



# Office of Supplemental Instruction

## Supplemental Instruction SI Program Faculty Guide



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# SI PROGRAM FACULTY GUIDE

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## What is Supplemental Instruction?

### *Definition*

Supplemental Instruction (SI) is a voluntary academic assistance program that uses peer-led group study to help students succeed in traditionally difficult courses – those with high unsuccessful completion rates (letter grades lower than C and withdrawals, known as DFW). SI targets tough courses that, over time, have demonstrated their difficulty regardless of the faculty who teach them or the material that is used. At ASU, a course with a high DFW rate is often referred to as a “killer course.”

SI group study sessions are facilitated by SI leaders, who are peer students who have previously completed the targeted course and demonstrated competency. The SI sessions can best be described as “super group tutoring” that allows the SI leader to facilitate group study strategies and collaborative study techniques specific to a course.

SI and tutoring, however, differ greatly. Whereas tutoring supports a general subject, such as biology, SI supports specific courses, such as BIO 2423: Human Anatomy and HIST 1301: U.S. History to 1865. Moreover, SI leaders are paid to attend the targeted classes and design their SI sessions based on the lectures.

Each week, SI leaders offer regularly scheduled SI sessions that are held on campus in designated classrooms. SI leaders promote their sessions as “guaranteed study time” because 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 who are struggling.
- 3) SI starts with the first day of classes and continues to the end of the term.

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## ***Purpose***

SI has a threefold purpose:

- 1) To reduce rates of attrition within targeted historically difficult courses.
- 2) To improve student grades in targeted historically difficult courses.
- 3) To increase the graduation rates of students.

## ***Goal and Objectives***

The goal of SI is to help students become independent learners. Objectives include:

- ✚ Increasing the number of students earning letter grades of C or better in targeted historically difficult courses.
- ✚ Reducing letter grades below a C and withdrawals in targeted historically difficult courses.
- ✚ Ultimately, improving the graduation rates at ASU.

By encouraging 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:

- ✚ 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 that the program quickly spread to UMKC's health and professional schools and, soon after, 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, more than 1,800 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 Administration*** – Trained professionals responsible for identifying targeted courses, gaining faculty support, selecting and training SI leaders, and evaluating SI leaders and the overall program.
- 2) ***Faculty*** – Instructors from identified targeted courses invite and approve SI support for their classes. SI faculty screen SI leaders for course competency and

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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 skill strategies. A key component of the SI Model is the use 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 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 these 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.

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- 6) Design and distribute SI promotional material.
- 7) Communicate with students to encourage participation.
- 8) Attend class on test days to review the exam and hold post-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 second day of class) the SI leader makes an introductory SI announcement about what the program 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 class), the SI leader distributes flyers with pertinent information about the SI session schedule. The 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 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 *what to learn* with *how to learn*. As they review course material, students in SI develop study skills strategies specific to the course and 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 students develop note-taking skills and help them 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 three to five one-hour sessions per week, and students can attend as often as they wish.

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

The Office of Supplemental Instruction is a component of the Center for Academic Excellence. The director of SI 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 an SI leader, they should alert Sara Weertz, director of SI, by phone (942-2710, ext. 387) or e-mail ([sara.weertz@angelo.edu](mailto:sara.weertz@angelo.edu)) and she will investigate the situation.

The director of SI also monitors the SI leaders' on-the-job performance. SI leaders receive feedback in several ways: SI session observations, portfolio reviews, bi-weekly staff meetings and continuous in-service training.

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At the end of each semester, the SI director evaluates each SI leader's progress and performance through:

- ✚ SI student evaluations
- ✚ SI faculty surveys
- ✚ SI leader self-assessment/evaluations

## **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. SI leaders know how to be successful because of their experience in the courses and disciplines. SI leaders know:

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

SI leaders also know which successful strategies will facilitate all of these things. In turn, SI leaders pass on their "know how" to students in the classes 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 lectures 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 periodically mentioning the program during lectures. 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 e-mails.
- ✚ Post the SI session schedule on Blackboard.
- ✚ Make a brief visit to an SI session and then discuss SI content during class.

SI leaders are mandated to keep faculty involved in the SI program through 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

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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) It provides guaranteed study time.
- 2) It offers a non-punitive learning environment.
- 3) It creates a smaller, more comfortable 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 the 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 a 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 more 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 (letter grades of C and higher) of those who attended SI versus the successful completions of those who did not attend, and likewise for 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 percent reduction in the combined DFW rate of targeted historically difficult courses with SI support.

The following report illustrates data analysis for targeted SI-supported classes. Page 8 is the term-end report narrative and Page 9 is the actual report for SI support of BIO 1410: Human Biology. Much of the information within the narrative (Page 8) is derived from our internal SI Interpretive Report, which is generated in the Center for Academic Excellence. The SI Interpretive Report contains a character sketch (classification, GPA, SAT/ACT scores, final course grades and total number of SI visits) for each student enrolled in targeted SI-supported classes.

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## **Narrative Analysis Sample**

During the 2006 fall semester, ASU provided Supplemental Instruction (SI) for students in Biology 1410: Human Biology. Below is a narrative summary of the results of SI support for Dr. Dixon's class.

To begin, we revisit the goal of SI, which is to help students become independent learners. Objectives of such are as follows:

- ✚ Improve student grades in targeted historically difficult classes with more passing grades.
- ✚ Reduce rates of attrition in targeted historically difficult classes with fewer failing grades and withdrawals (DFWs).
- ✚ Over time, see an increase in retention and graduation rates.

With regular SI attendance, students can improve their final class standing by one-half to one full letter grade. Additionally, students are less likely to withdraw from a difficult class when they know assistance such as SI is available. The accompanying data support these claims.

SI Leader Amy B. offered 42 SI sessions that were open to all students enrolled in these classes. From the total graded enrollment of 188 students, 49 (26 percent) used the service. The SI leader recorded 215 student contact hours within a 14-week period with an average weekly session size of 15 students – an ideal size for small-group study.

The mean GPA for SI participants was 2.47 as compared with 1.88 for non-SI participants. A mean grade difference of 0.83 indicates that the students who attended SI improved their class standing by at least one-half letter grade. Noteworthy is the difference in DFW rates between SI attendees: 10 of the 49 SI participants (20 percent) versus the non-SI attendees: 57 of the 139 non-SI participants (41 percent). As well, note the difference in the number of withdrawals (W) between the SI participants (0) and non-SI participants (12). This data suggests that those who attend SI regularly benefit more from SI than those who attend sporadically, like just before exams. The data also suggests that the students who attend SI are less likely to receive failing grades and less likely to withdraw.

To counter the argument that SI participation is relative to ability and self-efficacy (i.e., only A-students use SI), our internal tracking system, the SI Interpretive Report, combines qualitative and quantitative data to analyze the students enrolled in SI-supported classes. The Interpretive Report contains a character profile on each student that includes classification, major/minor, GPA, SAT/ACT scores and enrollment history as well as terminal data, such as total SI visits and final course grades. Offering a bird's-eye view of SI-supported classes, the Interpretive Report allows us to not only "describe" the types of students enrolled and highlight certain at-risk factors, it also helps us predict how the typical student might fare in a traditionally difficult course without academic assistance.

More importantly, our interpretation and manipulation of this data indicates a correlation between SI attendance and improved class standing: the more SI sessions attended, the better the final course grade. The hard data from the SI Interpretive Report illustrates a positive effect on student performance, perseverance and retention.

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Supplemental Instruction/Final Grades						
Angelo State University						
FALL 2006: SI and Non-SI Cohort Comparison						
BIO 1410: HUMAN BIOLOGY						
Instructor: Dr. Dixon			SI Leader: Amy B.			
SI Participant Cohort: 49			Non-SI Cohort: 139		Total Students: 188	
Final Course Grade	Number	Percent	Number	Percent	Number	Percent
A	10	20%	12	9%	22	12%
B	14	28.5%	36	26%	50	26.5%
C	15	31%	29	21%	44	23%
D	8	16%	20	14%	28	15%
F	2	4%	25	18%	27	14%
W	0	--	12	9%	12	6%
A,B,C Combined	39	79.5%	77	55%	116	62%
D,F, W Combined	10	20%	57	41%	67	36%
Not Reported	0	--	5	3.5%	5	3%
TOTALS						
Total Graded Enrollment					183	
Total Audit (AT), Incomplete (I), Non-Credit (NC), Not Reported (NR)					5	
Total Enrollment					188	
Total # and % of Graded Students <b>Attending SI</b>					49	26%
Total # and % of Graded Students <b>Not Attending SI</b>					139	74%
Number of Session Hours Offered this Term (14 weeks)					42	
Total # of SI Contact Hours/SI Participant Visits					215	
Mean Size of Weekly SI sessions (contact hours ÷ weeks)					15	
Mean # of Sessions Attended by SI Participants					5	
Mean of Student Satisfaction with SI Leader (1 = low, 5 = high)					4.33	
Total # and % of Freshmen					40	42.5%
Total # and % of Sophomores					30	32%
Total # and % of Juniors					13	14%
Total # and % of Seniors					11	12%
MEAN TOTALS					ASU 4-pt scale	
MEAN FINAL GRADE OF SI PARTICIPANTS					2.47	
MEAN FINAL GRADE OF NON-SI PARTICIPANTS					1.88	
DIFFERENCE FROM SI TO NON-SI PARTICIPANT GROUP					.59	

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## 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 explain why it is important to maintain this key element of the SI Model, which dictates use of peer students as SI leaders.

### *SI Leaders:*

- ✚ Are model students who do not profess to know it all. If SI leaders don't know the answer to a student's question, they will model effective research methods and/or the importance of using the instructor's office hours.
- ✚ Relate to students on their level.
- ✚ Strive 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.
- ✚ Focus on being student-oriented by addressing areas of concern from a student's perspective.
- ✚ Are patient and willing to try various strategies to help students understand course material.
- ✚ Do not lecture, but do direct collaborative learning exercises, encouraging students to take responsibility for the process and application of course material.

### *Graduate Assistants or Teaching Assistants*

- ✚ Are content specialists who have excelled in that field.
- ✚ Are considered academically elite.
- ✚ Focus on teaching the subject matter.
- ✚ May not encourage active participatory learning.
- ✚ Are 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	Academically 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

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### 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.

However, some important distinctions exist 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 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>	Centers 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 classrooms
<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

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## *Tutoring*

- ✚ Services often center on particular subjects. For example, biology tutors offer help with biology rather than being course specific.
- ✚ Sessions are usually one-on-one.
- ✚ Tutors do not require instructors' approval.
- ✚ Tutors do not need to have had specific course experience. Rather, a general selection of courses within a particular subject is acceptable.
- ✚ 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, attendees 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*

- ✚ SI supports specific courses. SI leaders support BIO 1410, MATH 1302, etc.
- ✚ SI is promoted as small group study (five to seven students is the perfect small-group size).
- ✚ SI requires departmental and instructor approval.
- ✚ SI leaders must prove course competency – a grade of B or better in the course(s) they support.
- ✚ SI leaders must attend all classes/lectures.
- ✚ SI leaders are peer students and they model effective classroom behavior.
- ✚ Sessions are planned using collaborative learning techniques.
- ✚ Sessions are held in classrooms – often the same room where class is held.
- ✚ SI leaders must go through extensive training: two days of training prior to the start of the semester and then continuous in-service training throughout the term.

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### 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 these qualifications:

- ✚ Be a second semester sophomore, junior, senior or graduate student.
- ✚ Be an ASU student for at least one year.
- ✚ Have a minimum 3.0 GPA.
- ✚ Have earned a grade of B or better in the selected course.
- ✚ Supply references from department or faculty.
- ✚ Have good interpersonal and communication skills.
- ✚ Have completed SI training.
- ✚ Have completed a successful interview with the SI director.

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All SI leaders must complete an intensive two-day training program. In addition to course competency, SI leaders are trained in these 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 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 (letter grades below a C and withdrawals) 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 targeted courses. SI sessions are regularly scheduled meetings (three to five times per week) and students can attend as often as they like.

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## **Typical Faculty Concerns**

### ***Why my course?***

SI typically supports 1000- and 2000-level introductory, core curriculum or “gatekeeper” courses. 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,” that many students struggle with and fail, thus producing a high 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?***

A number of factors play a role. Some students have difficulty in certain courses because the subject was not taught or 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 through the Office of Supplemental Instruction in the Center for Academic Excellence. All we ask of faculty in SI-supported classes is that they provide the following:

- ✚ 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 you apprised of what’s happening in the SI sessions.
- ✚ If needed, test/exam scores for the students enrolled in the course.

### ***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.

The SI leader will provide you with student feedback on a weekly basis. 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 would run the risk of making the students believe

## SI PROGRAM FACULTY GUIDE

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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 clearer papers or prepare for exams. 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 lectures 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 develop effective study skills that are applicable to the content. The SI leaders will never structure sessions as a forum to re-lecture 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 students 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 is happening in the classroom.
- 2) To gather information that 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 sessions.

### ***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 teachers nor experts. 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 head 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.

## SI PROGRAM FACULTY GUIDE

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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 SI leaders to maintain their 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 as they are not there as students. The SI leaders are 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 construct 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 at (325) 942-2710, ext. 387, to discuss your concerns and to resolve any issues.

### ***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, a number of things differentiate the two:

- ✚ Instead of working one-on-one within a particular subject (i.e., biology), SI leaders support specific courses (i.e., BIO 2424: Human Physiology).

## SI PROGRAM FACULTY GUIDE

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- ✚ 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 agendas, 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 (grades below a C and withdrawals). Over time, these courses have demonstrated their difficulty, regardless of the faculty who teach them or the material that is used. At ASU, these courses typically 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 fliers. Following that, SI leaders make weekly announcements reminding students of the session schedule and offer “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 these ways:

- 1) Visit the Center for Academic Excellence (Library A312, third floor) for a hard copy of the master SI session schedule.
- 2) Call, e-mail or go online:

- ✚ (325) 942-2710, ext. 387
- ✚ [sara.weertz@angelo.edu](mailto:sara.weertz@angelo.edu)
- ✚ [www.angelo.edu/dept/si](http://www.angelo.edu/dept/si)

### ***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 two-day SI training program. The training is always held just before the start of the term, so that SI leaders are ready to begin working and attending lectures 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 skill assessments and collaborative learning techniques
- ✚ Public speaking: SI announcements in the classroom

# SI PROGRAM FACULTY GUIDE

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- ✚ Policies and procedures
- ✚ Evaluation procedures

Throughout the semester, SI leaders also receive in-service training in these 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 excellent teaching and tutoring experience that can help solidify their own foundation, subject knowledge and core understanding of course concepts. SI leaders can also expect secondary benefits, such as improved skills (interpersonal, communication, problem-solving, leadership and time management), new friendships and knowledge of the campus layout and student resources as well as 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 and Orientation Evaluation** – SI leaders evaluate the SI training.
- ✚ **SI Leader ePortfolio and Portfolio Review** – SI leaders are responsible for maintaining an individual ePortfolio, which includes their professional development (resume, CRLA tutor certification, workshops), 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 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 compiled.

## SI PROGRAM FACULTY GUIDE

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### *How are the SI leaders' 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 SI director, SI leader and SI faculty. This agreement is reviewed and signed by all parties at the beginning of each term.



# ROLES & RESPONSIBILITIES AGREEMENT

## OFFICE OF SUPPLEMENTAL INSTRUCTION

### As the director of SI, I agree to do the following:

1. Cooperate with academic departments and faculty in the selection of SI leaders/tutors.
2. Train SI leaders/tutors.
3. Supervise, observe and evaluate the SI/tutoring activities, including the planning and execution of SI/tutoring sessions.
4. Process all paperwork related to student assistant employment.
5. Maintain and analyze students' SI attendance and final course grades.
6. Complete and provide program evaluation.

\_\_\_\_\_  
Sara Weertz, Director of Supplemental Instruction (SI)

\_\_\_\_\_  
Date

### As the SI leader/tutor, I agree to do the following:

1. Contact and meet with SI faculty member during first week of classes and maintain weekly meetings throughout the term.
2. Showcase my SI/tutoring study aids and provide SI faculty member with feedback regarding SI/tutoring sessions.
3. Attend all lecture classes.
4. Model effective classroom behavior, demonstrating effective study skills, such as attentiveness and note-taking.
5. Maintain a professional attitude about class standards, grades and student complaints.
6. Offer a varied SI/tutoring schedule to accommodate the majority of students in the class.
7. Help students learn independently rather than completing assignments for them.
8. Discourage attending SI as a substitute for attending class.
9. Prepare handouts that will assist students in learning course material.
10. Maintain daily SI/tutoring attendance records.

\_\_\_\_\_  
SI Leader/Tutor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SI Leader/Tutor Name (Printed)

\_\_\_\_\_  
Date

### As a SI faculty member, I agree to do the following:

1. Allow time for the SI leader/tutor to make weekly SI announcements in class.
2. Avoid suggesting that only failing students should attend SI/tutoring.
3. Encourage attendance by **all students** who wish to gain a better understanding of the course.
4. Encourage students who are considering dropping the course to try SI and/or tutoring before officially withdrawing.
5. If needed, send exam grades to the SI director for program evaluation purposes.
6. Offer advice and guidance regarding SI/tutoring sessions.
7. Assist in monitoring SI leader/tutor compliance, such as attendance in all my lectures.

\_\_\_\_\_  
SI Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SI Faculty Member Name (Printed)

\_\_\_\_\_  
Date

Center for Academic Excellence  
Library A312 (Third Floor)  
(325) 942-2710, ext. 387  
[www.angelo.edu/dept/si](http://www.angelo.edu/dept/si)



# SI STUDENT EVALUATION

## OFFICE OF SUPPLEMENTAL INSTRUCTION

NAME: \_\_\_\_\_ COURSE \_\_\_\_\_ TERM: \_\_\_\_\_

*Instructions: Please complete the portion of this questionnaire that applies to you. Make note of the rating scale provided. Additional comments, both positive and constructive, are welcomed on the back of this evaluation form.*

**RATING SCALE: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree**

**Complete this portion of the questionnaire if you ATTENDED SI for this course, even if only once.**

- |  |  |
|--|--|
| 1. SI was well publicized in this class.<br>1    2    3    4    5  | 7. The SI leader made him/herself available to students in class.<br>1    2    3    4    5 |
| 2. The SI leader was well prepared and capable.<br>1    2    3    4    5   | 8. My grade improved because of SI.<br>1    2    3    4    5                               |
| 3. The SI leader treated me and the other students with respect.<br>1    2    3    4    5  | 9. SI sessions were helpful.<br>1    2    3    4    5                                      |
| 4. As a result of attending SI, I am a better student now than I was at the beginning of the semester.<br>1    2    3    4    5    | 10. SI online materials and assistance were helpful.<br>1    2    3    4    5              |
| 5. SI helped me complete the course.<br>1    2    3    4    5  | 11. I will use SI again.<br>1    2    3    4    5  |
| 6. I am more confident now about doing well at the university than I was at the beginning of this course.<br>1    2    3    4    5 | 12. I would recommend SI to a friend.<br>1    2    3    4    5                             |

# OR

**Complete this portion of the questionnaire if you NEVER ATTENDED SI for this course.**

- |  |  |
|--|--|
| 1. SI was well publicized in this class.<br>1    2    3    4    5  | 4. The SI leader made him/herself available for the students in class.<br>1    2    3    4    5  |
| 2. I expect to do well in this class.<br>1    2    3    4    5   | 5. I did not attend SI for the following reason (please indicate the <b>one</b> response that best applies to you):<br>____ SI session times were inconvenient.<br>____ I was doing well in class and did not need to attend SI.<br>____ I prefer to study alone.<br>____ I was unaware this class had SI support. |
| 3. While I did not go to any SI sessions for this class, I found the SI online materials to be helpful.<br>1    2    3    4    5 |  |

If you would like a response to your comments, contact the Director of SI.  
If you need to submit this form at a later date, submit to the Office of SI:

Center for Academic Excellence  
Library A312 (Third Floor)  
(325) 942-2710, ext. 387  
[www.angelo.edu/dept/si](http://www.angelo.edu/dept/si)



# FACULTY SURVEY

## OFFICE OF SUPPLEMENTAL INSTRUCTION

**Instructions:** Every semester, SI faculty members have an opportunity to evaluate their SI leaders. Your feedback is an integral part of the SI program evaluation process. Please complete this survey in full, including specific examples and/or comments, if possible. Your additional comments – both positive and constructive – are most welcome. If you wish to submit this survey later, you may send it by campus mail to the Center for Academic Excellence address on the back.

Instructor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ SI Leader: \_\_\_\_\_

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**RATING SCALE: 1 = Not Sure 2 = Never 3 = Sometimes 4 = Usually 5 = Always**

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### RE: The SI Leader

1. Met with you regularly ..... 1            2            3            4            5

Comments: \_\_\_\_\_

2. Attended class regularly ..... 1            2            3            4            5

Comments: \_\_\_\_\_

3. Informed you in advance if he/she had to

• Miss class ..... 1            2            3            4            5

• Cancel an SI session ..... 1            2            3            4            5

Comments: \_\_\_\_\_

4. Regularly promoted SI during class ..... 1            2            3            4            5

Comments: \_\_\_\_\_

5. Presented him/herself as a "model student" ..... 1            2            3            4            5

Comments: \_\_\_\_\_

6. Went beyond the call of duty by providing extra time and/or additional SI sessions

1            2            3            4            5

Comments: \_\_\_\_\_





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More than 1,800 institutions in the U.S. and 30 countries offer academic assistance through Supplemental Instruction (SI).

The following is a list of Texas universities providing Supplemental Instruction:

- Amarillo College
- Baylor University
- Grayson County College (Denison)
- Kingwood College
- North Harris College (Houston)
- San Antonio College
- St. Edward's University (Austin)
- St. Mary's University (San Antonio)
- Stephen F. Austin State University (Nacogdoches)
- South Texas College (McAllen)
- Tarleton State University (Stephenville)
- Texas A&M University
- Texas A&M University-Commerce
- Texas A&M University-Corpus Christi
- Texas State University (San Marcos)
- Tomball College
- University of Houston
- University of North Texas (Denton)
- University of Texas at Austin
- University of Texas at Brownsville and Texas Southmost College
- University of Texas at Dallas (Richardson)
- University of Texas at San Antonio
- University of Texas at Tyler
- University of Texas at El Paso
- University of Texas of the Permian Basin (Odessa)
- University of Texas Pan American (Edinburg)
- West Texas A&M University

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**Office of Supplemental Instruction  
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