

Supplemental Instruction (SI)

Center for
Student
Achievement

Salisbury
UNIVERSITY



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

Top Outcomes & Benefits of SI Programs:

- Students earn higher course grades while they learn effective study skills.
- SI provides an opportunity for students to develop relationships with other students and staff, an important factor in retention.
- SI places the responsibility of learning with the students.
- SI helps to develop self confidence and independence in students.
- SI is proactive and participatory rather than reactive and passive.
- SI improves communication skills.
- SI accommodates various learning styles.
- SI provides students with team work experiences.
- SI promotes a non-remedial “stigma” while offering academic support to all students enrolled in historically difficult subjects.

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, & promote SI sessions

Outside the Class:

- Create materials and session plans during CSA Planning 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 promoting critical thinking, discussion, problem solving, and study skills
- Field questions and prompt group thinking

History:

- Piloted in 2009
- Support over 100 sections
- Employs over 75 student leaders

Key Players:

- CSA Staff: Assistant Director, Coordinator, Graduate Assistants
- Undergraduate SI Leaders
- Course Instructors
- Department/School Support

Program Coordination

- CSA staff oversees all functions of the SI program
- Trainings follow CRLA International Mentor Training Program Guidelines
- All costs covered by the Division of Student Affairs

Program Evaluation:

- Student usage & feedback
- Students' mean final course grades & DFW rates
- Tracking student retention & persistence
- Track course DFW rates



Key Factors for Course Selection:

- “Historically difficult”— 25% or higher DFW rate, over academic years
- Course design — material lends itself to group discussion/practice
- Large course enrollment

Process:

- CSA staff contacts Department Chairs for course requests
- Requests are approved after review of key factors and available funding
- Section numbers are changed to -5XX in GullNet
- SI leaders are assigned
 - If needed, new SI leaders are recruited, interviewed, and hired

Student Qualifications:

- Undergraduate student
- Earned a grade of an A or B in SI course at Salisbury University
- Maintain a cumulative GPA of 3.0 or higher
- Obtain a faculty recommendation from the SI course's department (instructor)
- Obtain an additional faculty/staff recommendation
- Availability to attend SI class meeting time

Process:

- Nominate a student!
- Candidates submit applications, interview, and are hired by CSA staff
- No candidate is considered without a faculty recommendation

Training:

- CRLA International Mentor Training Program Certification Guidelines Level I (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
 - Establishing rapport & motivating students
 - Facilitation & communication skills
 - Learning theories
 - Study techniques
 - Leadership styles

Evaluation:

- Session observations & feedback
- Mid-semester conversations
- End-of-semester student survey

The Faculty Role with SI Partnerships:

- Help the CSA staff select good candidates for SI leaders
- Allow periodic announcements in class regarding SI sessions
- Maintain your SI leader's peer leader status by not asking them to take on any authoritative responsibilities within the class (i.e. teaching/proctoring/grading)
- Support your SI leader in developing content resources for sessions
- Encourage SI session attendance to all enrolled students
- Avoid requiring or incentivizing students' usage of SI sessions
- Provide feedback and ideas to CSA staff
- Respect the non-disclosure of participant names
- Share your experience with colleagues

College Reading and Learning Association (CRLA)

<http://www.crla.net/>

CRLA Training Certification Programs

<http://www.crla.net/>

International Center for Supplemental Instruction, University of Missouri-Kansas City

<http://www.umkc.edu/asm/si/index.shtml>

Supplemental Instruction Annotated Bibliography of Articles, Book Chapters, Dissertations and Monographs (Rev. 2009) <http://www.umkc.edu/asm/si/si-docs/sibib.htm>

Stone, M.E., & Jacobs, G. (Eds.). (2008). Supplemental Instruction: Improving first-year student success in high-risk courses (Monograph No. 7, 3rd ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.



Dr. Heather Porter
Assistant Director, CSA
hdporter@salisbury.edu
410-677-4842
AC 270



Mr. Anthony Curtis
Coordinator, Peer Led Academic Support Programs
alcurtis@salisbury.edu
410-677-4689
AC 270

Salisbury University



Salisbury
UNIVERSITY



A Maryland University of National Distinction

SALISBURY