Supplemental Instruction

Peer Assisted Study Sessions

The Center for Academic Development
University of Missouri-Kansas City
SASS Building, Room 210
5100 Rockhill Road
Kansas City, MO 64110-2499
816.235.1174
fax 816.235.5156
cad@umkc.edu
http://www.umkc.edu/cad/

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# Part I: Overview of the SI Program

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The Supplemental Instruction Program

Take a moment to read this summary and underline the “essential elements of SI.”

Developed by Dr. Deanna Martin in 1973 at the University of Missouri at Kansas City, Supplemental Instruction (SI) is an academic assistance program that increases student performance and retention.

The SI program targets traditionally difficult academic subjects—those that have a high rate of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer facilitated sessions. SI does not identify high-risk students, but rather identifies historically difficult classes.

Assistance begins at the beginning of the term. During the first class session, the SI leader describes SI and surveys the class to establish a schedule for SI that will be convenient for most students who show interest. From these surveys, the SI leader schedules three or more SI sessions per week.

SI sessions normally occur in classrooms near the subject classroom instead of in a learning center.

SI sessions are open to all students in the subject and are attended on a voluntary basis. SI leaders are students who have demonstrated competence in this or a comparable subject.

SI sessions are comprised of students of varying abilities and no effort is made to segregate students based on academic ability.

Since SI is introduced on the first day of classes and is open to all students in the class, SI is not viewed as remedial.

The SI leaders are the key people in the program. They are presented as model students of the subject. As such, they present an appropriate model of thinking, organization and mastery of the discipline.

All SI leaders take part in an intensive two-day training session before the beginning of the academic term. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance, data collection and management details.
SI leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50-minute SI sessions each week.

SI sessions integrate how-to-learn with what-to-learn. Students who attend SI sessions discover appropriate application of study strategies, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation, as they review content material.

Students have the opportunity to become actively involved in the subject material as the SI leaders use the text, supplementary readings, and lecture notes as the vehicle for learning skill instruction.

The SI supervisor*, an on-site professional staff person, implements and supervises the SI program. This person is responsible for identifying the targeted subjects, gaining faculty support, selecting and training SI leaders, monitoring the quality of SI sessions, and evaluating the program.

The SI leaders meet as a group with the SI supervisor at least three times during the term for follow-up and problem-solving.

SI students earn higher subject grades and withdraw less often than non-SI participants. Also, data demonstrate higher reenrollment and graduation rates.

* As SI programs expand and additional structure and staff positions are added, many programs refer to the “SI Supervisor” as the “SI Coordinator.” The “SI Coordinator,” in this instance, has overall responsibility for the tasks listed above and employs individual “supervisors” to assist him or her.
The Essential Elements of SI

The Supplemental Instruction model has proven to be successful with institutions of varying size, location, and organizational structure. The SI model can be adapted to reflect the individual needs and differences of each campus but there are certain elements of the model which must be present to ensure the integrity of the program. They are as follows:

1. SI Sessions Are Peer-Facilitated
   The ideal SI leader is a student who has recently taken the class from the same instructor and received a high final subject grade. All SI leaders should be approved by the class professor for content competency. The SI leader neither relectures nor introduces new material, instead the SI leader’s responsibility is to organize and add structure to the SI sessions. The responsibility for processing class material and answering questions generated by the students remains with the students. The primary function of the SI leader is to facilitate discussion among SI participants and model successful learning strategies at key moments in the SI sessions. In the absence of a qualified student to act as an SI leader, a staff member, or community resident may also serve as an SI leader.

2. The SI Leader Serves as a Model Student
   The SI leader functions as “model student” of the discipline rather than authority figure. SI leaders help students formulate and answer their own questions. This process helps students develop a more sophisticated approach to learning while maintaining the focus on content mastery.

3. SI Sessions Integrate Content and Learning Skills
   The SI sessions integrate the review of lecture notes, textbook readings, outside supplemental readings along with appropriate modeling of learning strategies. “How to learn” is embedded into SI sessions along with “what to learn.” Through practice and mastery of effective learning strategies, students can adopt and transfer these strategies to other subjects and content areas. Collaborative learning strategies are used in SI sessions as a means of creating a more active learning environment for student participants.

4. The SI Leader Attends the Targeted Class Lectures
   When the SI leader attends all lecture sessions, the SI leader is knowledgeable about what is occurring in the class sessions and has an opportunity to model “good student” behavior in the subject. The SI leader’s presence in the classroom also serves to market the SI program to students. If the potential SI leader cannot attend class, it is generally best to identify the academic assistance sessions as something other than SI, e.g., group tutoring. Education systems in countries other than the U.S. often present scheduling incompatibility between the SI leader and the time that the targeted class meets. In these cases the SI leader meets at least once a week with the targeted class instructor to discuss the lecture content, textbook readings, home work assignments, and proposed SI session activities.

5. SI Leader Receives Training
   The SI leader receives training prior to the beginning of the term. Inservice training continues throughout the academic term. These training sessions include specific teaching/learning theory and strategies.
6. The SI Program Is Supervised
A trained professional staff member supervises the SI leader and the SI program. Among other duties, the campus SI supervisor periodically attends SI sessions throughout the academic term and provides helpful feedback for the improvement of the program. To assure the success of the SI program, the professional staff member should have attended a SI Supervisor workshop conducted by a staff member from UMKC or another Certified Trainer.

7. Faculty Support the Program
The instructor of the targeted class should both understand the SI program and support its attachment to his or her class. Faculty members generally are encouraged to find ways to fully integrate SI into the overall subject but should be allowed to choose their level of involvement with the SI program. Faculty may also play a role in selecting and screening SI leaders for content competency.

8. Regularly Scheduled Sessions
SI is in place from the beginning of the academic term. Generally three or more sessions are offered each week but the number of weekly sessions will vary depending on student demand or specific issues related to the subject. Students attend SI sessions on a voluntary basis.

9. Program Evaluation
There are two reasons to evaluate the SI program each academic term: (1) to continuously improve the overall quality of the program by gathering information about its strengths and weaknesses and, (2) to inform college administrators about the overall impact of the program. The SI program should be evaluated appropriately by assessing institutional outcome measures (e.g., final subject grades, subject withdrawal rates, institutional drop out rates, institutional graduation rates). Assessment is an increasingly important issue in academic life and sometimes has a direct link to funding.

10. SI Targets Subjects Rather Than Students
While education has historically created academic improvement programs that follow the medical model of attempting to diagnose students who may have academic difficulty, the SI program serves classes where a large portion of students will experience academic difficulty. SI avoids a remedial stigma by focusing on classes rather than individual students. The SI program provides systemic change in the learning environment for all students enrolled in the targeted subject. While all students may not take advantage of the voluntary service, it attracts an equal proportion of students from differing ability and cultural groups. SI does not segregate students based on prior academic performance or predictions of academic success. SI sessions work best with heterogenous groupings of students. Participating students receive higher measures of academic achievement in comparison to their nonparticipating counterparts. Because of SI program funding restrictions at some U.S. institutions, the students who are served by SI may be restricted to those who meet eligibility requirements. When this is the case, the essential nature of the SI sessions is unchanged but evaluation procedures must be modified in these situations to ensure appropriate comparisons.
# Theoretical Perspectives

Administrators, faculty, and other colleagues may inquire about the theoretical frameworks that underpin SI. Professional academic presentations and publications may also require that presenters and authors link educational practices to their theoretical foundations. Presented below is a brief overview of some of the theoretical perspectives that have been offered to support the practice of Supplemental Instruction. How would you relate SI to these theoretical foundations?

<table>
<thead>
<tr>
<th>Theory</th>
<th>Theorists</th>
<th>Theoretical Principles</th>
<th>Application to SI</th>
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</thead>
<tbody>
<tr>
<td>Behavioral Learning Theory</td>
<td>Watson</td>
<td>• Behavior is based on positive reinforcement of desirable behavior</td>
<td></td>
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<tr>
<td></td>
<td>Skinner</td>
<td>• Break down complex tasks into their component parts</td>
<td></td>
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<tr>
<td></td>
<td>Bandura</td>
<td>• Emphasis is on cause and effect relationships (process to product)</td>
<td></td>
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<tr>
<td></td>
<td>Ausubel</td>
<td>• Modeling is important (Bandura)</td>
<td></td>
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<tr>
<td></td>
<td>Herbart</td>
<td></td>
<td></td>
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<tr>
<td>Cognitive Developmental Theory</td>
<td>Brunner</td>
<td>• Mental structures develop gradually as learning is constructed through organization and integration of new information and experiences</td>
<td></td>
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<tr>
<td></td>
<td>Piaget</td>
<td>• As learners assimilate knowledge, they think differently about a concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flower &amp; Hayes</td>
<td>• Learners use prior knowledge when learning new knowledge</td>
<td></td>
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<tr>
<td>Social Interdependence Theory</td>
<td>Geertz</td>
<td>• Social interaction causes conflict that stimulates cognitive development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vygotsky</td>
<td>• Knowledge is actively built by learners, working together cooperatively and interdependently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bakhtin</td>
<td>• Knowledge is produced rather than distributed</td>
<td></td>
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<tr>
<td></td>
<td>Doyle</td>
<td>• Knowledge and understanding are not constructed individually but in dialogue with others, and facts are “true” in that social context</td>
<td></td>
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<tr>
<td></td>
<td>Erickson</td>
<td>• What learners do in collaboration today, they will be able to do independently tomorrow</td>
<td></td>
</tr>
<tr>
<td>Interpretive / Critical Theory</td>
<td>Freire</td>
<td>• Good pedagogy empowers learners to take control of their own learning processes</td>
<td></td>
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<tr>
<td></td>
<td>Apple</td>
<td>• Education is a political process in that it involves issues related to power and control</td>
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<tr>
<td></td>
<td>Kozol</td>
<td>• Learning should have as its goal liberation rather than domination</td>
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</tr>
<tr>
<td></td>
<td>Marx</td>
<td>• Educational practices should seek to overcome the learner’s “culture of silence”</td>
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How Students Benefit

Assign a person in the group to lead a discussion on each of the reasons listed below on why students might benefit from attending SI.

1. SI is proactive and participatory rather than reactive and passive.

2. Students earn higher subject grades while they learn effective study skills.

3. SI provides peer collaborative learning experiences which promote assimilation into the campus culture.

4. SI enjoys a non-remedial image while offering academic support to all students enrolled in historically difficult subjects.

5. SI makes efficient use of study time.

6. SI provides an opportunity for students to develop relationships to other students and staff, an important factor in retention.

Other:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How SI Leaders Benefit

In addition to being a source of income, the SI program also benefits participating SI leaders in other ways. What skills might SI leaders acquire in the following areas?

**Academic**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

**Future Employment**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

**Leadership**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

**Faculty Relationships/Mentoring**

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_________________________________________________________________

_________________________________________________________________

**Life Skills**

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
How Administrators Benefit

From an administrator’s point of view, what are some of the reasons why SI should be a budget priority and/or continue to receive funding.
Listed below are tasks that will need to be completed to initiate an SI program. Put a check by the tasks that have already been completed.

- Select an SI Supervisor.
- Identify the historically difficult subjects.
- Obtain the requirements of the subject and helpful background information.
- Get the approval of the faculty (e.g., faculty member, department chair, dean).
- Make arrangements with the instructors or registrars to collect test grades and final grades.
- With the approval of the instructors, identify, hire, and train the SI leaders.
- Determine where the program will be located: Academic or Student Affairs.
- Secure appropriate administrative clearance.
- Reproduce forms.
- Develop marketing material for the faculty and students.
- Secure facilities (rooms for SI sessions, SI leader training).
- Secure SI program funds: SI leader salaries.
- Secure release time for SI supervisors.
The SI Program During the Beginning, Middle, and End of the Term

Before the Beginning of the Term
- Identify historically difficult courses
- Secure faculty cooperation
- Arrange for facilities (offices, SI session rooms, photocopying, etc.)
- Hire and train SI leaders
- Identify campus resources (salaries, texts and materials, advertising)

During the Term
- Attend class and assist the SI leader in planning the SI session
- Debrief all SI sessions
- Observe and critique sessions throughout the term
- Organize and conduct weekly or bi-weekly meetings with all SI leaders
- Maintain time sheets and payroll responsibilities
- Assist SI leaders with attendance, surveys, scheduling, and faculty relations
- Maintain morale of SI leaders
- Collect attendance data for SI sessions
- Administer post-questionnaire to students in selected courses

At the End of the Term
- Keep or secure a record of student grades
- Compare performance of SI groups to non-SI groups
- Send term reports to campus faculty, administration, and to UMKC
Identifying Campus Resources

Estimate a budget for one SI for one term.

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<tr>
<th>SI SUPERVISOR</th>
<th>SI LEADER</th>
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<tr>
<td><strong>TIME</strong></td>
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<tr>
<td>SI leader training plus 7-8 hours per class per week for the first two weeks of the term (periodically throughout the rest of the term).</td>
<td>9-12 hours per class per week. Approximately 12 hours of initial training. Ongoing, in-service training, 10 to 12 hours.</td>
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<tr>
<td><strong>MONEY</strong></td>
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<tr>
<td>Release time to supervise the program.</td>
<td>Approximately $1500 per class for direct payment.</td>
</tr>
<tr>
<td>Photocopying for training and for SI activities</td>
<td>Other reimbursements may include practicum credit, internships, work study and independent study.</td>
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<tr>
<td><strong>SPACE</strong></td>
<td></td>
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<tr>
<td>Room for training leaders.</td>
<td>Rooms for SI sessions (e.g. classrooms library residence halls laboratories).</td>
</tr>
<tr>
<td>Room for meeting with SI leaders.</td>
<td></td>
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<tr>
<td><strong>MATERIALS</strong></td>
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<tr>
<td>Survey forms, attendance sheets, texts and supplementary materials.</td>
<td>SI session handouts.</td>
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**Budget Considerations**

<table>
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<th>Cost</th>
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<tr>
<td>SI Leader Salary</td>
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<tr>
<td>Text Books</td>
<td></td>
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<tr>
<td>Photocopying</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
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<tr>
<td>In-Service Training</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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Total per each SI + release time **$**
Faculty Involvement and Cooperation

Before the term begins, there are several points that should be discussed by the SI supervisor with each faculty member. The faculty member should agree to cooperate in the following manner:

1. The SI leader will attend class each time it meets. In addition, the SI supervisor might also attend some class sessions with the SI leader at the beginning of the term.

2. The faculty member will be asked to make grades from the exams available to the SI supervisor as a means of determining whether or not students coming to SI are performing at a higher level than those students not attending. Also for evaluation purposes, final course grades will be given to the SI supervisor at the end of the term by either the faculty member or the registrar.

3. The SI leader will occasionally be given a few minutes at the beginning of class to initiate and make announcements about the SI program.

4. The faculty member will not be given the names of students who do or do not attend SI sessions.

5. The SI leader and faculty member meet on a regular basis during the faculty member’s office hours.

6. Determine if the professor wants anonymous feedback from SI participants.

7. Ask the professors to share reactions to SI program—perhaps oral or written.

8. The SI leader and/or supervisor may want to inquire as to the faculty member’s policy concerning old tests. Are exams on file in the library or are they not distributed?

How will you discuss the issue of course selections with the faculty who teach them?
Supplement Instruction

Frequently Asked Questions by Faculty

What is Supplemental Instruction?
Supplemental Instruction (SI) is a learning enhancement program. SI is designed to organize and improve the ways in which students prepare for class outside of class. SI is attached to a subject to provide students with a systematic and disciplined approach for processing the subject material assigned by the professor.

Through this program an SI leader is assigned to a subject. This is a student who has demonstrated proficiency in a targeted subject and undergoes SI training. The SI leader attends the subject to keep up with the subject content being presented and to model effective student practices and attitudes. The SI leader schedules and conducts from three to five group meetings a week at times convenient to members of the class. During these sessions, the SI leader uses interactive learning strategies which encourage involvement, comprehension and synthesis of subject content. In addition, the SI leader will incorporate demonstrations of effective study techniques.

Why was my subject selected for SI?
SI targets historically difficult subjects. In other words, this subject contains content that students consider to be challenging. SI is designed to support faculty teaching and is assigned to a subject because of what is being taught, not because of the manner in which it is being taught.

What will I be required to do?
SI is not intended to create additional work for faculty. You can support SI by granting time for occasional in-class announcements and be supportive of the program by encouraging students to take advantage of SI. Faculty should avoid the suggestion that only those who do poorly will benefit. Additionally, we will be in contact with you about the following aspects of the program:

- Assisting us in selecting and approving candidates for SI leaders for your subject;
- Assisting us by providing information for SI program evaluation: a copy of the official class roster, copy of grades after the first exam and at the conclusion of the subject. Note: Institutional approval has been given to collect this data and students’ rights to privacy regarding this information will be fully protected.

What should I expect from the SI Leader?
The SI leader will attend all class meetings; maintain a professional attitude about matters such as class standards, grades, and student complaints; discourage students from attending SI as a substitute for class; share SI materials with the cooperating faculty member before use, if possible; and provide feedback to the cooperating faculty member if requested to do so.

What should I expect from the SI Program
That we will cooperate with faculty in selecting candidates for SI leaders and place leaders only with the approval of the cooperating faculty member; train all SI leaders according to established guidelines and standards; monitor the activities and presentations of SI leaders for as long as necessary by attending class with them, helping plan sessions and supervising their performance; provide supplies, training, in-service experiences, consultations for SI leaders; provide cooperating faculty with an end-of-term comparative analysis of student performance.
To: Faculty of Supplemental Instruction (SI) Classes

From: Sandra Zerger, Ph.D., Campus SI Coordinator

Date: August 22, 2003

RE: SI Agreement

From time to time it is useful to remind ourselves of the partnerships we have established that help UMKC students succeed academically. Supplemental Instruction (SI) is a learning enhancement program to help students learn better in your courses.

The faculty part of the partnership involves: (1) helping the SI Coordinator to select good candidates for SI leaders, (2) providing a copy of the official roster for the SI Coordinator, (3) providing a copy of the grades after each exam, (4) allowing periodic announcements to be made about SI sessions, (5) allowing SI leaders to survey the class on the first (or second) day of class and at the end of the term, (6) avoiding suggesting that only those who do poorly will benefit from SI, and (7) maintaining SI as a recommended, encouraged activity rather than a requirement.

Several questions have arisen about providing grades for our use in evaluation of the program. Rigorous evaluation of SI is crucial for continued funding of the program and for dissemination of the program to other institutions nationally and internationally. For purposes of evaluation, we have permission to obtain those grades under the Family Educational Rights and Privacy, 34 CFR Part 99: Printed in the Federal Register, April 11, 1988, pages 11942-11958. Section 99.31 states that “An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by Section 99:30 if the disclosure meets one or more of [several] conditions . . . including to improve instruction.” The grades are used to evaluate the program for the purposes of obtaining funding and to disseminate the program nationally and internationally, but most importantly, they are used to improve the program services. We use the differences in the mean scores of those who attend as compared to those who do not to promote students’ usage of SI: no program can benefit students if they do not use it.

If you can send the scores via e-mail on an Excel, we can get results back to you in the fastest manner, but we will be happy to accept any form that you use. My e-mail address is zergers@umkc.edu.

We are proud to work with you to help our students succeed academically and with integrity at UMKC. Thank you for your continued good work.
Identifying Historically Difficult Subjects

Listed below and on the next page are four subjects for you to rank in order of the subjects you believe are good candidates for SI.

What criteria will you use in identifying historically difficult subjects?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where do you find the necessary information to determine which subjects are historically difficult?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. General Chemistry
   Rank: 1 2 3 4
   DWF Rate: 37%
   Class Size: 65
   Test Type: Objective with some problem solving
   Other Information: Lecture format. Text provided as a support.

Possible reasons to select this subject:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
B. College Algebra  Rank: 1  2  3  4
DWF Rate: 50%
Class Size: 20
Test Type: Objective
Other Information: Required subject.

Possible reasons to select this subject:

C. Introduction to Biology  Rank: 1  2  3  4
DWF Rate: 37%
Class Size: 200
Test Type: Objective
Other Information: Lecture format. Text and reading are required.

Possible reasons to select this subject:

D. Introduction to History  Rank: 1  2  3  4
DWF Rate: 35%
Class Size: 110
Test Type: Objective and short answer essay.
Other Information: Lecture format. Some reassigned readings are from primary sources.

Possible reasons to select this subject:
Selecting SI Leaders

Form groups of four and discuss the following issues concerning selecting an SI leader.

1. Who needs to be involved in the selection process?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What is the profile of an SI leader?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How or where will you find SI leaders on your own campus?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What criteria is most important in choosing candidates?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
In carefully selecting the potentially best SI leader, rank the following candidates: 1 to 4 (1 = best, 4 = least preferred). No two candidates can receive the same ranking.

**SI leader candidate “A” Rank: 1 2 3 4 (circle one)**

Background information: recommended by class instructor; received high A final class grade; very quiet; cum GPA of 3.7; next term student schedule is flexible with normal subject load.

Criteria used to rank the candidate:

**SI leader Candidate “B” Rank: 1 2 3 4 (circle one)**

Background information: recommended by current SI leader; received B+ final class grade; open and easy to talk to; cum GPA of 3.2; next term student schedule is flexible with normal subject load.

Criteria used to rank the candidate:

**SI leader candidate “C” Rank: 1 2 3 4 (circle one)**

Background information: recommended by class instructor; received A- final class grade; eager to be accepted as leader; cum GPA of 2.8; next term student schedule is very tight because of work and class schedule.

Criteria used to rank the candidate:

**SI leader candidate “D” Rank: 1 2 3 4 (circle one)**

Background information: drawn to SI program by advertisement; never taken class before but is enrolled in a similar curriculum; easy to talk to and pleasant personality; cum GPA of 3.4; next term student schedule is flexible with normal subject load.

Criteria used to rank the candidate:
Determining the Number of Weekly SI Sessions

Typically SI sessions are conducted for each selected subject three or more times each week. However, other factors including the type of campus, class size, number of students living on campus, and subject meeting time can also affect SI attendance. Discuss how these issues might come into play for the recommended number of SI sessions in the subjects presented below.

Introduction to Biology
- Campus: 12,000 undergraduates, urban, public, commuter
- Class Size: 300
- Dorm Size: 200
- Subject Meeting Time: Tue. & Thur. 1:00-2:15 PM

Philosophical Foundations
- Campus: 2,300 undergraduates, rural, private
- Class Size: 25
- Dorm Size: 2,000
- Subject Meeting Time: Mon., Wed., Fri. 10:00-10:50 am

Introduction to Accounting
- Campus: 15,000 undergraduates, urban, public, community college
- Class Size: 45
- Dorm Size: none
- Subject Meeting Time: Monday 6:00-9:00 PM
Observing SI Sessions: FAQ

Who is responsible for monitoring/supervising SI sessions?

What is included in monitoring/supervising SI sessions?

How much time do you project that monitoring/supervision will take each week with a new SI leader?

How much time do you project that monitoring/supervision will take each week with a returning SI leader who has demonstrated competency?
Observing SI Sessions: Guidelines

1. Schedule An Appointment
Prior to the start of the term, or during the first week of the term, arrange to meet with the SI leader to discuss what you will be looking for when you observe the SI sessions. Be sure to allow the SI leaders an opportunity to voice any of their concerns. Quick comments immediately after the SI session are helpful, but you should schedule a short (1/2 hour) weekly meeting during the first 2 weeks of the term to discuss how the SI sessions are going.

2. Allow the SI Leader to Speak First
The SI supervisor should first elicit the SI leader’s reaction to the sessions. After this discussion the supervisor can share his or her perceptions. Objective observational data is important to the session. The SI supervisor should limit the criticisms to two or three suggestions. Others can come later. Many of the observations or reactions will be similar.

3. Plan Together: AID

A nalyze
Describe and discuss the recorded observations: 1. Body language and eye contact. 2. Clarity of speech. 3. Opening of session 4. Amount of time SI leader talked vs. amount of time students talked. 5. Number of closed-ended questions vs. open-ended questions 6. Number of times questions were redirected back to group. 7. Pauses and wait time: number and how handled. 8. Reinforcement of student responses 9. Use of examples for clarification 10. Note processing. 11. Use of textbook. 12. Closing of session.

I nterpret
Look for probable causes (both positive and negative) for the observed effects. For example, the SI supervisor may make repeated observations that the SI leader is dominating the sessions. The SI leader might recognize that this is a weakness and an area where improvement can be made but may also want to suggest a reason why this is happening.

D ecide
Decide what elements of the SI session could be changed or improved and which elements are effective and should be continued. Agree to change only a few elements at a time. Do not overwhelm an SI leader by trying to radically change everything at once.

4. Provide Closure
Offer to assist the SI leader to develop ideas and design handouts. Don’t simply agree that something should be changed and leave the SI leader to figure it out. Make the SI leader aware that this is a collaborative process. Make notes of the key portions of the meeting. Give a copy of the notes to the SI leader. Use the notes to further discussion and measure improvement at subsequent meetings.
Observing SI Sessions: Recording Interactions

One characteristic of effective SI sessions is that students interact with each other rather than always directing their conversations and comments to the SI leader.

Procedure:

1. On a blank piece of paper represent SI session participants in the same relative positions as they are sitting in the room.

2. As students interact with each other or the SI leader, draw a line connecting them with the person to whom they are directing their comments. Do not be concerned about neatness or that overlapping lines make it difficult to provide an exact count. This is intended only to provide a visual aid for discussion.

3. After the SI session, share the chart with the SI leader and discuss why the pattern of interactions occurred. If necessary, discuss strategies that encourage students to interact with each other.

Below are sample charts of interactions of an SI session. In session #2 the interactions within the group are directed among the students. In session #1 the interactions of the students are mostly directed to the SI Leader.
## SI Observation Record

**SI Leader:** ____________________  **Course:** ____________________

**Date:** __________  **Number Attending:** __________  **Observer:** ____________________

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Need for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Room arranged for group work</td>
</tr>
<tr>
<td></td>
<td>Session beginning on time</td>
</tr>
<tr>
<td></td>
<td>Sign-in sheets filled in</td>
</tr>
<tr>
<td></td>
<td>SI Leader is prepared</td>
</tr>
<tr>
<td></td>
<td>Planning sheet available</td>
</tr>
<tr>
<td></td>
<td>Agenda set at beginning of session</td>
</tr>
<tr>
<td></td>
<td>Advanced organizer used</td>
</tr>
<tr>
<td></td>
<td>Students doing most of the talking (helping each other)</td>
</tr>
<tr>
<td></td>
<td>Appropriate processing activities used</td>
</tr>
<tr>
<td></td>
<td>If available, were the worksheets helpful</td>
</tr>
<tr>
<td></td>
<td>Students referring to text books and notes</td>
</tr>
<tr>
<td></td>
<td>Leader involves all students</td>
</tr>
<tr>
<td></td>
<td>Leader addresses students’ needs and questions</td>
</tr>
<tr>
<td></td>
<td>Leader knowledgeable of content material</td>
</tr>
<tr>
<td></td>
<td>Leader set appropriate tone for session</td>
</tr>
<tr>
<td></td>
<td>Time managed efficiently during session</td>
</tr>
<tr>
<td></td>
<td>Summary and closure</td>
</tr>
<tr>
<td></td>
<td>Students seemed to gain understanding</td>
</tr>
</tbody>
</table>
**SI Observation Record**

Observer: ____________________________  SI leader: ____________________________

Date: _______________ Subject: ____________________________ Number Attending

**SI:________**

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to SI session, Sign-In Sheet,</td>
</tr>
<tr>
<td>Materials used by SI leader, Activities in the session,</td>
</tr>
<tr>
<td>Evaluation used (e.g., quiz, oral recall),</td>
</tr>
<tr>
<td>Closure of SI session, Etcetera.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Observer’s Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Copyrights by The Curators of the University of Missouri, 2006
Assign a discussion leader for each of the following situations. As the SI supervisor, how should you assist the SI leader?

**Situation #1**
The SI leader is “stumped” by questions raised by the group and is floundering for a response to the problem. What would you do?

**Situation #2**
The SI leader lapses into a question/answer format. The SI leader is directing responses to the group. The student participants are responding directly to the SI leader and there is no student-to-student interaction. What would you do?

**Situation #3**
The SI leader has done an informal quiz to get the session started and touched on one concept that is obviously very confusing to the group. A visual chart would be helpful to clarify the information but the SI leader makes no move to deal with that need. What would you do?

**Situation #4**
A student who has never attended SI is dominating the discussion. The student insists that the SI leader answer questions about a concept discussed the week before. The SI leader is flustered; the regular attenders are becoming angry, and the dominating student is suggesting that SI is a waste of time. What would you do?

---

**What do you think?**
1. Should the SI supervisor is sit in the back of the room or among the SI participants?
2. Should the SI supervisor introduce who they are and their role at the beginning of the SI session?
3. What should be the working relationship of the SI leader and the supervisor?
4. What if an error is mentioned during discussion or is placed on the blackboard?

*Adapted from Onondaga Community College, Syracuse, New York*
SI Leader Debrief

Name: __________________________Date: ____________

1. The part that is going well is . . .

2. The part that has presented the most difficulty is . . .

3. Comments:
SI Attendance Strategies

Select your “top three” strategies for improving attendance at SI sessions and discuss them with your group.

1. Report SI vs. non-SI test differences to the class in:
   - Test score averages
   - Amount of difference in scores
   - DFW and AB rates

2. Report test scores from previous academic terms. Use national data until you develop your own history of institutional data.

3. Distribute reminder handouts to attend SI sessions throughout the term.

4. Offer sample tests in SI sessions with questions developed with the instructor. The instructor could make these available in class with the comment that they will only be discussed during SI.

5. Report the number and/or percentage of test questions covered in SI sessions.

6. Provide time for regular verbal encouragements to attend SI sessions.

7. Use worksheets during SI sessions, especially in problem-solving courses. Even the use of empty matrix worksheets may encourage students to attend who need something tangible to take away from the SI session.

8. Post anonymous quotations from students on how SI has helped/is helping. Include some of these with the SI handout on the first day of class.

9. Write the daily SI times and locations on the board during each class.

10. Allow for discussions between the class and the SI supervisor when SI attendance is low.

11. Report improvement on test scores from previous terms.

12. Offer regular reminders from SI leaders in class on attending SI.

13. Offer something specific in SI sessions - a study skill, rules for problem solving, jeopardy, games, text review, etc.

14. Change SI times to accommodate the greatest number of students. Resurvey the class if necessary.
15. Offer “how to” handouts on the most efficient/effective study skills.

16. Tell student lab instructors about SI and ask their support.

17. Report differences in final course grades from previous terms.

18. Create an awareness video (5-10 minutes) that explains and promotes SI. Show it on the first day of class.

19. Give handouts during SI sessions occasionally.

20. Be sure to promote the SI program through academic advisor, new student orientation programs and other means before the academic term begins.

21. Place a display ad in the student newspaper that lists all courses to which SI is/will be attached. Remember to include a short description of SI.

22. Place an advertisement or announcement in the campus course booklet that identifies all courses to which SI will be attached. Again, remember to include a short description of SI.
Because of the voluntary nature of SI attendance outside the course lectures, attendance will be a continuing issue for all programs. A variety of factors can influence the participation rates: academic difficulty perception by enrolled students, students’ previous academic performance, class size, knowledge-level of the SI program by students, percent of students living on or near the campus, percent of full-time/part-time students.

Estimating SI attendance for the course.
While the historic participation rate at the University of Missouri-Kansas City has averaged 38 percent for all courses where SI was offered during the academic term, there have wide variances within individual courses. Also, another issue is the number of times that students choose to attend SI. It is important not only to have high total participation rates — students attending at least one SI session — but also that they come regularly. SI research suggests that there is a positive relationship between increased SI attendance and higher final course grades.

An exception to this finding is for students who attend 20 or more times per academic term. Research suggests that these students generally would have dropped the course, but persist to the end of the academic term and earn grades of C. With non-math/science majors taking college algebra, occasionally these students may be satisfied with a grade of D since this may be a passing grade for these majors. It appears that these students work hard enough to get the grade they need in this course and then devote their energies to other courses.

Getting off to a good start on the first day.
It is assumed that the SI leader has delivered a well-planned and rehearsed first day announcement to the students in the course. While the presentation may be short — five minutes — it will establish the credibility of the SI leader and the program in the minds of the enrolled students. Using data from previous academic terms, it is helpful to report the positive difference in grades for SI participants compared with the nonparticipants. If this is the first time that SI will be offered in connection with this course, use data from other courses. If this is the first time that SI has ever been offered on campus, use data from the national data base maintained by UMKC. It is critical that the first-day presentation goes very well. The SI leader ought to have an outline of the speech on large note cards that they hold as they deliver their short talk. Many SI programs report that also having a one-page overview handout that contains many points made during the presentation is very helpful. A few programs have even developed a short three to five minute video tape with former SI participant testimonials to help make this first-day presentation even more effective. It might be possible to do a mock SI sessions that lasts five minutes or so in the class with the professor’s permission.

Suggested topics for the SI overview talk with the students during class: what is SI, why this class has SI, how SI works, why SI works, research on outcomes of SI attendance (using data from the campus
as well as the national SI data studies), who should attend SI sessions, what SI can and can not do, how
often students should attend SI sessions, what happens during SI sessions, among other possible topics and
issues.

Suggestions from other SI programs.
The following suggestions have been contributed by staff from the SI network from across the globe.
The SI supervisor should discuss these strategies with the course professor ahead of time. Sometimes the
course professor would need to spend additional time or give permission for the activities to occur. The
UMKC program uses many of these strategies. Feel free to contribute successful strategies that you de-
velop at your institution. Please send them to UMKC so that they can include them with future editions of
this list. Send suggestions to the Center for Academic Development (cad@umkc.edu).

Activities before the beginning of the academic term by the SI supervisor:
1. Give announcements about the SI program during new student orientation programs. Include infor-
mation in orientation print literature. This develops an awareness of SI and they will be more recep-
tive to the first-day announcement given in courses that have SI.

2. Give announcements about the SI program during parent orientation programs. They can advocate
students to attend SI sessions during telephone calls during the academic term, especially if students
mention challenges with the academic course material.

3. Be sure that all academic advisors are aware of the SI courses so they can encourage students to
enroll in their courses. Provide a schedule of classes that will have SI support for the academic
term.

4. Provide information in the course listing registration booklet concerning the SI courses and basic
information about the program.

5. Some SI programs report that they preschedule one SI session meeting time for these courses and
list this information in the registration booklet. This gives students an opportunity to schedule their
other courses around the SI meeting time. Often the prescheduled SI session time is just before or
after the course lectures. These times are historically popular with students. The rest of the SI
session times would be scheduled after enrolled students completed the SI survey on the first day of
class.

6. Gain the support of academic tutors, student lab assistants, lab instructors, recitation leaders,
graduate teaching assistants, and others to encourage students to attend SI sessions. Work with them
to differentiate the service available through SI sessions and how it complements and enhances the
services provided by the others.

7. Establish an Internet web page that provides information about the SI program. This can provide times
and places for SI sessions, a forum for on-line chat room SI sessions, descriptive material about SI, and
a location for interested SI leaders to post information about the course (e.g., handouts, test questions
predicted).
Activities by the course professor during the academic term:
8. To encourage attendance, ask the course professor to prepare mock examination questions and announce to the students that these worksheets — while available to everyone in the course — will only be discussed during the SI sessions. Make copies of the mock examination available in the back of the classroom.

9. The course professor could post one difficult problem or concept on the blackboard in class and state that this will be discussed during SI this week.

10. The course professor regularly (i.e., weekly) gives verbal encouragement for ALL students in the course to attend SI. It is critical that the professor not just invites students who are receiving poor grades. If the reputation for SI develops that it is only for poor students, students will not come to avoid the remedial stigma.

11. Let it be known that the mock examinations developed by the SI leader have been reviewed by the course professor and that they fairly reflect the types of questions to be expected on the upcoming examination.

12. The professor could attach a small handout or bookmark to all exam papers to encourage everyone to attend SI sessions. The SI Supervisor should work with the professor to design and copy the materials.

13. The professor could select one or more of the quality examination questions predicted during SI sessions by the participants to be used on the upcoming examination.

Activities by the SI leader during the academic term:
14. The first day SI handout should include a comparison of final course grades for SI and non-SI participants from previous academic terms for this or similar courses. This handout could be updated throughout the academic term with comparisons of the groups on unit exams.

15. During the second week of class, distribute a short one page handout that summarizes SI. This can help inform the students who have recently added the course.

16. In SI sessions, especially during the first two weeks, the SI leader should reiterate how SI sessions work, the role of the students, and role of the SI leader. As the number of returnees increase, the announcements may be more brief. If new SI participants attend, the SI leader should share this information briefly again. This helps to reduce unrealistic expectations about SI sessions that might lead to some discontinuing attendance at further sessions.

17. SI leaders frequently create a worksheet for SI sessions. It could be an empty matrix box, sample problems, etc. The students in the SI sessions would create the information to put in the worksheet. This is especially helpful in problem-solving courses (e.g., math, science). SI participants report that they like to have a tangible “take-away” from the SI sessions. This helps to fulfill that perceived need.
18. Throughout the academic term the SI leader could distribute reminder handouts (bookmarks or labels) to encourage attendance and remind students of the meeting times/locations. These could also give the differences in mean test scores for the SI and non-SI participants.

19. Report the number/percent of examination questions (objective or essay) covered during the SI sessions to the entire class.

20. Create promotion handouts that include quotations from past SI participants on how SI helped them.

21. Write the SI schedule on a corner of the black board at before every class session.

22. At the end of each SI session, remind participants of the next SI session time and location.

23. SI leaders should take the initiative to meet each student in the class and personally invite them to attend the SI sessions.

24. SI leaders could announce in class that relevant study strategies will be emphasized at strategic times during the academic term, for example, test taking skills before a major examination.

25. When permissible, use old unit tests in SI sessions to help students formulate possible test questions for upcoming exams.

26. Provide book marks for the students in the class throughout the academic term. The book marks should include the SI schedule.

27. SI leaders should sit in different places in the classroom to meet new students and be more accessible for questions about the SI program. This also allows the SI leader to model good lecture note taking strategies for more students in the class who may observe him or her during the class.

28. With the professor’s permission, the SI leader could place a difficult problem or concept on the blackboard and announce to the class that it will be discussed during the next SI session. The SI participants would then work to providing an accurate and complete answer to the question.

29. Copies of handouts and mock exams could be made available during class. The SI leader could explain that these were samples of the types of activities that are accomplished during SI sessions.

30. Create large posters to put on bulletin boards in the classroom and place some in the hallways outside the classroom that remind students of SI benefits, SI session times, and SI session locations.

**Activities by the SI Supervisor during the academic term:**

31. After the first major examination, the SI Supervisor gathers test scores and prepares a one-page report concerning SI vs. non-SI test differences back to the class: test score mean, A and B percent rate, and the D, F or course withdrawal rate. The SI leader should report these data to the class.
32. If attendance is very low, have the SI Supervisor meet with the class for the last five minutes of a class session. During this time the course professor leaves the room and the SI Supervisor solicits comments from the students on reasons for low attendance. The SI Supervisor informs the class that if attendance does not improve the SI sessions will be canceled.

33. With permission from the book store director, one SI Supervisor printed book marks with SI information and the prescheduled SI session. The book mark was placed at the end of the first chapter inside the required textbook for the course. At their institution one SI session is preplanned before the beginning of the academic term. [Usually just before or after class sessions.]

34. Resurvey the class to see if the initial assignment of SI session times are still best for the class.

35. If the class has graduate teaching assistants, student lab assistants or the like, solicit their assistance in encouraging student attendance.

36. Create an SI awareness video tape of three to five minutes to play during the first or second class period of the course. Include comments from former SI participants.

37. If SI is offered in several courses each academic term, place an advertisement in the student newspaper listing the SI schedule. Also, include a short description of SI or provide comments from SI participants.

38. If the SI sessions have not been viewed recently, observe several SI sessions. While not a pleasant thought to consider, the students may be “voting with their feet” and are not attending the SI sessions because of something that the SI leader is doing. With the intense time pressures facing many students, they will make quick judgements regarding the value of the SI sessions. These students will express their views to others enrolled in the course. Research with customer service reveals that when a person has a bad experience they tell their friends and then their friends tell other friends. The end result is that each incident of bad service is shared with ninety-seven other people. This reinforces the need for clinical supervision of the SI program. Is the SI supervisor attending the first six SI sessions? Is the SI supervisor spot checking every week or two throughout the rest of the term?

39. Meet with the faculty member once or twice during the academic term. The more clearly the professor understand the SI model, the easier it is for them to see it as something that is worthy of their time and support. They will be more likely to say positive things about the program in class.

40. Ask for a few minutes to share about the SI program during an academic department meeting. This provides a public forum to share about the SI program and build more support from the academic department.

41. Advertise the SI program in the campus newspaper. This helps to build a public support for the SI program and that it can be beneficial for all students.
Activities after the academic term:

42. Review the criteria for originally selecting this course. Sometimes the reason for low attendance is that students do not perceive this course as difficult. Check to see if about 30 percent or more of the students are receiving final course grades of D and F or are withdrawing from the course. If the general impression by enrolled students is that most students receive passing grades, even academically under prepared students may think that they may survive the course since nearly everyone else is passing. While the course may be perceived to be difficult by faculty members, academic advisors or department chair persons, the most important perception is the one held by the students enrolled in the course. While the 30 percent D/F/W guideline is not mandatory for success in all courses where SI is offered — perhaps SI is being offered for only a subpopulation of students in the course — this guideline has often identified courses that enrolled students would also identify as historically difficult for any student who is in the course.

43. If the class has graduate teaching assistants, student lab assistants or the like, see if students attended their sessions instead of attending SI sessions. On a few rare occasions, these individuals have offered activities that looked similar to SI sessions. If they do — which is a pleasant compliment — you may need to discontinue SI in this course due to duplication of service. When given a choice, students may go to graduate teaching assistants instead of SI sessions — especially if the GTAs also serve as graders for the course professor.
Part II: Forms

Sample Brochures ............................................................................................................... 44
Job Description: SI Supervisor ........................................................................................... 52
Job Description: Assistant SI Supervisor .......................................................................... 54
Job Description: SI Leader .................................................................................................. 55
SI Leader Employment Application .................................................................................... 56
Sample Student Brochures

The next three pages contain sample brochures intended to provide introductory information about SI to students enrolled in a targeted course. These brochures should be handed out to students on the first day of class. There are three different covers, the basic information inside the three brochures remains the same. They are printed front to back in a trifold format.
Okay, the answer is D.

However, this may be the last easy test question you see all semester.

The Supplemental Instruction Program

Our job is your grade.

Question: Supplemental Instruction (SI) targets historically difficult courses. SI is assigned to this course. This means you had better:

A. go to class
B. read the text
C. go to the SI sessions
D. do all of the above

For more information contact:

The Supplemental Instruction Program
What is SI?
Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades.

Attendance at sessions is voluntary. For you the student, it’s a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourselves before your professor does, so that when he/she does, you’ll be ready. At each session you will be guided through this material by your SI leader, a competent student who has previously taken the course.

What’s an SI leader?
Have you ever wished you could do something over, knowing what you know now? That’s impossible, but you can come close in SI. SI leaders are students themselves and are prepared to share with you what they have learned over the years about how to study. They know the course content and are anxious to help guide you through it. They’ll be in class with you every day, hearing what you hear and reading what you read. What they won’t do is lecture; their job is to help you think about the lectures you hear and the books you read, and then put it all together into some kind of perspective during SI review sessions so you can learn it more efficiently.

When do SI review sessions start?
On the first day of class you will fill out a short survey to let the SI leader know your class schedule. Please bring your official schedule of classes with you to the first class period so you will be able to complete the survey accurately. Each SI leader will set up three or more review sessions a week at times that are best for the majority of you. You can attend one, two, or all three (the choice is yours) and each one will be different because you’ll have new material to discuss. SI review sessions are informal. Bring your notes; bring your textbook; bring your questions.

What’s in it for me?
If you attend SI sessions regularly, chances are you’ll earn a better grade. You’ll have developed a better understanding of course content as well as more effective ways of studying. This will help you in other classes also.
The Supplemental Instruction Program targets historically difficult courses.

Make plans now to attend the SI sessions and avoid being sad story number 2,302.

Our job is your grade.

For more information contact:

Sad story number 2,301: Jessica misses an A by three points.
What is SI?

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades. Attendance at sessions is voluntary.

For you the student, it's a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourself before your professor does, so that when he/she does, you'll be ready.

At each session you will be guided through this material by your SI leader, a competent student who has previously attended the course.

Features

- SI review sessions are informal.
- Bring your notes; bring your textbook.
- SI leaders are prepared to share something over, knowing what you know. Have you ever wished you could do something over, knowing what you know now? That's impossible. But you can come close in SI.

SI leaders can help you: They know the course content and are prepared to share their insights. They'll be in class with you every day, hearing what you hear and reading what you read. With you every day, passing what you gain from your study to you. They'll know the material better than your professor does, so you'll be able to think about the lectures you hear.

What's an SI leader?

SI leaders are students themselves and are prepared to share what they have learned over the years about how to study. They know the course content and are anxious to help you learn it. SI leaders are students who have developed a better understanding of course content as well as a keen understanding of course content on their own.

How do I get involved in SI?

On the first day of class you will fill out a short survey to let the SI leader know your class schedule. Please bring your official schedule of classes with you to the first class period so you will be able to complete the survey accurately. Each SI leader will set up three or more review sessions a week at times that are best for the majority of you. You can attend one, two, or all three (the choice is yours). SI review sessions take place Monday through Friday, depending on your class schedule. Please bring your notes and your textbook, and your professor's notes.

What's in it for me?

SI sessions start

- When do SI reviews start?
- Bring your notes; bring your textbook.
- SI review sessions are informal.
- Bring your notes; bring your textbook.

SI leaders will help you in other classes also.

SI leaders will help you in other classes also.

SI leaders are prepared to share their insights. They'll be in class with you every day, hearing what you hear and reading what you read. With you every day, passing what you gain from your study to you. They'll know the material better than your professor does, so you'll be able to think about the lectures you hear.

You got questions, we got answers.

What's SI?
Don’t worry, we’re here to help.

The Supplemental Instruction Program

Our job is your grade.

Welcome to one of our toughest courses. Just because you bring the teacher an apple, it doesn’t mean you’ll get an A.

For more information contact:
What is SI?

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades. Attendance at sessions is voluntary. For you, the student, it's a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourself before your professor does, so you'll be ready.

What's an SI leader?

An SI leader is a competent student who has previously taken the course. Through this mentorship by your SI leader, each student will be guided through the course material. Each session will focus on different areas of the course, and you will be able to study the subject together with people in your class to discuss important concepts, to compare notes, and to get grades that are more efficient. If you work together and improve your understanding of course material, you will improve your overall understanding of the course. SI is provided for all students taking historically difficult courses.

When do SI reviews start?

On the first day of each class, you will fill out a short survey to let the SI leader know your class schedule. Please bring your official schedule of classes with you to the first class period so you will be able to complete the survey accurately. Each SI leader will set up three or more review sessions a week at times that are convenient for the majority of students. You can attend one, two, or all three sessions, and each one will cover a different topic. Bring your notes, bring your textbook, and bring your questions. SI review sessions are informal. Bring your notes; bring your textbook; bring your questions.

What's in it for me?

If you attend SI sessions regularly, you'll earn a better grade. You'll have developed a better understanding of course content as well as more effective ways of studying. This will help you in other classes as well. Help you think about the lectures you hear and reading what you read. What you want is to get answers, not questions. We got answers, you got questions.
Job Description: SI Supervisor

Primary Activities
1. Provide leadership in developing and implementing an exemplary and comprehensive Supplemental Instruction program.
2. Identify weaknesses or problems in the current SI program and solve or make recommendations for their solution.
3. Serve as overall coordinator of the SI program:
   a. Select and train SI leaders.
   b. Assist with revision of SI leader training materials and notebook.
   c. Plan and direct periodic group meetings of all campus SI leaders.
   d. Meet weekly with other campus SI supervisory staff.
4. Provide on-site supervision of the SI program.
   a. Supervise SI in all classes.
   b. Serve as primary liaison with departmental administrators and faculty members.
5. Promote the SI program.

Secondary Activities
1. Supervise SI each term.
   a. Attend classes and SI sessions as specified in the SI model.
   b. Regularly meet with the SI leaders.
      1) Discuss observations of the SI sessions.
      2) Encourage and assist SI leaders to create SI session handouts.
      3) Assist SI leaders in planning of SI sessions and use of a wide variety of the identified learning strategies.
2. Act as liaison to faculty involved in the SI program. Gather feedback concerning the SI program.

Maintenance Activities
1. Solicit, interview and hire SI leaders for the following term at least three weeks before the end of the preceding term:
   a. Gather faculty member nominations
   b. Advertise the positions
   c. Interview candidates
   d. Obtain faculty member approval of recommended candidate
   e. Complete procedural personnel paperwork
2. Ensure that all SI leaders complete necessary personnel paperwork.
3. Make available to SI leaders the needed materials and forms:
   a. Handout that explains the program to the students
   b. Survey forms (beginning/middle/end-of-term)
   c. SI session attendance forms
4. Ensure that the beginning-of-term SI survey is distributed and analyzed within 24 hours.
5. Assist SI leaders with selecting appropriate times and scheduling of SI sessions.
6. Arrange for facilities for SI sessions.
7. Assist with marketing of the SI program through:
   a. Producing flyers with session times, days and places for distribution by SI leaders in individual classes.
   b. Produce a master list of SI study sessions and display it prominently on campus. Especially have it placed in classrooms that have courses with SI.
8. Make an annual budget for all SI expenses (e.g., salaries, texts, advertising, photocopying).
9. Maintain master list of all past and present SI leaders.
10. Maintain a master schedule of all SI courses and SI sessions.
11. Assist with time sheets and payroll-related personnel paperwork.
12. Secure necessary materials (e.g., notebooks, summary margin paper, graph paper, note cards, textbooks, etc.)
13. Ensure that midterm SI feedback survey and end-of-term surveys are distributed and the results analyzed within two weeks.
14. Gather and analyze all data associated within the SI program (e.g., SI attendance, grades, surveys, handouts generated by the SI leaders).
15. Complete end-of-term reports for campus faculty and administration.
16. Plan appropriate receptions for SI leaders, supervisors and participating faculty members.

Program Development Activities
1. Provide leadership in developing and implementing an exemplary and comprehensive Supplemental Instruction program.
2. Identify weaknesses or problems in the current SI program and make recommendations for their solution.
3. Each term identify high-risk courses and make a recommendation for SI courses.
4. Gain and maintain faculty cooperation.
5. Identify and secure campus resources for the SI program (e.g., SI leader salaries, textbooks, photocopying expense, advertising, etc.).
6. Assist with the revision and development of SI training materials.
7. Continually revise and reevaluate training, supervision, and hiring processes in order to improve the campus program.
8. Assist with SI leader training workshops before the beginning of each term.
9. Continue to analyze the effectiveness of the SI program:
   a. Collect raw data (e.g., SI attendance, term grades, surveys, etc.)
   b. Analyze data
   c. Submit course reports to campus faculty and administrators.
   d. Submit annual reports to campus faculty administrators.
Job Description: Assistant SI Supervisor

Primary Activities
1. Assist in providing leadership in implementing an exemplary and comprehensive SI program.
2. Identify weaknesses or problems in the current SI program and make recommendations for their solution.
3. Serve as an assistant SI supervisor of the campus program:
   a. Attend classes and SI sessions as specified in the SI model.
   b. Regularly meet with the SI leaders.
   1) Discuss observations of the SI sessions.
   2) Encourage and assist SI leaders in creation of SI session handouts.
   3) Assist SI leaders in planning of SI sessions and use of a wide variety of the identified learning strategies.
4. Assist with training other SI leaders.

Secondary Activities
1. Assist with the planning of periodic group meetings of all campus SI leaders.
2. Meet regularly with other campus SI supervisory staff.
3. Other duties as assigned by the director.

Maintenance Activities
1. Ensure that beginning-of-term SI survey is distributed and analyzed within 24 hours.
2. Assist with marketing of the SI program through producing flyers with session times and places for distribution by SI leaders in individual classes.
3. Ensure that midterm SI feedback survey and end-of-term surveys are distributed and the results analyzed within two weeks.
4. Assist with the gathering and analysis of all data associated within the SI program (e.g., SI attendance, grades, surveys, handouts generated by the SI leaders).
5. Model appropriate professional attitudes and behaviors to staff, students and others on and off campus.
6. Maintain regular working hours, including:
   a. Provide your immediate supervisor and the central office personnel with an up-to-date schedule of your out-of-office work activities.
   b. Notify the central office of your destination and expected time of return when your schedule deviates from your regular schedule.
Job Description: SI Leader

SI Leader Qualifications
1. Junior or senior standing is preferred; second-term sophomore is the usual minimum.
2. An overall GPA of 3.0 or above (on a 4.0 scale) is required.
3. A grade of 3.0 or above (on a 4.0 scale) in the selected course is preferred; prior enrollment with the professor who is to teach the selected course is preferred.
4. Content-competency (to be determined by the selected course professor) is required.
5. Good interpersonal and communication skills (to be determined by the SI supervisor) are required.

Primary Activities
1. Attend all class meetings of the selected course, take notes, do homework and read all assigned materials including text(s) and supplemental readings.
2. Conduct at least three to five 50-minute study sessions per week throughout the term using strategies learned through the SI leader training workshop.
3. Regularly meet with the SI supervisor for debrief sessions.
   a. Discuss observations of the SI sessions.
   b. Discuss the creation and use of SI session handouts.
   c. Discuss the planning of SI sessions and use of a wide variety of learning strategies.
   d. Notify supervisor about problems or potential problems.
4. Assist SI supervisor in training other SI leaders.

Secondary Activities
1. Provide extra SI sessions and/or marathon sessions as necessary (e.g., prior to examinations).
2. Provide handouts for use during SI sessions.
3. Ascertain course requirements and maintain contact throughout the term with course professor or designated representative.
4. Meet with other campus SI leaders and supervisory staff at scheduled meetings.
5. Other duties as assigned by the Director.

Maintenance Activities
1. Complete necessary personnel paperwork.
2. Attend SI leader training workshop prior to the beginning of each term.
3. Work with the SI supervisor to select appropriate times and scheduling of SI sessions.
4. Make periodic announcements about the availability of the SI sessions to the students.
5. Ensure that initial SI survey, midterm SI Feedback Survey and End-of-Course surveys are distributed and assist with data analysis.
6. Collect attendance data for every SI session, including student names, course title, date and time of session.
7. Assist SI supervisor in the preparation of end-of-term reports and other reports as requested.
8. Maintain a professional attitude about matters such as class standards, grades, and student complaints.
9. Model appropriate professional attitudes and behaviors to staff, students and others.
10. Provide your SI supervisor with an up-to-date schedule of your SI sessions.
11. Notify your SI supervisor in advance if you cannot conduct an SI session as scheduled.
12. Maintain regular working hours.
SI Leader Employment Application

Submit this application with a copy of your transcripts.

Name (PRINT):_________________________________________________________________

Local Address:________________________________________________________________

Local Phone:___________________ Other: ___________________ Student #: ______________

Permanent Address:________________________________________________________________

Major:___________________ e-mail address:__________________________________

1. I am confident with my abilities in the following subjects and wish to be considered for the following positions:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. If selected for this position, I will be able to attend the SI leader training? ___ yes ____ no

3. List the number of credit hours in which you will be enrolled during the next semester: ______

4. Describe your anticipated involvement in clubs, organizations, part-time employment:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. If you are an international student, what type is your visa? (example: F1) ___________
6. Why are you interested in this position, and why do you feel that you are a good candidate?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. What advice would you give freshmen to help them become successful students?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Describe three study strategies that have helped you perform well in your classes.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

References

List one academic reference and one additional reference (either academic or professional).

1. ______________________________________
   Name                                      Title & Organization
   Address                                   Phone number

2. ______________________________________
   Name                                      Title & Organization
   Address                                   Phone number

I hereby attest that all information contained in this application is truthful and accurate.

Signature                                   Date
Part III: Evaluation

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Semester Evaluation of SI

The evaluation should be completed at the end of the term after final exams and final grades have been determined. The purpose for evaluating the SI program each semester is twofold: (1) to determine how well the SI program is doing and (2) to provide rationale for institutional financial support for the program.

For the evaluation, two items are measures: (1) retention and (2) learning. Retention is operationalized as the DWF rates. High DWF rates represent unsuccessful enrollments in a course. The assumption is that these high rates lead to eventual attrition. The DWF rates for the SI group should be significantly lower than for the non-SI group. Learning is measured by the mean final course grades: the SI group should be higher than the non-SI group and the more SI's students attend, the higher the mean course grade should be.

In addition to these two items, faculty and administrators will want to know how many students are served by the program and whether or not students say they benefitted from the program. The attendance data and student satisfaction scores help address these concerns.

It is crucial to continually evaluate and report findings to faculty and administrators. They are partners in serving students and deserve to know how well the programs are doing. The program constantly needs to be in the minds of faculty and administrators—positive results speak loudly. Don’t forget the “coffee cup” evaluations and conversations. Meet face-to-face often and offer to buy the coffee.

You are encouraged to submit a copy of this Summary Report to the national SI office at UMKC after each term. The confidentiality of your report will be strictly maintained. The data will be added to the national database from other institutions who also submit reports. This data is essential to study the effectiveness of SI with students from different types of institutions who are enrolled in classes of different academic areas.

Please send copies of reports to:
Supplemental Instruction
University of Missouri-Kansas City
SASS 210
5100 Rockhill Road
Kansas City, MO  64110-2499
(816) 235-1174
(816) 235-5156 (fax)
www.umkc.edu/cad/
cad@umkc.edu
## SI and Non-SI Group Comparison

### Course: Chemistry 201  
Instructor: Samuel Richardson  
SI Leader: Maria White

<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>A</td>
<td>33</td>
<td>13</td>
<td>22%</td>
</tr>
<tr>
<td>B</td>
<td>30</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>28</td>
<td>16</td>
<td>19%</td>
</tr>
<tr>
<td>D</td>
<td>14</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>F</td>
<td>22</td>
<td>25</td>
<td>15%</td>
</tr>
<tr>
<td>W</td>
<td>20</td>
<td>29</td>
<td>14%</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>91</td>
<td>43</td>
<td>62%</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>56</td>
<td>66</td>
<td>38%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.3</td>
<td>1.7</td>
<td>2.1</td>
</tr>
<tr>
<td>AT, I, NC, NR</td>
<td>1</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th>Description</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graded Enrollment</td>
<td>256</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Audit (AT), Incomplete (I), Non-Credit (NC), and Not Reported (NR)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>259</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Session Hours Offered During the Term</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number and Percentage of Graded Students Attending SI</td>
<td>147</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Total Contact Hours of SI Participating Students</td>
<td>974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Number of Sessions Attended by SI Participants</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Size of SI Sessions</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean of Student Satisfaction with SI Leader (1=low, 5=high)</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mean Final Grades

- **Mean Final Grade of SI Participants**: 2.3
- **Mean Final Grade of Non-SI Participants**: 1.7
- **Difference from SI to Non-SI group**: 0.6
Report to Faculty—Spreadsheet

Keep data and generate reports in order to evaluate your SI program. All the evaluation is based on the Sign-in Sheets. SI leaders must pass out the sign-in sheets each SI session and have students print their names legibly.

Create a spreadsheet for each SI. Request all the information you will need from the registrar (e.g. the name, number and section of each course plus any campus-specific course designations, such as reference numbers. If you need additional demographic (e.g. high school rank, grade point averages, majors, ethnicity, addresses, and age) data that does not automatically come with the above information you will need to request it as well. We get class rosters from the registrar as soon as the class list has been finalized—usually about 3 weeks into the semester. These reports are in text files that can be imported easily into Excel or another spreadsheet application. They include: the names of the students and demographic data on each student (high school grade point averages, UMKC grade point averages, majors, ethnicities, ACT/SAT scores, and more). We copy the students’ names onto a separate worksheet and add the dates of the SI sessions. We summarize each week to get the number of times per week that students attend. We also insert the test scores after the last SI session before the test. This information allows us to create exam reports as well as final reports.

Divide the students into SI and non-SI groups. Those who have a “0” in the number of times attended are the non-SI group.

Calculate the data needed for the report.

Excel (or another spreadsheet program) has functions to count data and perform some preliminary statistical analysis.

1. Count the total number of students in the class (total enrollment).
2. Count the number of students with a grade (A, B, C, D, F, and W—exclude the other types of designations, such as: audit, incomplete, noncredit, not reported, missing).
3. Divide the group into SI and non-SI. (SI equals any student who has attended SI even one time.)
4. Count the number of session hours offered (a 2-hour review session counts as 2 SI session hours).
5. Count the number of contact hours (the total number of students who attend multiplied by the number of sessions they attended).
6. Count the number of students who attended SI.
7. Calculate the mean of student satisfaction with the SI leader. (This number is found on the Likert Scale question #1 on the End-of-the-Semester Survey, entered into the spreadsheet, and calculated by entering a the AVERAGE function.)

You may also download an Excel template from the UMKC web site: http://www.umkc.edu/cad/si/. Click on the added resources tab. Several of the calculations you will need are programmed into this template.

1. Calculate the percentage of the total class who attended SI. (When you enter the total number of graded students who attended SI, the percentage automatically will be figured for you.)
2. The total enrollment on the template will be figured automatically (total graded enrollment plus the other designations.)
3. Calculate the mean number of sessions attended by SI participants (figured for you automatically in the
    template).
4. Calculate the mean size of the SI sessions (figured for you automatically in the template).
   *Calculate clustered information in Access* (or another database application).
5. Count the number of A, B, C, D, F, W’s by SI and non-SI group. (Use a query.) Enter these into the
   Excel template and the totals for the class will be figured automatically. Also the percentages for each
   group will be figured automatically.
6. Calculate the mean grades for SI attendance. Cluster the times attended in a way you find useful for your
   campus. (At UMKC, we use 1-4; 5-8, 9+.) These data give you an indication of the effectiveness of
   SI; they should show that the more times that students attend SI, the better the grades. Also, if the 1-4
   group is very large, it shows that most students only attend before exams.
7. If you want to cluster other information, this is the place to do so: e.g. by majors, class standing, or feeder
   high schools.
8. Be sure to fill in the name of the course, the name of the professor, the name of the SI leader and the SI
   Coordinator in the top portion of the report. A year or so later, you will be glad to have this information.
Report to Faculty—Narrative

The report to the faculty member provides information about the individual SI for the supported course. The first paragraph includes the name of the course and the name of the SI leader. That information may seem unnecessary, but remember that these reports become archival information, and it is easy to lose track of important information.

The second paragraph includes usage information and appropriate comments. If for example, the mean number of students attending the sessions is low, that would be an indication of problems with the SI. If the “1–4 times per semester” group is by far the largest, this would indicate that most students utilize SI only as an exam review—again a problem because the exam reviews typically do not have the same group dynamics as the regular sessions nor do students benefit from regular processing of information.

The third paragraph contains information on the differences between the SI group and the non-SI group in terms of final course mean grades (by a global difference and by clustering the attendance) and in terms of the DWF rates (the measure of unsuccessful enrollment).

The next paragraph gives the satisfaction score from the students and includes selected comments from the End-of-Term Survey about the SI and the SI leader. This information is the self-report data portion of the report. If you have other self-report data, you can include it here.

The report concludes with a note of appreciation for the faculty member’s support of SI.

Note that the report is copied to the appropriate departmental chairs and/or deans.

Remember, that is okay to acknowledge apparent negatives but, at the same time, remain positive and propose solutions.
Sample Memo to Faculty

Date: February 28, 2008
To: Samuel Richardson, Associate Professor, Department of Chemistry
From: Sandra Zerger, SI Coordinator, Center for Academic Development
       Amelia Bowles, Assistant SI Coordinator, Center for Academic Development
       Glen Jacobs, Director, Center for Academic Development
RE: Report on Supplemental Instruction for Chemistry 201, Fall 2007

During the Fall Term 2007, Maria White provided Supplemental Instruction (SI) for the students in Chemistry 201: General Chemistry I. Following is a narrative summary of the results.

Throughout the term, 49 session hours were offered to the students in Chemistry 201. Altogether, 147 students from the total graded enrollment of 256 (57%) utilized the service. There were 974 student contact hours provided by the SI leader. The mean number of sessions attended by SI participants was 7, indicating that many students attended regularly.

The mean final course grade for the participants was 2.3 as compared to 1.7 for the non-participants. Also noteworthy is the difference in grades of D, W, and F between the SI attendees 56/147 (38%) and the non-attendees 66/109 (61%). The 60 students who attended 1-4 sessions earned a mean course grade of 2.0; the 25 who attended 5-8 sessions earned a mean course grade of 2.2; and the 42 who attended more than 9 sessions earned a mean course grade of 2.8. These data suggest that those who attend regularly benefit more from SI than those who only attend before exams. The data also suggest that the students who attend SI have lower DWF rates than those who do not.

The mean score of how helpful the students perceived the sessions to be was high (4.3). That score along with the observations of the mentor and the comments from students suggest that Maria did an outstanding job as SI leader for this class. Typical comments include, “Maria is BY FAR the best SI leader I had all semester;” “I always felt more prepared for exams after attending [Maria’s] SI sessions;” “[Maria] was incredibly knowledgeable;” “Without SI I would have probably dropped the class, but because [Maria] was motivated, it gave me motivation.” Maria set such an inspiring example that several of these students have expressed interest in becoming future SI leaders.

We consider it a privilege to work in partnership with you to help UMKC students succeed academically. If you have any questions or comments, please feel free to call me.

CC: Laurence Sterne, Chair, Department of Chemistry
    Tobias G. Smollett, Dean, College of Arts and Sciences
Report to the Departmental Chair—Narrative

The report for the departmental chair should summarize all the courses in that department. Include the number of students and courses served and the results of SI. Including anecdotal information in your report can be a powerful way to help them get a fix on the program and increases likelihood that they will promote SI. These reports are easily compiled if you complete your Summary Report using Excel or a similar software program.

Paragraph one provides usage information in a narrative form: (a) the total number of courses supported by SI, (b) the number of students served, (c) the percentage of those who attended and those who did not, d) the number of sessions provided, and (e) the total contact hours (comparable to the number of hours students would have been served by one-on-one tutoring).

Paragraph two gives effectiveness statistics for SI: the composite mean course grades, the DWF rates for the SI group compared to the non-SI group, and mean grades by the number of times students attended SI—0 times, 1-4, 5-9, 9+).

The last portion of the report provides you with an opportunity to explain the data (e.g. the SI leader resigned), to tout special successes, and to thank them for their support of SI.

It is crucial to deliver these reports each term. It keeps the program and the information fresh in the administrator’s mind.
Sample Memo to Departmental Chair

To: Laurence Sterne, Chair, Department of Chemistry  
From: Sandra Zerger, SI Coordinator, Center for Academic Development  
       Amelia Bowles, Assistant SI Coordinator, Center for Academic Development  
       Glen Jacobs, Director, Center for Academic Development  
Date: February 5, 2008  
RE: Summary Reports for SI, Fall 2007

During the Fall Term 2007, the Center for Academic Development provided Supplemental Instruction (SI) for the students in 4 courses in Chemistry: 115, 201, 312, and 321. The total final graded enrollment for these courses was 574 with 380 students participating in SI (66%). Participation rates ranged from 47 to 79 percent with the median of 65% and a mean of 64%. The total number of session hours offered in these courses was 159. The student contact hours totaled 2943.

The combined mean course grade for the SI participants was 2.6 as compared to 2.0 for the non-participants. The rate of D, W, and F’s in the SI participant group (24%) was lower than for the non-participant group (49%). These data suggest that those who attend receive higher course grades than those who do not and that those who participate in SI have lower unsuccessful enrollment rates than those who do not attend. For the individual courses, the data analyzed by clustered attendance (0, 1-4, 5-8, 9+ sessions attended) suggest that regular attendance at SI continues to be of more benefit for students than attendance only before exams.

These data suggest that the “treatment” (SI) makes a difference in the students’ learning. When students learn and achieve higher course grades for their learning, we know that they tend to stay in higher education at a higher rate, thus affecting retention on campus.

Enclosed are the summary data for the individual courses.

We very much appreciate the opportunity to work with the students at UMKC to assist them in reaching their academic goals.
Report to the Dean—Narrative

The report for the dean should summarize all the courses in that school. (The dean already has the copies of the individual course reports.) Include the number of students and courses served and the results of SI. Including anecdotal information in your report can be a powerful way to help them get a fix on the program and increases likelihood that they will promote SI. These reports are easily compiled if you complete your Summary Report using Excel or a similar software program.

Paragraph one provides usage information in a narrative form: (a) the total number of courses supported by SI, (b) the number of students served, (c) the percentage of those who attended and those who did not, (d) the number of sessions provided, and (e) the total contact hours (comparable to the number of hours students would have been served by one-on-one tutoring).

Paragraph two gives effectiveness statistics for SI: the composite mean course grades, the DWF rates for the SI group compared to the non-SI group, and mean grades by the number of times students attended SI—0 times, 1-4, 5-9, 9+).

The last portion of the report provides you with an opportunity to explain the data (e.g. the SI leader resigned), to tout special successes, and to thank them for their support of SI.

It is crucial to deliver these reports each term. It keeps the program and the information fresh in the administrator’s mind.
Sample Memo to Dean

To: Tobias G. Smollett, Dean, College of Arts and Sciences
From: Sandra Zerger, SI Coordinator, Center for Academic Development
       Amelia Bowles, Assistant SI Coordinator, Center for Academic Development
       Glen Jacobs, Director, Center for Academic Development
Date: February 5, 2008
RE: Summary Reports for SI, Fall 2007

During the Fall Term 2007, the Center for Academic Development provided Supplemental Instruction (SI) for the students in 12 courses in the College of Arts and Sciences: Chemistry 115, 210, 312, 321; History 101 and 102; History/French Cluster 400CL; Math 210; Philosophy 222; Physics 240; Physical Science 110; and Psychology 210. The total final graded enrollment for these courses was 1334 with 691 students participating in SI (52%). Participation rates ranged from 20 to 79 percent with the median of 43.6% and a mean of 47.9%. The total number of session hours offered was 482. The student contact hours totaled 4220.

The combined mean course grade for the SI participants was 2.7 as compared to 2.3 for the non-participants. The rate of D, F, and W’s in the SI participant group (22%) was lower than for the non-participant group (37%). These data suggest that those who attend receive higher course grades than those who do not and that those who participate in SI have lower unsuccessful enrollment rates than those who do not attend. For the individual courses, the data analyzed by clustered attendance (0, 1-4, 5-8, 9+ sessions attended) suggest that regular attendance at SI continues to be of more benefit for students than attendance only before exams.

These data suggest that the “treatment” (SI) makes a difference in the students’ learning. When students learn and achieve higher course grades for their learning, we know that they tend to stay in higher education at a higher rate, thus affecting retention on campus.

We appreciate the efforts made from your office to help with the funding of the SI program this semester.

Enclosed are the summary data for the individual courses.

We very much appreciate the opportunity to work with the students at UMKC to assist them in reaching their academic goals.
## Sample Spread Sheet:
### Supplemental Instruction Summary Report for Multiple SIs

**University of Missouri--Kansas City**  
Campus SI Coordinator: Sandra Zerger  
Fall 2007

### Supplemental Instruction Summary Report: Fall 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Graded Class</th>
<th>Number Attended</th>
<th>Parent Attended</th>
<th>Number of SI</th>
<th>Contact Hours</th>
<th>Mean Grade SI (4.0)</th>
<th>Mean Grade SI (13.0)</th>
<th>Mean Grade non-SI (4.0)</th>
<th>Mean Grade non-SI (12.0)</th>
<th>Diff in Mean Grade SI/Non SI (12.0)</th>
<th>#DWF/SS</th>
<th>SS DWF Rate</th>
<th>#DWF/Non-SI</th>
<th>Non-SI DWF Rate</th>
</tr>
</thead>
</table>
Report to Chancellor/ Vice Chancellor—Spreadsheet

The summary report to the chief administrator(s) gives numerical data on each course for which SI was provided for the semester and composite information by school or department in summary form. After the individual course reports have been prepared, fill out the summary spreadsheet. Organize the spreadsheet so that the reports to the chairs and deans will be easier to compile. There is an example of a summary report on the UMKC web site: http://www.umkc.edu/cad/si. Modify this report for your own institution as needed.

1. Enter total graded class enrollments. (Totals for the specified groups and grand totals will be figured automatically.)
2. Enter number attended (SI participants). (Totals for the specified groups and grand totals will be figured automatically.)
3. The percent attended will be figured automatically. (Totals for the specified groups and grand totals will be figured automatically.)
4. Enter the number of sessions. (Totals for the specified groups and grand totals will be figured automatically.)
5. Enter the number of contact hours. (Totals for the specified groups and grand totals will be figured automatically.)
6. Enter the mean grades for the SI and for the non-SI groups. (The totals need to be calculated because you will not want to use the means of means.) Add all the grade points and divide by the total number of students. Grade points equal the value for the grade (A=4, B=3, C=2, D=1, F=0 on a 4-point scale) times the number of credit hours for the course; so an A in a 3-hour course equals 4 x 3 or 12 grade points.
7. If your institution uses a point system different from a 4.0 system, calculate the mean course grades using this system. (For example, UMKC has a 12-point grading system—A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7 and so on.)
8. The template will calculate the difference in the mean course grades.
9. Enter the DWF rates for the SI and the non-SI groups. Enter the actual numbers that are used to calculate the percentages because you will need these numbers to calculate the combined rates.
10. The difference between the SI and the non-SI rates of DWF will be figured automatically by the template.

Caution: The functions already present in the spreadsheet template will be affected if you add or remove rows to adjust for the number of courses in each school/department at your institution. Be sure to check the formulas after adjusting the number of rows.
Report to the Chancellor/Vice Chancellor—Narrative

The report for the top administrators (chancellor, vice chancellor, academic dean, vice rector) should be short and in a summary form. Administrators will want information that helps them make budget decisions: the number of students and courses served and the results of SI. Including anecdotal information in your report can be a powerful way to help them get a fix on the program and increases likelihood that they will promote SI.

Paragraph one provides usage information in a narrative form: (a) the total number of courses supported by SI, (b) the number of students served, c) the number of sessions provided, and (d) the total contact hours (comparable to the number of hours students would have been served by one-on-one tutoring).

Paragraph two gives effectiveness statistics for SI: the composite mean course grades and the DWF rates for the SI group compared to the non-SI group. You also could provide information on the differences in these groups as compared to other measures (e.g. ACT or SAT scores, high school grade point averages, or the difference in mean grades by the number of times students attended SI—0 times, 1-5, 6-9, 10+, for example).

The last portion of the report provides you with an opportunity to explain the data (e.g. the SI leader resigned), to tout special successes, and to thank them for their support of SI.

It is crucial to deliver these reports each term. It keeps the program and the information fresh in the administrator’s mind. Even after 30 years of SI, we continue to write these reports each term. They are time consuming but well worth the effort.
Sample Memo to Chancellor/
Vice Chancellor

To: Jane Austen, Vice Chancellor for Student Affairs and Enrollment Management
CC: Darcy Fitzwilliam, Director, Center for Academic Development
From: Emma Woodhouse, Campus SI Coordinator
Date: February 5, 2008
RE: SI Summary Reports, Fall 2007

During the Fall Term 2007, the Center for Academic Development provided Supplemental Instruction (SI) for the students in 24 courses. The total final graded enrollment for these courses was 2723 with 1288 students participating in SI (47%). Participation rates ranged from 17 to 79 percent with the median of 47.5% and a mean of 45.6%. The total number of sessions offered was 990. The student contact hours totaled 6680.

The mean course grade of all classes supported by SI for those attending SI was 2.6 as compared to 2.3 for those who did not attend. The DFW rate for the SI group was 22% as compared to 35% the non-SI group.

Highlights from this semester include the following:
- Overall, the results are very good.
- As in the past, more students attend SI in the fall semesters than in the winter semesters.
- The on-going SI Leader training has become quite rigorous; we have a curriculum worthy of credit as an internship or a practicum. We are investigating such an option at the request of numerous leaders.
- One SI leader was replaced during the semester. Fortunately another of the SI leaders was able to step in to finish the semester in that course.
- We initiated a close working relationship with the School of Nursing. The School of Nursing is paying for several of the SI leaders’ salaries through a grant they have received. We, in turn, select, train, and supervise the leaders and provide weekly feedback to Anna Weston (B. S. N. Advisor) and to Jane Fairfax (Associate Dean, School of Nursing). This relationship with the School of Nursing has been rewarding and productive.
Discussion Questions Over the Evaluation Section

Summary Report: Spreadsheet
1. What’s the range of differences in mean grade?
2. For which courses were the results problematic or puzzling?
3. Which course had the greatest difference in the DWF rate? The smallest or reverse result?
4. Which course(s) would you want to watch in terms of deciding whether or not to continue supporting it (them) with SI? What factors would you consider in your decision?
5. Now that you have this report, can you think of data you may want to pull for other reports you may be asked to write or contribute to?
   a. Which data would you highlight for the retention office?
   b. Which office would be interested in the number of contact hours?
   c. What data would you need to write a grant proposal to fund SI?

Summary Report: Narrative
1. What special factors on your campus would you want to highlight in this report?
2. What situations would you not want to put in this report?
3. Give an example of an anecdote that a top administrator may want to read in this report.
4. What problems you may have encountered during the semester that affect the SI program would you want to include in this report?

Faculty Report: Spreadsheet
1. If you had a lot of “no show” sessions, on which data would this problem show most clearly?
2. If the mean size of the sessions were 3, what would that tell you?
3. If the number of sessions offered were 14, what factors may have contributed to this low number?
4. If the course were for pre-medical students who could not continue in the program if they got a C, how would you want to customize the report for that class?

Faculty Report: Narrative
1. If the leader’s competency was a problem, how would you discuss this in the report?
2. Who are the people on your campus you will want to include on the CC?
3. If on the End-of-Term Survey, students write in numerous negative comments about the faculty member, what will you do?
Basic Math Computations for the Summary Report

Most of us will use spreadsheet software to develop our summary reports. It is, of course, possible to put together a summary report using only a pencil, paper, and a calculator. The following pages provide a refresher course in how to do the basic math computations necessary. They will remind you of the formulas for figuring grade point averages, percentages for attendance for SI and Non-SI groups, the number of sessions offered, number of students in the class, type of class and so on.
Step #1: Collect the Raw Data

Collect: 1. attendance sheets for the SI sessions
2. class roster showing names and term grades
3. total number of SI sessions offered during the term

Important note: For the purposes of the data evaluation, only assigned grades of A, B, C, D, F, or W are a part of this report. DO NOT include pass/fail, credit/no-credit, incomplete, or any grade that is not the equivalent of A, B, C, D, F, or W.

Raw Data for End-of-Term Evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
<td>F</td>
</tr>
<tr>
<td>Marilyn Bartley</td>
<td>B</td>
</tr>
<tr>
<td>Sam Bean</td>
<td>C</td>
</tr>
<tr>
<td>Joan Benoit</td>
<td>B</td>
</tr>
<tr>
<td>Karol Bent</td>
<td>C</td>
</tr>
<tr>
<td>Lisa Bistle</td>
<td>B</td>
</tr>
<tr>
<td>Kevin Blast</td>
<td>C</td>
</tr>
<tr>
<td>Lora Blount</td>
<td>B</td>
</tr>
<tr>
<td>Betty Bowers</td>
<td>C</td>
</tr>
<tr>
<td>Donny Brooke</td>
<td>A</td>
</tr>
<tr>
<td>Viola Carson</td>
<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
<td>C</td>
</tr>
<tr>
<td>Cynthia Doll</td>
<td>B</td>
</tr>
<tr>
<td>Jenny Farmer</td>
<td>B</td>
</tr>
<tr>
<td>Steve Gambol</td>
<td>B</td>
</tr>
<tr>
<td>Elliott Hanson</td>
<td>C</td>
</tr>
<tr>
<td>Barb Hassner</td>
<td>A</td>
</tr>
<tr>
<td>Polly Houseman</td>
<td>C</td>
</tr>
<tr>
<td>Martha Jones</td>
<td>B</td>
</tr>
<tr>
<td>Shirley Kaplan</td>
<td>A</td>
</tr>
<tr>
<td>Kit Karson</td>
<td>F</td>
</tr>
<tr>
<td>Jetta Koehler</td>
<td>B</td>
</tr>
<tr>
<td>Mary Laws</td>
<td>C</td>
</tr>
<tr>
<td>Tonya Lawton</td>
<td>D</td>
</tr>
<tr>
<td>George Weatherlie</td>
<td>W</td>
</tr>
</tbody>
</table>

Total number of students - 31
Total number of sessions offered during the term - 41

Note: A “session” is operationally defined as “approximately 50 minutes.” For instance, a two-hour SI would be reported as “2 sessions.” This allows for consistency in reporting student utilization hours and other data.
Step #2: Determine SI and Non-SI Groups

Determine the total number of students who attended SI (the SI group) at least once during the term. For this you will need to examine each attendance sheet. Place a tally mark on the official grade roster by each student’s name that appears on the attendance sheet. Count the number of student names with one or more tally marks to get the SI group. Subtract this number from the total number of students in the class to get the Non-SI group. Remember do not count students in either group unless they have course grades or officially withdrew.

Sample Raw Data for End-of-Term Evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>Total SI Attendance as of Final Exam</th>
<th>Final Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
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<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
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<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>Marilyn Bartley</td>
<td>22</td>
<td>B</td>
</tr>
<tr>
<td>Sam Bean</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Joan Benoit</td>
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<td>B</td>
</tr>
<tr>
<td>Karol Bent</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lisa Bistle</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>Kevin Blast</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lora Blount</td>
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<td>B</td>
</tr>
<tr>
<td>Betty Bowers</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>Donny Brooke</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Viola Carson</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Cynthia Doll</td>
<td>16</td>
<td>B</td>
</tr>
<tr>
<td>Jenny Farmer</td>
<td>14</td>
<td>B</td>
</tr>
<tr>
<td>Steve Gambol</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Elliott Hanson</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Barb Hassner</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Polly Houseman</td>
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<td>C</td>
</tr>
<tr>
<td>Martha Jones</td>
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<td>B</td>
</tr>
<tr>
<td>Shirley Kaplan</td>
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<td>A</td>
</tr>
<tr>
<td>Kit Karson</td>
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<td>F</td>
</tr>
<tr>
<td>Jetta Koehler</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>Mary Laws</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Tonya Lawton</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>George Weatherlie</td>
<td>0</td>
<td>W</td>
</tr>
</tbody>
</table>

Total Number of SI Group - 11
Total Number of Non-SI Group - 20
Total Number of Students - 31
% of students who attended SI - 35.5% (11 divided by 31)
% of students who did not attend SI - 64.5% (20 divided by 31)
Total contact hours of SI participants - 127 (14+22+10+8+20+8+16+14+4+3+8)
Mean number of sessions attended by SI participants - 11.5 (127 divided by 11)
Mean size of SI sessions - 3.09 (127 divided by 41=3.09 [41 is total No. of sessions])
Step #3: Compare Achievement of SI and Non-SI Groups

Determine how many students in the SI Group and Non-SI Group received a grade of A, B, C, D, F, or W

**Sample Raw Data for End-of-Term Evaluation**

<table>
<thead>
<tr>
<th>Name</th>
<th>Total SI Attendance as of Final Exam</th>
<th>Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
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<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
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<td>Marilyn Bartley</td>
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<tr>
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<td>Viola Carson</td>
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<td>Darlene Coleman</td>
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<td>Kit Karson</td>
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<tr>
<td>Jetta Koehler</td>
<td>8</td>
<td>B</td>
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<tr>
<td>Mary Laws</td>
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<td>C</td>
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<tr>
<td>Tonya Lawton</td>
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<td>D</td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>SI Group+</th>
<th>Non-SI Group</th>
<th>= Class Total</th>
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<tbody>
<tr>
<td>A</td>
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**Totals**

<table>
<thead>
<tr>
<th>Grads</th>
<th>11</th>
<th>20</th>
<th>31</th>
</tr>
</thead>
</table>

78
Step #4: Grade Distribution Patterns

For each grade in the SI Group, divide the number of students making each grade by the total number of students in the SI Group. Repeat this procedure using the Non-SI Group numbers, and again using the Class Total numbers.

<table>
<thead>
<tr>
<th>Grades</th>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
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<td>12</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
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<td>1</td>
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</tr>
<tr>
<td>W</td>
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<tr>
<td><strong>Totals</strong></td>
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<td><strong>20</strong></td>
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</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4 [divide by N]</td>
<td>4 [divide by N]</td>
</tr>
<tr>
<td>B</td>
<td>8 [divide by N]</td>
<td>4 [divide by N]</td>
<td>12 [divide by N]</td>
</tr>
<tr>
<td>C</td>
<td>2 [divide by N]</td>
<td>8 [divide by N]</td>
<td>10 [divide by N]</td>
</tr>
<tr>
<td>D</td>
<td>0 [divide by N]</td>
<td>2 [divide by N]</td>
<td>2 [divide by N]</td>
</tr>
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<td><strong>Totals</strong></td>
<td><strong>11</strong></td>
<td><strong>20</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>B</td>
<td>72.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td>C</td>
<td>18.2%</td>
<td>40.0%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>F</td>
<td>9.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td>W</td>
<td>0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Step #5: Grade Point Averages for SI and Non-SI Groups

To arrive at the grade point averages for each group divide the Total Points by the Total No. in that group. See below.

The table below is helpful in determining the average course grades for the two groups. Reminder: DO NOT include students who received W’s when computing grade point averages.

<table>
<thead>
<tr>
<th>SI GROUP</th>
<th>NON-SI GROUP</th>
<th>TOTAL CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>X 4 =</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>X 3 =</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>X 2 =</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>X 1 =</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>X 0 =</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SI GROUP</th>
<th>NON-SI GROUP</th>
<th>TOTAL CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0 X 4 =</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>8 X 3 =</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>2 X 2 =</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>0 X 1 =</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>1 X 0 =</td>
<td>F</td>
</tr>
</tbody>
</table>

11 | 28 | 19 | 46 | 30 | 74 |

Mean Final Course Grade for SI Group: 2.54 (28 divided by 11)
Mean Final Course Grade for Non-SI Group: 2.42 (46 divided by 19)
Mean Final Course Grade for Total Class: 2.47 (74 divided by 30)
In addition to the Summary Report described on the preceding pages, there are several other reporting forms with which to acquaint you. These report forms are generally intended for local campus use and you are encouraged to send them to the UMKC office. These forms become part of the overall data base for SI. They are also used for the purposes of follow-up consultations and technical support from the UMKC office.

**Implementation Report**

The implementation report should be completed before the term starts. This report form provides data about the courses chosen, why they were chosen, persons involved in the selection process, how SI was to be funded, and how SI leaders were chosen and trained. This provides valuable historical information about the program. The implementation report also serves as a final checklist for implementing SI.

**First Exam Report**

This report form provides a first check of what is happening in classes where SI is being offered. It contains information pertaining to where and when the sessions are being scheduled, the number of students utilizing SI, how students using SI performed on the first exam, and so on.
**Implementation Report**

Date_____________________________ Term/Quarter ________________________________

Institution____________________________________________________________________

Street/City/State/Zip___________________________________________________________

Reporting Individual __________________________________________________________

Title _____________________________

**Identification Of High Attrition Course(s):**

<table>
<thead>
<tr>
<th>Course Name &amp; No.</th>
<th>Dept/Div/College</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._______________________________</td>
<td>__________________</td>
<td>______________</td>
</tr>
<tr>
<td>2._______________________________</td>
<td>__________________</td>
<td>______________</td>
</tr>
<tr>
<td>3._______________________________</td>
<td>__________________</td>
<td>______________</td>
</tr>
<tr>
<td>4._______________________________</td>
<td>__________________</td>
<td>______________</td>
</tr>
</tbody>
</table>

**High Risk Nature of Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>% of Unsuccessful Enrollments (D,F,W)</th>
<th>Total Course Enrollment</th>
<th>Entry Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._______________________________</td>
<td>__________________</td>
<td>______________</td>
<td>______________</td>
</tr>
<tr>
<td>2._______________________________</td>
<td>__________________</td>
<td>______________</td>
<td>______________</td>
</tr>
<tr>
<td>3._______________________________</td>
<td>__________________</td>
<td>______________</td>
<td>______________</td>
</tr>
<tr>
<td>4._______________________________</td>
<td>__________________</td>
<td>______________</td>
<td>______________</td>
</tr>
</tbody>
</table>

If course was selected for some *other* reason, please explain:

_______________________________________________________________________________

_______________________________________________________________________________

**PERSONNEL:**

<table>
<thead>
<tr>
<th></th>
<th>Understands SI Model</th>
<th>Approves of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Faculty</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Dean of Faculty</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
Resources: (How SI leaders will be paid): What is the source(s) that will be used for SI leader salaries and other expenses connected with your SI program? (Please check all boxes that apply)

☐ Institutional funds
☐ Student activity fees allocated by student government or college administration
☐ Financial sponsorship by local businesses or clubs
☐ Reallocated funds from conversion of graduate teaching assistant positions to SI leader salaries
☐ Reallocated funds from existing tutoring or developmental education budget
☐ Federally funded work-study
☐ Carl Perkins Vocational Education Act grant
☐ Title III grant
☐ Title IV grant (e.g., Upward Bound, Student Support, McNair)
☐ Other federal grant. Please describe: __________________________________________
☐ Private grant funds. Please describe:
☐ Other state grant. Please describe:_____________________________________________
☐ Volunteer help from the student body or the community for the SI leader positions
☐ Other. Please describe: ______________________________________________________
________________________________________________________________________________

SI Leaders:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Course</th>
<th>Professor approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>overall GPA</td>
<td>grade in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>this or similar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training for SI leaders

Dates of training_________________________________________________________

Topics covered___________________________________________________________
First Exam Report

Date_____________________________Term___________________________________________

Institution________________________________________________________________________

Address _________________________________________________________________________

________________________________________________________________________________

Course__________________________________________________________________________

SI Leader ________________________________________________________________________

1. Times the SI sessions were scheduled _______________________________________________

________________________________________________________________________________

2. Location of SI sessions _____classroom  _____learning center _____dorm _____
library_____other (explain) _____________________________________________________

3. Were the SI times and locations announced in class?  _____yes     _____no

4. Is the SI leader attending all class sessions? _____yes   _____no

5. Examination dates _______________________________________________________________

6. Total number of students who took the first exam ______

7. Total number of these students who attended at least one SI session _______

8. Percentage of attendance at SI session (#7 divided by #6) _______

9. Mean grade point average of SI participant on the first exam _______

10. Mean grade point average of non-SI participant on first exam _______

Remarks:

Signature of reporting individual ______________________________________________________
Part IV: Appendix

Self-Test for SI Supervisors ............................................................. 88-89
Permission to Copy .............................................................................. 90
Notes ................................................................................................ 91-105
Self-Test for SI Supervisors

1. Which of the following best describes the SI program?
   a. service for high-risk students
   b. students come to the learning center for help
   c. tutorial instruction
   d. workshop on study skills
   e. service for all students

2. Supplemental Instruction is designed primarily to assist students in mastering which of the following:
   a. general study skills
   b. reading
   c. English
   d. reasoning
   e. course content

3. The SI leader is most accurately described as which of the following?
   a. tutor
   b. peer counselor
   c. teaching assistant
   d. model student
   e. instructor’s assistant

4. Students who obtain which of the following grades are considered unsuccessful enrollees?
   a. F
   b. D
   c. Withdrawal
   d. F and D
   e. Withdrawal, D and F

5. Which of the following factors makes a significant contribution to the impact of SI?
   a. the service is attached to the department
   b. the SI is viewed by students as being enjoyable
   c. SI review sessions are designed to promote student collaborative learning
   d. SI leaders are trained in the content areas

6. SI leaders’ responsibilities include all of the following except:
   a. taking notes
   b. reading all assigned and supplementary material
   c. previewing the test with the professor
   d. scheduling and running a minimum of three SI sessions each week
   e. attending all class sessions

7. Which of the following statements most accurately describes the role of an SI leader?
   a. the SI leader is primarily responsible to the department
   b. the SI leader relates individual student problems to the professor
   c. the SI leader is a tutor
   d. the SI leader is a near peer

8. Which of the following actions should not be taken by an SI leader?
   a. ask the professor how the course is organized
   b. ask the professor for a copy of the course syllabus
   c. ask the professor how the course is graded
   d. ask the professor for permission to grade tests
   e. ask the professor for class time to explain the SI program
9. Which of the following statements concerning SI sessions follows the SI model?
   a. cancel an SI session if only 1 or 2 students show
   b. redirecting questions to the group, rather than having the SI leader answer all questions
   c. hand out SI material to the entire class
   d. cover all of the information presented in the lecture

10. What is the ideal size of an SI group?
    a. 1-5
    b. 5-10
    c. 10-15
    d. 15-20

11. When SI sessions grow beyond an ideal number you should:
    a. break large groups into small groups
    b. consider adding additional sessions
    c. consider hiring more than one SI leader for the class
    d. provide the SI leader with additional training on working with multiple groups
    e. all of the above

12. The ultimate goal of SI leader training is best represented by which of the following statements?
    a. to make the SI leader autonomous by the first day of class
    b. to teach the SI leader study skills techniques
    c. to give the SI leader a general overview of the program
    d. to have the SI leader understand how typical students learn
    e. to have the SI leader understand how to integrate study skills and content

13. The primary purpose of clinical supervision is:
    a. to check up on the SI leader
    b. to evaluate the SI leader
    c. to evaluate the SI program
    d. to provide training for the SI leader
    e. all of the above

14. Which statement best describes the reason(s) students might attend SI?
    a. to improve grades
    b. to learn more
    c. to improve grades while reducing work load
    d. to socialize with friends
    e. all of the above

15. The SI leader is ultimately responsible to:
    a. the SI supervisor
    b. the faculty member
    c. the students
    d. the department
    e. all of the above

To Whom It May Concern:

The University of Missouri at Kansas City (UMKC) grants permission to institutions of higher education who have received training from UMKC in Supplemental Instruction to use the name “Supplemental Instruction” and to reproduce the SI Supervisor Manual and/or SI Leader Manual or portions of these manuals for local campus use.

Should you need additional information, please contact our offices at the Center for Academic Development, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri, USA, 64110.

Phone: (816) 235-1174.
Fax: (816) 235-5156

The Center for Academic Development
The University of Missouri, Kansas City