



Faculty Guide

Supplemental Instruction

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Missouri State.
UNIVERSITY

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What is Supplemental Instruction?

SI History

Supplemental Instruction (SI) is the brainchild of Dr. Deanna Martin from the University of Missouri-Kansas City (UMKC). In 1973, Dr. Martin developed the SI Model in response to her university's concern regarding the high failure rate among minorities in medical school. Initial SI evaluation results were so impressive, the program quickly spread to UMKC's health and professional schools and, soon after that, throughout the entire university. Other schools started their own SI programs and, by 1981, the U.S. Department of Education named SI an Exemplary Education Program. Very few post-secondary programs hold such a distinction. Today, over 1,800 institutions in the U.S. and 27 other countries have implemented SI on their campuses.

Overview

SI is a voluntary academic assistance program which utilizes peer-led group study to help students succeed in traditionally difficult courses, classes with high occurrences of Ds, Fs, and Ws. These courses have demonstrated over time their difficulty regardless of the faculty who teach them or the materials used. These courses are difficult for many students and, as such, are deemed "traditionally difficult."

SI group study sessions are facilitated by SI Leaders, students who have previously completed the targeted course and have demonstrated competency. During SI sessions, the SI Leader facilitates group study strategies and collaborative study techniques specific to the course.

SI vs. Tutoring

SI and tutoring, however, differ greatly. Tutoring supports general subjects like biology while SI supports specific courses. The SI Leader attends the targeted class and designs the SI sessions based on the lectures.

For all intents and purposes, SI Leaders are tutors. Both are peer students, playing the role of model students, exemplifying effective classroom behavior, and modeling appropriate study skills. While tutoring sessions are usually one-on-one, SI sessions can be best described as "super group tutoring" where the SI Leader facilitates collaborative learning techniques. The goal of both SI and tutoring is to help students become independent learners.

There are, however, some important distinctions. The chart below highlights these differences. One type of academic assistance is not better than another. Some students may prefer individual tutoring over SI and vice versa. Students greatly benefit from a learning environment which offers a cafeteria-style selection of academic assistance. The mainstay of such an environment would be centralized tutoring (one-on-one appointments and walk-in services), SI supported courses and online support, academic counseling, and a variety of study skills workshops. Developing such an environment allows students the opportunity to choose the kind of help they feel they need.

	<i>Tutoring</i>	<i>SI</i>
<i>Focus</i>	Centers on a particular subject (Example: biology)	Supports a specific course (Example: BIO 2423: Anatomy)
<i>Group Size</i>	One-on-one	Group sessions
<i>Approval</i>	Instructor approval is not mandatory	Requires faculty recommendations and instructor's approval
<i>Experience</i>	Course experience is not mandatory	Demonstrated course competency is mandatory
<i>Attendance</i>	Class attendance is not required	Class attendance is mandatory
<i>Learning Style</i>	Passive learning (tutor does most of the talking)	Collaborative learning
<i>Location</i>	Held in department offices, satellites, or learning centers	Held in individual classrooms
<i>Instructional Mode</i>	Students explain where they are with the lectures and what course material they would like to tackle	SI Leader prepares in advance and implements session plans that follow the course lectures
<i>Training</i>	Not necessarily required	Extensive and mandatory training

Tutoring

- Often centers on particular subjects; for example, biology tutors offer help with biology, rather than being course-specific
- Usually one-on-one
- Tutoring centers do not need instructor approval to offer tutoring
- Tutors do not need to have had specific course experience, but rather a general selection of courses within a particular subject
- Tutors are not mandated to attend any of the classes for which they offer tutoring
- Tutors are often GAs or TAs who students consider part of the academic elite
- For the most part, tutoring is a passive learning experience with the tutor asking questions and doing most of the talking
- Tutoring is often held in departmental offices, satellites, or learning centers
- Tutees explain where they are with the lectures and what course material they want to tackle
- Depending on the school, tutor training is not necessarily required

SI

- Supports a specific course
- Promoted as small group study in some cases (five to seven students is perfect small group size)
- SI support requires departmental and instructor approval
- SI Leaders must prove course competency—a B or better in the course they support
- SI Leaders must attend all classes and/or lectures
- SI Leaders are peer students; they model effective classroom behavior
- SI sessions are planned using collaborative learning techniques
- SI sessions are held in classrooms, often in the same building where class is held
- SI Leaders must go through extensive training—four days of training prior to the start of the semester and then continuous in-service training throughout the term

Each week, SI Leaders offer regularly scheduled SI sessions on campus in designated classrooms. SI Leaders promote their sessions as “guaranteed study time” because, by attending, SI students have an opportunity to meet with classmates outside of class and engage themselves in the course material. During a typical SI session, students compare and clarify lecture notes, review textbook readings, and discuss key course concepts. SI also provides an opportunity to complete study activities while developing study skills specific to the course.

SI is not a remedial program for three important reasons:

- SI supports high-risk courses rather than high-risk students
- All students enrolled in a targeted class are encouraged to attend SI, not just those struggling
- SI starts on the first day of classes and continues to the end of the term

Purpose

SI has three purposes:

- Reduce attrition rates within targeted historically difficult courses
- Improve student grades in these courses
- Increase student graduation rates

Objectives

SI’s goals are as follows:

- Help students become independent learners
- Increase the As, Bs, and Cs and reduce the Ds, Fs, and Ws within targeted historically difficult classes

- Ultimately improve the graduation rates at Missouri State University
- Help students improve their class standing by one-half to one full letter grade

To accomplish this final goal, SI helps students who attend SI sessions regularly to:

- Understand and plan for the demand of college-level courses
- Gain problem-solving experience through trial and error
- Become more actively involved in the course
- Develop more effective and transferable study skills
- Understand what to learn and how to learn

How is SI Helpful?

SI is helpful in three primary ways:

Provides guaranteed study time

SI allows students to meet outside of class to talk about the subject material with their classmates and provides them with an opportunity to share what they know, ask questions, and solve problems together. This interaction helps students enhance their understanding of the course. Students who attend SI learn the importance of establishing study groups and carry this into their other classes for greater success.

Offers a non-punitive learning environment

SI provides a less threatening, low-risk environment. Students can ask questions during SI that they might not ask during lecture. Moreover, students who attend SI do not have to worry about being graded or making a good impression on the instructor.

Creates a smaller, more comfortable-sized study setting

SI breaks a large class into a familiar, comfortable size, removing the sometimes overwhelming sense of anonymity students often feel with the size and makeup of the general class. SI offers a small group study environment, allowing students to make friends and talk openly.

The SI Model and Basic Design

The SI Model involves the following key personnel:

SI Director

A trained professional responsible for identifying targeted courses, gaining faculty support, selecting and training SI Leaders, and evaluating not only the SI Leaders but the overall program as well.

Faculty

Instructors from identified targeted courses invite and approve of SI support for their classes. SI faculty screen SI Leaders for course competency and approve candidate selections. Faculty members also reinforce SI Program support, advocating this academic assistance to all students.

SI Leaders

Students deemed course competent, approved by the instructor, and trained in proactive learning and study skills strategies. A key component of the SI Model is using peer students (as

opposed to TAs or GAs) for this position; doing so negates possible misconceptions linking SI with final course grading.

Students

The voluntary and anonymous participants in SI sessions and, although mentioned last, the most crucial component of SI.

Management of the SI Leaders

The SI Program is a component of the Learning Commons. The SI Director is responsible for training, monitoring, and supervising the SI Leaders, including their attendance to class and SI sessions. If faculty members are concerned about something they see or hear regarding SI Leaders, they should alert the SI Director by phone (836-5006) or email (michaelfrizell@missouristate.edu) and he will investigate the situation.

The SI Director monitors the SI Leaders' on-the-job performance. The SI Leaders receive feedback through SI session observations, portfolio reviews, bi-weekly staff meetings, and continuous in-service training. At the end of each semester, the Director evaluates the SI Leaders' progress and performance in through SI student evaluations, SI faculty surveys, and SI Leader self-assessments/evaluations.

Role of the Faculty

Faculty members can support and promote SI by:

- Making periodic announcements about SI via classroom, syllabus, and Blackboard
- Allowing SI Leaders to make weekly class announcements and send emails
- Posting the SI session schedule on Blackboard
- Making a brief visit to an SI session and then discussing SI content during class
- Encouraging attendance by creating study guides for use only in SI sessions
- Offering extra-credit for the first two weeks of SI Sessions

Faculty endorsement of SI for all students helps eliminate the stigma that only those who are failing the course should attend. The combination of high and low performing students in SI provides a collaborative and less threatening environment where students learn from each other in a more intimate setting. Also, SI prompts from faculty remind students of its availability and encourage participation in a positive manner.

Role of the SI Leader

SI Leaders serve as peer facilitators for SI session group study. This role requires SI Leaders to attend the targeted course (similar to auditing) to ensure constant and consistent knowledge of the lecture and classroom expectations. The SI Leader's role in the classroom is to model effective classroom behavior and then transfer that knowledge to the SI session. To form the basis of their SI sessions, SI Leaders combine specific study skills with key course content, integrating what to learn with how to learn.

The SI Leader is not in the classroom to answer questions or serve any official capacity such as proctoring tests; however, he/she does have the following responsibilities:

- Attend all lectures
- Be a visible presence to the students in the class
- Act as a model student during lectures—listen and take notes
- Read assigned texts and supplementary materials
- Organize and facilitate three to five hours of regular study sessions per week
- Design and distribute SI promotional material
- Communicate with students to encourage participation
- Attend class on exam day to review the exam and hold post-test/test debriefing
- Communicate with faculty to discuss SI session strategies and activities
- Communicate with the SI Director and attend SI in-service training

SI Leaders are required to keep faculty involved in the SI Program with weekly meetings. The purpose of these visits is to inform faculty of questions students are asking about particular content, point out areas where the students are struggling, discuss the level of class participation, and offer faculty advance review of study aids, such as mock exams.

How SI Works

During the First Two Weeks of Classes

During the first week of classes (usually on the first or second day of class), the SI Leader makes an introductory SI announcement concerning what it is and how it works. The SI Leader also announces his/her tentative SI session schedule for the term. Once the SI session schedule is determined (by the second week of school), the SI Leader distributes flyers with pertinent information about the SI session schedule. These flyers are also posted in related departmental offices and residence halls as well as in designated areas around campus. Throughout the term, the SI Leader makes weekly SI announcements to remind students about SI and to encourage participation.

SI Sessions and the Study Schedule

SI encourages students to supplement their individual study time with voluntary regular attendance (one visit per week) in SI. SI Leaders conduct one to three one-hour sessions per week. Students can attend as often as they wish.

SI sessions are the perfect platform for SI Leaders to integrate how to learn with what to learn. As they review course material, students in SI not only develop study skills strategies specific to the course but also learn to focus their study efforts. A helpful example is the student who struggles to write down every word the instructor says during lecture. SI can help that student not only develop note-taking skills but also help him/her focus on important and key information. Also, students are not segregated based on academic ability.

How does an SI Session Differ from the Traditional Study Group?

There are numerous things to examine when comparing SI to traditional study groups. The chart below highlights several areas and explains the preference for SI.

	<i>Non-SI</i>	<i>SI</i>
<i>Attendance</i>	No class attendance	Mandatory class attendance
<i>Study Leader</i>	Expert/Authority	Model student
<i>Training</i>	Little or no training	Extensive training
<i>Orientation</i>	Content-oriented only	Content and process
<i>Evaluation</i>	No formal evaluation	Rigorous evaluation
<i>Focus</i>	Leaders ask and answer questions	Students ask and answer questions
<i>Member Selection</i>	Restricted to select students in the course	Open to all students enrolled in the targeted course

Attendance

Unlike traditional study groups, SI Leaders are required to attend all classes and read all assigned texts.

Study Leader

While SI Leaders demonstrate proficiency in the content area, they also model the learning processes necessary for content mastery. SI Leaders function as model students rather than authority figures. They are trained to integrate specific study skills with the course content.

Training

SI Leaders must meet the following qualifications:

- Second semester freshman, sophomore, junior, senior, or graduate student
- Missouri State University student for at least one year
- Grade of B or better in the selected course
- References from the department or faculty
- Good interpersonal and communication skills
- Successful interview with the SI Director
- Completion of SI training

All SI Leaders must complete an intensive training program. In addition to course competency, SI Leaders are trained in the following areas:

- Group facilitation processes

- Collaborative learning techniques
- Assessment techniques
- Study skills strategies and creative session activities
- Designing and organizing SI session agendas
- Handling Q&A

Orientation

In addition to course content review, SI sessions combine process and methodology applicable to the subject, thus providing a vehicle for developing and promoting essential and transferable study skills. SI sessions include information on note-taking, test question anticipation, and vocabulary and memory aid development not normally found in other types of study groups. Students who attend SI develop critical thinking and reasoning skills, which characterize intellectual maturity.

Evaluation

The SI Program is evaluated from a number of different perspectives and sent to a databank within UMKC. National SI data indicates that students who regularly attend SI produce a significantly lower rate of unsuccessful completions (Ds, Fs, and Ws) and higher average course grades. Statistical differences among students are rarely tested within traditional study groups.

Focus

SI helps students understand what to learn and how to learn through helping students learn how to formulate and answer inference, synthesis, and application questions. By asking and answering their own questions as well as learning to predict test questions, students develop a more sophisticated mode of inquiry.

Member Selection

While traditional study groups usually meet once a week and members are included by invitation only, participation in SI is voluntary and open to all students in the course. SI sessions are regularly scheduled meetings three to five times per week and students can attend as often as they like.

SI and Academic Quality

Support of SI in no way suggests reducing the requirements of the course to make it easier for students to pass. SI attempts to help students figure out how to be successful in difficult courses. The SI Leader knows how to be successful because of his/her experience in the course and discipline. SI Leaders knows how to study, what material to focus on, and how to interpret instructor expectations.

Moreover, the SI Leader knows which successful strategies will facilitate all of these things. In turn, the SI Leader will pass on his/her “know how” to students in the class so they can be successful as well.

How is the Effectiveness Measured?

At the end of each semester, the Office of SI will compare the final course grades of students who attended SI to those who did not.

The following reports illustrate data analysis for targeted SI-supported classes. The group grade average of those who attended SI can be compared to the group average of those who did not attend.

SI Report: Spring 2009 Math Courses

	Overall		Participated in SI		Did Not Participate		% Difference*
	%	Number of Students	%	Number of Students	%	Number of Students	
Average ACT Scores							
Composite	21.98		21.52		22.16		-0.64
Math	20.54		19.98		20.76		-0.78
Reading	23.06		22.50		23.29		-0.79
Average UG Cumulative GPA (at end of SPR 2009)	2.57		2.73		2.51		0.22
Final Grade							
Pass	63.3%	138	66.7%	40	62.0%	98	4.6%
Fail	36.7%	80	33.3%	20	38.0%	60	-4.6%
Participated in SI	27.7%	61	n/a	n/a	n/a	n/a	n/a
		220		61		159	

SI students earn higher course grades and withdraw less often than non-SI students. A slightly different view considers the percentage of successful completions (As, Bs, and Cs) of those who attended SI vs. the successful completions of those who did not attend. Likewise, it compares the percentage of successful completions with unsuccessful completions.

SI Report: Spring 2009
Economics Courses

	Overall		Participated SI		Did Not Participate		% Difference*
	%	Number of Students	%	Number of Students	%	Number of Students	
Average ACT Scores							
Composite	23.21		23.06		23.34		-0.28
Math	22.71		22.68		22.74		-0.06
Reading	23.68		23.29		23.98		-0.70
Average UG Cumulative GPA (at end of SPR 2009)	2.79	-	2.91	-	2.71	-	0.20
Final Grade							
Pass	82.3%	284	94.5%	138	73.4%	146	21.2%
Fail	17.7%	61	5.5%	8	26.6%	53	-21.2%
Participated in SI	42.2%	146	n/a	n/a	n/a	n/a	n/a
		346		146		200	

* % difference is the difference between the % column of those who participated in SI and the % column of those who did not. A positive number indicates a greater percentage of SI participants in that particular category. A negative number indicates a lower percentage of SI participants in the given category as compared to non-participants. In the instance of average ACT and cumulative GPA scores, a negative number indicates lower mean scores among SI participants; a positive number indicates higher means scores among SI participants. National SI data indicates an average 15% reduction in the combined DFW rate of targeted historically difficult courses with SI support.

How is an SI Leader Different from a Graduate Assistant or a Teaching Assistant?

SI Leaders are different from Graduate Assistants (GAs) or Teaching Assistants (TAs) in a number of categories. The chart below emphasizes these differences and helps explain why it is important to maintain this key element of the SI Model, which dictates the use of peer students as SI Leaders.

	<i>SI Leader</i>	<i>GA/TA</i>
<i>Characteristic</i>	Model student	Content specialist
<i>Status</i>	Peer	Academic elite
<i>Goal</i>	Lead students to succeed	Teach subject matter
<i>Mode</i>	Group participation/ Collaborative learning	Passive learning in response to instructor queries
<i>Orientation</i>	Student-oriented	Professor-oriented
<i>Instructional Duties</i>	Leads group but leaves teaching to professor	Re-lectures or re-teaches group
<i>Attitude</i>	Patient with students and willing to help those having trouble	May be impatient with less attentive or gifted students

SI Leaders

- Model students who do not profess to know it all; if an SI Leader does not know the answer to a student's question, he/she will model effective research methods and/or the importance of utilizing the instructor's office hours
- Can relate to students on their level
- Primary goal is to teach others in the class how to be successful by integrating specific study skills with course content, thus promoting transferable skills
- Encourage and elicit group participation with collaborative learning techniques
- Focused on areas of concern from a student's perspective
- Patient and willing to try various strategies to help students understand course material
- Use direct collaborative learning exercises instead of lecturing while encouraging students to take responsibility for the process and application of course material

GAs or TAs

- Content specialists who have excelled in their fields
- Considered academic elite
- Primary goal is to teach the subject matter
- May not encourage active participatory learning
- Professor-oriented
- May be impatient with students who are less interested or academically gifted

- Re-lecture or re-teach classroom material

Typical Faculty Concerns

Why my course?

SI typically supports 100-level introductory, core curriculum, or “gatekeeper” courses, though some difficult upper-division courses have been granted support. SI is part of your class for several reasons, none of which have anything to do with your ability to teach. The primary reason is because this class is a historically difficult course or “killer course” wherein many students struggle and fail, producing a high DFW rate for the course. The focus of SI is the difficulty inherent within the course itself. Before supporting a killer course with SI, the SI Director first seeks departmental approval.

Why do students struggle?

There are a number of factors to consider, including the following:

- Some students have difficulty in certain courses because the subject was not taught, was taught differently, in high school
- For others, the depth and breadth of the course makes it difficult for students to organize; the material may be too conceptual if they are used to dealing with things on a more concrete level
- Still others may have difficulty with the class size, feeling anonymous and obscure with a new classroom format and structure
- Lastly, some students may have poor study skills; the rigors of college-level courses often catch students off-guard

How much work will it be for me to have SI support?

SI is completely maintained and coordinated by the SI Director. All we ask of faculty in SI-supported classes is that they provide the following:

- A copy of the class roster
- A few minutes at the beginning of class for the SI Leader to make weekly announcements
- Time to meet with the SI Leader, allowing him/her to keep faculty apprised of what is happening in the SI sessions
- Test/exam scores for the students enrolled in the course
- A desk copy of the textbooks in use

Will I have to change my teaching style?

No. SI attempts to help students learn how to be successful in the course, regardless of the way you teach. SI will support your teaching. At your request, the SI Leader will provide you with student feedback. Because they regularly meet with the students in smaller groups, the SI Leaders may have insight into concepts troubling students and misunderstood test questions or unclear assignments.

Will SI Leaders just help students complete their homework?

SI Leaders do not facilitate the study groups so students can complete homework together, write group papers, or finish take-home exams. On the contrary, the purpose of SI is to help students become successful and independent learners. SI is intended to supplement what the students do on their own time. After attending SI sessions, students should be better prepared to independently work problems, write clear papers, or prepare for exams.

What goes on during SI sessions?

A typical SI session is an hour-long meeting in a classroom on campus and might include a review of lecture and assigned readings, group work and discussion, problem-solving and critical thinking activities, or a mock exam. The SI Leader's primary focus is to assist students in understanding the course material while helping them to develop effective study skills applicable to the content. SI Leaders may discuss typical problems, create new problems, or work unassigned problems. SI Leaders may discuss how to organize material, prepare for assignments or exams, and develop problem-solving abilities. The SI Leaders will never structure SI sessions as a forum to re-lecture to students who missed class. Also, SI is not a test preparation group.

What does the SI Leader do in my class?

The SI Leader's class attendance has a two-fold purpose:

- To model effective classroom behavior by arriving on time, listening, taking copious notes, reading assigned chapters prior to lecture, completing required assignments, and observing what is happening in the classroom.
- To gather information which will help him/her gain a sense of what you expect from your students regarding the concepts and ideas you emphasize in lecture. It also helps the SI Leader process the information he/she will use during SI.

Are SI Leaders teachers?

No. SI Leaders are typically undergraduate students. The SI Leader's job is to lead small group study sessions in an effort to help others learn how to be good students in the class.

SI Leaders have taken the course, so they know what students need to do to be successful. SI Leaders lead discussions about the course content, not only to help students focus and better understand the material but also to help them learn how to figure it out on their own. SI Leaders help students learn how to identify key points, problem solve, organize and remember information, prepare for exams, etc.

What is the SI Leader not permitted to do?

- The SI Leader does not grade exams or papers or proctor exams. As a rule, we request that you not ask SI Leaders to run copies and errands or to distribute exams, graded papers, and other class literature. SI Leaders attend class, keep up with the material, and run study group sessions.
- SI Leaders typically do not answer questions you ask the class. The SI Leader is in class to get a better sense of the areas emphasized during lectures so that they can develop more focused SI sessions.

- The SI Leader is not permitted to lecture for you, help you construct exam items, or participate in determining a student's grade.

What if I have concerns about the SI Leader?

Immediately call the SI Director (836-5006) to discuss your concerns and resolve the issue.

Can I give extra credit for SI attendance?

As a rule, we do not support providing extra credit to students for SI session attendance for the following reasons:

- Some students may not be able to attend SI because of schedule conflicts. As a result, these students would have no way to participate in the extra credit.
- Asking the SI Leaders to police the sign-in sheet gives conflicting messages. For example, if a person signs in, attends the SI session for five minutes, and then leaves, should the SI Leader report it or ignore it? Having to monitor attendance in such a way takes the SI Leader's attention away from the purpose of SI.
- Lastly, in an attempt to analyze the effects of SI participation, it would be undesirable to have a student's grade artificially enhanced by "bonus points" given for merely having a name show up on an attendance sheet. If there is any effect because of SI attendance, we would like to be sure it was the result of what was experienced during SI.

How can students find SI sessions?

SI support is promoted in a variety of ways:

- SI Leaders make introductory SI announcements, distribute program brochures, and post SI Flyers.
- Afterwards, SI Leaders make weekly announcements reminding students of the session schedule and offering "teasers" about SI session activities.
- Additionally, the master SI session schedule is always posted in departmental offices and on designated campus bulletin boards.

Students can also seek additional information about SI (session locations, days, and times) in the following ways:

- Visit the SI Director's office in the Learning Commons (Meyer Library 112) for a hard copy of the master SI session schedule
- Call 836-5006
- Email the SI Director at michaelfrizell@missouristate.edu
- Visit the SI website at <http://si.missouristate.edu>

Is the Office of SI interested in SI Leader referrals?

Absolutely! We use a variety of publicity methods to attract qualified students for SI Leader positions, but we need faculty help. Courses have the greatest chance of offering SI support

when a student is identified as a potential candidate in the preceding semester. Faculty recommendations are our most important and valuable source of applicants.

How are the SI Leaders trained?

Each year SI Leaders must attend an intensive SI training program which is always held just before the start of the term. SI Leaders are ready to begin working and attending lecture on the first day of class. Training topics include:

- The role of the SI Leader
- Developing working relationships with faculty
- Planning and conducting SI sessions
- SI sessions samples and demonstrations
- Study skills assessment and collaborative learning techniques
- Public speaking: SI announcements in the classroom
- Policies and procedures
- Evaluation procedures

Throughout the term, SI Leaders also receive in-service training in the following areas:

- Building rapport with students
- Group facilitation and leadership
- Handling Q&A and questioning techniques such as the Socratic Method
- Communications, the art of persuasion, and public speaking
- Assisting students in the development and integration of skills

What's in it for the SI Leaders?

Working as an SI Leader is a great part-time, on-campus job with extremely flexible hours. SI Leaders not only receive valuable training, but also get experience at group facilitation that can only help solidify their own foundation, subject knowledge, and core understanding of course concepts. Moreover, SI Leaders can expect secondary benefits such as improved skills (interpersonal, communication, problem-solving, leadership, and time management), new friendships, greater knowledge of the campus layout and student resources, plus an enhanced overall connection to the university.

How is the SI Program evaluated?

The Center for Academic Excellence has an extensive term-end and year-end evaluation process for the SI Program which includes the following:

- ***SI Student Evaluations***—Students enrolled in an SI-supported class (whether or not they attended SI) evaluate the SI Leader and the SI Program at the end of each semester.
- ***SI Faculty Surveys***—SI faculty members evaluate the SI Leader and comment on the SI Program at the end of each semester.

- **Training & Orientation Evaluations**—SI Leaders evaluate the SI training.
- **SI Leader Portfolio Reviews**—SI Leaders are responsible for maintaining an individual portfolio which includes their professional development (resume, workshops, etc.), study aids and manipulatives, and online support, as well as all session planning forms. SI Leaders meet with the SI Director for portfolio reviews.
- **SI Leader Self-Assessments/Evaluations**—At the end of the term, SI Leaders complete a self-assessment and evaluation of their work. During the final portfolio review, the SI Leader and SI Director review this assessment and set work goals for the next term.
- **SI Attendance Records**—SI attendance is matched to final course grades.
- **SI Interpretive Reports**—Character profiles (classification, GPA, SAT/ACT, total number of SI visits, exam scores, final course grades) of each student enrolled in an SI-supported class are interpreted.

How are the SI Leader’s responsibilities disseminated?

In addition to a confidentiality form, all SI Leaders must sign the SI Leader Roles and Responsibilities Agreement, which outlines the roles and responsibilities for the SI Director, SI Leaders, and SI Faculty. This agreement is reviewed and signed by all parties at the beginning of each term.

Universities with SI Programs

More than 1,800 institutions in the U.S. and 27 countries offer academic assistance through SI. The following is a list of universities in our region providing SI:

MISSOURI

- ***Institute for Professional Preparation.*** <http://www.umkc.edu/ipp>
- ***Lincoln University.*** <http://www.lincolnu.edu/pages/442.asp>
- ***Missouri Western State College.*** <http://www.missouriwestern.edu/CAS/>
- ***Northwest Missouri State University.*** <http://www.nwmissouri.edu/tdc/si.htm>
- ***Rockhurst University.*** <http://www.rockhurst.edu/services/learning/instruct.asp>
- ***Southeast Missouri State University.*** <http://www6.semo.edu/lapdss/SI/si.htm>
- ***Saint Louis University (School of Medicine).***
http://medschool.slu.edu/oma/index.php?page=slusom_program&cat=programs
- ***St. Louis Community College-Florissant Valley.***
<http://www.stlcc.edu/fv/asc/si.html>
- ***St. Louis Community College-Meramec.***
<http://www.stlcc.edu/mc/dept/physci/SI.htm>
- ***University of Missouri-St. Louis.***
http://www.umsl.edu/services/cte/instr_support/si.html

ARKANSAS

- ***Harding University.*** <http://www.harding.edu/arc/sis.html>
- ***Southern Arkansas University.***
http://www.saumag.edu/student_affairs/student_support/si.asp

ILLINOIS

- ***Lincoln Land Community College.***
<http://www.llcc.edu/learnlab/SupplementalInstruction/tabid/625/Default.aspx>
- ***Northern Illinois University.*** <http://www.tutoring.niu.edu/index.shtml>
- ***Richland Community College.*** <http://www.richland.edu/trio>
- ***Southern Illinois University at Edwardsville.*** <http://www.siue.edu/IS/>
- ***University of Illinois at Chicago.***
<http://www.vcsa.uic.edu/MainSite/departments/ace/home/supplemental.htm>
- ***University of Illinois at Urbana-Champaign.***
<http://www.omsa.uiuc.edu/academicservices/>

KANSAS

- ***Wichita State University.*** <http://webs.wichita.edu/success/new/SIindex.htm>
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