Helping Students Get it Together through Supplemental Instruction

Mary Wilson
Canadian Centre for Supplemental Instruction
York University
May 6, 2009
“Student success must be everyone’s business in order to create the conditions that encourage and support students to engage in educationally productive activities at reasonably high levels.”

Kuh et. al., Student Success in College: Creating Conditions that Matter.

**QUESTION:**

What are educationally purposeful activities and how can we engineer our campus environments so that our students spend more time engaged in them?
Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Good practice in undergraduate education:

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.
Supplemental Instruction and Student Engagement

- intrusive, proactive student advising
- study abroad, externship and internship opportunities
- service and experiential learning programs
- freshman residential or community living/learning programs
- vibrant student affairs programs
- academic support programs and resources

• Supplemental Instruction Programs
Supplemental Instruction and Student Engagement

KEY FEATURES OF THE SUPPLEMENTAL INSTRUCTION MODEL

- Targets courses with a history of a combined drop, fail and “D” grade rate in excess of 30%
- Offers highly participative weekly review sessions that help students figure out how to learn and what to learn
- SI sessions are facilitated by trained student leaders who are near-peers
www.umkc.edu/cad/si/

Publications

New Directions for Teaching and Learning #106

Supplemental Instruction: New Visions for Empowering Student Learning

Order your copy today!

On back cover:
In an ever-changing academic environment, an established academic support model is providing its ability to meet the needs of today’s educational landscape. Supplemental Instruction (SI) was introduced over thirty years ago to help students in these difficulty courses be successful. This issue of New Directions for Teaching and Learning both introduces basic tenets of SI to those who do not know it and brings those familiar with the method up-to-date on how far it has come and where it is headed in the future.

Read the current SI Update

SI/VSI Publications, Research, and Bibliographies

Call Dr. Marion Stone, 816.235.5758, with any questions or comments.

- Bibliographies
- SI Update (The International Center for SI Newsletter)
- SI National Data
# Supplemental Instruction Programs in Canada

1. Carleton University  
2. Cité Collégiale  
3. Concordia University  
4. Kwantlen Polytechnic University  
5. McMaster University (research and planning stage)  
6. Ontario College of Art and Design  
7. Queen’s University  
8. Ryerson University  
9. Saskatchewan Institute of Applied Science and Technology  
10. Thompson Rivers University  
11. University of Guelph  
12. University of Northern British Columbia  
13. University of Ottawa  
14. University of Regina  
15. University of Saskatchewan  
16. University of Toronto Mississauga  
17. University of Toronto Scarborough  
18. Wilfrid Laurier University  
19. York University (Atkinson College)
Supplemental Instruction and Student Engagement

Supported Learning Groups
Program Objectives

1. to contribute to increased retention within courses and degree programs to graduation
2. to help to improve academic competency
3. to develop transferable group and self-reliant learning skills
4. to foster a passion for learning and intellectual interchange
University of Guelph

- comprehensive university (undergraduate, masters and doctorate)
- located in Guelph, ON population ~130,000
- 18,000 full and part-time students in over 100 programs
- 5,000 living in residence
- SI in 37 sections of 16 1st and 2nd year courses in 2005-06
Supplemental Instruction and Student Engagement

University of Guelph

Final Grades Across all Courses Fall 2005 to Winter 2006

<table>
<thead>
<tr>
<th>Final Letter Grade</th>
<th>SLG Group (%)</th>
<th>Non-SLG Group (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>B</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>W</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

SLG n = 2329
Supplemental Instruction and Student Engagement

University of Northern British Columbia

- Small, research intensive university (primarily undergraduate)
- Located in Prince George, BC population ~83,000
- 4,000 full and part-time students in six thematic academic clusters
- 536 living in residence on Prince George campus
- SI in 10 sections of 7 courses in 2005-06
University of Northern British Columbia

UNBC Final Grades Across Courses 2005-2006

<table>
<thead>
<tr>
<th>Final Letter Grade</th>
<th>% of students</th>
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<tbody>
<tr>
<td>A</td>
<td>0%</td>
</tr>
<tr>
<td>B</td>
<td>5%</td>
</tr>
<tr>
<td>C</td>
<td>10%</td>
</tr>
<tr>
<td>D</td>
<td>15%</td>
</tr>
<tr>
<td>E</td>
<td>20%</td>
</tr>
<tr>
<td>F</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
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SI vs NON-SI

SI: 21% A, 20% B, 24% C, 12% D, 23% F
NON-SI: 30% A, 25% B, 23% C, 10% D, 10% F
Carleton University

- comprehensive university (undergraduate, masters and doctorate)
- located in Ottawa, Ontario population ~1,000,000
- 23,000 full and part-time students in over 100 programs
- 2,623 living in residence
- SI in 34 sections of 23 1st, 2nd and 3rd year courses in 2005-06
Carleton University

Final Grades and SI Participation
Carleton University PASS Program, 2005-2006

Final Letter Grade

Percentage of Students

A: 26.1
B: 28.5
C: 23.7
D: 15.6
F: 13.0
W: 13.0

SI
Non-SI

Final Letter Grade
Supplemental Instruction and Student Engagement

fun
active
challenging
collaborative
Session Rap-Up

Let's summarize the most important things we have learned this week! (We'll use the chalkboard for now... but you can jot down anything you like afterwards)

If you can give it some rhythm, even better! :D

THAT'S IT FOR TONIGHT, FOLKS!
THANKS FOR COMING — SEE YOU NEXT WEEK! ☺
Supplemental Instruction and Student Engagement

SI Leaders
<table>
<thead>
<tr>
<th>SLG Leader Alumni</th>
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<tbody>
<tr>
<td>28 Masters/PhD</td>
<td>5 Lawyers</td>
</tr>
<tr>
<td>21 Medical Doctors</td>
<td>4 Therapists</td>
</tr>
<tr>
<td>11 Teachers</td>
<td>3 Engineers</td>
</tr>
<tr>
<td>8 Veterinarians</td>
<td>2 Pharmacists</td>
</tr>
<tr>
<td>6 MBA’s</td>
<td>2 Dentists</td>
</tr>
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