communication skills
  - Brain-based learning strategies
  - Study skills/techniques
  - Session planning & group management

Supervision:
- Session observations & feedback
- Mid-semester conversations
- End-of-semester student survey
The SI Model

How it Works:
• SI Sessions begin the second week of classes and run through the last day of classes.
• SI Leaders work 9 hours/week: 3 in class; 3 CSA office; 3 sessions

SI Leader Responsibilities:
Inside the Class:
• 1st Day of Class: SI Leader Introduction/Session Surveys
• Attend each class, model positive student behavior, & publicize SI sessions

Outside the Class:
• Create materials and session plans during CSA Office Hours
• Meet with course instructor for feedback and support
• Meet with SI program staff for supervision
• Track student attendance & promote session attendance

During Sessions:
• Facilitate activities that promote critical thinking, discussion, and problem solving
• Field questions and prompt group thinking
Inside a Session:

- Participant Dialogue
- Question Sharing
- Activities
- Board Work
- Study Strategizing
- Fun!

Academic Integrity & SI

In accordance with Salisbury University’s Academic Misconduct Policy, the Center for Student Achievement’s Supplemental Instruction (SI) program upholds the highest standard for academic integrity. All efforts to support student success align with the institution’s expectation that all students conduct themselves in a manner that values academic integrity.

Student Confidentiality

As a model standard, SI participation is not disclosed to faculty during the semester to ensure unbiased evaluation of students’ course progress.
<table>
<thead>
<tr>
<th></th>
<th>Tutor</th>
<th>SI Leader</th>
<th>GA/TA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>Content Review</td>
<td>• Facilitate active study techniques</td>
<td>• Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Content Review</td>
<td>• Content Review</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Particular Subject</td>
<td>Specific Course</td>
<td>Specific Course</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>One-on-one;</td>
<td>Group; voluntary</td>
<td>Group; mandatory</td>
</tr>
<tr>
<td></td>
<td>voluntary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connection to</strong></td>
<td>• No direct</td>
<td>• Mandatory class attendance</td>
<td>• Facilitate class and/or sit in</td>
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<tr>
<td><strong>Course</strong></td>
<td>connection</td>
<td>• Student perspective</td>
<td>• Teaching perspective</td>
</tr>
<tr>
<td></td>
<td>• Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspective</td>
<td></td>
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<tr>
<td><strong>Learning Style</strong></td>
<td>Passive (Q&amp;A)</td>
<td>Collaborative Learning</td>
<td>Direct instruction/Q&amp;A</td>
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<tr>
<td><strong>Instructional</strong></td>
<td>Student-directed</td>
<td>Leader-directed with student input; advised by professor</td>
<td>Instructor-directed</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td></td>
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</table>
Maintaining SI Partnerships:

- Meet with SI leader during the first week of class
  - Agreement form required for all SI leaders
- Allow periodic announcements in class regarding SI sessions
- Support your SI leader in developing content resources for sessions
- Encourage SI session attendance to all enrolled students
  - Avoid making SI attendance a requirement of class
- Provide feedback and ideas to SI coordinator
- Respect the non-disclosure of participant names
- Share your experience with colleagues
- Help select good candidates for SI leaders
## SU’s SI Program

### Program History

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<tbody>
<tr>
<td>Students Offered SI</td>
<td>8</td>
<td>7</td>
<td>16</td>
<td>17</td>
<td>35</td>
<td>35</td>
<td>47</td>
<td>60</td>
<td>68</td>
<td>64</td>
<td>76</td>
<td>88</td>
<td>93</td>
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### Fall 2015

<table>
<thead>
<tr>
<th>Graded Student Enrollment</th>
<th>SI Group: ≥ 1 Session Visits</th>
<th>SI Group: ≥ 5 Session Visits</th>
<th>DFW Comparisons</th>
<th>Total Visits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Students Attending ≥ 1 Sessions</td>
<td>Mean Final Course Grade (≥1 Session)</td>
<td>Mean Final Course Grade Non-SI (0 Sessions)</td>
<td>Students Attending ≥ 5</td>
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<tr>
<td></td>
<td>3,513</td>
<td>1,849 (53%)</td>
<td>2.57</td>
<td>849 (24%)</td>
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</table>

### Spring 2015

<table>
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<tr>
<th>Graded Student Enrollment</th>
<th>SI Group: ≥ 5 Session Visits</th>
<th>Total Semester Visits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students Attending ≥ 1 Session</td>
<td>Mean Final Course Grade (≥1 Session)</td>
</tr>
<tr>
<td></td>
<td>3,461</td>
<td>1,615 (47%)</td>
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</table>
College Reading and Learning Association (CRLA)
http://www.crla.net/

CRLA International Mentor Training Program Certification (IMTPC)
http://www.crla.net/imtpc/index.htm

International Center for Supplemental Instruction, University of Missouri-Kansas City
http://www.umkc.edu/asm/si/index.shtml

Supplemental Instruction Annotated Bibliography of SI Research (REV 2014)
http://www.salisbury.edu/achievement/PDF%27s/Peerbib03-2014.pdf
