

SI helps students in a number of ways:

- it gets them to spend more time on the class material: that alone increases their chances of success;
- it is collaborative: students work with each other and get a chance to ask questions, discuss ideas, and participate in ways that they would not have done in class;
- it helps students develop active learning strategies, often modeled by the student leaders, and improve their study habits; overall it produces higher retention and success rates, and students who attend regularly develop more interest in the class, contribute more, and earn better grades.



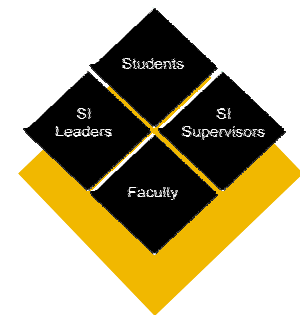
Supplemental Instruction Program



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Supplemental Instruction Program



Office of Retention

"To recruit, to retain, to graduate"

About Supplemental Instruction

The Supplemental Instruction (SI) Program was developed in 1973 by professionals at the University of Missouri, Kansas City. Its purpose is to help you develop a better understanding of course content as well as more effective ways of studying. SI has proven to be successful in increasing student academic performance and retention. SI is recognized by the U.S. Department of Education as an exemplary program and is used by more than 500 institutions.

Definition:

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted collaborative group study sessions. The SI Program targets traditionally difficult academic courses that have a high failure and withdrawal rate. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together.

Purpose:

- to increase retention within targeted historically difficult courses
- to improve student grades in targeted historically difficult courses
- to increase the graduation rates of students

Participants:

SI is a “free service” offered to all students in a targeted course. SI is a non remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SI sessions, as it is a voluntary program. Students with varying levels of academic preparedness and diverse ethnicities participate. There is no remedial stigma attached to SI since the program targets high-risk courses rather than high-risk students.

How SI Works

The SI model involves key persons:

The SI Supervisor is a trained professional who is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, as well as marketing and evaluating the program on an ongoing basis.

The SI Instructor of the identified historically difficult courses invite and support SI. The SI instructor screen SI leaders for content competency and approve selections as well as collaborate with the SI leaders and Coordinator on a regular basis.

The SI leaders are students who have been deemed course competent and have been approved by the SI instructor and the SI Coordinator. They are trained in proactive learning and study strategies as well as facilitation skills. SI leaders attend course lectures, take notes, read all assigned materials, and

conduct three to five out-of-class SI sessions a week. The SI leader is a facilitator who assists students to integrate course content and learning strategies.

Students participating in the SI sessions, although mentioned last, are the most crucial component of SI. SI is introduced to specific historically difficult courses. These courses frequently are introductory or “gatekeeper courses” but also include upper level undergraduate courses.

Supplemental Instruction Courses

SI is currently in the following areas:

- Mathematics
- English

If you attend SI sessions regularly, chances are you'll earn a better grade. Research shows that students who attend SI sessions regularly average one half to one full letter grade higher than their classmates who choose not to attend. When you attend SI, you'll develop a better understanding of course content as well as more effective ways of studying.