

# **Supplemental Instruction Fellowship Program**

## **Instructor Manual**

Manhattan College

**Center for Academic Success**

Certain Materials Included are Borrowed from the University of Missouri-Kansas City, 2006 and Utah State University, 2009

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Dear SI Course Instructor,

Thank you for participating in the Manhattan College Supplemental Instruction Fellowship Program! It is the mission of the Center for Academic Success to support the academic needs of the Manhattan College student. We are pleased to partner with such devoted instructors, dedicated to supporting the growth of their students. As a result of your recommendation, you have been assigned a highly qualified student role model to serve as your SI fellow. He/she will work closely with you throughout the semester. This manual serves as a guideline for your role in the SI Fellowship program. We thank you in advance for your interest, enthusiasm, and commitment.

Sincerely,

Marisa Passafiume

Director, Center for Academic Success

# Supplemental Instruction Fellowship Program

## *Program Overview*

Supplemental Instruction is an academic assistance program designed to improve student academic performance and increase retention. The Manhattan College Supplemental Instruction Fellowship Program targets traditionally difficult courses and provides regularly scheduled peer facilitated study groups.

Traditionally difficult courses are those with high unsuccessful completion rates (letter grades lower than C, withdrawals, and incompletes, known as DFWI). This program targets challenging courses that, over time, have demonstrated their difficulty regardless of the faculty who teach the course, or the material used.

SI study sessions are facilitated by SI Fellows, who are peer tutors who have previously completed the targeted course, and received a minimum of an A-. During the study sessions, the SI fellows will facilitate collaborative study and group study strategies and techniques specific to the course.

## SI Fellowship Program Goals & Objectives

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There are many reasons to establish Supplemental Instruction with the main purposes being:

- To reduce rates of attrition within targeted courses who have previously been identified as having higher DFWI rates.
- To improve student grades in targeted courses.

The Goals of SI is to assist students in becoming independent learners, while the objectives include:

- Increasing the number of students in the targeted course who receive a letter grade of C or better
- To reduce the letter grades of C or below, withdrawals, and incompletes in the targeted course.

## SI Fellowship Program Staff Roles

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The SI Fellowship Program is under the supervision and direction of the Director of the Center for Academic Success. SI Fellow roles and responsibilities are clearly delineated below.

Role of the SI Fellow:

SI Fellows facilitate the study sessions and act as a liaison between the faculty of the targeted course, and the students enrolled in the targeted course. This role requires that SI Fellows attend all class sessions with the students to ensure constant and consistent knowledge of the lectures and classroom expectations. The SI Fellow is to serve as a “model student” who consistently displays effective behavior and then transfers the knowledge and information obtained to the subsequent study sessions. The SI Fellows work with students over the course of the semester to integrate the content they are being taught, with appropriate and effective study skills.

The SI Fellow is expected to do the following:

- Attend all class sessions
- Be a visible presence in the classroom and serve as a role model (that includes active listening and note taking)
- Read assigned texts to keep current with the course material
- Organize and facilitate two, one hour study session per week
- Design and distribute SI promotional materials to students in the targeted course
- Meet once a week with the partnering faculty member for feedback, strategic planning, and professional development
- Maintain their peer tutor certification with the National Tutoring Association through a minimum of 10 hours of training and workshop attendance offered through the Center for Academic Success
- Meet monthly with the CAS Director and other SI Fellows for support and supervision

### Training of the SI Fellow

Each year, SI Fellows attend a mandatory training session several days prior to the start of the semester. They are also mandated to attend a minimum of 5 training workshops per semester necessary to achieve and/or maintain their certification status with the National Tutoring Association. SI Fellows must maintain active NTA membership and certification in order to be an SI Fellow. Please see the training curriculum on the CAS website.

## SI Fellow Program Timeline- Fall 2012

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**June/July** -Analyze previous academic year DFWI data for all courses

-Target courses with 30%+ DFWI rates, contact is made with potential partnering faculty.

**August** - Follow up with faculty regarding partnership

-Finalize courses which will have an SI Fellow

-Conduct first Fellow training session prior to start of semester

-Fellows will survey students in the course to create a time to run study sessions (this should be done during the first or second class)

**September** -Continue Fellow training (ongoing throughout the semester)

-Contact all partnering faculty to ensure smooth start to program

-Fellows will notify all students of locations, times, days of study sessions

-Fellow will facilitate first study session no later than the third week of classes

**October** -Midterm meeting with individual faculty, Fellows, and CAS Director to ensure program objectives are being met

**November** -Review session attendance data and provide report for partnering faculty

**December** -Final meeting with partnering faculty for program and Fellow evaluation

-Fellow distributes satisfaction surveys to students. Faculty member collects and returns to CAS Director before winter intersession.

-Faculty member completes satisfaction survey regarding program and Fellow and returns to CAS Director before winter intersession.

**January** -CAS Director collects all surveys and codes/ formats appropriately.

-DFWI data is collected and analyzed for previous semester. Special attention is paid to variations in DFWI data

-A report is generated and distributed to partnering faculty regarding student responses and DFWI information

-Courses are reevaluated and decisions are made regarding program continuation

## Faculty Role & Expectations

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In order for SI to achieve its maximum potential, we ask that faculty support the Fellows and the work they are doing by working collaboratively with them inside, and outside of the classroom. There are a few key areas where faculty can provide assistance in meeting programmatic goals including the following:

- Allowing a few minutes at the beginning of class for SI announcements
- Providing regular feedback to the Fellow and the CAS Director
- Refer to the SI Fellowship Program in the syllabus
- Provide incentives for student attendance in study sessions in the form of extra credit
- Make a brief visit to an SI study session and then discuss study session content in class
- Endorse SI sessions for all students

We ask that all partnering faculty maintain open lines of communication with Center for Academic Success Director. If there are any concerns faculty are encouraged to reach out to the Director a.s.a.p. so any issues can be rectified immediately without interruption to the program or the course.

Faculty are asked to complete any surveys or questionnaires in a timely fashion and return them to the CAS Director via email or campus mail in the time frame specified in the Timeline.

## Frequently Asked Questions

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### ***How is SI helpful?***

Research shows that SI is helpful in three key ways. First, it provides students with guaranteed study time. During study sessions, students have the opportunity to meet outside of the classroom and discuss course material with their classmates. These conversations help students process the course material together and carry the techniques they learn into their other classes for greater academic success.

Second, SI offers a non-punitive learning environment for students. During study sessions, students have the opportunity to ask questions they may be too timid to ask during class.

Finally, SI creates a smaller and more comfortable setting for students. During study sessions, students have the opportunity to make friends and talk freely about their learning.

### ***How is the effectiveness measured?***

The effectiveness of the SI Fellowship Program is based on several measures including student satisfaction with the Fellow and the services offered, student program engagement and session attendance, and a reduction in the course DFWI rate.

Student satisfaction is assessed at the end of the semester in the form of a survey. It is distributed by the Fellow, and collected by the faculty member. Data is analyzed to ensure program satisfaction and students overall perceptions. Study session attendance is taken consistently and tracked using the Center for Academic Success Learning Center management software, Accudemia. Reports will be provided to parenting faculty periodically.

At the end of every semester, the rate at which students received D, F, Withdrew or received an Incomplete is calculated and analyzed against similar data from previous semesters.

\*National Supplemental Instruction data indicates an average of a 15% reduction in the combined DFWI rate of historically difficult courses with SI support.

### ***How is an SI Fellow different from a GA or TA?***

	SI Fellow	GA/ TA
Characteristic	<b><i>Model student</i></b>	<b><i>Content Specialist</i></b>
Status	<b><i>Peer</i></b>	<b><i>Academically Elite</i></b>
Goal	<b><i>Lead students to succeed</i></b>	<b><i>Teach subject matter</i></b>
Mode	<b><i>Group participation/ Collaborative Learning</i></b>	<b><i>Passive Learning in response to queries</i></b>
Orientation	<b><i>Student-Oriented</i></b>	<b><i>Professor-Oriented</i></b>
Instructional Duties	<b><i>Leads groups-Leaves teaching to Professor</i></b>	<b><i>Re-lectures or re-teaches group</i></b>



### ***How is an SI Fellow different from a tutor?***

	SI Fellow	Tutor
Focus	<b><i>Supports a specific course (ex. BIOL 115)</i></b>	<b><i>Centers on a particular subject (ex. Biology)</i></b>
Group Size	<b><i>Group sessions</i></b>	<b><i>One on One</i></b>
Approval	<b><i>Instructor's approval required</i></b>	<b><i>Instructor's approval is not required</i></b>
Attendance	<b><i>Class attendance required</i></b>	<b><i>Class attendance not required</i></b>
Instructional Mode	<b><i>SI Fellows prepare in advance and implement session plans that follow the course material</i></b>	<b><i>Students explain where they are in the course and what material they would like to cover</i></b>

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

SI is completely maintained and coordinated through the Center for Academic Success. All we ask partnering faculty for is that they provide the following:

1. Allow a few minutes at either the beginning or end of a class for SI announcements
2. Time to meet with the Fellow once a week so they can update you of study session occurrences
3. If needed, exam grades for students enrolled in courses

### ***What goes on during an SI study session?***

Study sessions are held two times per week, for approximately one hour each. Meetings occur in the workshop room of the Learning Center (DLS 206). A typical study session may include a review of the lecture or assigned materials, problem solving and critical thinking activities, and possible mock exams. The primary focus of the SI Fellow is to assist the students with the course material while helping them develop effective study skills and habits.

\*SI Fellows will never structure sessions as a forum to re-lecture for students who missed class.

## Supplemental Instruction Fellowship Program

### Student Evaluation

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Term: Spring/ Fall

*Instructions: Please complete the portion of the survey that applies to you. Please use the back of the survey for additional comments if necessary.*

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

Please complete this portion of the survey if you have **ATTENDED** an SI session for this course.

- |  |   |
|--|---|
| 1. Sessions were publicized in this class.<br>1 2 3 4 5  | 6. The SI fellow made him/herself available to students in the class<br>1 2 3 4 5 |
| 2. The SI fellow was well prepared and on-time.<br>1 2 3 4 5   | 7. My grade improved because of SI.<br>1 2 3 4 5                                  |
| 3. The SI Fellow was polite and patient.<br>1 2 3 4 5  | 8. SI sessions were helpful.<br>1 2 3 4 5   |
| 4. As a result of attending SI sessions, I am a better student now than at the beginning of the semester.<br>1 2 3 4 5 | 9. I will use SI sessions again if offered.<br>1 2 3 4 5                          |
| 5. SI sessions increased my confidence in my course work.<br>1 2 3 4 5   | 10. I would recommend SI to a friend.<br>1 2 3 4 5                                |

**OR**

Please complete this portion if you **NEVER ATTENDED** an SI session for this course.

- SI sessions were well publicized in this class.  
1 2 3 4 5
- I expect to do well in this class.  
1 2 3 4 5
- The SI Fellow made him/herself available to students in this class.  
1 2 3 4 5
- I did not attend SI sessions for the following reason:  
 Session times were not convenient for me.  
 I was doing well in the class and did not need the help  
 I prefer to study alone.  
 I did not really know there was an SI Fellow available to help me.

Thank you for your time evaluating our program.

We look forward to working with you again!

Adapted from Angelo State University, *Supplemental Instruction Faculty Guide*

## Supplemental Instruction Fellowship Program

### Faculty Evaluation

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

Course (and section): \_\_\_\_\_ SI Fellow: \_\_\_\_\_

*Instructions: Please complete this evaluation using the rating scale provided. Your additional comments, both positive and negative, are encouraged. Please return this form in a sealed envelope to Marisa Passafiume, CAS Director, by May 16<sup>th</sup>.*

**RATING SCALE: 1-Never 2-Sometimes 3-Usually 4-Always**

1. The SI Fellow attended all classes on time.

1 2 3 4

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

2. The SI Fellow met with you regularly, provided you with information on sessions, and was open to feedback.

1 2 3 4

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

3. The SI Fellow informed you in advance if he/she was going to miss a class or cancel a session.

1 2 3 4

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

4. The SI Fellow promoted SI sessions during class time.

1 2 3 4

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

5. The SI Fellow presented him/herself as a "model student".

1 2 3 4

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

6. The SI Fellow was regularly available to provide students with additional sessions or help as deemed necessary.

1 2 3 4

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

7. As the instructor, and as a result of what I have heard from students who have attended sessions, I think they feel SI has helped them with course material.

1 2 3 4

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

Please respond to the following.

8. How do you feel the SI Fellow can improve? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What did the SI Fellow do particularly well to engage your students? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Would you like to work with this SI Fellow again in the Fall 2012 semester? If no, please explain further. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Please list any students you feel would make a good SI Fellow for your course: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Please list all courses you will be requesting an SI Fellow for the Fall 2012 semester: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your time evaluating our program and partnering with the  
Center for Academic Success!

We look forward to working with you again!