**GEORGIA SCHOLARSHIP OF STEM**

**TEACHING & LEARNING CONFERENCE**

**Supplemental Instruction**

**Mini-Guide**



**Developed by**

**Georgia College’s STEM SI Teaching Circle**

**March 8, 2013**

# INVENTORY QUESTIONS for Supplemental Instruction

Instructions: Your team should respond to the questions in this baseline survey about supplemental instruction in your department. The information you provide will enable you to most accurately address your department’s needs during our workshop and discussions.

Please check all that apply. If your team is uncertain about or cannot agree on the answer to a question, please answer with a question mark. Thank you.

**SECTION A: DEPARTMENT SUPPORT**

Check all that apply

Supplemental Instruction (peer facilitated learning) is included, and/or its value expressed, in the following departmental documents:

⎕1. Mission statement

⎕2. Program goals and/or objectives

⎕3. Strategic plan

⎕4. Program curriculum

⎕5. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supplemental Instruction is an important component of my department’s culture. (Select one)

⎕ Strongly agree ⎕ Agree ⎕ Undecided ⎕ Disagree ⎕ Strongly disagree

My department supports peer facilitated learning (i.e. Learning Center, Supplemental Instruction, Teaching Assistants, Learning Assistants).

⎕ Yes ⎕ No ⎕ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My department recognizes faculty using peer facilitated learning.

⎕ Yes ⎕ No ⎕ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My department promotes supplemental instruction in its efforts for attracting prospective students.

⎕ Strongly agree ⎕ Agree ⎕ Undecided ⎕ Disagree ⎕ Strongly disagree

**SECTION B: ADMINISTRATIVE AND UNIVERSITY GOVERNANCE**

Check all that apply

⎕ 1. Supplemental Instruction is centralized or coordinated at my university.

⎕ 2. My university has a campus learning center for tutoring.

⎕ 3. My university has a learning center coordinator or committee.

⎕ 4. My university has funding opportunities for peer facilitated learning (i.e. grants, initiatives).

**SECTION C: EXTENT OF ACADEMIC INVOLVEMENT IN SUPPLEMENTAL INSTRUCTION**

To what extent are you aware of the peer facilitated learning efforts in the following disciplines?

1 = No Knowledge 5 = Very Aware

Physical & Natural Sciences ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Social Sciences ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Arts ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Humanities ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Education ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Business ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Allied Health ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ⎕5 ⎕4 ⎕3 ⎕2 ⎕1

**SECTION D: STUDENT INVOLVEMENT IN SUPPLEMENTAL INSTRUCTION**

In my department, the following students are encouraged to participate in peer facilitated learning (check all that apply):

⎕All students ⎕Honors students ⎕Senior thesis students ⎕ At-risk students

Students at the following class ranks in my department have access to and participate in peer facilitated learning (check all that apply):

⎕First year ⎕Sophomore ⎕Junior ⎕Senior

Students participate in peer facilitated learning in the following ways (check all that apply):

⎕For academic credit ⎕For institutional pay ⎕For work study ⎕For pay from grants or contracts

⎕As volunteers ⎕As a pay-back for institutional scholarship support

My department has special programs that target at-risk students (e.g., financially needs, underrepresented) to engage in peer facilitated learning.

⎕Yes ⎕No

**SECTION E: UNIVERSITY (DEPARTMENTAL) SUPPORT AND IMPEDIMENTS**

List the programs or resources in your university and/or department that support or encourage peer facilitated learning.

List the primary impediments to peer facilitated learning in your university and /or department.

Faculty impediments:

Student impediments



|  |  |  |
| --- | --- | --- |
|  | **Challenges/Barriers** | **Solutions** |
| 1 | Funding | Prioritization processes - continuously tying student support back to student  retention and achievement  Re-characterization of funds, including existing support for peer tutoring/mentoring  How do you use your learning support services? New funds; grants |
| 1 | SI needs materials - text books, access code for online resources | Faculty of record or SI coordinator can request “instructor” copies from publishers |
| 2 | Physical space for SI sessions | Evening sessions and weekend sessions |
| 3 | Lab space for computer-based mathematics projects | Identify under-utilized computer lab spaces across campus to facilitate SI mentoring sessions including weekends |
| 4 | Minimum requirements for SI: GPA? Other? | Leave this to discretion of faculty/department to make choices for SIs for courses  that they teach based on the dispositions and characteristics of students that they  choose |
| 5 | Parameters on the use of SIs | Goal is reduction of DFW rates and attrition, increased student achievement  Definition of SI based on minimum requirements:  3 hours - auditing class  2 hours - personal prep time and/or with professor  3 hours focused/study SI Sessions  Leave the use of SIs to discretion of faculty/department |
| 6 | Only a few students show up for SI sessions on a regular basis; but they bombard the sessions before an exam | Cyclic system of faculty/SI work with students: faculty member of record  consistently integrates supports work in SI session  students having a borderline grade students |
| 7 | Rate of SI usage is low | Public Relations - information to incoming first-year students  inform parents of incoming freshmen of SI availability  send information to coaches and athletic programs regarding SI  mini-video on Supplemental Instruction by SIs and students |
| 8 | SIs incompliant; expectations by faculty not being met | Lunch and Learn: *How To Support Your Supplemental Instructor* |
| 9 | SI is incompliant | The SI is employed by the university or college; therefore, SIs should be held to same  standards as all employees. evaluation of SI by students evaluation of SI by faculty of record |
| 10 | SI has trouble getting information  to class (e.g. location change) | SIs have access to post to the course blog; good communication with faculty  Some online homework systems allows SIs have access to email students |
| 11 | Value of SI and/or integrating SI into the culture of a program and departments is low | Introduce SIs on the first day of classes  Increase value/confidence of SIs: relationship-building, optimizing prep-time  Using Senior Seminars - assessment  Validate position of SI by allowing them a voice in class: class facilitation, mini- lectures in class, working closely with groups; sharing notes via DropBox |
| 12 | SI is uncomfortable in authoritative roles | Mentoring of students to develop leadership skills:  via mentoring by faculty (via one-on-one time)  via intentional SI training on leadership in/outside of classroom (case studies)  faculty need training on developing student and expectations |
| 13 | I have an SI; now what? or  How do I optimize my use of SIs | Identify key faculty in program to function as SI “go to” person; SI Coordinator help  Plan, prepare, make an investment in the SI |

**Q&A**

**1. Funding? How much does an SI cost per semester?**

 When trying to make proposals or amend existing academic student support, we know one significant consideration is dollar cost.

 We pay our tutors (whether peer, ULA, or SI) the same rate of $8/hr and suggest a 120

hour “allotment” per semester, based on a 15 week commitment.

The cost estimate then is about $960 per semester per SI.



We also have 5 SI positions for the “studio labs” which allow the SI to work up to 12 hours/wk for 15 weeks and that dollar cost per SI/per semester is approximately $1440.

 We have also allowed a department to allocate their own funding and then the coordinator does the “hiring” and payroll supervising, etc. for extra SI positions that were not originally awarded to the department.

**2. How do you transform your institution?**

 How receptive will your colleagues/institution be to an SI program?

 How do you engender buy-in by your institution?

**3. Now you are awarded an SI, what do you do?**

 Successful departments identify SIs a semester before the award is made (i.e. identify students in the spring semester to be SIs for fall semester).

* If your institution does not have a coordinator in place, form a committee to help with the planning, identifying, hiring and training of the SIs.

SI Session Planning Sheet

|  |  |  |
| --- | --- | --- |
| **SI Leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **SESSION DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
|  |  | |
| **New Material/Topics** (Opening/Content) | | **Prerequisite Knowledge** | |
|  | | **Teaching Application/Techniques** (Study Skills/Content) | |

|  |
| --- |
| **Synthesis/Assimilation Techniques** (Closing) |
|  |

|  |  |  |
| --- | --- | --- |
| **SI Leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **SESSION DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
|  |  | |
| **New Material/Topics** (Opening/Content) | | **Prerequisite Knowledge** | |
|  | | **Teaching Application/Techniques** (Study Skills/Content) | |

|  |
| --- |
| **Synthesis/Assimilation Techniques** (Closing) |
|  |

CoP Leader Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session Reflection

|  |  |
| --- | --- |
| 1. How closely did you adhere to the Session Plan? | 1 2 3 4 5 |
|  | Not well Well |
| 1. How successful do you feel the sessions went? | 1. 2 3 4 5 |

**SESSION DATE: \_\_\_\_\_\_\_\_\_\_** Not closely closely

3) What would you have done differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Notes: |

**SESSION DATE: \_\_\_\_\_\_\_\_\_\_** Not closely closely

1) How closely did you adhere to the Session Plan? 1 2 3 4 5

Not well Well

2) How successful do you feel the sessions went? 1 2 3 4 5

3) What would you have done differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Notes: |

CoP Leader Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SI LEADERS’ **STUDENT EVALUATION**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (optional) SI Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |  |
| --- | --- | --- |
| **Complete this part if you ATTENDED ANY SI SESSION for this course, even if only one.**   |  |  | | --- | --- | | 1. SI was well-prepared and capable.   1 2 3 4 5   1. The SI treated the other students and me with respect.   1 2 3 4 5   1. The SI made him/herself available to students in class.   1 2 3 4 5   1. My grade improved because of SI.   1 2 3 4 5   1. SI sessions were helpful for me.   1 2 3 4 5 | 1. Due to the skills I have gained from SI sessions I am   now more confident about doing well at the university  than I was at the beginning of the course.  1 2 3 4 5   1. I will use SI for future classes.   Yes No   1. I would recommend SI to a friend.   Yes No   1. The SI Leader checked my understanding by   -Asking me questions Yes No  -Having me work problems Yes No  -Listening to my explanations Yes No | |

OR

|  |  |  |
| --- | --- | --- |
| **Complete this part if you NEVER ATTENDED an SI Session for this course.**   |  |  | | --- | --- | | 1. SI was well-publicized in this class.   1 2 3 4 5   1. I expect to do well in this class   1 2 3 4 5   1. The SI leader made him/herself available for the students in class.   1 2 3 4 5 | 1. I did not attend SI for the following reason(s):   \_\_\_\_SI session times were inconvenient  \_\_\_\_ I was doing well in class and did not need to attend SI sessions.  \_\_\_\_ I prefer to study alone.  \_\_\_\_ I was unaware this class had SI support. | |

Please feel free to include any additional comments on the back; we love hearing your input and your opinions.

**Thanks very much!**