



Supplemental Instruction

# Faculty Guide



## The Supplemental Instruction Program

Meyer Library 112

<http://si.missouristate.edu>

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What is Supplemental Instruction?	
Definition .....	3
Purpose, Goals & Objectives .....	4
SI History .....	4
SI Model and Basic Design .....	5
Role of the SI Leader .....	5
During the First Week of Classes .....	5
SI Sessions .....	5
Management of SI Leaders .....	7
SI and Academic Quality .....	7
Faculty Expectations .....	7
How is SI Helpful? .....	8
How is the Effectiveness Measured .....	9
Sample Term-end Discretionary Report .....	10
Accompanying Narrative Analysis .....	11
How is an SI Leader Different from a GA or TA? (Chart).....	13
How does SI Differ from Tutoring? (Chart) .....	13
How does an SI Session Differ from a Traditional Study Group? (Chart) .....	15
Typical Faculty Concerns .....	17
• <i>Why my course?</i>	
• <i>Why do students struggle?</i>	
• <i>How much work will it be for me to have SI support?</i>	
• <i>Will I have to change my teaching style?</i>	
• <i>Will SI Leaders just help students complete their homework?</i>	
• <i>What goes on during SI sessions?</i>	
• <i>Isn't SI simply a test preparation study group?</i>	
• <i>What does the SI Leader do in my class?</i>	
• <i>Are SI Leaders teachers?</i>	
• <i>What is the SI Leader NOT permitted to do?</i>	
• <i>What if I have concerns about the SI Leader?</i>	
• <i>Can I give extra credit for SI attendance?</i>	
• <i>What's the difference between SI Leaders and tutors?</i>	
• <i>How are courses picked for SI?</i>	
• <i>How can students find SI sessions?</i>	
• <i>Is the Office of SI interested in SI Leader referrals?</i>	
• <i>How are the SI Leaders trained?</i>	
• <i>How is the SI Program evaluated?</i>	
• <i>How are the SI Leader's responsibilities disseminated?</i>	
Sample of Roles & Responsibilities Agreement .....	23
Sample of Final SI Student Evaluation .....	24
Sample of SI Faculty Survey .....	25

## **What is Supplemental Instruction?**

### ***Definition***

Supplemental Instruction or SI is a voluntary academic assistance program that utilizes peer-led group study to help students succeed in traditionally difficult courses—those with high unsuccessful completion rates (Ds, Fs, and Ws). SI targets tough courses which over time have demonstrated their difficulty regardless of the faculty who teach them or the material that is used. These courses are difficult for many students, with some struggling more than others and, as such, are deemed “traditionally difficult.”

SI group study—the SI sessions—are facilitated by SI Leaders, peer students who have previously completed the targeted course and have demonstrated competency. The SI sessions can be best described as “super group tutoring” wherein the SI Leader facilitates group study strategies and collaborative study techniques specific to the course.

SI and tutoring, however differ greatly. Whereas tutoring supports a general subject like Biology, SI supports specific courses. Moreover, the SI Leader is paid to attend the targeted class and designs the SI sessions based on the lectures.

Each week, SI Leaders offer regularly scheduled SI sessions which are held 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.

While it is important to know exactly what SI is, it is equally important to understand that SI is not a remedial program for three important reasons:

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

### ***Purpose***

SI has a threefold purpose to:

- 1) Reduce rates of attrition within targeted historically difficult courses
- 2) Improve student grades in targeted historically difficult courses
- 3) Increase the graduation rates of students



### ***Goal and Objectives***

The goal of SI is to help students become independent learners; objectives of such are to:

- + Increase the As, Bs, and Cs within targeted historically difficult classes
- + Reduce the Ds, Fs, and Ws within targeted historically difficult classes
- + Ultimately improve the graduation rates at MSU

With regular attendance, SI aims to help students improve their class standing by one-half to one full letter grade. To accomplish this, SI helps students 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 study skills
- + Understand *what to learn* and *how to learn*
- + Develop transferable study skills

### **SI History**

Supplemental Instruction 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 Supplemental Instruction an Exemplary Education Program. Very few post-secondary programs hold such a distinction. Today, over 1800 institutions in the United States and 27 countries have implemented SI on their campuses.

### **The SI Model and Basic Design**

The SI Model involves the following key personnel:

- 1) ***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.
- 2) ***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.

- 3) **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 utilization of peer students (as opposed to TAs or GAs) for this position; doing so negates possible inference linking SI with final course grading
- 4) **Students**—the voluntary and anonymous participants in the SI sessions and—although mentioned last—*the* most crucial component of SI.



### **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:

1. Attend all lectures
2. Be a visible presence to the students in the class
3. Act as a model student during lectures—listen and take notes
4. Read assigned texts and supplementary materials
5. Organize and facilitate three to five hours of regular study sessions per week
6. Design and distribute SI promotional material

7. Communication with students to encouragement participation
8. Attend class on exam day to review the exam and hold post-test/test-debriefing
9. Communicate with faculty to discuss SI session strategies and activities
10. Communicate with the Director of SI and attend SI in-service training



### ***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—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 SI flyers with pertinent information about the SI session schedule. The SI 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 also encourage participation, as attendance in SI is voluntary.

### ***SI Sessions and the Study Schedule***

Learning specialists advise students to design a study schedule that allows three hours of study for every credit hour. Following this estimate, students should expect to study nine hours per week for a three-credit course. SI encourages students to supplement their individual study time with regular attendance (one visit per week) in SI.

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, they 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 the student to not only develop note-taking skills but also aid him/her to focus on important and key information.

Students attend SI on a voluntary basis and no effort is made to segregate them based on academic ability. Because of that, SI enjoys a non-remedial, non-threatening, non-punitive image. SI Leaders conduct one to three (one-hour) sessions per week, and because attendance in SI is voluntary, students can attend as often as they wish.

### **Management of the SI Leaders**

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

The Director of SI monitors the SI Leaders' on-the-job performance and the SI Leaders receive feedback in a variety of ways: 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 Leader's progress and performance in a variety of ways:

- ✚ SI Student Evaluation
- ✚ SI Faculty Survey
- ✚ SI Leader Self-Assessment/Evaluation

### **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 know the following:

- ✚ How and what to study
- ✚ What material to focus on
- ✚ How to interpret the instructor's 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.

### **Faculty Expectations**

For SI to achieve its highest potential effectiveness, we ask faculty to provide assistance in a few areas, particularly a few minutes at the start of lecture for SI announcements. On the second day of classes, the SI Leader makes an initial announcement, introducing SI and describing the availability of SI sessions. Subsequent weekly announcements remind students of the SI schedule and encourage participation.

Faculty endorsement of SI for all students, not just those who struggle, also helps to 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.

Lastly, faculty can support SI by mentioning the program every now and then during lecture. SI prompts from faculty remind students of its availability and encourage

participation in a positive manner. The following are various ways faculty members can support and promote SI:

- + Make announcements about SI (classroom, syllabus, Blackboard)
- + Allow the SI Leader to make weekly class announcements and send emails
- + Post the SI session schedule on Blackboard
- + Make a brief visit to an SI session and then during class discuss SI content
- + Create study guides for use **ONLY** in SI Sessions, therefore encouraging attendance
- + Offer extra-credit for the first two weeks of SI Sessions

SI Leaders are mandated 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 is SI Helpful?**

SI is helpful in three primary ways:

- 1) Provides guaranteed study time
- 2) Offers a non-punitive learning environment
- 3) Creates a smaller, more comfortable-sized study setting

First, SI allows students to meet outside of class to talk about the subject material with their classmates, providing 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 on such a technique into their other classes for greater success.

Second, 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 need not worry they are being graded as they are in lab. During SI, students also do not need to be concerned about making a good impression on the instructor.

Third, SI breaks a large class into a familiar, comfortable size, removing the sometimes overwhelming feeling of anonymity and obscurity 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.

### **How is the Effectiveness Measured?**

At the end of each semester the Office of Supplemental Instruction will compare the final course grades of those students who attended SI against those who did not. The group grade average of those who attended SI can be compared to the group average of those who did not attend. 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, the percentage of unsuccessful completions. SI students earn higher course grades and withdraw less often than non-SI students. National



SI data indicates an average 15% reduction in the combined DFW rate of targeted historically difficult courses with SI support.

The following reports illustrate data analysis for targeted SI-supported classes.

**SI Report: Spring 2009  
MTH COURSES**

	Overall		Participated SI		Did Not Participate		% Difference*
	%	n=	%	n=	%	n=	
<b>Average ACT Scores</b>							
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
<b>Average UG Cum GPA</b> <i>(at end of SPR 2009)</i>	2.57		2.73		2.51		0.22
<b>Final Grade</b>							
Pass	63.3%	138	66.7%	40	62.0%	98	4.6%
Fail	36.7%	80	33.3%	20	38.0%	60	-4.6%
<b>Participated in SI</b>	27.7%	61	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
		<b>220</b>		<b>61</b>		<b>159</b>	

SI Report: Spring 2009  
ECO COURSES

	Overall		Participated SI		Did Not Participate		% Difference*
	%	n=	%	n=	%	n=	
<b>Average ACT Scores</b>							
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
<b>Average UG Cum GPA</b> <i>(at end of SPR 2009)</i>	2.79	-	2.91	-	2.71	-	0.20
<b>Final Grade</b>							
Pass	82.3%	284	94.5%	138	73.4%	146	21.2%
Fail	17.7%	61	5.5%	8	26.6%	53	-21.2%
<b>Participated in SI</b>	42.2%	146	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
		<b>346</b>		<b>146</b>		<b>200</b>	

\* % difference is the difference between the % column of those who participated in SI and the % column of those who did not participate in SI.

A positive number indicates a greater percentage of SI participants in the particular category and 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 Cum GPA scores, a negative number indicates lower mean scores among SI participants and a positive number indicates higher means scores among SI participants.

**Narrative Analysis Sample**

To: Dr. Weatherwax and Dr. Chen

Date: June 9, 2009

From: Michael Frizell, Director of the Supplemental Instruction Program

**SI Summary Report for Spring 2009 for Math 135, section 13**

During the spring term 2009, Shelby Vicat provided Supplemental Instruction (SI) for the students in Math 135, section 13. Following is a narrative summary of the results.

Throughout the term, 48 hours of SI were offered to the students in Math 135, section 13. Altogether, 16 students from the total graded enrollment of 26 (62%) utilized the service. There were 94 student contact hours provided by the SI leader. The mean number of sessions attended by SI participants was 5, indicating that some students attended regularly.

The mean final grade for SI participants was 3.6 as compared to 3.0 for the non-participants. This data suggests that those who attend SI sessions will receive a better grade.

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

**How is an SI Leader Different from a GA or a TA?**

SI Leaders are different from graduate assistants or teaching assistants in a number of categories. The chart below emphasizes these differences and helps to explain why it's important to maintain this key element of the SI Model, which dictates use of peer students as SI Leaders.

***SI Leaders***

- + Model students who do not profess to know it all – if an SI Leader doesn't 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
- + 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
- + Student-oriented—focused on areas of concerns from a student's perspective
- + Patient and willing to try various strategies to help students understand course material
- + Do not lecture but direct collaborative learning exercises, encouraging students to take responsibility for the process and application of course material

***Graduate Assistants or Teaching Assistants***

- + Content Specialists who have excelled in that field
- + 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

	<b>SI Leader</b>	<b>GA/TA</b>
<b>Characteristic</b>	Model Student	Content Specialist
<b>Status</b>	Peer	Academic Elite
<b>Goal</b>	Lead students to succeed	Teach subject matter
<b>Mode</b>	Group Participation/ Collaborative Learning	Passive learning in response to instructor's queries
<b>Orientation</b>	Student-Oriented	Professor-Oriented
<b>Instructional Duties</b>	Leads group—Leaves teaching to professor	Re-lectures or re-teaches group

**How does Supplemental Instruction Differ from Tutoring?**

For all intents and purposes, SI Leaders *are* Tutors. Both are peer students, playing the role of model student, 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” wherein the SI Leader facilitates collaborative learning techniques. The goal of both SI and tutoring is to help students become independent learners. Both SI and tutoring are important forms of academic assistance.

There are, however, some important distinctions between SI and tutoring. While the chart below highlights these differences, it is important to stress that one type of academic assistance is not better than another. Some students may prefer individual tutoring over SI and vice versa. We believe students greatly benefit from a learning environment that offers a cafeteria-style selection of academic assistance. The mainstay of such a learning environment would be centralized tutoring (one-on-one appointments and walk-in services) with the inclusion of SI supported courses and online support, as well as a academic counseling and a variety of study skills workshops. Developing such a learning environment allows students the opportunity to pick and choose the amount and level of help they feel they need depending on the course.

	<b>TUTORING</b>	<b>SI</b>
<b>Focus</b>	Center on a particular subject (Example: Biology)	Supports a specific course (Example: BIO 2423: Anatomy)
<b>Group Size</b>	Usually one-on-one	Group sessions
<b>Approval</b>	Instructor’s approval is not mandatory	Requires faculty recommendations and instructor’s approval
<b>Experience</b>	Course experience is not mandatory	Demonstrated course competency
<b>Attendance</b>	Class attendance is not required	Mandatory class attendance
<b>Learning Style</b>	Passive Learning (Tutor does most of the talking)	Collaborative Learning
<b>Location</b>	Held in department offices, satellites, or Learning Centers	Held in individual Classroom
<b>Instructional Mode</b>	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
<b>Training</b>	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 instructors' approval to offer tutoring
- ✦ Tutors do not need to have had specific course experience, 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
- ✦ Often tutors are GAs or TAs whom 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
- ✦ During tutoring, 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

### ***Supplemental Instruction***

- ✦ Supports a specific course
- ✦ Promoted as small group study in some cases (5 to 7 students is perfect small group size)
- ✦ SI support requires departmental and instructor approval
- ✦ SI Leaders must prove course competency—B or better in the course they support
- ✦ SI Leaders must attend all classes/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 the same building where class is held
- ✦ SI Leaders must go through extensive training—4 days of training prior to the start of the semester and then continuous in-service throughout the term



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

There are numerous things to examine when comparing SI to what most consider when they think of traditional study groups. The chart and data below highlight several areas and explain the preference for SI.

	<b>NON-SI</b>	<b>SI</b>
<b>Attendance</b>	No class attendance	Mandatory class attendance
<b>Study Leader</b>	Expert/Authority	Model Student
<b>Training</b>	Little or no training	Extensive Training
<b>Orientation</b>	Content-oriented only	Content <b>and</b> Process
<b>Evaluation</b>	No formal evaluation	Rigorous evaluation
<b>Focus</b>	Leaders ask and answer questions	Students ask and answer questions
<b>Member Selection</b>	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 text.

***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
- ✚ MSU student for at least one year
- ✚ Grade of B or better in the selected course
- ✚ References from 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. So, 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, anticipating test questions, vocabulary development, and memory aids 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***

One objective of SI is to help students understand *what to learn* and *how to learn*. SI does this by 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***

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.







## **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, thus producing a high rate DFW rate for the course. Rest assured you have not been singled out because someone out there thinks you need support. The focus of SI is the difficulty inherent within the course itself.

### ***Why do students struggle?***

There are a number of factors to consider. Some students have difficulty in certain courses because the subject was not taught, or it was taught differently, in high school. For others, the depth and breadth of the course make it difficult for students to organize; the material may be too conceptual when they are used to dealing with things on a more concrete level. Still others may have difficulty with the class size, sensing anonymity and obscurity with a new classroom format and structure. The rigors of college-level courses often catch students off-guard. And lastly, some students may have poor study skills.

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

SI is completely maintained and coordinated by the Director of Supplemental Instruction. 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’s happening in the SI sessions
- ✚ Test/exam scores for the students enrolled in the course
- ✚ Desk copy of 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. It is not our intention to dictate how you should teach your class. 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 that are troubling students, misunderstood test questions, or unclear assignments. If you would like, your SI Leader can share this information with you. Understand, however, this information is not intended to be a criticism of your teaching.

### ***Will SI Leaders just help students complete their homework?***

Absolutely NOT! SI Leaders do not facilitate the study groups so students can complete homework together, write group papers, or complete take-home exams. On the contrary,

the purpose of SI is to help students become successful and independent learners. By doing their work for them, SI Leaders run the risk of making the students believe that it is not necessary for them to understand the work or how to go about completing their assignments. Instead, SI Leaders may discuss typical problems, create new problems, or work problems that were not assigned. SI Leaders may discuss how to organize material, how to prepare for assignments or exams, and how to develop problem-solving abilities.

SI is intended to supplement what the students do on their own time. After attending SI sessions, students should be better prepared to work problems alone, write a clear paper, or prepare for an exam. SI supports students, not by doing the work for them, but by helping them figure out how to do it successfully on their own.

***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 that are applicable to the content. The SI Leaders will never structure SI sessions as a forum to re-lecture to students who missed class.



***Isn't SI simply a test preparation study group?***

No. While some students may attend SI prior to an exam, national data suggests that students who regularly attend SI improve their class standing by one-half to one whole letter grade. With this understanding, SI Leaders constantly promote SI as guaranteed study time, encouraging student to participate in SI on a weekly basis.

***What does the SI Leader do in my class?***

The SI Leader's class attendance has a twofold purpose:

- 1) To model effective classroom behavior by arriving on time, listening, taking copious lecture notes, reading assigned chapters prior to lecture, completing required assignments, and observing what's happening in the classroom.
- 2) 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 to process the information he/she will use during SI.

***Are SI Leaders teachers?***

No. SI Leaders are typically undergraduate students. They happen to be excellent students, but they are still students. They do not have to know everything about the subject because they are neither teacher nor expert. The SI Leader's job is 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 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, prepare for exams, etc.

While they may talk about the lecture, review the textbook, and identify important concepts and topics, SI Leaders are not the “answer people.” Their focus is on helping students develop the skills they need to succeed. SI Leaders are not there to teach the lesson; they are there to help students figure out how to learn the lesson.

***What is the SI Leader NOT permitted to do?***



The SI Leader is NOT available for grading exams or papers, or to 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. It's important for the SI Leader to maintain his/her peer status among the students in the class. SI Leaders are paid to attend class, keep up with the material, and run study group sessions.

SI Leaders typically do not answer questions you ask the class; they are not there as a student. The SI Leader is in class to get a better sense of the areas emphasized during lectures so that they can design and develop more focused SI sessions.

The SI Leader is NOT permitted to lecture for you, help you in constructing exam items, or participate in determining a student's grade. The SI Leader is not a teacher. To assume that they could fill in would place them in a teaching role and that is not where they need to be.

***What if I have concerns about the SI Leader?***

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

***Can I give extra credit for SI attendance?***

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

- 1) 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.
- 2) Asking the SI Leaders to police the sign-in sheet gives conflicting messages. For example, if a person attends the SI session for five minutes—signs in and then

leaves—should the SI Leader report or ignore it? Having to monitor attendance in such a way takes the SI Leader’s attention away from the purpose of SI.

- 3) 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 to be gained through SI attendance, we would like to be able to say with greater confidence that it was the result of what was experienced during SI.

***What’s the difference between SI Leaders and tutors?***

For all intents and purposes, SI Leaders are tutors; however, there are a number of things that differentiate the two:

- ✚ Instead of working one-on-one within a particular subject (e.g., biology), SI Leaders support a specific course (such as MTH 135: College Algebra)
- ✚ SI Leaders also attend class with the students and then develop SI sessions that support or supplement the lectures for that course
- ✚ Whereas students go for tutoring with particular questions in mind, SI Leaders design and facilitate their SI session agenda, focusing on key course concepts

***How are courses picked for SI?***

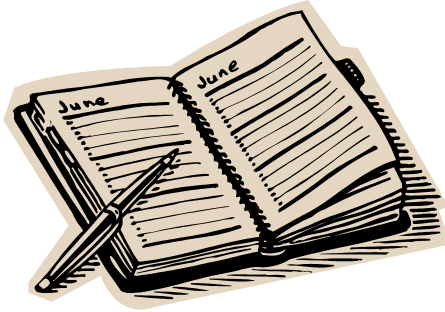
Historically difficult courses are identified simply by virtue of their high rate of unsuccessful completions (Ds, Fs, and Ws). Over time these courses have demonstrated their difficulty regardless of the faculty who teach them or the material that is used. At ASU there is the sense that these courses are difficult for any student, although some students struggle more than others; hence, the designation “killer course.” To support a killer course with SI, the Director first seeks departmental approval.

***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. Following that, 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:

- 1) Visit the Director of Supplemental Instruction’s office in the Learning Commons (Meyer Library 112) for a hard copy of the master SI session schedule
- 2) Call, email, or surf the net:

- ✚ 836-5006
- ✚ [michaelfrizell@missouristate.edu](mailto:michaelfrizell@missouristate.edu)
- ✚ <http://si.missouristate.edu>



***Is the Office of Supplement Instruction 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's 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 are mandated to attend an intensive SI training program which is always held just before the start of the term, so 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 & 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, they 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), involvement in friendships, knowledge of the campus layout and student resources, plus an 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 that includes the following:

- ✦ **SI Student Evaluation**—students enrolled in an SI-supported class (whether or not they attended SI) have an opportunity to evaluate the SI Leader and the SI Program at the end of each semester
- ✦ **SI Faculty Survey**—each SI faculty member has an opportunity to evaluate the SI Leader and comment on the SI Program at the end of each semester
- ✦ **Training & Orientation Evaluation**—SI Leaders evaluate the SI training
- ✦ **SI Leader Portfolio Review**—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-Assessment/Evaluation**—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 Record**—SI attendance is matched to final course grades
- ✦ **SI Interpretive Report**—character profile (classification, GPA, SAT/ACT, total number of SI visits, exam scores, final course grades) of each student enrolled in an SI-supported class

***How are the SI Leader's responsibilities disseminated?***

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



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More than 1800 institutions in the U.S. and 27 countries offer academic assistance through SI. The following is a list of universities in our region providing Supplemental Instruction:

### 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](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](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](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.siu.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/academic/services/>

### KANSAS

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

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Supplemental Instruction Program  
MISSOURI STATE UNIVERSITY  
Meyer Library 112  
Phone: (417) 836-5006  
[michaelfrizell@missouristate.edu](mailto:michaelfrizell@missouristate.edu)

<http://si.missouristate.edu>