Dear Colleagues,

Academic Development has completed another outstanding year of service to the Carnegie Mellon University community. We offered innovative workshops, assisted a record number of students across colleges, and led more peer-led collaborative learning groups than in the history of our programs. The Academic Development professional staff and the one hundred and fifty members of our undergraduate student staff are dedicated to the campus community. Our paraprofessional student staff have excelled in their roles as Academic Coaches, Peer Tutors, and SI/EXCEL Leaders.

We launched the academic year by working with Human Resources to interview and hire a replacement for Ms. Dorene Powell, the Academic Coaching Coordinator, who relocated to Grove City, Pennsylvania in July of 2015. Five candidates were invited to campus to interview with the Academic Development staff and then teach a collaborative workshop to our staff and student employees/leaders. We narrowed the selection process to two candidates, both of whom were highly qualified. Our special thanks to Dr. Amy Burkett for agreeing to Skype interview with the final two candidates and providing us feedback on her impressions. In the end, we offered the position to Mr. Michael Poljak, who came highly recommended from Youngstown State University. We are extremely pleased with both his leadership and the direction of the Academic Coaching Program. He has offered innovative workshops to the CMU community, has led various workshops with his undergraduate coaches, and has assisted students individually on their road to success as CMU students. His outstanding interpersonal skills have made him an outstanding mentor to the seventeen Academic Coaches. Both the undergraduate and the graduate students utilizing our services reach out to Mike and trust his judgment and advice. As one graduate student wrote:

*Being an international student, studying abroad and getting used to the school system here was a challenge. Despite the intellectual capabilities I believed I had, at the end of semester one I was a wreck with GPA 2.83 and on academic probation. At that time, I happened to learn about Academic Development. To begin with, Mike helped me be aware of what my difficulties were, understand why one's mind functions in this way, and how it leads to stress. This helped me look at my predicament objectively. Once I had a better understanding of my problem, Mike gave me nifty, practical, useful tips and tricks to help me overcome traps that were bogging me down. He provided me with timetable tools - weekly and semester timetable, that helped me foresee and manage my schedule better. The advice was succinct and tailor made for me. There was visible improvement in my time management and scheduling skills. Using the advice Mike gave me, I saw my productivity and efficiency increase multiple folds. In my second semester, I had a GPA of 3.67. Mike always instilled confidence in me, and continues to do so. I would describe the experience as "uplifting".*
Under his supervision, the Academic Coaching Program has seen a dramatic increase in services as follows:

- Total contacts with students: 20% increase
- Initial consultations: 37% increase
- Total appointments: 31% increase
- Workshop attendance: 8% increase

I would like to thank the administration for their support in funding this full-time position.

The EXCEL Collaborative Learning Group Program saw a tremendous increase in student use this year. One major factor in the growth of our EXCEL Collaborative Program was the development of a new online registration system that increased student accessibility to EXCEL. As part of the Fifth Year Scholars’ project, Mr. Nitsan Shai, developed a software platform titled, “CMU Balance” that manages all EXCEL registration and attendance data as well as leader availability, room schedule management, and course schedule parameters. In the past, we often received over 200 applications for EXCEL participation within the first few days of the term and the wait time for students to be assigned to a group was often two or three weeks. With Nitsan’s program, the wait time was reduced from weeks to days, with the majority of students being placed within five days of application. This has been a significant improvement in our services. Nitsan developed the application over the summer of 2015 and then partnered with the Program Coordinator and several EXCEL leaders to run a test of the system in August of 2015. He launched the program in the fall and formed a team of leaders to assist him with monitoring and developing the software throughout the term. During the 2016-2017 AY, Nitsan and his team will be implementing the second phase of the program which provides a tool for students to realistically examine the time commitments of their coursework and extra-curricular activities. I will share more details of EXCEL later in this report, but I would like to mention that we experienced a 43% increase in the number of EXCEL groups over the previous year and did 11,921 contact hours with students, a 19% increase over the previous year.

In an effort to reach our students in the Oakland apartments and residence halls, we expanded our tutoring locations to include a site at the Residence on Fifth. In this location, we offered tutoring for four subjects. However, the tutoring location wasn’t announced until after the start of the F15 term and this may have impacted the student attendance being lower than what was expected. We will attempt to run this location for another year while being more strategic with the subjects offered and the nights selected for each subject.

The Academic Development professional staff has had numerous collaborative efforts with campus partners. We guided six study strategy sessions for the Summer Academy for Math and Science (SAMS) Program, provided Academic Development information at 13 orientation programs, conducted workshops for the Intercultural Communication Center (ICC), the School of Architecture, second year ECE students, the Heinz College, Information Systems, fraternities, and the Office of Graduate Studies to name a few. We were involved in several interviews for key positions on campus and wrote letters of endorsement for the Doherty Award, a faculty promotion, and many students applying for graduate schools, awards, fellowships and scholarships. It was exciting that Ms. Jessica Owens was asked to be the guest speaker at the “Student Employee of the Year” luncheon and presented at the International Supplemental Instruction Conference held in Kansas City, Missouri in May.

Three members of the Academic Development staff are actively involved in the CMU Staff Council. I am proud of the contributions they are making to our community. Jessica Owens, our SI/EXCEL Coordinator is chairing the Benefits Committee for the fourth year. Donora
Craighead, our Administrative Assistant, is the web master for the Staff Council website and serves on the Dining Services Advisory Council, Election Committee, Communications, and the Universal Access Committee. John Lanyon, our Peer Tutoring Coordinator, is at-large and is the past president of Staff Council. John serves on the Food Drive and the Awards and Recognition Committee. John is also the Staff Council representative for the Smoking Policy Review Committee.

I am extremely pleased of the level of dedication of the Academic Development staff which includes, Ms. Donora Craighead, Mr. John Lanyon, Ms. Jessica Owens and Mr. Michael Poljak. They often work late into the evening and weekends, and always put the needs of our students before their own needs. They work tirelessly for our students and I appreciate their passion for education and dedication to our community. My heartfelt thanks also goes out to our brilliant, passionate and dedicated student para-professional staff. They are bright, innovative and talented and give daily of their time and energy.

In closing, a special thank you to both the administration and Dr. Amy Burkert for your continued support, encouragement and kindness. It is indeed an honor to work with such fine colleagues.

Sincerely,

Linda Hooper
Director of Academic Development
WHAT MAKES OUR PROGRAMS SUCCESSFUL?

We Train Our Student Staff:

Approximately 140 members of our student staff have participated in one of the following 4.5 unit pass/fail training classes:

- 99-250 Seminar in Peer Tutoring (2 sections)
- 99-251 Seminar in Supplemental Instruction
- 99-252 Seminar in Academic Coaching

During Spring 2016, 34 Peer Tutors, 23 SI/EXCEL Leaders, and 12 Academic Coaches participated in our extensive 40.5 - 45 hours training program. The Peer Tutoring Program and the Academic Coaching Program are both certified by the College Reading and Learning Association (See Appendix A).

We Offer Professional Development Opportunities for the Student Staff:

- Collaborative learning techniques
- Dealing with difficult students
- How to handle large groups of students
- How to involve students in their own learning

Academic Benefits for our Student Employees:

- Academic accountability (must maintain a 3.5 QPA)
- Close working relationship with faculty
- Community of academically strong, talented undergraduates
- Excellent preparation for medical school/graduate programs
- Helps to reinforce their own understanding of course material
- Mentor for their peers

Professional Benefits for our Student Employees:

- Assists in clarifying/changing their career path
- Certified training
- Experience in working with a diverse population
- First employment opportunity for many
- Leadership opportunities
- Mentoring by a professional staff member
- Recommendations, references and award nominations
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ACADEMIC DEVELOPMENT

Staff

Linda Hooper is the Director of Academic Development. In addition to Linda, John Lanyon serves as the Peer Tutor Coordinator. Jessica Owens serves as the Supplemental Instruction (SI) and EXCEL Coordinator. Michael Poljak has replaced Dorene Powell as the Coordinator for the Academic Coaching (AC) Program. Donora Craighead serves as our Administrative Assistant. In addition to the five full-time positions, Academic Development employs Dr. George Klein for 8 hours per week as an assistant to the Peer Tutoring Coordinator, 1 graduate student (PT) supervisor, 2 undergraduate student supervisors, 4 undergraduate work-study students, 35 SI/EXCEL Leaders, 17 Academic Coaches, 100 plus Peer Tutors, and 69 additional students who were enrolled into our training classes. They will replace our graduating seniors (See Appendix A).

Mission Statement

The mission of Academic Development is to assist students in developing the skills, strategies, and behaviors needed to perform as confident, independent, and active learners. Our programs are available to all Carnegie Mellon University students. Our services enable students to adjust to the college learning environment, to meet the challenges of the University’s academic standards, to achieve personal educational goals, and to prepare for an enriched lifetime of learning. The peer tutoring, study skills, supplemental instruction and EXCEL components of Academic Development utilize group and individualized instruction, as well as computer technology, to accommodate the diverse learning styles and skill levels of the student population. Trained student paraprofessionals are uniquely and integrally involved in the delivery of support services to their peers.

Unit Vision

Academic Development provides Peer Tutoring, Academic Coaching, Supplemental Instruction, EXCEL and individual consultations to CMU students. While we pride ourselves on admitting highly intelligent, quite accomplished and motivated students, most have not been exposed to the level of sophisticated material they will encounter at CMU. We provide academic support via formal programs that will help students succeed through this transition. We help students formulate a plan of action to address their issues and concerns while assisting them in managing their stress. We offer:

• Support on course content
• A relaxed environment
• A place to voice concerns about coursework or the challenges of CMU
• A place to ask questions freely and openly

A learning zone: a welcoming place on campus where students can get assistance, chat with a member of the staff, work on time management, attend a study strategies workshop, or even watch Star Trek on reading day of finals
MAJOR ACCOMPLISHMENTS 2015 – 2016 AY

The chart below represents a unique head count within our programs and across all programs for each semester and academic year.

**Unique Number Students Using AD Services AY 15-16**

<table>
<thead>
<tr>
<th>Service Type</th>
<th>M15</th>
<th>F15</th>
<th>S16</th>
<th>AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coaching Program</td>
<td>5</td>
<td>101</td>
<td>76</td>
<td>159</td>
</tr>
<tr>
<td>Standing Tutoring Appointments</td>
<td>45</td>
<td>258</td>
<td>163</td>
<td>405</td>
</tr>
<tr>
<td>EXCEL Groups</td>
<td>n/a</td>
<td>335</td>
<td>366</td>
<td>604</td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>n/a</td>
<td>782</td>
<td>431</td>
<td>1,000</td>
</tr>
<tr>
<td>Walk-in Tutoring</td>
<td>n/a</td>
<td>833</td>
<td>414</td>
<td>1,020</td>
</tr>
<tr>
<td>Workshops*</td>
<td>54</td>
<td>178</td>
<td>88</td>
<td>293</td>
</tr>
<tr>
<td><strong>Overall Unique Headcount</strong></td>
<td>71</td>
<td>1,718</td>
<td>1,126</td>
<td>2,118</td>
</tr>
</tbody>
</table>

This table represents the unduplicated count of students within each semester and across the academic year.

*Workshop numbers are closest estimate because not all students sign-in.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Num. of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,049</td>
<td>49.5%</td>
</tr>
<tr>
<td>Female</td>
<td>1,069</td>
<td>50.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Num. of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – Misc</td>
<td>36</td>
<td>1.7%</td>
</tr>
<tr>
<td>1 – First year</td>
<td>1,050</td>
<td>49.6%</td>
</tr>
<tr>
<td>2 – Sophomore</td>
<td>544</td>
<td>25.7%</td>
</tr>
<tr>
<td>3 – Junior</td>
<td>281</td>
<td>13.3%</td>
</tr>
<tr>
<td>4 – Senior</td>
<td>134</td>
<td>6.3%</td>
</tr>
<tr>
<td>5 – 5th Year Senior</td>
<td>20</td>
<td>0.9%</td>
</tr>
<tr>
<td>10 – Masters</td>
<td>51</td>
<td>2.4%</td>
</tr>
<tr>
<td>20 – PhD Candidate</td>
<td>2</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>Num. of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFA</td>
<td>150</td>
<td>7.1%</td>
</tr>
<tr>
<td>CIT</td>
<td>897</td>
<td>42.4%</td>
</tr>
<tr>
<td>CMU</td>
<td>71</td>
<td>3.4%</td>
</tr>
<tr>
<td>DC</td>
<td>386</td>
<td>18.2%</td>
</tr>
<tr>
<td>HC</td>
<td>7</td>
<td>0.3%</td>
</tr>
<tr>
<td>MCS</td>
<td>322</td>
<td>15.2%</td>
</tr>
<tr>
<td>SCS</td>
<td>132</td>
<td>6.2%</td>
</tr>
<tr>
<td>TSB</td>
<td>117</td>
<td>5.5%</td>
</tr>
<tr>
<td>MIS</td>
<td>36</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Michael Poljak has joined Academic Development as the Coordinator of Academic Coaching. With the addition of Mike, the Academic Coaching Program grew by 20%.

“I went in to Academic Development to see Michael at the beginning of last semester with a lot of academic struggles, and I am very glad that I did. Michael is skilled at confronting any situation and was thus able to help me face a variety of problems. Throughout the semester we would talk about issues that I would be having, and then he would suggest potential solutions or make recommendations as to what I should do. For example, in response to social isolation, he suggested joining Alpha Phi Omega, a service fraternity, and joining it has put me around a lot of people. In response to difficulty in some classes, he had me meet with my professors, which led to my regular attendance of office hours. After reviewing the contents of my daily habits, he pointed out that I urgently needed to sleep more, and we subsequently kept track of and augmented my sleeping amount until it was sufficient. In response to my struggles with doing homework, he helped me develop a specialized work system. The accumulation of all these changes has actually completely transformed my life at CMU for the better.”
Jeremy, Senior Math Major

Mr. Nitsan Shai, SI Leader and Student Supervisor launched a software platform entitled, “CMU Balance” to manage the EXCEL leader schedules and availability as well as EXCEL member registration and attendance.

The Academic Development staff served as role models/mentors to our student staff of 150 undergraduate students. Those 150 undergraduate students have, in turn, served as role models to all students utilizing Academic Development.

The Academic Development Peer Tutoring Program expanded the walk-in tutoring service to pilot a new location at the Residence on Fifth. The expansion was successful and will be continued for the next academic year.

The EXCEL Leaders conducted weekly sessions for 113 EXCEL groups for 25 courses in the 2015-16 AY. This is a 43% increase over the previous year and the highest number in the history of the program. The EXCEL leaders conducted **1,479 EXCEL group sessions** and had **11,921 contact hours** with students.

Academic Development collaborated with CMARC to offer study strategy support for 40 high school students enrolled in the Summer Academy for Math and Science.

Ms. Jessica Owens, SI/EXCEL Coordinator was a presenter at the 9th International Supplemental Instruction Conference. She presented a fifty-minute session on Training for Self-Directed Learning in SI Leaders (see Appendix A for the full presentation). The presentation was well-attended and the attendees were very engaged, rating the overall quality of the session as 4.8 (on a 5-point scale) and providing feedback as follows:

“Very valuable information for SI! Must get for next conference. Very well presented, very knowledgeable of content and how it applies to SI. Excellent presentation. One of the top two I've been to at this conference if not the best one!”

“Fabulous - a perfect follow up to my presentation of activities. This showed excellent ways to use and implement activities.”
“Jessica provided some very interesting and innovative information for keeping the interest of SI Leaders! Thanks!”

“Their training ideas are strong and may prove to be beneficial. Hope to implement some at our institution.”

“One of the best sessions.”
NEW INITIATIVES
AND
FUTURE CONCERNS
NEW INITIATIVES FOR 2016 - 2017/FUTURE CONCERNS

Academic Development Goals:

• The EXCEL Collaborative Learning Program has seen considerable increases since AY 2007-08 when we conducted our first EXCEL Groups.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Courses Supported</th>
<th>Total Enrollment Across all Courses</th>
<th>No. of EXCEL sessions held</th>
<th>No. of Times Students Attended</th>
<th>No. / % of enrolled who attended EXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>12</td>
<td>1,363</td>
<td>194</td>
<td>581</td>
<td>102 / 7.5%</td>
</tr>
<tr>
<td>2008-09</td>
<td>12</td>
<td>1,650</td>
<td>142</td>
<td>378</td>
<td>66 / 4%</td>
</tr>
<tr>
<td>2009-10</td>
<td>17</td>
<td>2,249</td>
<td>294</td>
<td>942</td>
<td>186 / 8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>20</td>
<td>2,501</td>
<td>361</td>
<td>1,385</td>
<td>256 / 10%</td>
</tr>
<tr>
<td>2011-12</td>
<td>21</td>
<td>2,678</td>
<td>562</td>
<td>2,543</td>
<td>359 / 13%</td>
</tr>
<tr>
<td>2012-13</td>
<td>26</td>
<td>3,158</td>
<td>1,071</td>
<td>4,617</td>
<td>571 / 18%</td>
</tr>
<tr>
<td>2013-14</td>
<td>19</td>
<td>2,463</td>
<td>1,160</td>
<td>6,461</td>
<td>553 / 22%</td>
</tr>
<tr>
<td>2014-15</td>
<td>26</td>
<td>3,313</td>
<td>1,600</td>
<td>6,389</td>
<td>700 / 21%</td>
</tr>
<tr>
<td><strong>2015-16</strong></td>
<td><strong>25</strong></td>
<td><strong>3,366</strong></td>
<td><strong>1,479</strong></td>
<td><strong>7,735</strong></td>
<td><strong>864 / 26%</strong></td>
</tr>
</tbody>
</table>

I am asking the administration to fund an additional full-time position for the Supplemental Instruction/EXCEL Collaborative Learning Group Programs. As of now, both of these programs are supervised by Ms. Jessica Owens. The following information will support this request:

• The EXCEL conducted 1,479 group sessions last academic year.
• The Supplemental Instruction Program conducted 499 sessions.
• Ms. Jessica Owens and her supervisory team of two undergraduate and two graduate students supervised 1,978 sessions last year. (On average, a supervisor of Supplemental Instruction might supervise 5 – 10 courses/term).
• All leaders are required to complete a 4.5 unit training course, taught by Ms. Owens. We currently have 40 student employees leading sessions. Ms. Owens is responsible for:
  o Training the leaders, which includes 45 hours of pre-employment training, 11 hours of ongoing training, first session consultations, 143 leader/session observations, first and second observation debrief
• Scheduling of all SI and EXCEL sessions, which includes acquiring space
• All leaders are observed at least twice each term and more if there are issues within their groups.
• The leaders are required to attend ongoing training throughout the academic year.
• Academic Development conducted 1,978 group SI/EXCEL sessions, plus 2,972 contact hours for standing tutoring appointments, and over 2000 hours for Academic Coaching. In light of these numbers, we are in desperate need of space including a conference room and more classroom space prior to the beginning of each term.
Desktop Support for the Academic Development Office
Provide our student staff with the opportunity for professional and personal growth
Support the academic needs of the growing graduate student population. Graduate students are asking us for assistance in record numbers. In order to support this population, we need an additional staff person, space, and a budget
In response to increased graduate student demand, we plan to hire graduate students to assist with the implementation, planning and execution of all the Academic Development programs
Complete the Fast Fact on Physics

Peer Tutoring Goals:
Recertify the tutor training program by the College Reading and Learning Association (CRLA) for another five years. The tutor training program’s current CRLA certification expires on September 30, 2016.
As a follow-up to last year’s goal of increasing the number of formal observations of tutors, the Peer Tutor Program hopes to provide more opportunities for the tutors to participate in professional development. To that end, the Peer Tutor Program Coordinator plans to hold mid-term meetings with the Coordinating Tutors in both F16 and S17 to address areas of concern that arise during the first half of each semester and to provide supplemental training. In addition, the Peer Tutor Program hopes to invite guest speakers to present on topics relevant to the tutors if the necessary funding is available.
With the departure of Tanawit Sae Sue, Academic Development began the process of training Sasimas (Por) Katayutanon to become the new Peer Tutor Supervisor beginning in the fall of 2016. In S16, Sasimas was involved in observing, evaluating, and conferencing with new tutors to help prepare her for her new role. Now that Sasimas has committed to the position, a major goal for the upcoming academic year will be to continue training and orienting her to the position so that she can continue contributing to the overall growth of the Peer Tutor Program.

Supplemental Instruction/EXCEL Collaborative Learning Goals:
Expand the supervisory team by hiring Susheel Khetarpal as a second undergraduate student supervisor as well as two graduate student supervisors and one administrative assistant. Train new supervisors and efficiently delegate necessary administrative items and oversight tasks.
Work with Nitsan Shai to release the updated CMU Balance website.
Incorporate more content to address stress management during ongoing training.
Seek to establish work/life balance for the Program Coordinator and SI/EXCEL Leaders.
Pursue more leader-ownership of ongoing training through incorporation of feedback and suggestions, modifications to forms/procedures and increased involvement and feedback.
Present at the 2016 Learning Summit.

~ 18 ~
• Maintain initiatives from previous academic years while creating the infrastructure to ensure the continued quality of the programs while matching student demand.

**Academic Coaching Goals:**

• The Academic Coaching Coordinator will no longer split time with the Peer Tutoring and SI/EXCEL Program. This adjustment was made in light of the Academic Coaching Program’s growth.

• Enhance the availability of Academic Coaching support for graduate students.

• Employ a graduate student who will be responsible for supporting graduate students in both individualized and/or group Academic Coaching sessions, as well as developing graduate student specific workshops.

• Update the Academic Coaching section of the Academic Development website.

• Describe the program in a unique way with a section titled “As an AC, I…”

• Continue to review, evaluate, and update the current Academic Coaching worksheets and handouts, while keeping up to date with new research. Encourage the Academic Coaches to assist in this process.

• Create a workshop: Using Technology Effectively.

• Update all workshops to reflect current trends and research related to study skills.

• Work towards reducing the number of “no shows” to individual appointments.

• Utilize an online format (Survey Monkey) for individual sessions and workshop evaluations, as opposed to the previous paper evaluation forms.
The Peer Tutoring Program

John Lanyon, Peer Tutor Program Coordinator

Tanawit Sae Sue, Peer Tutor Supervisor

Dr. George Klein, Peer Tutor Supervisor

Dorothy Holland-Minkley, Peer Tutor Supervisor

Michael Poljak, Academic Coaching Coordinator
THE PEER TUTORING PROGRAM

Student Comments

My tutor was very helpful with my calculus class this semester. She was great at letting me figure things out for myself, while also explaining things if I asked her. She also made herself available to answer any questions I might have at any point in the week, and not just during the appointment. I could not have performed nearly as well as I did in the class without her help.

My tutor has been wonderful with helping me in 15-110. She always is looking for ways to help me learn., She clearly knows her stuff in 15-110 and is able to help me (someone really struggling to understand).

My tutor is a great tutor! It’s been super helpful.

General Peer Tutoring Highlights

• Walk-in tutoring generated a total of 3224 contacts in F15 – the second highest total for a fall semester.

• Tanawit Sae Sue replaced Ratiporn Munprom as the graduate Peer Tutor Supervisor at the start of the F15 semester.

• The Peer Tutor Program Coordinator worked with newly hired Academic Coaching Coordinator Michael Poljak and Dorothy Holland-Minkley, Visiting Research Professor, to orient them to the Peer Tutor supervisory duties. After conducting co-observations with the coordinator, Michael and Dorothy began conducting formal observations of the Peer Tutors and this continued throughout the academic year.

• Academic Development collaborated with Student Life to pilot walk-in tutoring in the Residence on Fifth. The service began on September 21, 2015 and tutoring was offered for the following subjects: calculus, chemistry, physics, CS 15-110/112, Calculus in 3D (21-259), Multivariate (21-256), Matrices (21-241), Differential Equations (21-260), and Probability (36-217). The piloted expansion was successful and generated a total of 188 contacts for the year.

• Academic Development collaborated with the Carnegie Mellon Advising Resource Center (CMARC) and the Math Department to offer a special section of pre-calculus for a subset of students enrolled in CMARC’s Summer Academy for Math and Science (SAMS) program. After the SI/EXCEL Program Coordinator recruited SI/EXCEL Leader Michael Spoerl to lead the sessions, the Peer Tutor Program Coordinator was charged with offering logistical support for Michael as well as coordinating with CMARC and Dr. Timothy Flaherty of the Math Department.

• Strengthening its collaboration with the Music Department, Academic Development recruited enough experienced tutors to offer standing tutoring appointments for all of the introductory level music theory courses – counterpoint, harmony, eurythmics, and solfege. Standing appointments were offered on an as-needed basis through both professor and self-referrals. This initiative was extremely successful and generated 60 appointments for six different courses.
• The Peer Tutor Program Coordinator interviewed 62 candidates for CMUS 99-250 Seminar in Peer Tutoring during the first five weeks of the spring semester. Thirty-four candidates were selected to participate in the S16 version of the class.

• The Peer Tutor Program Coordinator worked with the current Peer Tutor Supervisor (Tanawit Sae Sue) in S16 to recruit and train a new supervisor to take over for him beginning in F16. The new PT Supervisor will be Sasimas (Por) Katanyutanon.

• The Peer Tutor Program Coordinator and Supervisors selected 14 experienced Peer Tutors to conduct content-based breakout sessions in physics, calculus, chemistry, computer science, economics, Concepts of Math, and Intro to ECE for the CMUS 99-250 trainees.

Group photo at the conclusion of the spring break-out sessions

• The Peer Tutor Program Coordinator and Peer Tutor Supervisors conducted 85 observations and follow-up conferences with the Peer Tutors.
Walk-in Tutoring Highlights

Walk-in tutoring generated a total of 4,763 contacts. F15 was our second highest total for an academic year, but S16 showed a 21% decrease over S15. I believe this is due to the increase in EXCEL sessions.

<table>
<thead>
<tr>
<th>Location</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mudge Reading Room</td>
<td>2,036</td>
</tr>
<tr>
<td>Donner Reading Room</td>
<td>1,647</td>
</tr>
<tr>
<td>Cyert Afternoons</td>
<td>266</td>
</tr>
<tr>
<td>(faculty office hours = 106/266 contacts)</td>
<td></td>
</tr>
<tr>
<td>E &amp; S Library</td>
<td>535</td>
</tr>
<tr>
<td>Res on Fifth</td>
<td>188</td>
</tr>
<tr>
<td>Finals Tutoring in CUC</td>
<td>91</td>
</tr>
</tbody>
</table>

Evaluation:

- A survey of student client-satisfaction was administered in the walk-in tutoring rooms at the end of each semester. In addition, all students attending walk-in tutoring were given an opportunity to complete a survey electronically. On a scale of 1-5 with 5 representing the most positive rating, the average evaluation for all survey items was 4.67 in F15 & 4.79 in S16 and the average for the item “Overall, tutors assisted the students with their course work” was 4.65 in F15 & 4.77 in S16.

- Faculty Office hours: Dr. Leonard Vuocolo, Professor of Chemistry, and Dr. Kris Dahl, Professor of Chemical Engineering, both accepted our invitation to conduct their weekly office hours in the Academic Development classrooms.

Standing Tutoring Appointment Highlights

- 584 requests were filled for standing tutoring appointments
- 584 requests generated 2,972 contact hours
- This represents 103 courses in 22 different academic departments. The Mathematical Sciences department had the greatest number of standing appointments (129 appointments in 17 different courses) and 15-110 (introduction to Programming) was the course with the highest number of tutoring requests.

- The top ten departments for standing appointment requests are:
  - Mathematics
  - Computer Science
  - Music
  - Statistics
  - Chemistry
  - Mechanical Engineering
  - Physics
  - Electrical and Computer Engineering
  - Economics
  - Biological Sciences

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Evaluation:

- A survey of student-client satisfaction was administered through regularly scheduled appointments at the end of both semesters. On a scale of 1-5 with 5 representing the most positive rating, the average evaluation for all survey items was 4.83 in F15 and 4.85 in S16 and the average for the item ‘Overall, tutors helped to improve the students’ performance in their courses’ was 4.74 in F15 and 4.89 in S16.
Peer Tutoring Summary

During the past year, the Academic Development Peer Tutoring Program met the following objectives:

- Piloted an expansion of walk-in tutoring at the Residence on Fifth
- Strengthened its collaborative relationships with university partners with the goal of improving its academic support services for targeted courses
- Improved the quality of tutoring through increased support for its Peer Tutors

Based on quantitative and qualitative data collected at the end of F15 and S16, the program accomplished all three of these objectives while strengthening the program’s foundation for continued success moving forward.

Given the record size of the incoming freshman class as well as the increase in the number of first-year students admitted to the College of Engineering, Academic Development sought to expand its walk-in tutoring service to accommodate the influx of new students and alleviate crowding in the Mudge Reading Room. After securing additional resources from the Office of the Provost to fund the expansion, Academic Development worked with Student Life to select a suitable location. The Residence on Fifth was chosen because of its proximity to Mudge, its facilities, and its location on the Fifth and Craig Avenue side of campus. Walk-in tutoring began on September 21, 2015 and was offered for the following subjects: chemistry, physics, CS 15-110/112, Calculus in 3D (21-259), Multivariate (21-256), Matrices (21-241), Differential Equations (21-260), and Probability (36-217). The new service generated 188 contacts for the year. In light of this success, Academic Development hopes to continue and possibly expand the service next year.

The Peer Tutoring Program also strengthened its relationships with several key university partners with the aim of improving the range and quality of the support services offered by the program. Academic Development collaborated with the Music Department to recruit and hire enough tutors to support all of its introductory level music theory courses – counterpoint, harmony, eurythmics, and solfege. Standing tutoring appointments were offered on an as-needed basis through both professor and self-referrals. This initiative was extremely successful and generated 60 appointments for six different courses. Similarly, and in light of the fact that statistics is one of the fastest growing majors in the nation and at Carnegie Mellon, Academic Development worked with the Statistics Department to begin offering more support for -200 level statistics courses. After initial discussions with Statistics Department Head Dr. Christopher Genovese, Academic Development offered walk-in tutoring for Probability Theory and Random Processes (36-217) in S16. Attendance was much lighter than expected, however Academic Development plans to continue working with the Statistics Department to adjust its offerings in the future. Academic Development also collaborated with academic advisors from several departments as well as with members of the Eberly Center for Teaching Excellence on various projects and initiatives.

While Academic Development implemented these planned initiatives, the Peer Tutor Program had to be flexible in responding to unexpected challenges this past academic year. For example, the department originally planned to support Differential Equations (21-260) with EXCEL Collaborative Learning Groups in S16 just as it did in F15. However, the professor requested that we support the course with walk-in tutoring instead because of changes to the curriculum. As a
result, Academic Development offered one night of walk-in tutoring for 21-260 on Tuesday evenings in the Residence on Fifth. The service generated 31 contacts and was evaluated very highly by students.

Despite the expansion of services and the challenges of this year, the program strived to improve the quality of its tutoring through increased formal observations of the Peer Tutors. To this end, Academic Development engaged Academic Coaching Coordinator Michael Poljak and Visiting Research Professional Dorothy Holland-Minkley to assist the Peer Tutor Program Coordinator with observations. In total, the observation team conducted 85 evaluations of Peer Tutors. The results of these efforts can be seen in how highly student-clients evaluated both the walk-in tutoring and the standing tutoring appointment services. The program conducted evaluations during the last five weeks of each semester. The average of all survey items for walk-in tutoring was 4.67 in F15 and 4.79 in S16 (1 = least positive and 5 = most positive); the average for all survey items for standing tutoring appointments was 4.83 in F15 and 4.85 in S16.
Walk-in Tutoring Contacts Fall 2006 through Spring 2016

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>F06-S07</td>
<td>2893</td>
</tr>
<tr>
<td>F07-S08</td>
<td>2869</td>
</tr>
<tr>
<td>F08-S09</td>
<td>2917</td>
</tr>
<tr>
<td>F09-S10</td>
<td>4060</td>
</tr>
<tr>
<td>F10-S11</td>
<td>4488</td>
</tr>
<tr>
<td>F11-S12</td>
<td>4859</td>
</tr>
<tr>
<td>F12-S13</td>
<td>5519</td>
</tr>
<tr>
<td>F13-S14</td>
<td>5383</td>
</tr>
<tr>
<td>F14-S15</td>
<td>5446</td>
</tr>
<tr>
<td>F15-S16</td>
<td>4763</td>
</tr>
</tbody>
</table>
The decrease in contact hours for AY F07-S08 was anticipated due to a change in our policy for filling standing appointment requests and the increased number of courses covered by Study Groups.
The Supplemental Instruction Program

Ms. Jessica Owens, SI/EXCEL Coordinator

Mr. Nitsan Shai, SI/EXCEL Student Supervisor

Dorothy Holland-Minkley, Peer Tutor Supervisor

Michael Poljak, Academic Coaching Coordinator

Stephanie Vereb, Former SI Leader
THE SUPPLEMENTAL INSTRUCTION PROGRAM

Student Comments

“Nancy's SI sessions were really helpful because she gave us really good problems to practice and gave clear explanations of the material. She gave us really useful study tips and told us what worked for her.”

“Nancy was an absolutely wonderful SI leader. She clearly knew the information well and was really good at communicating it and helping us work through problems.”

“Thank you for offering SI! It really improved my 18-100 experience as well as my academic results.”

“SI was very helpful and critical to my understanding of the course.”

“This was one of the most helpful review services offered by the university. It's inspired me to apply myself.”

“SI helped me to enjoy the class and I don’t think I could have done either of those things without SI or my SI Leader.”

Supplemental Instruction Highlights

• 12 courses supported with SI
  o 7 courses supported in Fall 2015
    ▪ 03-121 Modern Biology (Brasier/Visomirski-Robic)
    ▪ 03-330 Genetics (Lopez/McManus)
    ▪ 09-105 Modern Chemistry I (Vuocolo)
    ▪ 09-217 Organic Chemistry I (Silva)
    ▪ 18-100 Introduction to Electrical and Computer Engineering (Sullivan)
    ▪ 33-106 Physics I for Engineering Students (Anderson)
    ▪ 42-202 Physiology (Campbell)
  o 5 courses supported in Spring 2016
    ▪ 03-121 Modern Biology (Jarvik/Lanni)
    ▪ 09-105 Modern Chemistry I (Vuocolo)
    ▪ 18-100 Introduction to Electrical & Computer Engineering (Sullivan)
    ▪ 33-141 Physics I for Engineering Students (Vogel/Klein)
    ▪ 42-202 Physiology (Campbell)

• In the spring 2016 term, 03-240 Cell Biology had curricular and enrollment changes so support was changed to EXCEL Groups.

• Total course enrollment for 12 SI supported courses: 1,866
  o By semester:
    ▪ Fall 2015: 1,237
    ▪ Spring 2016: 629

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Compared to previous academic years:
- 1,715 in AY 14-15
- 1,780 in AY 13-14

499 SI Sessions were held during the Academic Year
- By semester:
  - Fall 2015: 292
  - Spring 2016: 207
- Comparison with previous academic year:
  - 489 SI Sessions in 2014-2015
  - 541 SI Sessions in 2013-2014
  - 538 SI Sessions in 2012-2013
  - 470 SI Sessions in 2011-2012

Total number of students attending SI from the 12 supported courses: 1,366 or 73% of students enrolled in SI supported courses, which is the second highest percentage of enrolled students attending SI in the history of the SI Program
- Fall 2015: 897 73%
- Spring 2016: 469 75%
- The number of students participating in SI was the highest in the past five years, and the percentage of enrolled students participating was the second highest in the history of the program.
- Comparison with previous academic years:
  - 1,308 or 76% of students enrolled in 12 SI supported courses in AY 14-15
  - 1,255 or 71% of students enrolled in 13 SI supported courses in AY 13-14
  - 1,242, or 66% of students enrolled in 13 SI supported courses in AY 12-13
  - 1,229, or 61% of students enrolled in 12 SI supported courses in AY 11-12
- Number of student contacts for 12 supported SI courses: 8,098, which is the second highest number of contacts in the history of the SI Program
  - By semester:
    - Fall 2015: 5,229
    - Spring 2016: 2,869
  - Comparison with previous academic years:
    - 8,702 in 2014-2015
    - 7,265 in 2013-2014
    - 5,515 in 2012-2013
    - 5,616 in 2011-2012

- Number of student contact hours for 12 supported SI courses: 13,815, which is the second highest number of student contact hours in the history of the SI Program
  - Fall 2015: 8,976
  - Spring 2016: 4,839
  - Comparison with previous academic years:
    - 2014-2015 academic year: 15,147
    - 2013-2014 academic year: 12,673
    - 2012-2013 academic year: 10,337
    - 2011-2012 academic year: 10,098
• All regularly scheduled SI sessions were conducted in the Academic Development classrooms, B6A and B6B, while almost all exam review sessions were held elsewhere.

• Mid-semester surveys were conducted for each SI supported course.
  o Fall 2015: 193 responses out of 1237 enrolled students, a 15.6% response rate
  o Spring 2016: 145 responses out of 629 enrolled students, a 23.1% response rate

• End of term surveys were conducted for each SI supported course.
  o Fall 2015: 213 responses out of 1237 enrolled students, a 17.2% response rate
  o Spring 2015: 70 responses out of 629 enrolled students, a 11.1% response rate

• Evaluation results were high with the mean student satisfaction with SI Leader a 3.7 (4-point scale) for the Fall 2015 term and Spring 2016 term.

Note: Contact Hour data was not collected prior to the 2006-2007 Academic Year
The Supplemental Instruction (SI) Program provides weekly study and review sessions for traditionally difficult courses. Sessions are offered two times each week for targeted courses and are conducted by trained student leaders who have previously completed the course with an “A” and maintain a minimum GPA of 3.5. Designed to supplement, not replace class lectures and TA recitations, the sessions are interactive and student-friendly.

The Supplemental Instruction Program, now in its 19th academic year at Carnegie Mellon, experienced an outstanding year as follows:

- **Highest percentage of enrolled students regularly attending an SI course**
- **Highest number of courses with a positive grade point difference of two letter grades between regular SI participants and those who attended once**
- **Highest number of courses with a positive grade point difference of over an entire letter grade difference between regular SI participants and those who attended once**
- **Second highest number of student contacts, contact hours and percentage of enrolled students attending SI in the history of the SI Program**
- **Program Coordinator asked to be the keynote speaker at the 2016 Student Employee Appreciation Lunch**
- **Program Coordinator selected to present at the 9th International Supplemental Instruction Conference in Kansas City, Missouri**

The year was also marked by a number of new initiatives:

- Collaborated with newly hired Academic Coaching Coordinator, Michael Poljak and Dorothy Holland-Minkley, Visiting Research Professor, to orient them to the SI/EXCEL supervisory duties. After conducting co-observations with the coordinator, Michael and Dorothy began conducting formal observations of the SI/EXCEL Leaders.
- Hired an additional undergraduate student to assist with administrative projects for the program in the spring term.
- Expanded the team of undergraduate leaders assisting with recruitment and training during the spring term.
- Provided a new guided self-assessment “Outcome Area” process during the fall 2015 ongoing training.
- Collaborated with The Eberly Center to assess the spring 2016 training cohort’s metacognitive skills through a Learning Skill assessment.
- Collaborated with the Academic Coaching program to offer imbedded final exam review planning and stress management workshops for the 18-100 Introduction to Electrical and Computer Engineering course in the fall and spring term.
- More emphasis placed on providing resources to leaders regarding stress management.
The SI program supported 12 courses in the 2015-2016 academic year, 7 in the fall semester and only 5 in the spring. There were a total of 1,866 students enrolled in the SI-supported courses, which is 151 more students than in the previous academic year. Of the students enrolled in SI supported courses, 1,366, or 73%, attended SI Sessions at least once, which is 58 more students than those who attended SI at least once in the previous academic year. This is the second highest percentage of enrolled students attending SI and the fourth highest number of students attending SI in the history of the program. The total number of student contacts for 2015-2016 was 8,098, which is the second highest number of student contacts in the history of the SI & EXCEL Program. The total number of student contact hours in the 2015-2016 academic year was 13,815, representing the second highest number of student contact hours in the history of the SI & EXCEL Programs at CMU.

It is significant to note that 658 students, or 48% of SI participants and 35% of total students enrolled in SI-supported courses, were regular SI attendees, which means that they attended SI five or more times over the course of the semester. Furthermore, 82% of students enrolled in the fall 2015 18-100 Intro to ECE course were regular attendees, a new record for the SI Program. Data was collected to see the impact of attending regularly on the mean final grade of participants. Regular SI attendees for all 12 courses earned a mean grade point average of 3.03, which was .07 grade points higher than students who did not attend SI and .63 grade points higher than students who attended SI once. This reinforced national SI data which shows a direct correlation between consistent SI attendance and grade achievement of the participants.

Furthermore, in the fall 2015 term, 18-100 - Intro to ECE had 96% of enrolled students attending SI and 42-202 - Physiology had 92% of enrolled students attending SI. In both courses, regular attendees, or students who attended SI five or more times earned a mean grade point average that was two letter grades or higher than students who attended SI only once. This is the first time that the SI Program has had two highly attended and highly performing courses in one semester. There was also a total of five different courses in which regular attendees earned a mean grade point average of over an entire letter grade or higher than students who attended SI only once. This is the highest number of courses with a positive grade point difference of over an entire letter grade difference between regular SI participants and those who attended once in the history of the SI Program.

The 2015-2016 academic year had the record number of admitted first year students. There was an increase of 101 first year students with 86 of these additional students admitted to the College of Engineering. First year engineering students typically attend more than 1/3 of the courses supported by SI, which meant that preparations were needed to expand the services. Numerous measures were taken throughout the year to accommodate the significant increase of first year students in the SI Program including: increased employment, expanded supervisory support and streamlined administrative processes.
Emphasis was placed on self-direction and guided self-assessment for the SI/EXCEL Leaders during their ongoing training. The leaders continued to set, monitor and assess their monthly goals throughout both semesters, but they also engaged in a new *Outcome Area Assessment* during the October training. Through a process of guided self-assessment, the leaders identified specific outcome areas to address in their sessions. The breakdown of the SI Leaders’ fall 2015 outcome area selections are below:

The *Outcome Area Assessment* made it possible to identify that the majority of SI Leaders needed more diverse methods for involving quiet students in their sessions and to engage the SI Leaders in problem solving discussions to address the issue. As a result, 75% of the SI Leaders reported that they saw satisfactory improvement in their outcome areas, providing feedback such as the following:

“I think the topics chosen were strong ones. I could have easily chosen to focus on any of the ones listed and will certainly be focusing on another one for next semester”.

The leaders were deeply engaged in this process of guided self-assessment, coming up with innovative approaches and problem solving with their peers. Furthermore, the *Outcome Area Assessment* not only helped leaders pinpoint issues in their sessions, but it also gave them a common framework and vocabulary for describing and assessing their session experiences. The leaders were still utilizing this language and context to discuss and evaluate their sessions through the end of the spring term, with several requesting to revisit the assessment process in the coming academic year.

The 2015-2016 Academic Year was a record year for the Supplemental Instruction Program as follows:

- Percentage of enrolled students regularly attending SI
- Courses with regular attendees earning two grade points higher than those who attended once
- Courses with regular attendees earning an entire letter grade or more higher than those who attended once
- Second highest number of student contacts, contact hours and percentage of enrolled students attending SI
- Partnered with the Academic Coaching Program to offer study skills workshops for SI supported courses.
- Public speaking engagements for the Program Coordinator: The Student Employee of the Year Lunch and the SI International Conference.
## Fall 2016 SI Schedule

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-121A</td>
<td><em>Modern Biology</em></td>
<td>Lopez, Vixomirski-Robic</td>
</tr>
<tr>
<td>03-220</td>
<td><em>Genetics</em></td>
<td>Lopez, McManus</td>
</tr>
<tr>
<td>03-320</td>
<td><em>Cell Biology</em></td>
<td>Puthenveedu</td>
</tr>
<tr>
<td>06-221</td>
<td><em>Thermodynamics</em></td>
<td>Dahl</td>
</tr>
<tr>
<td>09-105</td>
<td><em>Intro to Modern Chemistry I</em></td>
<td>Vuocolo</td>
</tr>
<tr>
<td>09-217</td>
<td><em>Organic Chemistry I</em></td>
<td>Silva</td>
</tr>
<tr>
<td>18-100</td>
<td><em>Intro to ECE</em></td>
<td>Sullivan</td>
</tr>
<tr>
<td>33-141</td>
<td><em>Physics I for Engineers</em></td>
<td>Anderson</td>
</tr>
<tr>
<td>42-202</td>
<td><em>Physiology</em></td>
<td>Campbell</td>
</tr>
</tbody>
</table>
## Summary of SI Attendance for 2015-16 AY

<table>
<thead>
<tr>
<th>FALL 2015</th>
<th>Total Course Enrollment</th>
<th>No. of SI sessions held</th>
<th>No. of Times Students Attended</th>
<th>Total Contact Hours</th>
<th>No. / % of enrolled who attended at least one SI session</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-121 Modern Biology</td>
<td>187</td>
<td>40</td>
<td>508</td>
<td>971</td>
<td>121 / 65%</td>
</tr>
<tr>
<td>03-330 Genetics</td>
<td>143</td>
<td>42</td>
<td>616</td>
<td>1,045</td>
<td>116 / 81%</td>
</tr>
<tr>
<td>09-105 Mod Chemistry I</td>
<td>278</td>
<td>40</td>
<td>748</td>
<td>1,348</td>
<td>165 / 59%</td>
</tr>
<tr>
<td>09-217 Organic Chemistry I</td>
<td>144</td>
<td>41</td>
<td>614</td>
<td>1,010</td>
<td>111 / 77%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>154</td>
<td>46</td>
<td>1,444</td>
<td>2,445</td>
<td>148 / 96%</td>
</tr>
<tr>
<td>33-106 Physics I - Engrg</td>
<td>256</td>
<td>42</td>
<td>882</td>
<td>1,477</td>
<td>167 / 65%</td>
</tr>
<tr>
<td>42-202 Physiology</td>
<td>75</td>
<td>41</td>
<td>417</td>
<td>679</td>
<td>69 / 92%</td>
</tr>
<tr>
<td><strong>7 Courses</strong></td>
<td><strong>1,237</strong></td>
<td><strong>292</strong></td>
<td><strong>5,229</strong></td>
<td><strong>8,975</strong></td>
<td><strong>897 / 73%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING 2016</th>
<th>Total Course Enrollment</th>
<th>No. of SI sessions held</th>
<th>No. of Times Students Attended</th>
<th>Total Contact Hours</th>
<th>No. / % of enrolled who attended at least one SI session</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-121 Modern Biology I</td>
<td>159</td>
<td>44</td>
<td>503</td>
<td>964</td>
<td>111 / 70%</td>
</tr>
<tr>
<td>09-105 Mod Chemistry I</td>
<td>106</td>
<td>40</td>
<td>295</td>
<td>516</td>
<td>67 / 63%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>120</td>
<td>44</td>
<td>1,025</td>
<td>1,647</td>
<td>107 / 89%</td>
</tr>
<tr>
<td>33-141 Physics I – Engr</td>
<td>146</td>
<td>38</td>
<td>602</td>
<td>996</td>
<td>107 / 73%</td>
</tr>
<tr>
<td>42-202 Physiology</td>
<td>98</td>
<td>41</td>
<td>444</td>
<td>716</td>
<td>77 / 79%</td>
</tr>
<tr>
<td><strong>5 Courses</strong></td>
<td><strong>629</strong></td>
<td><strong>207</strong></td>
<td><strong>2,869</strong></td>
<td><strong>4,839</strong></td>
<td><strong>469 / 75%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AY 2015-16</th>
<th>Total Course Enrollment</th>
<th>No. of SI sessions held</th>
<th>No. of Times Students Attended</th>
<th>Total Contact Hours</th>
<th>No. / % of enrolled who attended at least one SI session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Courses</td>
<td>1,866</td>
<td>499</td>
<td>8,098</td>
<td>13,814</td>
<td>1,366 / 73%</td>
</tr>
</tbody>
</table>
## 10 Year Summary of SI Attendance

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Courses Supported</th>
<th>Total Enrollment Across all Courses</th>
<th>No. of SI sessions held</th>
<th>No. of Times Students Attended</th>
<th>Total Contact Hours</th>
<th>No. / % of enrolled who attended SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>18</td>
<td>3,185</td>
<td>586</td>
<td>6,265</td>
<td>11,450</td>
<td>1,800 / 57%</td>
</tr>
<tr>
<td>2007-08</td>
<td>13</td>
<td>1,908</td>
<td>485</td>
<td>5,529</td>
<td>9,201</td>
<td>1,273 / 67%</td>
</tr>
<tr>
<td>2008-09</td>
<td>12</td>
<td>1,404</td>
<td>460</td>
<td>4,070</td>
<td>7,117</td>
<td>967 / 69%</td>
</tr>
<tr>
<td>2009-10</td>
<td>11</td>
<td>1,487</td>
<td>469</td>
<td>4,760</td>
<td>9,833</td>
<td>1,072 / 72%</td>
</tr>
<tr>
<td>2010-11</td>
<td>13</td>
<td>2,235</td>
<td>493</td>
<td>6,579</td>
<td>11,985</td>
<td>1,351 / 60%</td>
</tr>
<tr>
<td>2011-12</td>
<td>12</td>
<td>2,022</td>
<td>470</td>
<td>5,616</td>
<td>10,098</td>
<td>1,229 / 61%</td>
</tr>
<tr>
<td>2012-13</td>
<td>13</td>
<td>1,877</td>
<td>538</td>
<td>5,515</td>
<td>10,347</td>
<td>1,242 / 66%</td>
</tr>
<tr>
<td>2013-14</td>
<td>13</td>
<td>1,781</td>
<td>541</td>
<td>7,192</td>
<td>12,674</td>
<td>1,256 / 71%</td>
</tr>
<tr>
<td>2014-15</td>
<td>12</td>
<td>1,715</td>
<td>489</td>
<td>8,702</td>
<td>15,147</td>
<td>1,308 / 76%</td>
</tr>
<tr>
<td>2015-16</td>
<td>12</td>
<td>1,866</td>
<td>499</td>
<td>8,098</td>
<td>13,814</td>
<td>1,366 / 73%</td>
</tr>
</tbody>
</table>

See Appendix E to see a sample of how SI data is compiled.
THE EXCEL COLLABORATIVE LEARNING PROGRAM

Ms. Jessica Owens, SI/EXCEL Coordinator

Mr. Nitsan Shai, SI/EXCEL Student Supervisor

Dorothy Holland-Minkley, Peer Tutor Supervisor

Michael Poljak, Academic Coaching Coordinator

Stephanie Vereb, Former SI Leader
THE EXCEL COLLABORATIVE LEARNING PROGRAM

Student Comments

“Learning in the small group setting of EXCEL lessens the pressures and insecurity that I may feel in a large group setting. For example, I feel more comfortable asking questions and asking the group leader for help.”

“The sessions really helped me get a better understanding of physics in general, as well as helped me do the homework and do better on the exams. I feel like I would not have done as well in the class if I didn't have EXCEL sessions to help me out.”

“The different environment really helped me to fully experience the proper learning that I needed to be successful in the class. Also, Reid, my EXCEL leader was a super valuable resource that truly helped me make it in this course.”

“Group work on the board and then reviewing as a whole group I liked the open environment where I was comfortable asking questions and for help for small parts of a problem.”

“EXCEL provides a safe environment where I made friends and was not intimidated to ask questions.

“Small setting, not too formal or informal, the perfect environment for learning in my opinion.”

“I am very appreciative that EXCEL was offered for 18-100 and I am extremely thankful that I had Sam as my EXCEL leader. EXCEL improved my experience with 18-100 and made me feel much more comfortable with the material. Thank you so much for offering EXCEL!”

EXCEL Collaborative Learning Highlights

The 2015-2016 Academic Year was the EXCEL Collaborative Learning Group Program’s seventh full year as part of Academic Development.

- 25 courses supported with EXCEL
  - 12 courses supported in Fall 2015
    - 03-151 Honors Modern Biology (Minden)
    - 03-231 Biochemistry I (Lee/Hackney)
    - 06-221 Thermodynamics (Dahl)
    - 18-100 Intro to ECE (Sullivan)
    - 18-290 Signals & Systems (Grover/Yu)
    - 21-127 Concepts of Math (Flaherty)
    - 21-241 Matrices & Linear Transformations (Adamchik/Gheorgiciuc)
    - 21-259 Calculus in 3D (Collins/Johnson/Szudzik)
    - 21-260 Differential Equations (Mihai)
    - 33-107 Physics II for Engineering Students (Klein)
- 33-111 Physics I for Science Students (Garoff)
- 33-112 Physics II for Science Students (Ghosh)

- 13 courses supported in Spring 2016
  - 03-232 Biochemistry I (Rule)
  - 03-240 Cell Biology (Linstedt)
  - 06-261 Fluid Mechanics (Jhon)
  - 06-262 Math Methods (Khair)
  - 09-218 Organic Chemistry II (Das)
  - 18-100 Intro to ECE (Sullivan)
  - 18-290 Signals & Systems (Sankaranarayanan/Stern)
  - 21-127 Concepts of Math (Johnson/Szudzik)
  - 21-241 Matrices & Linear Transformations (Handron/Szudzik)
  - 21-259 Calculus in 3D (Mihai)
  - 33-142 Physics II for Engineering & Physics Students (Klein)
  - 33-121 Physics I for Science Students (Ghosh/Walker)
  - 33-122 Physics II for Biology & Chemistry (Vogel/Evilevitch)

- Due to curricular changes in the biology department, 03-240 Cell Biology had only 30 students enrolled; therefore, spring support for the course was changed to EXCEL.
- The spring 2016 instructors for 21-260 Differential Equations declined EXCEL support for their courses due to their own individual curricular changes.

- Total course enrollment for 25 EXCEL supported courses: 3,366
- Total EXCEL Groups: **113**
  - There were 54 groups in F15 and 59 groups in S16 for a total of 113 groups.
  - The spring semester set a new record for the highest number of EXCEL groups in a single semester in the history of the EXCEL Program.
  - This represents a 43% increase in groups from the previous year and sets a new record for the highest number of EXCEL groups in an academic year for the EXCEL Program.
  - Compared to previous academic years:
    - AY 2014-2015: 79 groups (26 supported courses)
    - AY 2013-2014: 61 groups (19 supported courses)
    - AY 2012-2013: 65 groups (26 supported courses)
    - AY 2011-2012: 43 groups (21 supported courses)
    - AY 2010-2011: 31 groups (20 supported courses)
    - AY 2009-2010: 27 groups (17 supported courses)
1,479 EXCEL Group sessions were held during the Academic Year, with 696 sessions held in F15 and 783 held in S16.

- This represents the second highest number of EXCEL sessions in the history of the EXCEL Program.

Total number of students participating in EXCEL: 864 or 26% of students enrolled in 25 EXCEL supported courses.

- This is the highest number and percentage of enrolled students to use EXCEL in the history of the EXCEL Group Program.

Comparison with previous academic year:

- AY 2014-2015: 700, or 21% of enrolled students in 26 courses
Number of student contact hours for 25 supported EXCEL courses: **11,921** with 5,581 contact hours in the fall and 6,340 contact hours in the spring

- This is **1,904 more student contact hours**, a 19% increase over the previous academic year and the highest number of student contact hours in the history of the EXCEL Program.

- Comparison with previous academic years:
  - AY 2014-2015: 10,017
  - AY 2013-2014: 6,461
  - AY 2012-2013: 4,617
  - AY 2011-2012: 2,543
  - AY 2010-2011: 1,385
  - AY 2009-2010: 942
• Number of student contacts for 25 supported EXCEL courses: **7,735**
  
  o **This is 1,346 more student contacts or a 21% increase over the previous year and the highest number of student contacts in the history of the EXCEL Program.**
  
  o As this is only the second year that student contact data has been collected, comparisons can only be made with the previous year.
  
  o Comparison to previous year:
    - AY 2014-2015: 6,389 (26 supported courses)

• In AY 2015-2016, 27 groups, or 24% of regularly scheduled EXCEL groups were conducted in the Academic Development classrooms, Cyert B6A and B6B, while most exam review sessions and 87 weekly groups or **76% of all regularly scheduled EXCEL groups were held elsewhere on campus.**
  
  o This is a 10% increase over the previous year and is the highest number and percentage of EXCEL groups scheduled in other university classrooms in the history of the program.

---

### Percent of EXCEL Groups Held in Campus Classrooms

![Chart showing the percent of EXCEL groups held in campus classrooms from 2011-12 to 2015-16.](chart)

---

• Mid-semester surveys were administered in hard copy by the EXCEL Leaders to their EXCEL groups with the following response rate:
  
  o Fall 2015: 259 responses out of 393 total participants, a 66% response rate
  
  o Spring 2016: 224 responses out of 470 participants, a 48% response rate

• End of term surveys were sent electronically to all EXCEL group enrollees in the fall 2015 term, but, due to technological issues, administered in hard copy during the spring 2016 term with the following response rate:
  
  o Fall 2015: 161 responses out of 393 participants, a 41% response rate
  
  o Spring 2016: 144 responses out of 470 participants, a 31% response rate
Evaluation results were high with the mean student satisfaction with EXCEL Leader a 3.7 (4-point scale) for both the Fall 2015 term and Spring 2016 term.
EXCEL Collaborative Learning Summary

The EXCEL Collaborative Learning Group (EXCEL) Program provides formalized study groups for traditionally difficult courses. EXCEL Groups are comprised of approximately 9 students per group and are conducted by trained student leaders who have previously completed the course with an “A” and maintain a minimum GPA of 3.5. The EXCEL Group model is based on the former Study Group Program, which was derived from one developed for medical students at the University of North Texas. EXCEL Groups are designed to supplement, not replace class lectures and TA recitations; the sessions are interactive, student-friendly, and formed on an as needed-basis with multiple groups per course.

The EXCEL Collaborative Learning Group Program, now in its seventh full year at Carnegie Mellon, experienced a record-breaking year as follows:

- Highest number of EXCEL groups in a single semester and in an academic year
- Highest number of student contact hours
- Highest number of student contacts
- Highest number of EXCEL enrollees and highest number of EXCEL participants
- Highest number and percentage of regularly scheduled EXCEL sessions offered in university classrooms other than the Academic Development classrooms in Cyert Hall
- Launch of the student-designed software platform, CMU Balance, to manage EXCEL leader schedules and availability as well as EXCEL member registration and attendance
- Program Coordinator asked to be the keynote speaker at the 2016 Student Employee Appreciation Lunch
- Program Coordinator selected to present at the 9th International Supplemental Instruction Conference in Kansas City, Missouri

The EXCEL Program supported 25 courses in the 2015-2016 academic year, 12 in the fall and 13 in the spring, which is the second highest number of courses ever supported in an academic year. There were a total of 3,366 students enrolled in the EXCEL-supported courses. Of the students enrolled in EXCEL supported courses, 889 signed up to join an EXCEL group and 864, or 26%, participated in an EXCEL group session at least once. This is a 23% increase in participating students over the previous year and the highest number of both enrollees and participants in the history of the EXCEL Program.

Therefore, the total number of student contacts or times students attended EXCEL was 7,735, which represents 1,346 more student contacts or a 21% increase over the previous year and the highest number of student contacts in the history of the EXCEL Program. The number of hours students spent in EXCEL sessions or student contact hours for 2015-2016 was 11,921, which represents 1,904 more student contact hours or a 19% increase over the previous year, and the highest number of student contact hours in the history of the EXCEL Program.

There were a total of 113 EXCEL groups in the 2015-2016 academic year, which is a 43% increase from the previous year and the highest number of groups in the history of the
EXCEL program, and 1,479 EXCEL sessions in the 2015-2016 academic year, which is the second highest number of sessions in the history of the EXCEL Program.

Because of this, greater emphasis was placed on self-direction and guided self-assessment for the SI/EXCEL Leaders during their ongoing training. The leaders continued to set, monitor and assess their monthly goals throughout both semesters, while also engaging in a new Outcome Area Assessment during the October training. Through a process of guided self-assessment, the leaders identified specific outcome areas to address in their sessions. The breakdown of the EXCEL Leaders’ fall 2015 outcome area selections were diverse as demonstrated in the chart below:

Not only did the Outcome Area Assessment allow for diverse problem solving, but 28% of the EXCEL Leaders identified this process as the most helpful aspect of the fall ongoing training, providing feedback such as the following:

“I really benefited from breaking into groups based on what our biggest struggle was because it gave me a chance to talk to other leaders about how they were handling the problem and what they had found worked or didn't work in their sessions.”

One of the factors that influenced the growth of the EXCEL Program during the 2015-2016 academic year was the development of a new online registration system which increased student accessibility to EXCEL. As part of his Fifth Year Scholars’ project and in response to the historic growth of the EXCEL Program, Nitsan Shai, one of the SI/EXCEL Leaders and the newly appointed Student Supervisor, developed a software platform to encourage undergraduate students to use their academic resources and manage their time more effectively.

The program, originally titled CMU No Stress but renamed CMU Balance, is a web application that manages all EXCEL registration and attendance data as well as leader availability, room schedule management and course schedule parameters. Nitsan developed the application over the summer of 2015, partnered with the Program Coordinator and several EXCEL leaders to run a test of the system in August 2015, launched the program for the fall 2015 term, and formed a team of leaders to assist him with monitoring and developing the software throughout the term. During the 2016-2017 academic year, Nitsan and his team will be rolling out the second phase of the program which provides a tool for students to realistically examine the time commitment of their coursework and extra-curricular activities.

During the 2015-2016 academic year, the number of students who registered for EXCEL increased by 19% due to increased visibility and easier access to the resource that resulted from
the CMU Balance website. Even more significantly, the number of students who participated in EXCEL increased by 23% and the number of non-active enrolled students decreased by 43% from the previous year as illustrated in the chart below.

The fact that the number of non-active enrolled students decreased is noteworthy because there were concerns that the heightened accessibility would result in students over-enrolling in EXCEL by signing up but never participating, which would prevent their peers from having the opportunity to benefit from the resource. However, the website had several measures in place to help counteract this possibility:

1. Registration was not a single-click opt-in, but rather it required students to upload their weekly schedule, self-select their availability, and electronically agree to adhere to specific EXCEL attendance policies
2. Students were asked to confirm or decline the group with which they had been matched
3. No Show attendance monitoring was partially automated and manually addressed on a more regular basis

Not only did the website help to increase accessibility and participation, but the CMU Balance site enhanced the EXCEL Leader experience as well. Leaders were required to record a hard-copy version of their attendance as a backup to the site, however the Coordinator never needed to rely on these to input data because the site worked effectively all year. In fact, the EXCEL Leaders gave the site a mean effectiveness rating of 3.8 (on a 4-point scale) and submitted comments such as:

- “The site is amazing. It's so much easier to take attendance with it than without it.”
- “The site made everything so much easier.”
The site was very nice. I think the questions/debrief fields on the attendance were extremely useful for assessing how well the sessions went.”

In addition to the program expansion and launch of the CMU Balance website, the 2015-2016 academic year marked several other achievements for the EXCEL Program. First, the Program Coordinator was invited to be the guest speaker at the April 6, 2016 Student Employee Appreciation Luncheon. Second, she and the other program coordinators collaborated with colleagues from the Eberly Center to conduct a Learning Strategies Assessment of the 2016 training cohort. The assessment measured their intrinsic goal orientation, self-efficacy, metacognition and effort regulation and compared it to the national average. The trainees completed a pre-training assessment and a post-training assessment, and in every category scored at a higher rate than the national average.

The 2015-2016 Academic Year was a record year for the EXCEL Collaborative Learning Group Program as follows:

- Number of EXCEL groups
- Number of student contacts, contact hours, enrollees, and participants
- Number of regular sessions held outside of Cyert
- Launch of CMU Balance
Supplemental Instruction and EXCEL Initiatives

Prior to the start of the 2015-2016 academic year there were 12 rising leaders from the spring 2015 training group on track for full employment and 5 rising leaders scheduled for the Alternate SI Leader/EXCEL Pool. The Alternate SI Leader/EXCEL Pool position was an initiative begun during the 2014-2015 AY. A trained employee from the pool would be available to take on standing appointments, substitute for his/her eligible courses and/or assist with large SI exam reviews in the fall with the expectation of being appointed to a full SI/EXCEL position in the spring term.

However, due to student demand, the number of fully employed leaders increased to 18 rising SI/EXCEL Leaders as well as 3 Peer Tutors/Academic Coaches. The 21 new leaders together with 14 returning leaders resulted in 35 total leaders, which is a 25% increase over the previous academic year and the largest cohort of SI/EXCEL Leaders of any academic year as illustrated in the chart below.

Expanded Supervisory Support for Supplemental Instruction and EXCEL

In anticipation of the large freshman class and increased size of the SI/EXCEL cohort, the Supervising Observation Team was expanded. In previous terms, the Observation Team consisted of the Program Coordinator and the Student Supervisor, but for the 2015-2016 academic year, the Observation Team included the following:

- Jessica Owens, SI/EXCEL Program Coordinator
- Nitsan Shai, SI/EXCEL Student Supervisor
- Mike Poljak, Academic Counseling Program Coordinator
- Dorothy Holland-Minkley, special faculty member from the Physics department
- Stephanie Vereb, an inactive former SI Leader

~ 55 ~
The Observation Team met weekly to debrief and schedule observations, holding 51 meetings and completing 143 observations, which is a 27% increase over the previous year and a new record for the SI/EXCEL Program as illustrated in the chart below.

Supplemental Instruction/EXCEL Leader Development, Recruitment and Training

There were a total of 35 SI/EXCEL Leaders for the 2015-2016 Academic Year. A total of 8 mandatory monthly meetings were held during the 2015-2016. If a leader was unable to make one of the mandatory meetings, s/he was required to complete an additional, unpaid peer-observation within the same week and still participate in the ongoing training and CLT challenges.

As a result of the 2014-2015 administrative goals, ongoing training emphasized the following:

- Addressing student issues
- Incorporating more measures to assess group dynamics
- Diversifying leader interactions
- Encouraging more variety in technique combinations
- Incorporating educational research
- Increasing spring technique requirements
- Monitoring individual leader progress

The first five of these goals were achieved through the Outcome Area Assessment in the October and November ongoing training.

Twenty-three new leaders were recruited and trained in the spring 2016 term with the explicit understanding that they are committing to work for a minimum of two consecutive semesters. At
the conclusion of spring training, both the experienced leaders and the new trainees participated in the third annual Collaborative Learning Technique Olympic event!

A group photo of our SI/EXCEL Leaders at the conclusion of the CLT Olympic Event!
<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-121B</td>
<td><em>Modern Biology</em></td>
<td>D’Antonio, Campanaro</td>
</tr>
<tr>
<td>03-151</td>
<td><em>Honors Modern Biology</em></td>
<td>Minden</td>
</tr>
<tr>
<td>18-100</td>
<td><em>Intro to ECE</em></td>
<td>Sullivan, Carley</td>
</tr>
<tr>
<td>18-240</td>
<td><em>Structure &amp; Design of Digital Systems</em></td>
<td>Nace</td>
</tr>
<tr>
<td>18-290</td>
<td><em>Signals &amp; Systems</em></td>
<td>Grover, Yu</td>
</tr>
<tr>
<td>21-127</td>
<td><em>Concepts of Math</em></td>
<td>Gheorghiciuc</td>
</tr>
<tr>
<td>21-241</td>
<td><em>Matrices &amp; Linear Transformations</em></td>
<td>Mihai, Deitrich, Cummings</td>
</tr>
<tr>
<td>21-259</td>
<td><em>Calculus in 3D</em></td>
<td>Flaherty</td>
</tr>
<tr>
<td>21-260</td>
<td><em>Differential Equations</em></td>
<td>Handron</td>
</tr>
<tr>
<td>33-121</td>
<td><em>Physics I for Science Students</em></td>
<td>Garoff, Klein</td>
</tr>
<tr>
<td>33-122</td>
<td><em>Physics II for Biology and Chemistry Students</em></td>
<td>Vogel, Collins</td>
</tr>
<tr>
<td>33-142</td>
<td><em>Physics II for Engr &amp; Physics</em></td>
<td>Klein</td>
</tr>
</tbody>
</table>
## Summary of EXCEL Attendance for 2015-16 AY

<table>
<thead>
<tr>
<th>FALL 2015</th>
<th>Total Course Enrollment</th>
<th>No. of EXCEL sessions held</th>
<th>No. of Times Students Attended</th>
<th>Total Contact Hours</th>
<th>No. / % of enrolled who attended at least one EXCEL session</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-151 Honors Modern Bio</td>
<td>55</td>
<td>45</td>
<td>338</td>
<td>589</td>
<td>31 / 56%</td>
</tr>
<tr>
<td>03-231 Biochemistry I</td>
<td>12</td>
<td>14</td>
<td>54</td>
<td>111</td>
<td>5 / 42%</td>
</tr>
<tr>
<td>06-221 Thermodynamics</td>
<td>83</td>
<td>68</td>
<td>407</td>
<td>645</td>
<td>38 / 46%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>147</td>
<td>64</td>
<td>479</td>
<td>618</td>
<td>63 / 43%</td>
</tr>
<tr>
<td>18-290 Signals &amp; Systems</td>
<td>104</td>
<td>46</td>
<td>257</td>
<td>394</td>
<td>27 / 27%</td>
</tr>
<tr>
<td>21-127 Concepts of Math</td>
<td>353</td>
<td>146</td>
<td>618</td>
<td>972</td>
<td>71 / 21%</td>
</tr>
<tr>
<td>21-241 Matrices &amp; Linear Transformations</td>
<td>265</td>
<td>35</td>
<td>136</td>
<td>233</td>
<td>24 / 9%</td>
</tr>
<tr>
<td>21-259 Calculus in 3D</td>
<td>424</td>
<td>123</td>
<td>635</td>
<td>972</td>
<td>72 / 17%</td>
</tr>
<tr>
<td>21-260 Differential Equations</td>
<td>115</td>
<td>63</td>
<td>272</td>
<td>423</td>
<td>23 / 20%</td>
</tr>
<tr>
<td>33-107 Physics II Engr</td>
<td>131</td>
<td>64</td>
<td>319</td>
<td>515</td>
<td>26 / 20%</td>
</tr>
<tr>
<td>33-111 Physics I Science</td>
<td>60</td>
<td>23</td>
<td>71</td>
<td>85</td>
<td>9 / 15%</td>
</tr>
<tr>
<td>33-112 Physics II Science</td>
<td>46</td>
<td>5</td>
<td>16</td>
<td>24</td>
<td>5 / 11%</td>
</tr>
<tr>
<td><strong>12 Courses</strong></td>
<td><strong>1,795</strong></td>
<td><strong>696</strong></td>
<td><strong>3,602</strong></td>
<td><strong>5,581</strong></td>
<td><strong>394 / 22%</strong></td>
</tr>
<tr>
<td>SPRING 2016</td>
<td>Total Course Enrollment</td>
<td>No. of EXCEL sessions held</td>
<td>No. of Times Students Attended</td>
<td>Total Contact Hours</td>
<td>No. / % of enrolled who attended at least one EXCEL session</td>
</tr>
<tr>
<td>03-232 Biochemistry I</td>
<td>149</td>
<td>73</td>
<td>320</td>
<td>460</td>
<td>42 / 28%</td>
</tr>
<tr>
<td>03-240 Cell Biology</td>
<td>30</td>
<td>32</td>
<td>198</td>
<td>352</td>
<td>18 / 60%</td>
</tr>
<tr>
<td>06-261 Fluid Mechanics</td>
<td>79</td>
<td>83</td>
<td>468</td>
<td>754</td>
<td>49 / 62%</td>
</tr>
<tr>
<td>06-262 Math Methods of Chemical Engineering</td>
<td>79</td>
<td>60</td>
<td>364</td>
<td>546</td>
<td>36 / 46%</td>
</tr>
<tr>
<td>09-218 Organic Chemistry II</td>
<td>65</td>
<td>49</td>
<td>243</td>
<td>416</td>
<td>27 / 42%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>116</td>
<td>37</td>
<td>215</td>
<td>280</td>
<td>33 / 28%</td>
</tr>
<tr>
<td>18-290 Signals &amp; Systems</td>
<td>94</td>
<td>65</td>
<td>427</td>
<td>641</td>
<td>42 / 45%</td>
</tr>
<tr>
<td>21-127 Concepts of Math</td>
<td>290</td>
<td>178</td>
<td>939</td>
<td>1,403</td>
<td>96 / 33%</td>
</tr>
<tr>
<td>21-241 Matrices &amp; Linear Transformations</td>
<td>203</td>
<td>32</td>
<td>87</td>
<td>144</td>
<td>17 / 8%</td>
</tr>
<tr>
<td>21-259 Calculus in 3D</td>
<td>170</td>
<td>46</td>
<td>257</td>
<td>401</td>
<td>32 / 19%</td>
</tr>
<tr>
<td>33-121 Physics I Science</td>
<td>76</td>
<td>21</td>
<td>87</td>
<td>129</td>
<td>14 / 18%</td>
</tr>
<tr>
<td>33-122 Physics II for Biology &amp; Chemistry</td>
<td>51</td>
<td>30</td>
<td>118</td>
<td>178</td>
<td>18 / 35%</td>
</tr>
<tr>
<td>33-142 Physics II for Engineering &amp; Physics</td>
<td>169</td>
<td>77</td>
<td>410</td>
<td>636</td>
<td>46 / 27%</td>
</tr>
<tr>
<td><strong>13 Courses</strong></td>
<td><strong>1,571</strong></td>
<td><strong>783</strong></td>
<td><strong>4,133</strong></td>
<td><strong>6,340</strong></td>
<td><strong>470 / 30%</strong></td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>Total Course Enrollment</td>
<td>No. of EXCEL sessions held</td>
<td>No. of Times Students Attended</td>
<td>Total Contact Hours</td>
<td>No. / % of enrolled who attended at least one EXCEL session</td>
</tr>
<tr>
<td>25 Courses</td>
<td>3,366</td>
<td>1,479</td>
<td>7,735</td>
<td>11,921</td>
<td>864 / 26%</td>
</tr>
</tbody>
</table>
### 10 Year Summary of EXCEL Attendance

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Courses Supported</th>
<th>Total Enrollment Across all Courses</th>
<th>No. of EXCEL Sessions held</th>
<th>No. of Times Students Attended</th>
<th>No. / % of enrolled who attended EXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>12</td>
<td>1,363</td>
<td>194</td>
<td>581</td>
<td>102 / 7.5%</td>
</tr>
<tr>
<td>2008-09</td>
<td>12</td>
<td>1,650</td>
<td>142</td>
<td>378</td>
<td>66 / 4%</td>
</tr>
<tr>
<td>2009-10</td>
<td>17</td>
<td>2,249</td>
<td>294</td>
<td>942</td>
<td>186 / 8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>20</td>
<td>2,501</td>
<td>361</td>
<td>1,385</td>
<td>256 / 10%</td>
</tr>
<tr>
<td>2011-12</td>
<td>21</td>
<td>2,678</td>
<td>562</td>
<td>2,543</td>
<td>359 / 13%</td>
</tr>
<tr>
<td>2012-13</td>
<td>26</td>
<td>3,158</td>
<td>1,071</td>
<td>4,617</td>
<td>571 / 18%</td>
</tr>
<tr>
<td>2013-14</td>
<td>19</td>
<td>2,463</td>
<td>1,160</td>
<td>6,461</td>
<td>553 / 22%</td>
</tr>
<tr>
<td>2014-15</td>
<td>26</td>
<td>3,313</td>
<td>1,600</td>
<td>6,389</td>
<td>700 / 21%</td>
</tr>
<tr>
<td>2015-16</td>
<td>25</td>
<td>3,366</td>
<td>1,479</td>
<td>7,735</td>
<td>864 / 26%</td>
</tr>
</tbody>
</table>
THE ACADEMIC COACHING PROGRAM

Mr. Michael Poljak, Coordinator of the Academic Coaching Program

Ms. Rubini Naidu, AC Student Supervisor
Welcome to Mr. Michael Poljak!

The position of Academic Coaching Coordinator was increased from part-time to full-time. Mr. Michael Poljak was hired to serve as the Academic Coaching Coordinator. He has done an outstanding job of supporting our students and his student para-professional staff.

**Student Comments**

“My AC was very helpful and accommodating. She was understanding when I had to miss sessions during busy weeks, and she tailored our sessions to the areas I needed the most work on. I’m really thankful for her help this semester.”

“I think the study skills were great! Was hoping to be able to practically apply these skills based on my course load and not just know that I have all these skills, and we did! I think personally my AC. She was great and I learned a lot.”

“10/10 would recommend!”

“He was very helpful and clear and really good at explaining things. He was helpful in showing ways to succeed and helping me identify my weaknesses and how to turn them into strengths (as well as seeing my strengths and helping even more).”

“Very solid mentor, understanding and gave excellent feedback.”

“I felt that it was great when my AC talked about what techniques worked for him/why certain techniques did or did not work because it helped me understand that nothing was universal and I should test each technique to see if it works for me.”

Some of the accomplishments of Michael include:

- Conducted 119 Initial Consultation appointments during the academic year.
- Met regularly with 11 students who were deemed too challenging to be placed with an undergraduate Academic Coach.
- Regularly met with the Academic Coaches individually to discuss:
  - Difficulties with students
  - Suggestions of topics to focus on with specific students
  - How to navigate difficult and sensitive topics with students
  - Ways that the Coordinator could intervene for the purpose of assisting with a student’s progress
  - Alternative study skills information and materials
  - Ways to make the program more efficient, more compelling, and more appealing to CMU students
  - Personal and academic difficulties and struggles within their own college experience
- Collaborated (6 hours/week) with both the (SI)/Excel Program and the Peer Tutoring Program.
Observed 19 SI/EXCEL leaders and Peer Tutors during their sessions throughout the academic year.

Participated in weekly meetings to discuss previous and upcoming observations, session trends, and student employee development.

Conducted 19 debrief meetings with the SI/EXCEL Leaders and Peer Tutors for the purpose of assessing their performance and assisting personal and professional growth.

Created and facilitated six workshops and various presentations for undergraduate and graduate students.

Total attendance of 321 students

The feedback and participation from these workshops and presentations outlined the need for growth in the graduate student market

A new workshop format was developed and successfully initiated on a trial basis during the Spring semester: Time Management Consultations

Students were encouraged to sign up for a private one-on-one time management consultation with an Academic Coach. This format was an answer to the potential lack of individualized attention that previous workshop evaluations suggested.

Eight Academic Coaches met with 37 students individually over a 3-hour period.

Forty-three students signed up and 37 students, or 86%, attended.

Academic Coaching Highlights

Seventeen Academic Coaches (ACs) conducted study strategy workshops and individual appointments.

The Academic Coaching Program extended its support to multiple graduate programs and provided study skills, time management, and productivity sessions on both an individual basis and in workshops.

The Academic Coaching Program had 2,025 total contacts during the 2015 – 2016 academic year.

This is an increase of 20% from the previous year. I believe this is a result of the hiring of a full-time coordinator.

Over the course of the academic year, each Academic Coach was observed twice by the Academic Coaching Coordinator. After each observation, the Academic Coach met with the Academic Coaching Coordinator to discuss the strengths and weaknesses of the session, as well as the areas of focus for future sessions.

Students that utilized Academic Coaching: Breakdown by Class Rank

- Freshman = 72 Students
- Sophomores = 45 Students
- Juniors = 39 Students
- Seniors = 12 Students
- Graduate/ Doctoral = 11 Students
Students who utilized Academic Coaching: Breakdown by College

- CIT = 65 Students
- DC = 39 Students
- MCS = 29 Students
- CFA = 24 Students
- SCS = 12 Students
- HNZ = 4 Students
- TPR = 3 Students
- BHA = 1 Student
- BXA = 1 Student
- SHS = 1 Student

Fourteen students were interviewed for Academic Coaching positions and 12 were selected for the course: 99-252 Seminar in Academic Coaching. All 12 students successfully completed the course and became Academic Coaches.

The structure and curriculum of 99-252 Seminar in Academic Coaching was adjusted to incorporate more experiential learning through mock sessions and group presentations.

**Individual Academic Coaching Appointment Highlights**

Before meeting with an Academic Coach, students requesting Academic Coaching services must first complete the Learning and Study Strategies Inventory (LASSI). They will then meet with the Academic Coaching Program Coordinator or the Director of Academic Development for an initial consultation.

One-hundred seventy-nine Initial Consultation meetings were conducted in AY 2015-2016.

- This is a 37% increase from the last academic year.
- One-hundred sixty-eight students received individual Academic Coaching appointments. Twenty-five of those students were returning from a previous semester.
  - The number of students that received appointments is a 24% increase from the last academic year.
- Students attended a total of 1005 individual Academic Coaching appointments.
  - This is a 31% increase from the last academic year.
- Students failed to show up without notice to 113 individual Academic Coaching appointments.
  - This is a 3% increase from the last academic year.
- Individual Appointment Evaluation Highlights:
  - Fifty-three of the 168 students attending standing appointments, or 32%, completed evaluations of their Academic Coaching sessions.
  - Eighty-seven percent of respondents indicated that the Academic Coaching sessions met their expectations with a rating of “very much”, while 0% of
respondents indicated that the Academic Coaching Sessions did not meet their expectations.

- When asked to rate the helpfulness of individual session topics, the following percentage of respondents (who attended the following topic sessions) ranked the material as either “very” or “somewhat helpful”:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management and Procrastination</td>
<td>94%</td>
</tr>
<tr>
<td>Exam Prep</td>
<td>100%</td>
</tr>
<tr>
<td>Memory</td>
<td>94%</td>
</tr>
<tr>
<td>Information Processing</td>
<td>95%</td>
</tr>
<tr>
<td>Lecture Note Taking</td>
<td>97%</td>
</tr>
<tr>
<td>Textbook Reading</td>
<td>97%</td>
</tr>
</tbody>
</table>

- Reflecting on their experience with an Academic Coach, the following percentage of respondents chose a rating of either “good” or “excellent” for the listed characteristics of their Academic Counselor:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to create a comfortable learning atmosphere</td>
<td>100%</td>
</tr>
<tr>
<td>Display of genuine concern</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge of study skills</td>
<td>100%</td>
</tr>
<tr>
<td>Ability to communicate ideas and give clear examples</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Academic Coaching Workshop Highlights**

- Twenty-five workshops were conducted.
  - Nine campus workshops were initiated by Academic Development:
    - Three traditional Time Management, Stress and Procrastination Workshops
    - Two Freshman Success Workshops
    - Two Final Exam Preparation Workshops
    - One Time Management Consultations Workshop
    - One Science and Technology Workshop
  - Sixteen of the workshops were requested by the following programs or student groups:
    - Six Study Skills Workshops for the Summer Academy for Math and Science (SAMS)
    - Time Management for the Intercultural Communications Center (ICC)
    - Time Management, Balance, and Using Resources for Architecture First Year Seminar Students
    - Time Management, Stress, and Procrastination for Sigma Phi Epsilon Fraternity
    - Time Management, Productivity, Goal Setting, and Procrastination for ECE Students (18-200)
    - Time Management, Productivity, and Procrastination for Heinz College Students
    - Time Management and Exam Preparation for ECE students attending Supplemental Instruction
    - Time Management and Goal Setting for Sigma Nu Fraternity
- Time Management for Graduate Studies
- Two workshops for students enrolled in 18-100, Introduction to Electrical and Computer Engineering
- Two Academic Coaching and Study Skills workshops for Academic Development’s Peer Tutor Training Class

- Eight hundred thirty-eight students attended an Academic Development workshop.
  - This is an 8% increase from the last academic year.
- Attendance averaged approximately 34 students per workshop.
  - This is the same approximate average as the last academic year.
- Workshop evaluations were completed by 19% of attendees, or 158 of 838 attendees.
  - 80% of respondents indicated that the workshop met their expectations.
  - 95% of respondents indicated that the information provided in the workshop was “about right.”
  - 98% of respondents gave a rating of 4/5 or better to the workshop leader’s knowledge of topic.
  - 96% of respondents gave a rating of 4/5 or better to the workshop leader’s ability to communicate ideas and give clear examples.
  - 97% of respondents gave a rating of 4/5 or better to the workshop leader’s ability to create a comfortable learning environment.
Academic Coaching Summary

The Academic Coaching Program began the F15 semester with 17 undergraduate Academic Coaches: 11 veteran and 6 newly trained from the S15 training class. Seven out of the 11 veteran Academic Coaches graduated in the S16 semester and will be replaced by 12 newly trained Academic Coaches. We will employ 19 Academic Coaches for the 2016-2017 AY.

The Academic Coaching Program generated the following:

- Administered 179 LASSI study skills assessments, leading to 179 Initial Consultations
- Filled 168 requests for study skills appointments
- Conducted 1005 individual Academic Coaching sessions
- Offered 25 study skills workshops to 838 students

These efforts resulted in a total of 2025 total student contacts for the 2015 – 2016 AY, a 20% increase from the last academic year.

Twenty-five study skills workshops were presented on campus during the 2015-2016 AY: 7 in the summer term, 11 in the fall term and 7 in the spring term. Of the workshops presented, 16 were requested by professors, staff and student groups, while 9 were initiated by Academic Development. The workshops initiated by Academic Development were presented in the Cohon University Center, Wean Hall, Porter Hall, and in our Cyert B6A and B6B classrooms during various afternoon and evening hours. Workshop locations were chosen in line with our continued efforts to make our resources as convenient and accessible as possible. Workshop days and times were carefully chosen to reflect the natural progression of the semester. Approximately 19% of workshop attendees completed an evaluation. Of this group of respondents, 80% indicated that the workshop met their expectations and 95% indicated that the information provided was “about right”. The respondent’s collective satisfaction was never lower than 96% when evaluating the workshop leader’s knowledge of the topic, their ability to communicate clear ideas and give examples, and their ability to create a comfortable learning environment. The Academic Coaching Program also partnered the Summer Academy for Math and Sciences (SAMS) by facilitating six study skills workshops to 40 high school students over the course of six weeks.

A new workshop format, Time Management Consultations, was developed and successfully rolled out on a trial bases during the spring 2016 semester. Using this new format, we allowed students to sign up for a private one-on-one time management consultation with an Academic Coach. This format was not developed as a replacement to our traditional and successful workshop format. Rather, this workshop was an answer to the potential lack of individualized attention that previous workshop evaluations suggested. There were eight Academic Coaches that met with 37 students over a three-hour time period. Students who signed up for a consultation during a designated time were contacted with a meeting reminder, a suggestion of what materials to bring to the meeting, and were requested to notify Academic Development if they had to cancel. Forty-three students registered for the workshop and 37 students attended their appointments. This new format proved to be useful to students and will be continued in the next academic year.
The Academic Coaching Program continued ongoing campus outreach during the 2015-2016 AY. E-mail announcements inviting students to attend Academic Coaching workshops were rewritten and a more intentional distribution schedule was developed with marketing strategies in mind. Information continued to be distributed through the Academic Development Department D-list. Academic Coaches continued to promote the program by wearing Academic Coaching t-shirts on scheduled days throughout the fall and spring semesters and for all presentations. Targeted e-mails were sent to various departments, campus entities, and faculty/staff members in order to make the campus community aware of Academic Coaching services and workshops. Materials providing information about time management, goal setting, and exam preparation continue to be displayed in the student waiting area of the Academic Development office. Time management, productivity, and study skills materials were adjusted and provided to multiple graduate student focused departments in order to grow the web of support for graduate students. Our Academic Coaching Coordinator worked closely with our coaches in leading many of these workshops. Overall, these outreach efforts generated approximately 900 total contacts.

The Academic Coaches participated in ongoing training and development through observations, group and individual feedback, frequent one-on-one meetings, weekly student folder notes and recommendations, and five discussion and experiential based staff meetings. The staff meetings provided an opportunity for reflection and discussion of individual session experiences and challenges while also providing further training on topics identified by the needs of the Academic Coaches. These topics included, but were not limited to new research on productivity and procrastination, goal setting, time management, accountability, campus referrals, and subject-specific study strategies. For the 2016-2017 academic year, I hope to increase the number of staff meetings to a minimum of three per semester and implement a rotating mentorship-like program which would lend itself to increased communication and sharing for best practices among Academic Coaches.

Student satisfaction with Academic Coaching services continued to remain high. The 168 regularly held standing appointments in the 2015-2016 AY generated 53 evaluations, a 32% response rate. Of the respondents, 87% indicated that the Academic Coaching sessions met their expectations with a rating of “very much”. When asked to reflect on their experience with an Academic Coach, 100% of respondents chose a rating of “good” or “excellent” for their Academic Coach’s ability to create a comfortable learning environment, display genuine concern, their knowledge of study skills, and their ability to communicate ideas and give clear examples. When asked to rate the helpfulness of individual session topics, all topics (Time Management and Procrastination, Exam Prep, Memory, Information Processing, Lecture Note Taking, and Textbook Reading) were deemed “very helpful” or “somewhat helpful” by at least 94% of respondents.

The Academic Coaching Program Coordinator conducted 14 individual interviews before selecting 12 undergraduate students to participate in CMUS 99-252, Seminar in Academic Coaching training class during the spring 2016 term. A veteran Academic Coach was recruited to assist with the development and facilitation of the class, as well as tasked to create a new lesson on cultural awareness and prejudices. The veteran Academic Coach was a valuable asset to the class and was able to share experiences and field questions throughout the semester. The cultural awareness lesson proved advantageous to the development of the training class and was well received by the trainees.

Overall, the Academic Coaching Program provided quality support services for students needing assistance with their time management and study skills, managing stressors, and finding
confidence in their ability to navigate the college experience. This was accomplished by administering 179 LASSI study skills assessments, filling 168 requests for study skills appointments, conducting 1005 individual Academic Coaching sessions, presenting 25 study skills workshops with 838 attendees, and participating in numerous outreach activities. These efforts resulted in a total of 2025 student Academic Coaching contacts and approximately 900 outreach contacts for the 2015-2016 academic year.

### Academic Coaching Numbers by Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Initial Consultations (Intake)</th>
<th>No. of Students Attending Individual AC Sessions</th>
<th>Number of Academic Coaching Appointments</th>
<th>Number of Workshops</th>
<th>Number of Students Attending Workshops</th>
<th>Total Contacts (Sessions + Workshop + Intake)</th>
<th>Outreach Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>n/a</td>
<td>n/a</td>
<td>241</td>
<td>n/a</td>
<td>251</td>
<td>563</td>
<td>n/a</td>
</tr>
<tr>
<td>2000-2001</td>
<td>n/a</td>
<td>n/a</td>
<td>203</td>
<td>n/a</td>
<td>371</td>
<td>638</td>
<td>n/a</td>
</tr>
<tr>
<td>2001-2002</td>
<td>n/a</td>
<td>n/a</td>
<td>205</td>
<td>n/a</td>
<td>253</td>
<td>513</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-2003</td>
<td>n/a</td>
<td>n/a</td>
<td>273</td>
<td>n/a</td>
<td>212</td>
<td>559</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-2004</td>
<td>n/a</td>
<td>n/a</td>
<td>182</td>
<td>17</td>
<td>498</td>
<td>734</td>
<td>n/a</td>
</tr>
<tr>
<td>2004-2005</td>
<td>n/a</td>
<td>69</td>
<td>205</td>
<td>27</td>
<td>384</td>
<td>658</td>
<td>n/a</td>
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<tr>
<td>2005-2006</td>
<td>n/a</td>
<td>72</td>
<td>244</td>
<td>35</td>
<td>894</td>
<td>1210</td>
<td>n/a</td>
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<tr>
<td>2006-2007</td>
<td>n/a</td>
<td>76</td>
<td>253</td>
<td>28</td>
<td>315</td>
<td>644</td>
<td>n/a</td>
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<tr>
<td>2007-2008</td>
<td>n/a</td>
<td>58</td>
<td>269</td>
<td>16</td>
<td>266</td>
<td>593</td>
<td>n/a</td>
</tr>
<tr>
<td>2008-2009</td>
<td>n/a</td>
<td>53</td>
<td>361</td>
<td>11</td>
<td>358</td>
<td>772</td>
<td>n/a</td>
</tr>
<tr>
<td>2009-2010</td>
<td>n/a</td>
<td>85</td>
<td>678</td>
<td>19</td>
<td>360</td>
<td>1123</td>
<td>100</td>
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<tr>
<td>2010-2011</td>
<td>n/a</td>
<td>118</td>
<td>760</td>
<td>19</td>
<td>370</td>
<td>1248</td>
<td>200</td>
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<tr>
<td>2011-2012</td>
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<td>143</td>
<td>888</td>
<td>25</td>
<td>403</td>
<td>1434</td>
<td>650</td>
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<td>2012-2013</td>
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<td>1057</td>
<td>23</td>
<td>457</td>
<td>1650</td>
<td>650</td>
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<tr>
<td>2013-2014</td>
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<td>636</td>
<td>18</td>
<td>381</td>
<td>1130</td>
<td>500</td>
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<tr>
<td>2014-2015</td>
<td>131</td>
<td>136</td>
<td>768</td>
<td>23</td>
<td>778</td>
<td>1682</td>
<td>500</td>
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<tr>
<td>2015-2016</td>
<td>179</td>
<td>168</td>
<td>1005</td>
<td>25</td>
<td>838</td>
<td>2025</td>
<td>900</td>
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</tbody>
</table>
Academic Coaching Student Contacts by Academic Year
(10 year history)

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>Number of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>F06-S07</td>
<td>644</td>
</tr>
<tr>
<td>F07-S08</td>
<td>593</td>
</tr>
<tr>
<td>F08-S09</td>
<td>772</td>
</tr>
<tr>
<td>F09-S10</td>
<td>1123</td>
</tr>
<tr>
<td>F10-S11</td>
<td>1248</td>
</tr>
<tr>
<td>F11-S12</td>
<td>1434</td>
</tr>
<tr>
<td>F12-S13</td>
<td>1650</td>
</tr>
<tr>
<td>F13-S14</td>
<td>1130</td>
</tr>
<tr>
<td>F14-S15</td>
<td>1682</td>
</tr>
<tr>
<td>F15-S16</td>
<td>2025</td>
</tr>
</tbody>
</table>
University Outreach

Participated in:
Ms. Donora Craighead, Mr. John Lanyon, and Ms. Jessica Owens are all members of the university Staff Council.
Welcome to CMU Summer Orientation
International Students Orientation
Freshmen Orientation Resource Fair
Resident Assistant Orientation
EOS Orientation
Scavenger Hunt for the Peer Health Advisors
Cellidh Weekend: Campus Resource Fair
Almost Midnight Breakfast
Vice Provost for Education Leadership Team
Advisors “Did You Know” kick-off event and other breakfast meetings
Student Employee of the Year appreciation lunch – Ms. Jessica Owns, SI/EXCEL Coordinator in Academic Development was invited to be the guest speaker
Senior Leadership Reception
Phi Beta Kappa Initiation
Attended several First Year Advisors Breakfast meetings
Electrical and Computer Engineering Sophomore Resource Fair on September 3, 2015
Turn Tartan Overnight: 2 sessions
4th Annual Conference on ADHD and Executive Function: Linda Hooper and Michael Poljak
Letters of Endorsement: Doherty Award, promotion to Teaching Professor, Reappointment letter, SI Award
Allison Hobbs: Allison visited from Franklin Marshall University in May. This is their second visit to our center and they are adopting many of the ideas/resources currently utilized in AD

Collaborative efforts on campus:
Jessica Owens, the SI/EXCEL Coordinator led a First Year Last Lecture discussion group
SAMS Program: Offered 6 study skills workshops for the summer program along with co-calculus session for eight students
Information Systems: Workshop for 40 students
Sigma Phi Epsilon: Workshop for 35 members
Dr. Christopher Genovese: Head of Statistics Department to discuss academic support for physics
Diana Marculescu: Professor of ECE: Time management workshop for 18-200 for over 200 students

Lucia Gonzalez: CMARC to discuss supporting both the SAMS Program and Recharge for summer 2016

Erika Linke: Met to discuss utilization of library space for tutoring, workshops and review sessions

Kurt Kumler: Kurt, Director of Counseling and Psychological Services, presented a workshop on hyper-achievement and perfectionism to the VPE units

Janet Peters and Vickie Whitehead: Expansion of support services for 18-220 and 18-240

Joanna Wolfe: Director of the Global Communication Center to discuss her research

Greek Life: Provided study skills assistance and workshops

Eberly Center for Teaching Excellence: discussed assessment options and logistics on several occasions

Partnered with The Eberly Center to conduct a learning assessment of all of the 2016 training class

Interview processes:

- Dietrich College: Involved in the interview process for the Asst. Dean/AAC Director
- Mellon College of Science: Associate Dean
- Associate Director of Residential Life

Heather Wrokinger Midgley: School of Architecture: Workshop for first year students

Jamie Rossi – Assistant Director of Graduate Studies: Time management workshop for graduate students

CS Advisors: met with Thomas Cortina, Mark Stehlik, Jacobo Carasquel and Margaret Reid-Miller to brief them on support services offered to CS students as well as AD training programs for our para-professional staff. The meeting was extremely positive and contribute dot an increase in the number of students refereed to AD by the CS advisors.

Student Dormitory Council: October 14, 2015.

Ana Maria Ulloa: Assistant Dean and Director of the Dietrich College Advisory Center, on November 2, 2015 to brief her on the support services offered on campus.

Student Life: Piloted a new tutoring location on campus at the Residence on Fifth
APPENDICES

A. CMUS 99-250 Seminar for Peer Tutors Syllabus
B. CMUS 99-251 Seminar for Supplemental Instructors Syllabus
C. CMUS 99-251 Seminar for Academic Coaches Syllabus
D. Slide Presentation: Training for Self-Directed Learning in SI Leaders
E. Sample of Basic Math Computations for the SI Summary Report
F. Academic Development Organizational Chart
APPENDIX A

CMUS 99-250 SEMINAR FOR PEER TUTORS SYLLABUS

Appendix A
Appendix A
SPRING 2016
SEMINAR IN PEER TUTORING
99-250
ACADEMIC DEVELOPMENT, CARNEGIE MELLON UNIVERSITY

FACILITATOR:
John Lanyon
Peer Tutor Coordinator
Cyert Hall B5K
jlanyon@andrew.cmu.edu
(412) 268-7410

TIME/LOCATION: Monday 3:30-5:00 p.m., Cyert Hall B6B

TEXTS: Ross MacDonald The Master Tutor, The Tutor’s Guide, selections from CRLA Tutor Training Handbook, and other handouts

There are several components of this training program:

• **THE PEER TUTORING PROGRAM** The Peer Tutoring program contains strategies aimed at strengthening student performance, and teaching you those strategies is the heart of this training program.

• **STUDY SKILLS AND LEARNING STYLES.** Everyone learns in different ways, and exposing you to the various forms of student learning will enable you to better understand your students. Many times, students are struggling because they have poor study habits. Reinforcing study skills with the students is an important part of Peer Tutoring.

• **COMMUNICATION SKILLS AND TEACHING STRATEGIES.** One of the most important aspects of being a peer tutor is how you communicate with the students. You will learn about interpersonal dynamics, and develop teaching skills that will enhance your ability to facilitate student learning.

• **HANDS-ON TRAINING.** Nothing teaches you better than experience. You will get practice through various activities, such as role playing and working with more experienced peer tutors.

EXPECTATIONS:

➢ Because training is based on active participation, it is very important that you are prompt and come prepared to training.

➢ Attendance is mandatory. **3 absences will result in a failing grade.**

➢ All assignments are due the next week unless otherwise stated.

➢ You must hand in a completed practicum log sheet documenting your observations of tutoring sessions as well as your actual tutoring hours. **Failure to hand in a completed log sheet will result in an incomplete or failing grade.**
**Session One: February 15**

**Orientation and Course Overview**
- Peer Introductions
- Distribute The Master Tutor texts & CMUS 99-250 folders
- Expectations for the class (syllabus, attendance policy, assignments, journal entries)
- Expectation for the practicum (mentor tutors, documentation & practicum log sheets)
- Distribute subject table tents, name tags, and walk-in attendance sheets

**Assignments:**
1. Journal Entry 1: What skills and qualities should an effective tutor have and why?
2. Read Chapter 1 of *The Master Tutor (MT)*: “Tutor Role”.
3. Read *What Socrates Would Say to Undergraduate Tutors*.

**Session Two: February 22**

**The Roles and Responsibilities of a Peer Tutor**
- Administrative Items (The practicum begins in week two.)
- Review the Readings
  - What is MacDonald’s definition of a tutor?
  - What are MacDonald’s six goals of tutoring?
  - Are there any other points from the readings relevant to tutoring at CMU?
- Pair Work Activity (Do’s & Don’ts of Tutoring & Tutoring Scenarios)
- Group Consolidation
- Referrals to Other Support Services on Campus

**Assignments:**
1. Journal Entry 2: Reflect on your observation of a walk-in tutoring session during the first week of practicum. How many students were present and how did the tutor manage the group? What was the ratio of tutor talk to tutee talk? What was the nature of this interaction? Overall, was the session effective – why or why not? Was the walk-in session what you expected – why or why not?
2. Read Chapter 2 of *MT*, “The Tutoring Cycle”.
3. Read *Why Tutoring Matters: The Interaction of a Peer Tutor and a Tutee During Scaffolding*.
4. Observe three standing tutoring appointments by week six and complete an observation form for each appointment.

**Session Three: February 29**

**The Tutoring Cycle**
- Practicum Discussion
  - Are you getting a chance to work with students during your practicum?
  - Is the experience what you expected? Why or why not?
  - Are there any problems or issues that you want to troubleshoot?
- Review the Readings
  - What are the twelve steps of the Tutoring Cycle?
  - What does it mean to emphasize process over content? Why is this important and how can a tutor facilitate this?
(Week Three, Continued…)

- What is scaffolding? How is this relevant to tutoring?
- Are there any other points from the readings relevant to tutoring at CMU?

**Assignments:**

1. Journal Entry 3: Analyze the communication dynamic of one of your tutoring sessions. Who is doing the majority of the speaking, reading, and writing? What is the nature of the discourse (explanations, suggestions, commands, questions, etc.)? Which do you find yourself emphasizing more – content or process? Why?
2. Read handouts on communication skills (2-9 thru 2-22).
3. Observe three standing tutoring appointments by week six and complete an observation form for each appointment.

**Session Four: March 14**

**Communication Skills**
- Writing Skit
- Group Consolidation
- Application – Role Play the Writing Skit

**Assignments:**

1. Journal Entry 4: Do you consider yourself to be an effective communicator? What are your strengths in this area? In what areas will you need to improve to communicate with your students more effectively? Why?
2. Read Chapter 3 of MT, “Tutoring Options”.
3. Read The ATPs of Tutor Training – Chapter 6: The Art of Questions: Methods Tutors Can Use to Enhance Critical Thinking Skills
4. Observe three standing tutoring appointments by week six and complete an observation form for each appointment.

**Session Five: March 21**

**Tutoring Options**
- Practicum Discussion
  - Are you getting a chance to work with students during your practicum?
  - Is the experience what you expected? Why or why not?
  - Are there any problems or issues that you want to troubleshoot?
- Review the Readings
  - What are the six tutoring options mentioned by MacDonald? Give an example of each.
  - What is Bloom’s Taxonomy (BT)? Provide an example of questions or initiations that address each aspect of BT.
  - Are there any other points from the readings relevant to tutoring at CMU?

(Week Five, Continued...)
(Week Five, Continued…)

- Role Play Activity (Tutoring Options vs. Direct Method Instruction)
- Group Consolidation

Assignments:
1. Journal Entry 5: After reading chapter 4 of MT, analyze one of your tutoring sessions in terms of the types of interaction you see between the students and yourself. Do you see the patterns of interaction discussed in the reading? How are these patterns used to facilitate the tutoring session?
2. Read Chapter 4 of MT, "Tutoring Patterns".
3. Complete the study skills survey for the next class.
4. Observe three standing tutoring appointments by week six and complete an observation form for each.

Session Six: March 28

Managing Standing Tutoring Appointments

- Practicum Discussion
  - Are you getting a chance to work with students during your practicum?
  - Is the experience what you expected? Why or why not?
  - Are there any issues or problems you want to troubleshoot?
- Small Group Discussion
  - What difficulties did you encounter in observing three standing appointments?
  - For each appointment, did the tutor meet your expectations? Why or why not?
  - For each appointment, what did the tutor do well? What would you have done differently?
  - Compare and contrast walk-in tutoring with standing tutoring appointments.
- Group Consolidation

Assignments:
1. Journal Entry 6: Complete the learning styles inventories in this week’s reading assignments. What are the results? Do you agree or disagree and why? How can an awareness of learning styles and your own individual preferences for processing information improve your tutoring?
2. Read learning styles handouts (2-33 thru 2-46).

Session Seven: SATURDAY, APRIL 2

Content – Based Breakout Sessions / Q&A Sessions With Peer Tutors

- Content-based Breakout Sessions With Experienced Peer Tutors
- Q&A With the Peer Tutors
- Group Consolidation

Assignments:
See the Assignments for Session Six.
Session Eight: April 4

Visiting Academic Counselors – Study Skills Presentation
• Academic Counselors’ Presentation
  o Individual Appointments & Group Workshops
  o Sample Workshop
  o Identifying Students With Study Skills Issues
  o Making Referrals
• Group Consolidation

Assignments:
1. Reflective Essay: Write a 1-2 page (typed) informal essay in which you reflect on your growth as a Peer Tutor and set goals for your future development in the program. How has your view of tutoring changed from the first day of training until now? What are your strengths? In what areas do you think you will need to improve? What are your goals for the fall?
2. Bring the following items to the last class: the Master Tutor text, a complete and accurate practicum log sheet, your subject table tent, your name tag, left over attendance sheets, and any other backlogged assignments.
3. Read Office Procedures for Peer Tutors.

Session Nine: April 18

Office Procedures, Course Evaluations, and Moving Forward
• Office Procedures Quiz
• Preparations for Tutoring in the Fall
• Class Evaluations

Assignment:
1. Make sure you submit the following items by the last day of classes: Master Tutor text, subject table tent, name tag, left over attendance sheets, completed practicum log sheet, reflective essay, and any backlogged assignments.
APPENDIX B  CMUS 99-251 SEMINAR FOR SUPPLEMENTAL INSTRUCTORS SYLLABUS
CMUS 99-251: Seminar for Supplemental Instruction  
SI & EXCEL Leader Training Class Syllabus

Course Instructor:  Jessica Owens, SI & EXCEL Program Coordinator  
Cyert B5, jaoens@andrew.cmu.edu (412) 268-1529

Teaching Assistants:  Nitsan Shai, Student Supervisor, nshai@andrew.cmu.edu

Day/Time/Location:  Tuesdays, 4:30pm-6:30pm, Cyert Hall B6B

Course Goal:  To equip students to facilitate collaborative learning in SI/EXCEL sessions


Selected readings from:  The Master Tutor: A Guidebook for More Effective Tutoring, Students Helping Students, Collaborative Learning Techniques, and How Learning Works: Seven Research-Based Principles for Smart Teaching

Course Components:

- The SI & EXCEL Program
- Study Skills, Learning Theory, and Learning Styles
- Communication Skills, Group Facilitation, and Collaborative Learning Techniques
- Hands-on Training in the Practicum

Practicum:

1. One SI or EXCEL Mentor Interview (1 hour minimum)
2. Two Simulated Sessions (2 hours)
3. Three Observations
   a. Specifics:
      i. Observe 2 regularly scheduled SI or EXCEL sessions (1 hour each)
      ii. Observe 1 SI or EXCEL Exam Review session (2 hours each)
   b. What else is involved:
      i. Write 1 Reflective Essay per observation, specific prompts provided
      ii. Conduct 1 Follow-up Discussion with the session leader per observation
4. 2 Co-lead Sessions
   a. Specifics:
      i. Lead part of a regular SI/EXCEL session with current leader (1 hour)
      ii. Lead all of 1 regular SI/EXCEL session with current leader (1 hour)
   b. What else is involved:
      i. One hour of SI/EXCEL session planning and preparation with current leader per co-lead (2 hours)
      ii. One Session Plan Conference with Coordinator per co-lead
      iii. Two Self-Assessments and Reflective Essays

Expectations:

1. Because training is based on active participation, it is very important that you are prompt and come prepared to training. Attendance is mandatory. Three (3) absences will result in an automatic failing grade.
2. To become a leader you must complete all course requirements satisfactorily. Failure to do so may result in failure of the training class and ineligibility to become a Leader.
3. All assignments are due the next class period unless otherwise indicated.

Appendix B
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Topic</th>
<th>Materials Needed</th>
<th>Assignments Due Next Class Period</th>
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</table>
| **Week 1**<br>**Tuesday, February 16** | Introductions<br>Class & Practicum Overview<br>SI & EXCEL Model<br>- SI for Leaders<br>-Proof that SI works<br>-The Dependency Cycle<br>-SI Credo & SI Compared to other models<br>Collaborative Learning<br>Ideal SI Leader & Sessions | LRM & Guide<br>Syllabus<br>Practicum Form | **Mentor Interview**: complete the questionnaire form and write a one-page reflection on what you learned about being an SI/EXCEL Leader and leading sessions from your mentor.  
**Practicum Scheulding**:  
- Co-lead Session dates (weeks of March 20-April 12th) scheduled with Mentor(s)  
- Exam Review Observation  
**Observation #1 of SI/EXCEL Session**: complete an observation form and write a one-page reflection focusing on how the leader fosters collaboration in the session. |
| **Week 2**<br>**Tuesday, February 23** | SI-EXCEL Learning Process<br>Ideal SI Leader & Sessions<br>What Kind of Leader will I be?<br>- Learning Styles Inventory<br>- Gardner<br>CLT Exercises: Informal Quiz, LRM 62-64, Vocab Development LRM 47-50, One Minute Paper LRM 77 | LRM & Guide | **Due**: Mentor Interview  
Completed Interview Questionnaire, and one-page reflection  
**Due**: Observation #1 of SI/EXCEL Session completed observation form and one-page reflection  
**Due**: Co-lead Dates (and Exam Review Observation)  
Reading Assignment: Intro to Processes LRM 39-40, Planning for SI Sessions LRM 26-27, Prerequisite Knowledge LRM 106-107  
**Observation #2 of SI or EXCEL Session**: complete an observation form and write a one-page reflection focusing on how the leader fosters collaboration in the session and how the leader appeals to different types of learners as well as techniques you can use as a future leader.  
**One-page Reflection Paper**: “What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” |
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<th>Timeline</th>
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<th>Assignments Due Next Class Period</th>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;<strong>Tuesday, March 1</strong></td>
<td>SI-EXCEL Session Planning&lt;br&gt;- Hunter’s Model&lt;br&gt;- Bloom’s Taxonomy&lt;br&gt;How to Plan SI sessions&lt;br&gt;LRM 33 How Learning Works, Prior Knowledge – Scaffolding – Schema (Piaget and Anderson)&lt;br&gt;CLT Exercises: Think-Pair-Share, Jigsaw, and Incomplete Outline&lt;br&gt;Simulated Session 1 Planning</td>
<td>LRM &amp; Guide&lt;br&gt;<strong>Due:</strong> “What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” Reflection Paper&lt;br&gt;<strong>Due:</strong> Observation #2 of SI/EXCEL Session completed observation form and one-page reflection</td>
<td>Reading Assignment: Opening &amp; Closing Sessions LRM 82-83, Student to Student Interactions LRM 84, General Tips for Conducting Sessions LRM 92&lt;br&gt;<strong>Simulated Session 1:</strong> Simulated Sessions planned with group for Tuesday, March 17. Develop Session Plan and Activities.&lt;br&gt;Plan to send your group’s preview e-mail by <strong>5:00pm on Monday, March 16</strong>. Create an e-mail similar to the one you would send your class about your SI/EXCEL Session.&lt;br&gt;<strong>Practicum:</strong> Schedule Co-lead 1 and 2 Session Plan Conferences with Program Coordinator or Student Supervisor</td>
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<td><strong>Tuesday, March 8 – No Class – Spring Break</strong></td>
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<td><strong>Week 4</strong>&lt;br&gt;<strong>Monday, March 14</strong></td>
<td>Send Simulated Session 1 Preview E-mail</td>
<td>Email the training class to preview your Simulated Session 1 by 5:00pm.</td>
<td>Simulated Session 1</td>
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<td><strong>Tuesday, March 15</strong></td>
<td>Structuring Sessions&lt;br&gt;Simulated Session 1&lt;br&gt;SI Learning Process Activities: Divide &amp; Conquer, Concept Mapping and Matrices&lt;br&gt;Co-lead Conference Scheduling</td>
<td>LRM &amp; Guide&lt;br&gt;<strong>Due Monday, March 14 at 5:00pm:</strong> Simulated Session 1 Preview E-mail&lt;br&gt;<strong>Due:</strong> Simulated Session Plan and Session Materials&lt;br&gt;<strong>Due:</strong> Practicum co-leading Session Plan, Planning Rubric, and Session Materials for Co-lead 1 Session Conference as scheduled with Program Coordinator or Student Supervisor</td>
<td>Create a <em>Divide and Conquer, Concept Mapping</em> and a <em>Matrices</em> exercise based on the models in the LRM, pgs. 65 &amp; 70-74. Be sure to include an explanation of when (i.e. during what part of a session) and for what educational purpose you would use these techniques in a session.&lt;br&gt;Complete Simulated Session 1 Self and Peer Evaluation and Reflection&lt;br&gt;<strong>Practicum:</strong> Fill out a session planning rubric from LRM pg. 137-138 along with a session plan for your Co-lead 1 Session Conference</td>
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<td>Timeline</td>
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<td>Assignments Due Next Class Period</td>
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<td><strong>Week 5</strong>&lt;br&gt;<em>Tuesday, March 22</em></td>
<td>Classroom Management - Arrangements &amp; Facilitating Discussion/Interaction&lt;br&gt;Scenarios&lt;br&gt;Constructing Handouts&lt;br&gt;For in-class use&lt;br&gt;For take-home use&lt;br&gt;Peer and Self Evaluation of SI Plan, Handouts, and Communication&lt;br&gt;Creating Effective Communication</td>
<td>LRM &amp; Guide&lt;br&gt;<em>Due:</em> Simulated Session Self and Peer Evaluation&lt;br&gt;<em>Due:</em> Divide &amp; Conquer Exercise, Concept Mapping Exercise, Matrices Exercise</td>
<td>Reading Assignment: Types of Questions LRM 29-32, Reciprocal Questioning LRM 75-76, Wait Time/Check for Understanding LRM 85-89</td>
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<td><strong>Week 6</strong>&lt;br&gt;<em>Tuesday, March 29</em></td>
<td>Communication:&lt;br&gt;-Questioning Techniques&lt;br&gt;-Redirecting Questions &amp; Wait Time&lt;br&gt;-Reciprocal Questioning&lt;br&gt;-Higher Level Questioning Techniques&lt;br&gt;-Nonverbal Communication&lt;br&gt;Case Study&lt;br&gt;Integrating study skills into SI and EXCEL Sessions&lt;br&gt;Simulated Session 2 Planning</td>
<td>LRM &amp; Guide</td>
<td>Observation #3 of Exam Review Session Due April 15: complete an observation form and write a one-page reflection on the extended session, how the questions and activities were structured, how study skills were incorporated, as well as what you took away from the session (what techniques do you plan to use as a future leader). Schedule this with your mentor as early as possible so that you can be sure to fit in an Exam Review observation. Keep in mind that Exam Reviews are two hours long. <strong>Simulated Session 2:</strong> Simulated Sessions planned with group for <em>Tuesday, April 7</em>. Develop Session Plan, Handout, and Activities. Plan to send your group’s preview e-mail by 5:00pm on Monday, April 6. Create an e-mail similar to the one you would send your class about your SI/EXCEL Session.</td>
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<td>Timeline</td>
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<td>Assignments Due Next Class Period</td>
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<td><strong>Week 7</strong></td>
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<td>Monday, April 4</td>
<td>Send Simulated Session 2 Preview E-mail</td>
<td>Email the training class to preview your Simulated Session 2 by 5:00pm.</td>
<td>Simulated Session 2</td>
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<td>LRM &amp; Guide</td>
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<td>(Due Monday, April 4 at 5:00pm: Simulated Session 2 Preview)</td>
<td>Complete Simulated Session Self and Peer Evaluation</td>
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<td>Simulated Session Plan, Handout, and Session materials</td>
<td>Observation #3 of Exam Review Session Due April 14: complete an observation form and write a one-page reflection on the strengths/weaknesses of the session and techniques you can use as a future leader. Practicum: Complete All Practicum elements for next week, Tuesday, April 12.</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>SI-EXCEL Co-Lead Session Recap</td>
<td>LRM &amp; Guide</td>
<td>Reading Assignment: Academic Development Office Procedures and Administrative Items.</td>
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<td>Tuesday, April 12</td>
<td>Metacognition and Reflection: Exam Review Sessions &amp; Post-Exam Review Sessions</td>
<td>Due: Simulated Session 2 Self and Peer Evaluation and Reflection</td>
<td>Create a Concept Map for the all of the topics of the entire SI &amp; EXCEL Training Course</td>
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<td>Planning Exam Review Sessions</td>
<td>Due: Observation #3 of SI/EXCEL Exam Review Session completed observation form and one-page reflection</td>
<td>Draft Four E-mails as if you were the SI/EXCEL Leader</td>
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<td>Marketing your SI &amp; EXCEL Session</td>
<td>Due: Practicum and all corresponding materials</td>
<td>Practicum Due</td>
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<td>- PowerPoint</td>
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<td>- E-mail Communication</td>
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<td><strong>Week 9</strong></td>
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<td>**Tuesday,</td>
<td>SI/EXCEL Leader Mission Statement</td>
<td>LRM &amp; Guide</td>
<td>SI/EXCEL Training Class Final Exam Prep</td>
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<td>April 19</td>
<td>AD Office Scavenger Hunt</td>
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<td>Completed Scavenger Hunt</td>
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<td>Small Group Collaborative Learning *(Academic Development Office</td>
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<td>Procedures and Scavenger Hunt)*</td>
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<td>Beginning of Fall 2016 Semester Checklist</td>
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<td>**Sunday,</td>
<td>Training Leader Capstone—CLT Olympics</td>
<td>CLT Olympics</td>
<td>F15 SI &amp; EXCEL Orientation Meeting will be held Tuesday, August</td>
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<td>April 24</td>
<td>Sunday, April 26 from 10:00am-12:30pm in Cyert B6A &amp; B6B</td>
<td>Training Class Final &amp; Course</td>
<td>30, 2016 from 4:30-6:30pm in Cyert B6A &amp; B6B</td>
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<td>10:00am-</td>
<td>Final Exam</td>
<td>Evaluation</td>
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<td>12:30pm</td>
<td>Training Class Evaluation</td>
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The instructor reserves the right to adjust the schedule as needed.
Appendix C

CMUS 99-252 Seminar for Academic Coaches
Syllabus
Seminar for Academic Coaches
S16 Course Syllabus

Cyert Hall Room B6-B
Wednesday, 4:30pm – 6:30pm
Instructor: Michael Poljak, M. Ed
mpoljak@andrew.cmu.edu
(412) 268 - 9650

Purpose
The purpose of this training course is to provide you with the skills necessary to become an Academic Coach (AC).
- You will be exposed to the mission and goals of Academic Development
- You will gain experience in effective and efficient study strategies, communication skills, group dynamics, campus referral resources and how to create a supportive learning environment
- You will adopt and/or develop the appropriate interpersonal skills necessary to assist and support and connect with all types of students
- You will gain practical experience through working one on one with students and giving presentations
- You will become a Facilitator of Change

Course Objectives
Upon completion of this course, you will be able to:
- Showcase a strong understanding of Academic Coaching content
- Apply Academic Coaching policies and procedures
- Initiate the process of understanding your Academic Coaching style, strengths, and weaknesses
- Complete Academic Coaching reports and related paperwork
- Demonstrate understanding and ability to properly utilize effective communication skills
- Plan and conduct work autonomously and in a group setting when needed

AC Training Competencies
Connection:
- Establish rapport with students and Academic Development employees
- Differences in connecting with individual students versus groups
- Showcase competence and confidence with position
- Session balance: casual vs formal

Investigation:
- Develop questioning skills
- Understand the root of an issue
- Appropriate use of challenging vs encouraging vs supporting
- Following up and Following through

Problem-Solving:
- Prioritization of student needs
- Levels of accountability
- Creating realistic solutions- crawl before you run
- Understanding possible barriers to solutions, structures, and referrals

We Are:
- Facilitators of Change

Additional Skills:
- Critical Thinking

Appendix C
- Understanding Boundaries
- Balancing You as a Student and You as an AC
- Gaining personal confidence
- Gaining comfort challenging a student
- Learning to seek advice

**Being ready for the different types of students:**
- Quiet student
- Unmotivated student
- Over-achieving student
- Under-resourced/under-supported student
- Student run-on sessions
- Overwhelmed/stressed out/no time student
- Inappropriately confident ("I have it all together" – but don’t) student
- Attendance issues

**Best Practices/Logistical tips:**
- Emails:
  - Respond promptly (24 hours or less) to emails from Mike and/or Linda
  - Send reminder emails or texts to student for first few meetings
- Scheduling appointments:
  - Your availability + students availability = appointment time
  - Schedule changes and appointment adjustments are reported to Mike
- Folders:
  - Keep track of all appointments in order to know where to go next
  - Use space provided to seek feedback
    - Use small post-its to show that you want feedback
- Responsibilities:
  - Participation in Workshops and/or other AC events is expected and helpful to Academic Development as a whole.
  - Willingness
  - Availability
  - Communication
  - Teamwork
  - Support
<table>
<thead>
<tr>
<th>Week #</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Wed</td>
<td>2/17</td>
<td>4:30pm-6:30pm</td>
<td>Cyert B6-B</td>
<td>Orientation – Understanding Presentations</td>
<td>1. Observation Sheet and Reflection Due</td>
</tr>
</tbody>
</table>
| Week 2 | Wed | 2/24 | 4:30pm-6:30pm | Cyert B6-B | Coaching Skills – Cultural Awareness   | 1. Read Section  
                                      |                                 | 2. Journal #1 Due             | 3. Online Survey Due           |
| Week 3 | Wed | 3/2  | 4:30pm-6:30pm | Cyert B6-B | IPSS – Memory                        | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #2 Due            |
| Week 4 |     |      |        |          | NO CLASS – SPRING BREAK             |                                                     |
| Week 5 | Wed | 3/16 | 4:30pm-6:30pm | Cyert B6-B | Time Management – Habit Forming      | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #3 Due            |
| Week 6 | Wed | 3/23 | 4:30pm-6:30pm | Cyert B6-B | Goal Setting - Motivation – Learning Styles – Concentration | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #4 Due            |
| Week 7 | Wed | 3/30 | 4:30pm-6:30pm | Cyert B6-B | Stress – Procrastination             | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #5 Due  
                                      |                                 | 4. AC Interview Worksheet Due |                                      |
| Week 8 | Wed | 4/6  | 4:30pm-6:30pm | Cyert B6-B | Textbook Reading – Notetaking        | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #6 Due  
                                      |                                 | 4. AC Observation Reflection and Evaluation Form Due |                                      |
| Week 9 | Wed | 4/13 | 4:30pm-6:30pm | Cyert B6-B | Exam Prep                            | 1. Read Section  
                                      |                                 | 2. Submit Presentation (Sunday) | 3. Journal #7 Due            |
| Week 10| Wed | 4/20 | 4:30pm    | Cyert B6-B | Panel and Pizza?                    | 1. Final Journal Due                                |

Appendix C
Assignments

Presentations – Due the Sunday before class @ 11:59 PM
- With a partner, students will prepare a 35 to 45 minute presentation for each class
- One group will be selected to present each class
- Partners will change periodically throughout the semester
- Students will be graded on: grasp of content, preparedness, effort level, interactivity of presentation, and proper use of time
- Groups will submit their presentation to the instructor’s email (mpoljak@andrew.cmu.edu) on due date
- Presentations will reviewed and suggestions will be made and before class time

Weekly Journals - Due the Sunday before class @ 11:59 PM
- Students will document feelings, questions, concerns, impressions, and overall understanding of class materials, activities and AC related experiences
- This assignment values quality over quantity, as journals must exhibit thoughtfulness and effort
- Journals are to be submitted via Blackboard

AC Interview
- Students are required to interview a current Academic Coach
- Students will be assigned an Academic Coach to interview
- Submission of a completed AC Interview Worksheet is Due (3/30/16)

AC Observation and Reflection
- Students are required to observer a current two (2) Academic Coaching Session
- Students will be assigned an Academic Coach to observe, but the responsibility of scheduling an observation is on the student
  - Contact information will be provided
- Students will write a one page reflection on the experience, along with a completed Session Evaluation Form
- The first observation is due 2/17/16 and the second observation is due 4/6/16
- Submission of this assignment will be do in class on due date listed

Discussion Board
- Students may be asked to participate in a prompted forum on Blackboard
- Expectations are similar to reflection journals, as they must exhibit thoughtfulness and effort

*HINT: Avoid scheduling difficulties by completing two assignments (Interview and Observation) at the same time, with the same AC

Class Participation and Attendance
- Class will be comprised of presentations, lectures, discussions, activities, and mock sessions
- Mandatory attendance to all class sessions
- Student participation during class activities is required, as it is essential to the development of necessary AC content knowledge and skills

Appendix C
Training for Self-Directed Learning in SI Leaders

Jessica Owens
SI & EXCEL Program Coordinator
Academic Development
Carnegie Mellon University

Carnegie Mellon University

- Private, research University
- 6,000 undergraduate students
- 6th highest international student population in the U.S.
- SI began in 1997
  - Primarily support STEM courses
  - Expanded with formalized small group program in 2007

IN YOUR OPINION...

To what extent is the role of SI Leader self-directed?

100%  75%  50%  25%  0%

Overview

- Leaders Engage in Self-Directed Learning
- Theory of Self-Directed Learning
- Enhancing Engagement in Self-Directed Learning
  - Three Research-based Recommendations
  - Best Practices at CMU

The SI Leader Experience

- 74% Independent preparation and practice
  - 40 Session Hours
  - 135 Preparation Hours
  - 17 Ongoing Training Hours
  - 45 Pre-employment Training Hours
Such high autonomy suggests that SI Leaders need to regularly engage in Self-Directed Learning.

Do they?

SI Leaders are already highly likely to be practicing the requisite skills necessary for Self-Directed Learning.

How can we ensure that they apply these skills as well or as often as they should?

Spring 2016 Training Cohort Learning Strategies Assessment Results Compared to National Average

<table>
<thead>
<tr>
<th></th>
<th>Intrinsic Goal Orientation</th>
<th>Self Efficacy</th>
<th>Metacognition</th>
<th>Effort Regulation</th>
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<td>National Average</td>
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<td>5.03</td>
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"Learning results from what the student does and thinks and only what the student does and thinks.

The teacher can advance learning only by influencing what the student does to learn."

Herbert Simon
Cognitive Scientist, Nobel Laureate

IN YOUR OPINION . . .
What parts of the cycle are SI Leaders skilled at completing? What parts do they need to do more often or more intentionally?

Enhancing Engagement in Self-Directed Learning

3 Research-based Recommendations
1. Scaffold metacognitive processes
2. Provide guided self-assessment with peer feedback
3. Support peak performance

Enhancing Engagement in Self-Directed Learning

ENHANCING ENGAGEMENT IN SELF-DIRECTED LEARNING

1. Scaffold metacognitive processes
   - Model self-reflection
   - Give students questions they can ask themselves about each step
   - Provide activities that require leaders to reflect on their performance
Enhancing Engagement in Self-Directed Learning

I. Preparation
- How did you arrange the room? Why did you arrange it in this manner? How did the arrangement fit the instructional techniques you had planned?
- What instructional techniques did you plan for the session? Why did you choose these techniques?
- What topics did you choose to cover in the session? Why did you choose these topics?
- What were the learning objectives for the session?

II. Session Facilitation & Group Dynamic
- Did you make sure that students were at the same level of basic knowledge before proceeding with the material? If so, how?
- How did you encourage students to interact with each other? What percentage of the time were they talking to each other as opposed to talking to you?
- When and how were the students actively engaged?
- How did you check for understanding?

III. Session Wrap-Up
- Were there questions that no one in the session could answer? If so, how will you follow up?
- How did you provide closure to the session?
- What content from this session do you plan to review/check in the next session?
- Overall, do you feel that the session met the planned objective(s)?

IV. Reflection
- What did you think was the strongest aspect/accomplishment of the session?
- What did you think was the weakest aspect of the session?
- What is one thing that you learned from this session and want to apply in the future?
- Overall, I thought the session was:
  - 1 Worst ever
  - 2 Not great
  - 3 Could be better
  - 4 Pretty good
  - 5 Never better
Enhancing Engagement in Self-Directed Learning

2. Provide guided self-assessment with peer feedback
   • Provide opportunities for leaders to reflect on their work and analyze the effectiveness of their own skills
   • Create opportunities for peer strategizing and feedback

Enhancing Engagement in Self-Directed Learning

Best Practice at CMU: Participate in an **Outcome Area Assessment** that provides an opportunity for reflection and analysis of their own work through guided self-assessment and with peer feedback.

Enhancing Engagement in Self-Directed Learning

Training Timeline
- Fall Semester
  - August: Form Teams
  - September: Team Selects a technique
  - October: Individually Implement
  - November: Assess the Technique, Debrief their Approach, Outcome Area Assessment

Outcome Area Assessment

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<th>Stimulating Active Learning</th>
<th>Helping Students Reach Higher Levels of Learning</th>
<th>Encouraging Student-to-Student Interactions</th>
<th>Planning Flexibility/Adapting to Students</th>
<th>Checking for Understanding</th>
<th>Involving Quiet Students</th>
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<tr>
<td>1. Assess their Team's selected technique</td>
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<td>2. Assess other techniques that they have tried individually</td>
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<td>3. Rate the effectiveness of these Outcomes in their sessions</td>
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<td>4. Identify one Outcome that they would like to focus on improving</td>
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<td>5. Reorganize into new groups based on the Outcome they selected</td>
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<td>6. Strategize methods for addressing this Outcome with their peers</td>
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<td>7. Implement methods in their sessions before next meeting</td>
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<td>8. Reconvene and debrief their experiences at the next meeting</td>
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</table>

IN YOUR OPINION... What are other best practices for offering guided self-assessment and peer feedback for Leaders?
Enhancing Engagement in Self-Directed Learning

3. Support peak performance

- Help leaders sustain the continual process of self-regulation
- Provide moderate challenge to help leaders avoid disengagement or burnout by remaining in their optimal zone of productivity


Enhancing Engagement in Self-Directed Learning

Best Practice at CMU: Engage in the moderate challenge of presenting their skills to their peers during the Collaborative Learning Technique (CLT) Olympics, a capstone training event at the end of the spring term.

CLT Olympics

The Collaborative Learning Technique (CLT) Olympics are intended to serve as an opportunity for current leaders to share some of what they’ve learned over their career as leaders by introducing their signature CLT and best practices for implementation to the current cohort of training leaders.

Enhancing Engagement in Self-Directed Learning

Spring 2016 CLT Olympics

- Notecards
- Moving Problem Solving
- Speed Dating
- Jeopardy
- Jigsaw

Assigned Discussion Leader

Identify the Big Idea/ Verbal, Visual/ Think-Pair-Share

Create Your Own Adventure/ Peer Lessons
IN YOUR OPINION. . .

What are other best practices to help leaders avoid burnout or disengagement and replenish their mental and emotional energy?

Conclusions

• Leaders need to be able to engage in an ongoing process of Self-Directed Learning in order to sustain their highly autonomous role
• Leaders are likely to practice the component skills of Self-Directed Learning, but need encouragement to engage in it appropriately
• Self-Directed Learning can be enhanced through:
  • Scaffolded metacognitive processes
  • Guided self-assessment with peer feedback
  • Methods to maintain peak performance

Bibliography


## Supplemental Instruction Summary Report

**University of Missouri – Kansas City**  
**Campus SI Coordinator: Santa Claus**  
**Winter 2007**

### SI and Non-SI Group Comparison

**Course:** Biology 100

**Professor:** John Doe

**SI Leader:** Jane College

<table>
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<tr>
<th>Grade</th>
<th>SI Group 11</th>
<th>Non SI Group 20</th>
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<td>AU, I, NC, NR</td>
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## Totals

### UMKC

**4-point scale** | **12-point scale**
---|---
**Mean Final Grade of SI Participants** | 2.5 | 2.6 |
**Mean Final Grade of Non-SI Participants** | 2.4 | 1.6 |
**Difference from SI to Non-SI group** | 0.1 | 1.0 |
SAMPLE

Basic Math Computations for the Summary Report

Most of us will use spreadsheet software to develop our summary reports. It is, of course, possible to put together a summary report using only a pencil, paper, and a calculator. The following pages provide a refresher course in how to do the basic math computations necessary. They will remind you of the formulas for figuring grade point averages, percentages for attendance for SI and Non-SI groups, the number of sessions offered, number of students in the class, type of class and so on.

Step #1: Collect the Raw Data

Collect: 1. attendance sheets for the SI sessions
         2. class roster showing names and term grades
         3. total number of SI sessions offered during the term

Important note: For the purposes of the data evaluation, only assigned grades of A, B, C, D, F, or W are a part of this report. DO NOT include pass/fail, credit/no-credit, incomplete, or any grade that is not the equivalent of A, B, C, D, F, or W.
### Raw Data for End-of-Term Evaluation

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<tr>
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<td>George Weatherlie</td>
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Total number of students - 31

Total number of sessions offered during the term - **41**

*Note: A “session” is operationally defined as “approximately 50 minutes.” For instance, a two-hour SI would be reported as “2 sessions.” This allows for consistency in reporting student utilization hours and other data.*
Step #2: Determine SI and Non-SI Groups

Determine the total number of students who attended SI (the SI group) at least once during the term. For this you will need to examine each attendance sheet. Place a tally mark on the official grade roster by each student's name that appears on the attendance sheet. Count the number of student names with one or more tally marks to get the SI group. Subtract this number from the total number of students in the class to get the Non-SI group. Remember do not count students in either group unless they have course grades or officially withdrew.

**Sample Raw Data for End-of-Term Evaluation**

<table>
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Total Number of SI Group – 11  
Total Number of Non-SI Group – 20  
Total Number of Students - 31  
% of students who attended SI - 35.5% (11 divided by 31)  
% of students who did not attend SI - 64.5% (20 divided by 31)  
Total contact hours of SI participants - 127 (14+22+10+8+20+8+16+14+4+3+8)  
Mean number of sessions attended by SI participants - 11.5 (127 divided by 11)  
Mean size of SI sessions - 3.09 (127 divided by 41=3.09 [41 is total No. of sessions])
Step #3: Compare Achievement of SI and Non-SI Groups

Determine how many students in the SI Group and Non-SI Group received a grade of A, B, C, D, F, or W

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<tr>
<th>Name</th>
<th>Total SI Attendance as of Final Exam</th>
<th>Final Course</th>
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<td>Shirley Kaplan</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Kit Karson</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>Jetta Koehler</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>Mary Laws</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Tonya Lawton</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>George Weatherlie</td>
<td>0</td>
<td>W</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>= Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Totals 11 20 31
Step #4: Grade Distribution Patterns

For each grade in the SI Group, divide the number of students making each grade by the total number of students in the SI Group. Repeat this procedure using the Non-SI Group numbers, and again using the Class Total numbers.

<table>
<thead>
<tr>
<th>Grades</th>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>11</strong></td>
<td><strong>20</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SI Group (N= 11 )</th>
<th>Non-SI Group (N= 20 )</th>
<th>Class Total (N= 31 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0[divide by N] 11</td>
<td>4[divide by N] 20</td>
<td>4[divide by N] 31</td>
</tr>
<tr>
<td>B</td>
<td>8[divide by N] 11</td>
<td>4[divide by N] 20</td>
<td>12[divide by N] 31</td>
</tr>
<tr>
<td>C</td>
<td>2[divide by N] 11</td>
<td>8[divide by N] 20</td>
<td>10[divide by N] 31</td>
</tr>
<tr>
<td>D</td>
<td>0[divide by N] 11</td>
<td>2[divide by N] 20</td>
<td>2[divide by N] 31</td>
</tr>
<tr>
<td>F</td>
<td>1[divide by N] 11</td>
<td>1[divide by N] 20</td>
<td>2[divide by N] 31</td>
</tr>
<tr>
<td>W</td>
<td>0[divide by N] 11</td>
<td>1[divide by N] 20</td>
<td>1[divide by N] 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0%</td>
<td>20.0%</td>
<td>12.9%</td>
</tr>
<tr>
<td>B</td>
<td>72.7%</td>
<td>20.0%</td>
<td>38.7%</td>
</tr>
<tr>
<td>C</td>
<td>18.2%</td>
<td>40.0%</td>
<td>32.3%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
<td>10.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>F</td>
<td>9.1%</td>
<td>5.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>W</td>
<td>0%</td>
<td>5.0%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
Step #5: Grade Point Averages for SI and Non-SI Groups

To arrive at the grade point averages for each group divide the Total Points by the Total No. in that group. See below.

The table below is helpful in determining the average course grades for the two groups. Reminder: DO NOT include students who received W’s when computing grade point averages.

### Sample Formula

<table>
<thead>
<tr>
<th>SI GROUP</th>
<th>NON-SI GROUP</th>
<th>TOTAL CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>X4=</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>X3=</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>X2=</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>X1=</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>X0=</td>
<td>F</td>
</tr>
</tbody>
</table>

### Example

<table>
<thead>
<tr>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Total Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0 X4= 0</td>
<td>A 4 X4= 16</td>
</tr>
<tr>
<td>B</td>
<td>8 X3= 24</td>
<td>B 4 X3= 12</td>
</tr>
<tr>
<td>C</td>
<td>2 X2= 4</td>
<td>C 8 X2= 16</td>
</tr>
<tr>
<td>D</td>
<td>0 X1= 0</td>
<td>D 2 X1= 2</td>
</tr>
<tr>
<td>F</td>
<td>1 X0= 0</td>
<td>F 1 X0= 0</td>
</tr>
</tbody>
</table>

Mean Final Course Grade for SI Group: 2.54 (28 divided by 11)
Mean Final Course Grade for Non-SI Group: 2.42 (46 divided by 19)
Mean Final Course Grade for Total Class: 2.47 (74 divided by 30)
Appendix F  Academic Development Organizational Chart
Appendix F

ACADEMIC DEVELOPMENT ORGANIZATIONAL CHART

Director

Coordinators
- Michael Poljack
  Academic Coaching
- Jessica Owens
  Supplemental Instruction & EXCEL
- John Lanyon
  Peer Tutoring
- Donora Craighead
  Admin. Assistant

Supervisors
- Rubini Naidu
  AC Supervisor
- Nitsan Shai
  SI/EXCEL Supervisor
- Stephanie Vereb
  SI/EXCEL Supervisor
- George Klein
  PT Supervisor
- Tanawit Sae Sue
  PT Supervisor
- Dorothy Holland-Minkley
  PT Supervisor

Student Employees
- Academic Coaches
- SI & EXCEL Leaders
- Peer Tutors
- Student Office Workers
- Linda Hooper
  Director