

Supplemental Instruction (SI) National Data

Fall 2003-Fall 2006

Goals of SI

- Improve student learning
- Reduce rates of attrition within targeted historically difficult courses
- Increase graduation rates

Key Elements

- Targets historically difficult courses rather than “at-risk” students
- Develops essential learning skills in core courses
- Participation is voluntary and open to all students in the course
- SI Leader is trained in learning theory and techniques

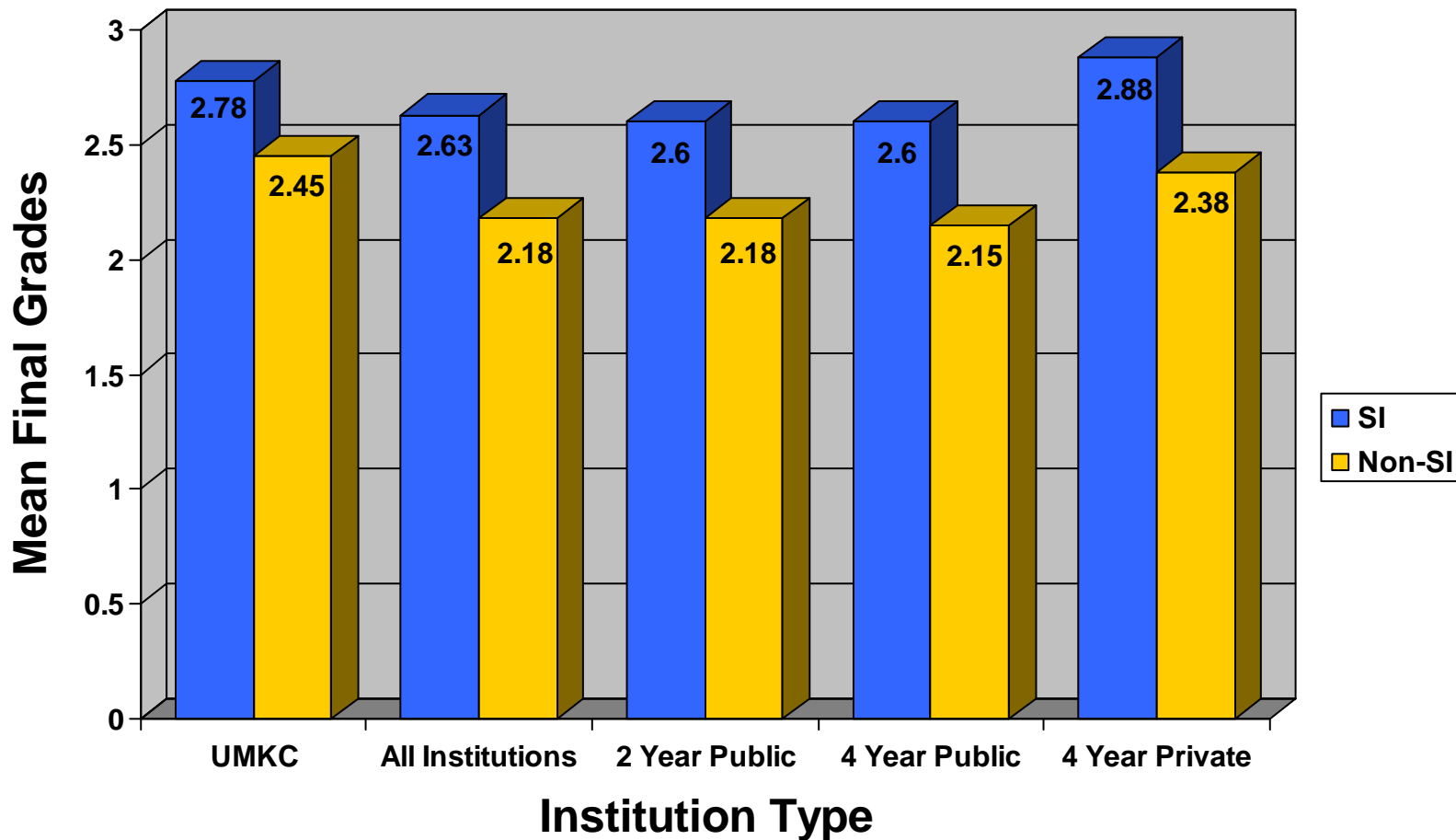
Key Elements

- Assistance begins during the first week of the term before students encounter academic difficulties
- SI leaders do not lecture, but direct collaborative learning exercises that encourage students to take responsibility for processing course content

SI Results

- SI Students earn higher final course grades and withdraw less often than non-SI participants.
- Data demonstrate higher reenrollment and graduation rates.

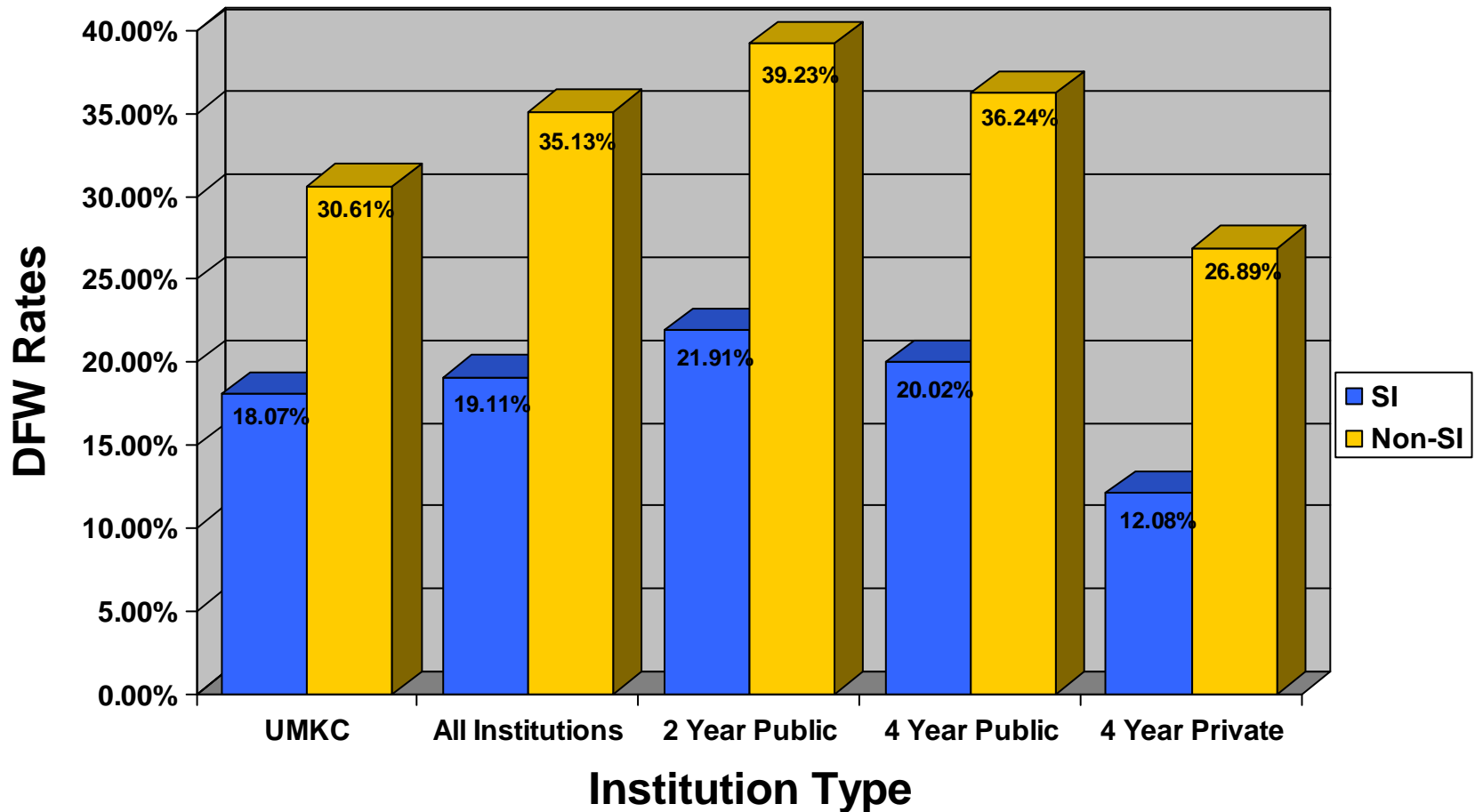
Mean Final Grades of SI and Non-SI Participants Separated by Institution Type



National Data, Fall 2003 – Fall 2006, 37 Institutions, 1003 Courses, n = 119,009 Students

All differences are statistically significant at the .000 level

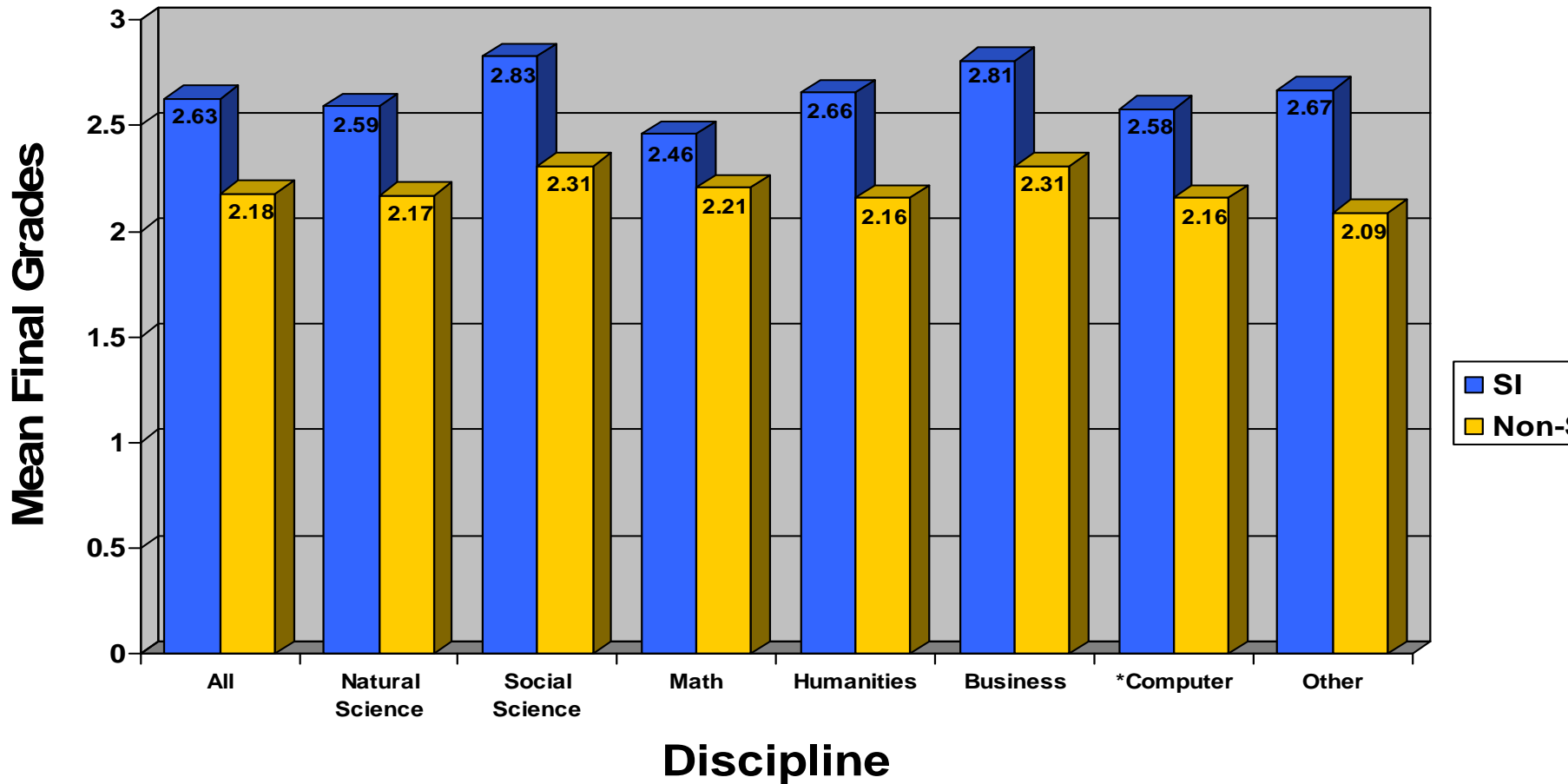
Percentage of DFW Final Course Grades for SI and Non-SI Participants Separated by Institution Type



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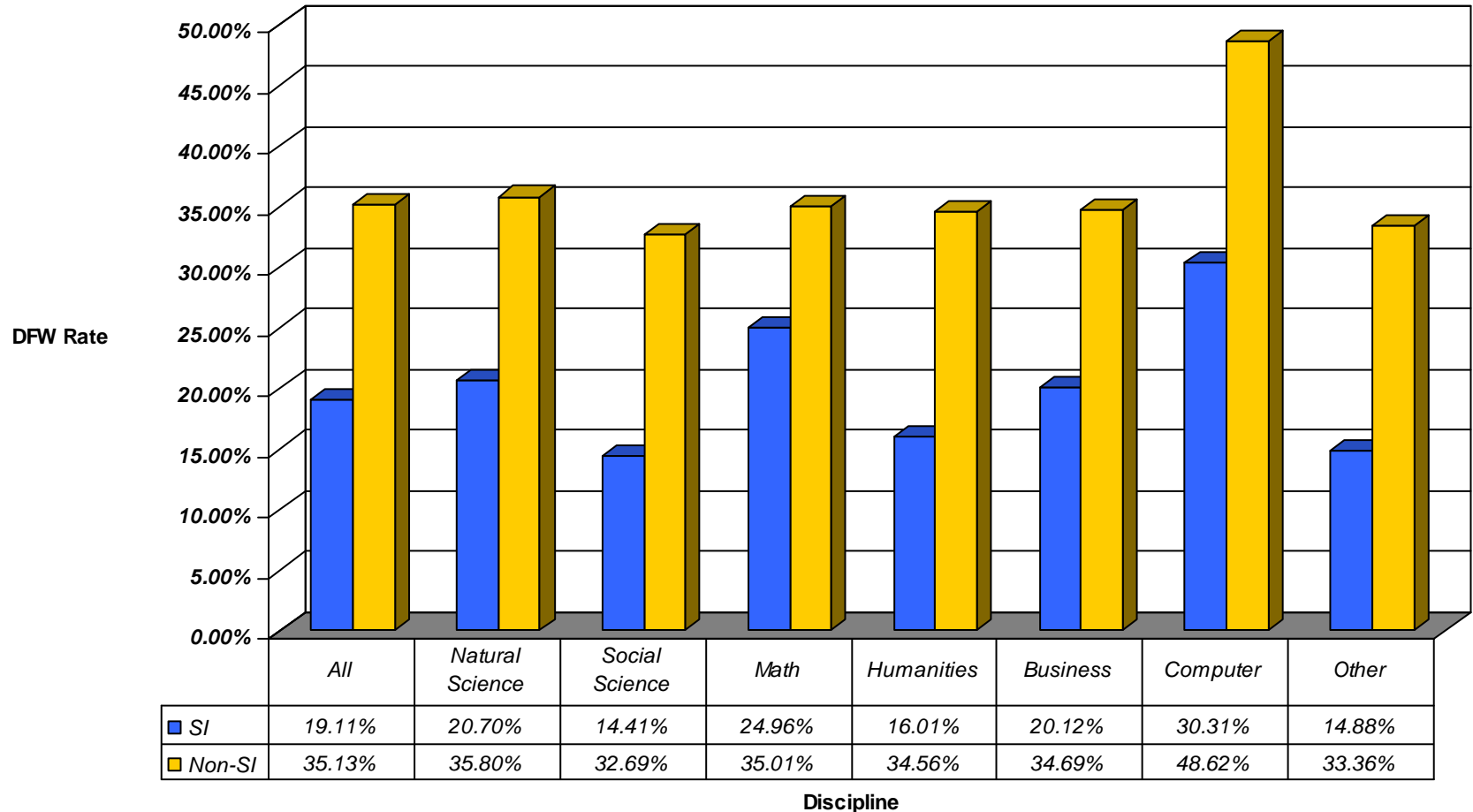
Mean Final Grades of SI and Non-SI Participants Separated by Discipline



National Data, Fall 2003 – Fall 2006, 37 Institutions, 1003 Courses, n = 119,009 Students

*All differences except Computer are statistically significant at the .01 level; Computer is statistically significant at the .05 level

Percentage of DFW Final Course Grades for SI and Non-SI Participants Separated by Discipline

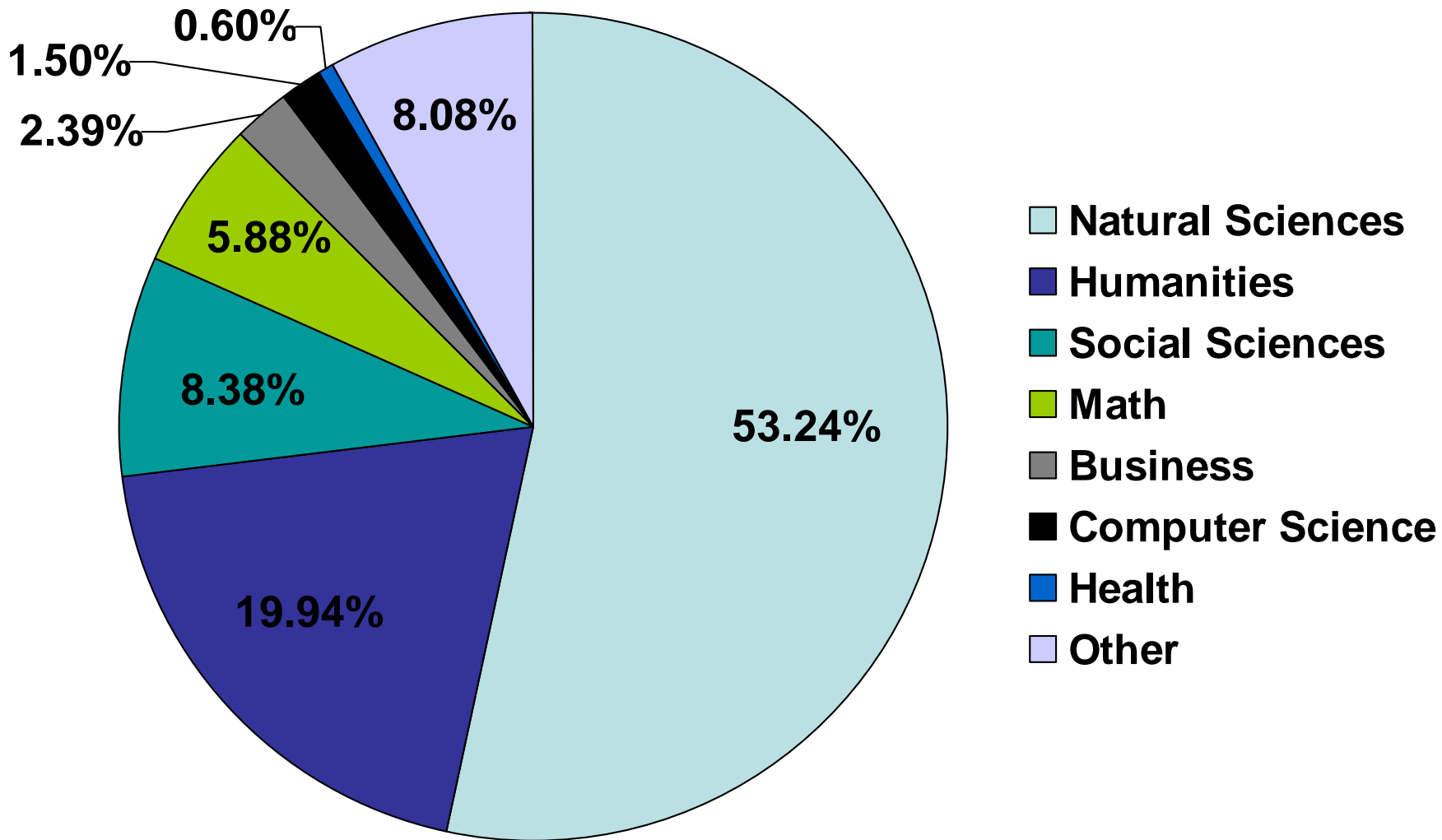


National Data, Fall 2003 – Fall 2006, 37 Institutions, 1003 Courses, n = 119,009 Students

All differences are statistically significant at the .01 level

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Academic Disciplines Using Supplemental Instruction



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Overview of SI

Developed by Deanna C. Martin, Ph.D. at the University of Missouri – Kansas City in 1973, Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI is a non-remedial approach to learning that increases student performance and retention by offering regularly scheduled, out-of-class review sessions. Students learn how to integrate course content with reasoning and study skills by reviewing notes and readings, developing organizational tools, practicing problem solving strategies, and preparing for exams. Sessions are facilitated by “SI Leaders,” students who have previously done well in the course, and who attend all class lectures, take notes, and act as model students.

Dr. Glen Jacobs is the current Executive Director of the International Center for SI.

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