

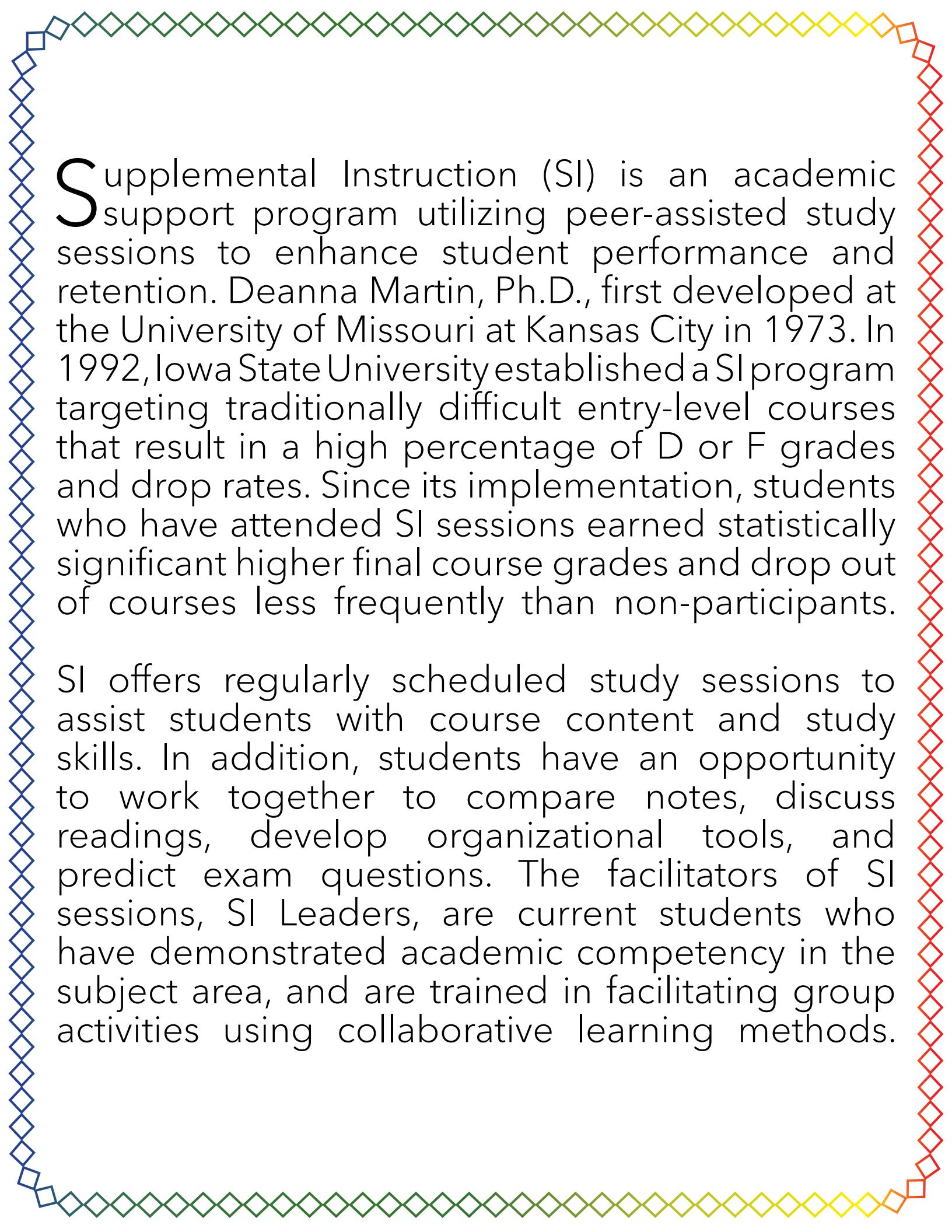
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Supplemental



Instruction

Learning Guide for Faculty and Staff



Supplemental Instruction (SI) is an academic support program utilizing peer-assisted study sessions to enhance student performance and retention. Deanna Martin, Ph.D., first developed at the University of Missouri at Kansas City in 1973. In 1992, Iowa State University established a SI program targeting traditionally difficult entry-level courses that result in a high percentage of D or F grades and drop rates. Since its implementation, students who have attended SI sessions earned statistically significant higher final course grades and drop out of courses less frequently than non-participants.

SI offers regularly scheduled study sessions to assist students with course content and study skills. In addition, students have an opportunity to work together to compare notes, discuss readings, develop organizational tools, and predict exam questions. The facilitators of SI sessions, SI Leaders, are current students who have demonstrated academic competency in the subject area, and are trained in facilitating group activities using collaborative learning methods.

Key Elements of Supplemental Instruction

- SI identifies traditionally difficult academic courses rather than high risk students; SI is not a remedial academic program. A “difficult course” typically has 30% or more students who earn a low grades (C-, D+, D, D-, or F) or drop out of the course.
- SI consists of regularly scheduled, out-of-class, peer facilitated review sessions. Students to learn how to learn while learning what to learn.
- Participation in SI is voluntary, free, and open to all students in the course.
- SI Leaders attend all lectures for targeted course.¹
- SI Leader training includes learning how students learn, group facilitation methods, study techniques, and strategies for improving academic performance.
- A trained professional staff member supervises the Academic Success Center.
- Supplemental Instruction is offered only for classes in which the academic department supports SI.
- SI sessions begin the 2nd week of classes after students have given input as to when sessions will be scheduled.
- SI Leaders facilitate and encourage the group to process the material. Leaders are not considered experts in the subjects and they do not relecture to participants.

Research and Assessment

Since the implementation of Supplemental Instruction at Iowa State University in 1992, data collected supports the national trends. An extensive study conducted in 2000 revealed that SI participants in entry-level biology, chemistry, mathematics, and physics courses have lower ACT composite scores than non-participants, yet achieve higher final course grades than those who did not participate in the program.

To continually assess the impact of SI participation, course rosters and additional student variables are obtained from the Registrar's office each semester. A preliminary survey will be administered to students during the first week of classes and an end of semester survey will be distributed to all students at the completion of the semester. Instructors

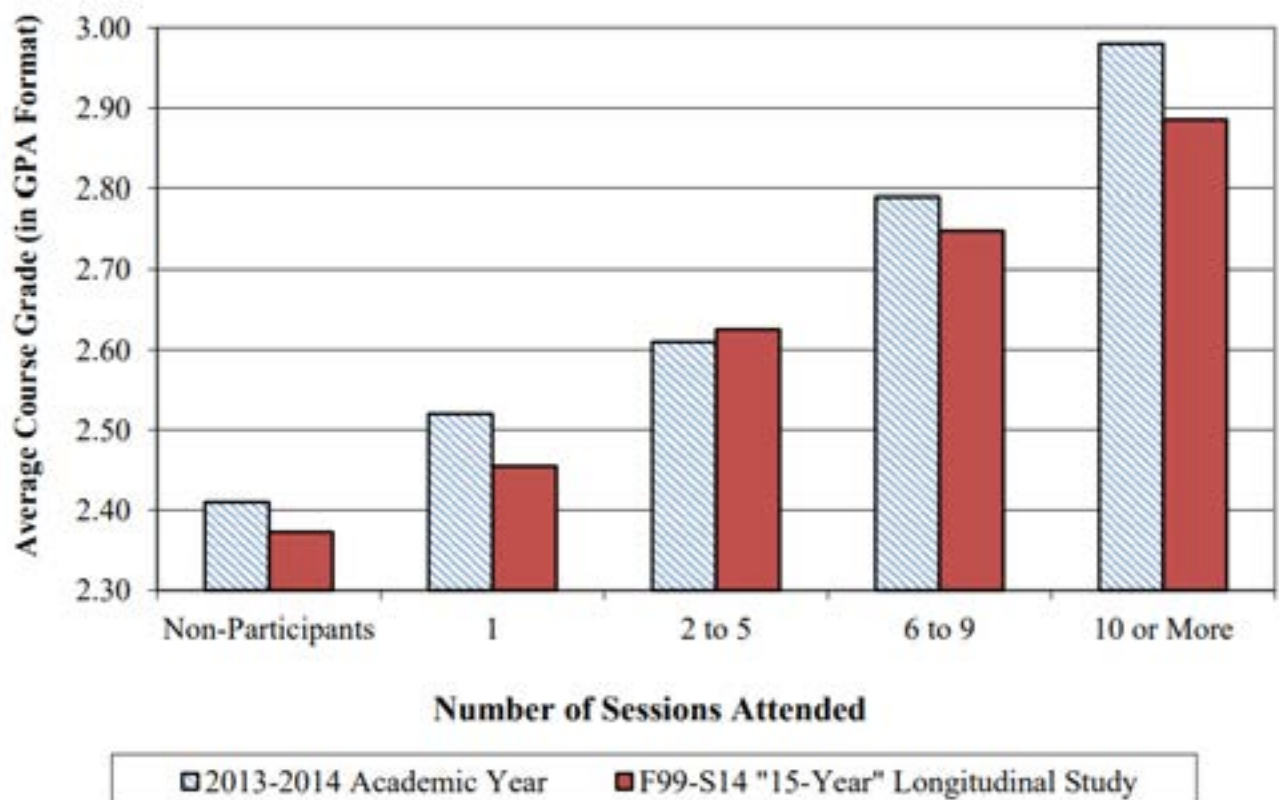
Data collected by the Center for Supplemental Instruction at the University of Missouri-Kansas City from 719 institutions in the United States and 146 institutions in twelve other countries demonstrates two key findings:

1. Students participating in SI earn higher course grades and withdraw less often than non-SI participants.

2. The more sessions a student attends, the higher the final course grade.

may be contacted to obtain permission to receive test grades during the semester. This information is used to evaluate the progress of the SI sessions and to encourage more students to attend SI. Students' names are not reported in outcome data. Test scores and final grades are destroyed promptly upon completion of final reports. Faculty may review a copy of each report following the completion of each semester.

Final Course Grades Based on the Number of Sessions Attended, For All Courses



We regularly develop further assessment and research using our data, and we welcome interest from faculty members who would like to partner with us on a project.