Graduation Student Retention Summit 2024

Graduation & Student Retention Summit

How Supplemental Instruction (SI) Builds on Promising Practices!



Graduation Student Retention Summit 2024

Welcome!

Today's presentation will discuss how the Supplemental Instruction (SI) Program at the University of Michigan-Dearborn has a positive impact on our ability to retain students and ensure their timely graduation!



01.

About *SI*





Stephanie Hall-Sturgis, PhD

Program Coordinator

Supplemental Instruction has been in practice at UM-Dearborn for 16 years (since the fall of 2008).

I've had the pleasure of coordinating the program for the last 2.5 years, along with Dr. Liz McDowell, who has coordinated Natural Sciences SI since 2017.

“Studying the new information we just went over in class right after in a group setting helps move the new information into long-term memory.”

— UMD Student



Our *history*

SI was created at the University of Missouri Kansas City in 1973 as a non-remedial academic support program that targets high-risk courses rather than high-risk students. SI targets historically-difficult courses by teaching students how to integrate course content with reasoning and study skills to increase their performance.

SI is an active approach to learning that supports students toward academic success by integrating “what to learn” with “how to learn.” SI consists of regularly scheduled, voluntary sessions outside of class, which are facilitated by trained peer leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups.



Benefits of SI



Improve understanding of important, difficult concepts

Develop note-taking, study, and learning strategies

Socialize and get to know classmates

Test yourself before the professor does

Benefits of SI



- SI study sessions are informal seminars in which students review notes, discuss readings, develop organizational tools and prepare for exams. Students who attend SI sessions regularly throughout the semester earn on average a half to a full letter grade higher than those who attend no sessions.
- SI sessions are free. Students are encouraged to attend as many as they'd like. However, statistics show that the more students attend, the better their grades.

Testimonials



Timmy Jimmy*

“SI is helpful because it helps me to organize the information we learn in lectures in a way that makes more sense to me.”



Julian Lyman

“We broke down the studies into their relevant parts which made the essays on the exam a breeze.”



Tracey Bower

“Studying in a group dynamic lets you bounce ideas off each other and allows you to help people with things they are having trouble understanding and vice versa.”



Lily Reid

“It also ‘forces’ you to review the material so that you’re not cramming the day before. I think it definitely helped me on the exam and I got to avoid the stressful late night cram session.”

*Fake names and pictures used for anonymity.



02.

Our Impact

Supplemental Instruction Program's impactful practices

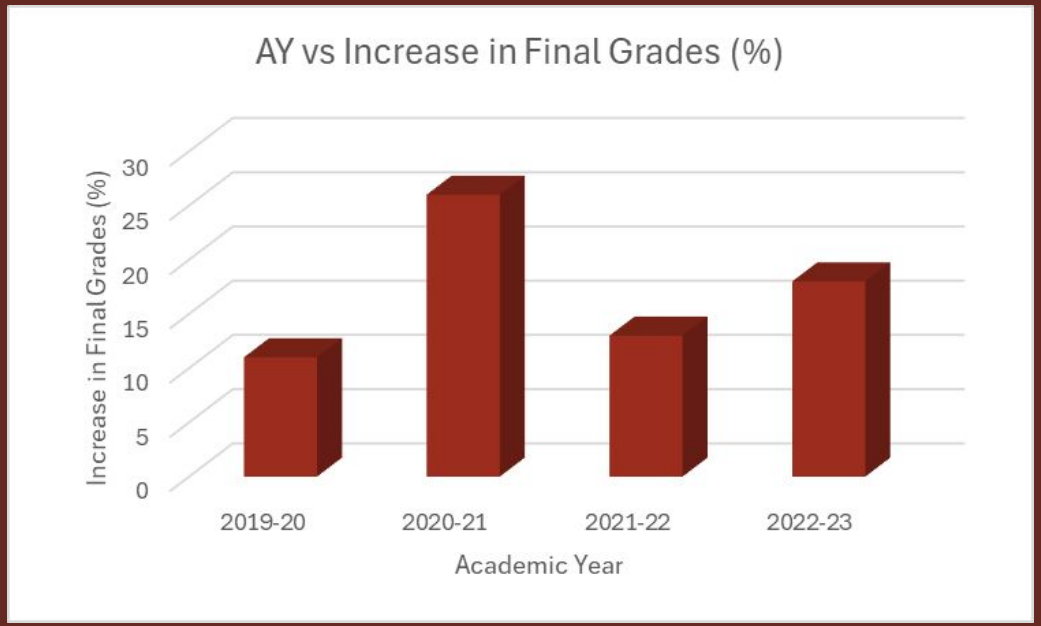
Impact #1

Research

Throughout the years, Institutional Research data has shown that SI is an impactful practice!



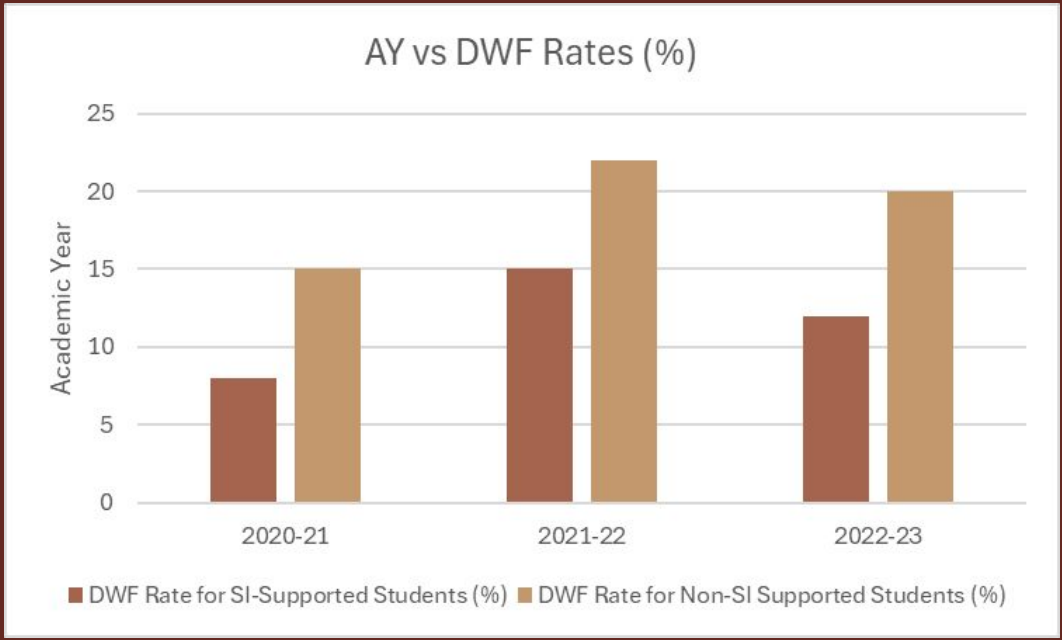
Graphs



Throughout the years...

Every academic year, there was an increase in final grades for students who attended SI compared to those who did not!

Impact #2



Throughout the years...

In every academic year, there were differences of DWF (Dropped, Withdrew, Failed) rates among students who were in an SI-supported course versus those who were in a non-SI supported course.

Who are SI Leaders?

SI Leaders

Recommended by Faculty

&

Earned high grades in targeted course

- Attend lectures, listen closely, & take notes.
- Coach students on how to study effectively.
- Receive continuous training from SI admin team.
- Receive ongoing supervision and support.



4,653

Students assisted by SI

33

Active SI Leaders

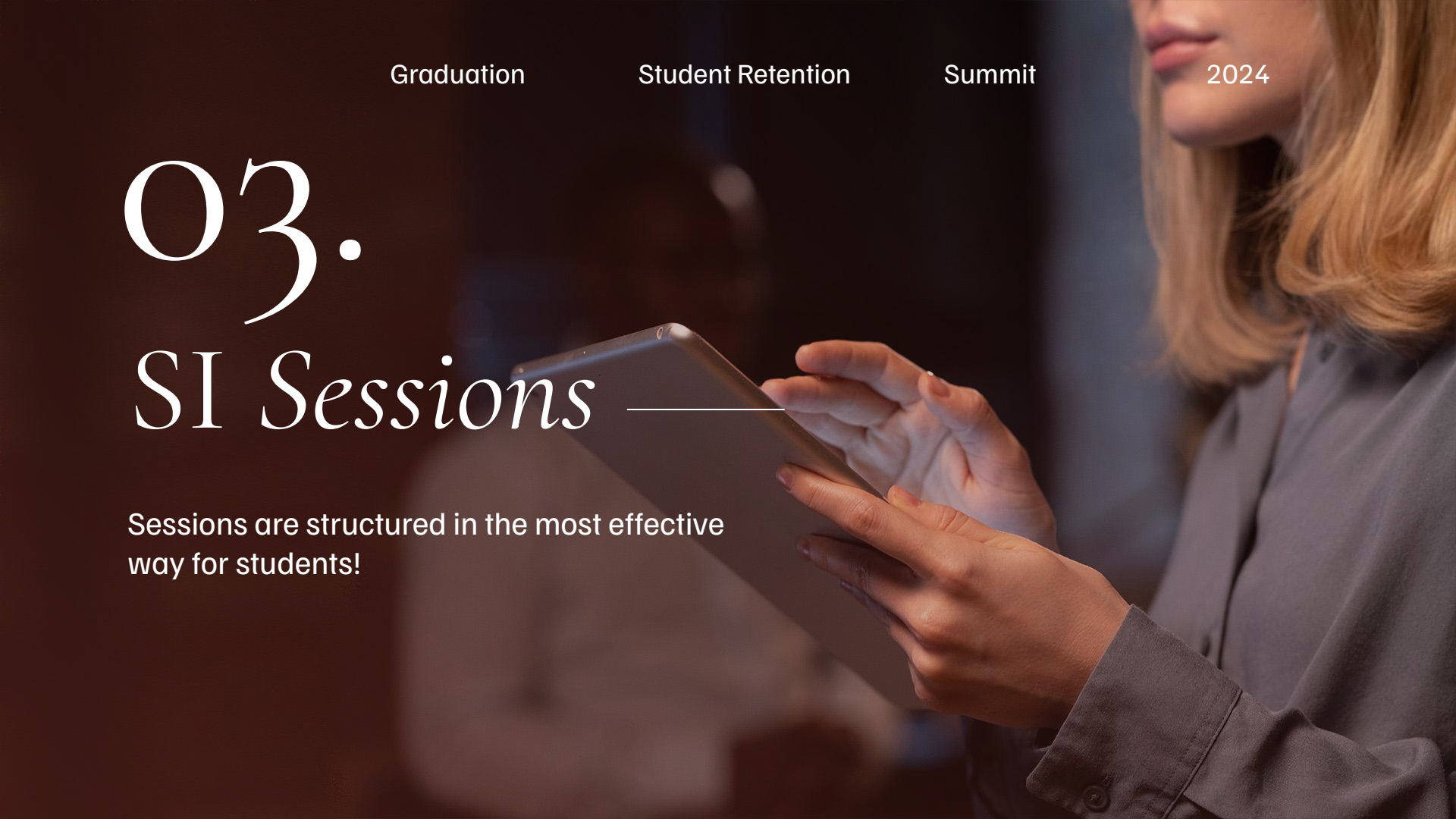
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Courses supported by SI across the university

03.

SI *Sessions*

Sessions are structured in the most effective way for students!



SI *Sessions*



- SI sessions start the second or third week of class and are offered in-person and virtually (session modality typically matches course modality). Each SI Leader typically sets up two or more hour-long review sessions per week. At each session, the SI Leader guides students through course concepts. The SI Leader helps students make good use of their time and shares strategies for success in the course.
- SI Leaders “guide, not provide” by helping students to rely on their notes, course text, and each other as resources in lieu of providing answers to questions. This active-learning approach fosters independent thinking that students use throughout their academic career.

SI *Sessions*

- In addition to SI Leaders being model students in the classroom, they also work closely with faculty. SI Leaders meet with faculty at the beginning of the term to introduce themselves, review expectations, and discuss areas of focus for sessions. They meet as needed as the term progresses to address concerns, or for general touch bases.
- In some classrooms, SI Leaders assist faculty with small-group activities, providing additional visibility and relationship-building!

What Does SI Look Like in the Classroom?

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How Can Faculty be Involved?

- If you're a faculty member interested in SI support for your course, the basic criteria is that you teach:
  - A 100, 200, or 300-level course
  - A high-risk (historically-difficult) course with a drop, withdrawal, or fail rate of 25% or higher
  - A foundational course that many students must take (where SI support can help students with learning and study skills)

Program Expansion

Over the last two-and-a-half years, SI has expanded support to include all 4 colleges, while increasing our presence in Math and CECS! Our newly-supported Math courses include:

- College Algebra
- Pre-Calculus
- Calculus I
- Calculus II
- Linear Algebra
- Differential Equations
- Intro to Statistics

Our SI-supported CECS courses include:

- Computer Science I and II
- Circuits
- Computer Methods in ECE
- Digital Systems
- Analog & Discrete Sig & Sys ECE
- Microproc & Embedded Systems
- Thermodynamics
- Mechanical Engineering
- Computer Methods for Engineers

SI Program *highlights*

Strategies

SI leaders and coordination team have created resources to expand study skills, research skills, assignment comprehension, and more!

Beyond Classes

SI leaders and coordination team have created resources for building resumes, improving mental health and time management, creating SMART goals, and more!

Worksheets

SI leaders have created worksheets and quizlets for specific courses and topics for students to practice problems and difficult concepts!

SI Program *highlights*

Session Objective: What are *the one or two most difficult concepts* students need to work on today? Explain the impact of mental illness on health and productivity

Portion of SI session	Time Allotted	Content/concept to cover	**Process:** (Possible activities: Think-pair-share, divide and conquer; concept map, collaborative note review, text review, board work, incomplete matrix or outline, grab bag definitions, time line, predict test questions, stump-your-partner, Jeopardy, Taboo.)
Agenda	1	Write agenda on the board and review with attendees	Set up the room in a circle Fill out the top of the sign-in sheet and encourage students to legibly print their name and unigname Remember to relax and be flexible!
Opener	5	How will you get them talking – or how will you transition into session	What's a hobby or interest of yours that people would not assume to be something you like?
Activity - topic #1	20	categories of mental health	"pencil" grab
Activity - topic #2	20	mental health vocab	Matching game
Activity - topic #3	10	Barriers to mental health	Discussion Questions
Contingency	10	Reading Comprehension	Video
Closing	5-?	How will you transition out of session?	What is one thing you learned?

Think about these goals when you create each activity and strive to build higher level thinking!

1 Creating 2 Evaluating 3 Analyzing 4 Applying 5 Understanding 6 Remembering

STUDY SKILLS

While all the material on this website is meant to help in the exploration and understanding of psychology, students often have particular concerns related to studying and writing tests and assignments. For those who are interested, the following information and tips may be helpful.

Contents

Concentration
How to Study
Writing Multiple-choice Tests
Writing Essay Tests
Writing a Research Paper (link)
Procrastination
Self-test Questions

Culture Quiz Game

1) Name five pieces of material culture you can see in your group.
   Aspects such as jewelry, clothing, art, tools, hairstyles, etc.

2) What is the name of the intangible elements of culture – things a culture believes in or values?
   Nonmaterial culture

3) In which order do material and nonmaterial culture affect each other?
   [Consider dress, technology, and restaurants – many cultures have western versions, but do they all act 'western'?]

   Material culture affects nonmaterial culture

4) Wearing a shirt in public, dressing up for a formal occasion, and walking on the right side of the hallway or sidewalk are considered in American culture to be:
   [We wish turning off cell phones in movie theaters was a...]

   Norm

What's *next?*

Then

CASL and CECS SI separated from Natural Sciences SI

Now

CASL, CECS, and Natural Sciences SI will merge into one program under the Office of Academic Success (OAS)!





Conclusion

SI is continuing to grow and find innovative ways to support and retain students in historically-difficult courses. Consistent SI attendance improves final grades by a half to a whole letter!

Once students become independent learners, they transfer that knowledge and skill set to other courses. Their grades improve, which increases the likelihood of retention and graduation. This is how Supplemental Instruction is building on promising practices!

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Thanks!

Do you have any questions?

Email: SI-supervisors@umich.edu
Website:
https://umdearborn.edu/academic-success/supplemental-instruction

