Dear Colleagues,

Academic Development had a very productive and rewarding year across all programs. The demand for academic support services continues to increase dramatically each year. This increase, I believe, is a reaction to the quality of the programs we provide to all CMU students. We are constantly working to improve our current academic support, always striving for stellar programming.

We are excited to announce that Academic Development celebrated its 20-year anniversary in July of 2017. The office was established in 1997 and at that time, employed one director and one graduate student. Since that time, we have steadily expanded to meet the needs of the student population. We now have over 131 tutors, 48 SI/EXCEL Leaders, 25 Academic Coaches, 4 full-time staff members, and one administrative assistant. The Academic Development student staff have been interviewed, trained in an extensive 4.5 unit course, and then hired upon successful completion of the course. The Academic Development professional staff works tirelessly for our students, never hesitating to work extra hours as needed. As one tutor wrote prior to graduation:

“Academic Development has shown me what work should be like, and I sincerely hope I find myself working with teams that are as caring, fun, and fulfilling in the future.”

Jemmin Chang

The Academic Development staff and four student supervisors were eager to attend the Student Employee Appreciation Lunch on April 12, 2017 sponsored by the Career and Professional Development Center. Our well deserving SI Leader/Student SI-EXCEL Supervisor, Nitsan Shai was awarded the Carnegie Mellon University Student Employee of the Year and the Pennsylvania Student Employee of the Year Award. In addition to conducting Supplemental Instruction and EXCEL Collaborative Learning Sessions for four years, he also served as the Student Supervisor of the SI/EXCEL Program. As a Fifth Year Scholar, Nitsan launched a software platform entitled, “CMU Balance” to manage the EXCEL leader schedules and availability as well as ECXEL member registration and attendance. This program reduced the wait time for students to be placed into an EXCEL group dramatically and has been a valuable asset to Academic Development. Nitsan will be greatly missed in the upcoming year.

Academic Development collaborated with university partners to improve and expand our tutoring support in select courses. We met with members of the university library system and expanded walk-in tutoring into the IDeATe classrooms in Hunt Library. We added tutoring for Introduction to Statistical Inference (36-226), and increased the number of walk-in nights for Concepts of Mathematics, 21-127, and the newly re-introduced Mathematical Foundations of Computer Science, 15-151. Due to these initiatives, walk-in tutoring increased by 29% in the Residence on Fifth.

The 2016-2017 AY was a record-breaking year for the EXCEL Collaborative Learning Program. It set new records in every area:

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of supported courses:</td>
<td>27</td>
</tr>
<tr>
<td>Number of EXCEL groups:</td>
<td>129</td>
</tr>
<tr>
<td>Number of sessions:</td>
<td>1,633</td>
</tr>
<tr>
<td>Total registered students:</td>
<td>1,209</td>
</tr>
<tr>
<td>Total registered and graded students:</td>
<td>984</td>
</tr>
<tr>
<td>Percent of enrolled students participating:</td>
<td>35%</td>
</tr>
<tr>
<td>Percent of graded students participating:</td>
<td>28%</td>
</tr>
<tr>
<td>Student contacts of graded participants:</td>
<td>9,369 (21% increase)</td>
</tr>
<tr>
<td>Student contact hours of graded participants:</td>
<td>14,039</td>
</tr>
</tbody>
</table>
It was also a year of achievement as the SI/EXCEL Program Coordinator and the Student Supervisor participated in the 2016 Teaching & Learning Summit sponsored by The Eberly Center for Teaching Excellence & Educational Innovation.

The Academic Coaching Program also experienced unprecedented growth this year. We expanded the service to support graduate and PhD students by hiring and training three graduate students to serve as Academic Coaches for their peers. These hires also helped to supervise our team of 25 undergraduate coaches. Three hundred and eighteen graduate students opted to utilize the Academic Coaching Program and participated in productivity consultations, study skills workshops, and individual academic coaching appointments.

We look forward to the 2017 – 2018 AY. We are in the process of printing a new Fast Fact entitled, “How to Succeed in Physics”. We extend a special thanks to Dr. Marsha Lovett, Dr. Helmut Vogel, Dr. George Klein, and Ms. Claire Gianakas, an Academic Coach in Academic Development for their input and advice.

I would like to thank my staff, which includes: Ms. Donora Craighead, Mr. John Lanyon, Ms. Jessica Owens, and Mr. Michael Poljak. They serve as role models for our student staff and are exemplary supervisors. My heartfelt thanks also is extended to our brilliant, passionate and dedicated student staff. In closing, thank you to Dr. Amy Burkert for her 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 204 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, 28 SI/EXCEL Leaders, and 14 Academic Coaches participated in our extensive 40-45 hours training program. The Peer Tutoring Program and the Academic Coaching Program are both certified by the College Reading and Learning Association (See Appendices A and C).

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
- Reinforces their own understanding of course material
- Mentor for their peers

Professional Benefits for our Student Employees:

- Assistance 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
DEDICATION

This annual report is dedicated to the following three graduating seniors:

Peer Tutor: Jemmin Chang

“I can honestly say that Jemmin Chang has been one of the strongest tutors I have had the opportunity to work with in my 15 years at Carnegie Mellon. He not only impressed me with his knowledge of content and his ability to relate it to his peers, but also with his willingness to go above and beyond the call of duty to help others and contribute to the campus community at large. He agreed to pick up extra standing tutoring appointments long after his fellow tutors had exhausted their availability and he often covered as many as three computer science courses during his walk-in tutoring sessions.

If there were an ‘Iron-man’ award for tutors, Jemmin Chang would definitely be deserving of the honor. After successfully completing CMUS 99-250 Seminar in Peer Tutoring in the spring of his freshman year, Jemmin accrued over 533 hours of actual tutoring experience in his three years as a Peer Tutor, earning him a Level II: Advanced Tutor designation through the College Reading and Learning Association (CRLA)”.

John Lanyon, Peer Tutoring Coordinator
Academic Coach and Student Supervisor: Claire Gianakas:

Claire has diligently worked towards advancing the campus community’s commitment to academic excellence. As an Academic Coach, Claire has been heavily relied upon to research, develop, and implement useful study skills techniques in the form of collaborative and interactive workshops. Also as an Academic Coach, Claire met one on one with students to facilitate positive academic and personal change in their lives while supporting each individual’s diverse needs as a member of the CMU community. Claire proved to be an extremely impactful Academic Coach from the start, which propelled her to the role of Student Supervisor, where she become the “go to” member of our team. Because of her aptitude for helping others and enriching the campus community with her efforts, she was frequently matched with some of our most challenging students and tasked to create and facilitate our most complex workshops.

While working one on one with students, Claire is able to connect with her students in a way that makes them feel as if they are no longer on their own. Instead, they are now part of a team, with Claire leading them to achieve their goals. In a workshop setting, Claire takes the lead from start to finish. She guides and empowers other Academic Coaches from the preparation stage to the completion of the workshop. Claire often accepted the role of Mentor, where she lead by example and helped numerous Academic Coaches understand the effort necessary to positively impact the lives of others. She has become the benchmark of what is expected from our student employees. Claire has been a vital component of the growth and success of countless students and our program as a whole”.

Michael Poljak, Academic Coaching Coordinator
SI/EXCEL Leader and Student Supervisor: Nitsan Shai:

During his four years of employment with the SI/EXCEL Programs, Nitsan served as the SI Leader for 18-100, Introduction to ECE, for five semesters and an EXCEL Leader for 18-290 Signals & Systems for three semesters. In these roles, he offered more than 286 sessions for 1,293 students. Nitsan’s students attended his sessions 5,577 times and spent 9,146 hours working with him. He regularly received perfect helpfulness ratings from his students, and the students who attended his SI sessions regularly earned over an entire letter grade higher than the students who never attended. He received student feedback such as:

“Nitsan was an incredible instructor. I honestly have no idea how some students get by without SI. He has easily been one of the nicest and most helpful people I have dealt with at CMU, and has helped countless students (myself included) grasp the topics in 18-100. I wish Nitsan led SI for more classes. I’d certainly pick up on things faster that way! Seriously, this guy knows his stuff, and displays that knowledge in a way that is so valuable to freshmen. Thank you Nitsan!”

Nitsan went beyond the requirements of his positions in many ways. He handled sessions so packed that students had to sit in rows on the floor. He offered extra exam review sessions to ensure that his students had enough time to prepare for their exams. Finally, Nitsan developed the program website CMUBalance.org, which has been instrumental in increasing the efficiency as well as capacity of the EXCEL program.

His impact has been great, and his legacy will reach into future semesters of ECE students as his mentees continue in the paths that he has forged to help students in their major learn and grow in their courses as they prepare for their future careers. It is for these reasons that I nominated Nitsan for a Fifth Year Scholarship, Outstanding SI Leader of the Year, and the Outstanding Student Employee of the Year Award. Nitsan has done much to equip the team and better the programs that he will be leaving behind. It has been such an honor and a pleasure to have him as part of the team for over four years.

Jessica Owens, SI/EXCEL Coordinator
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 and Michael Poljak serves 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 the following: Dr. George Klein for 8 hours per week as an assistant to the Peer Tutoring Coordinator, 4 graduate student (PT) supervisors, 4 undergraduate student supervisors, 4 undergraduate work-study students, 48 SI/EXCEL Leaders, 25 Academic Coaches, 131 plus Peer Tutors, and 76 additional students who were enrolled into our training classes. They will replace our graduating seniors (See Appendix D).

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 2016 – 2017 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 16-17**

<table>
<thead>
<tr>
<th>Service</th>
<th>M16</th>
<th>F16</th>
<th>S17</th>
<th>AY 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Coaching Program</strong></td>
<td>7</td>
<td>120</td>
<td>111</td>
<td>187</td>
</tr>
<tr>
<td><strong>Standing Tutoring Appointments</strong></td>
<td>22</td>
<td>239</td>
<td>171</td>
<td>355</td>
</tr>
<tr>
<td><strong>EXCEL Groups</strong></td>
<td>n/a</td>
<td>355</td>
<td>483</td>
<td>693</td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td>n/a</td>
<td>813</td>
<td>239</td>
<td>915</td>
</tr>
<tr>
<td><strong>Walk-in Tutoring</strong></td>
<td>n/a</td>
<td>681</td>
<td>478</td>
<td>917</td>
</tr>
<tr>
<td><strong>Workshops</strong></td>
<td>18</td>
<td>268</td>
<td>109</td>
<td>384</td>
</tr>
<tr>
<td><strong>Overall Unique Headcount</strong></td>
<td>46</td>
<td>1,726</td>
<td>1,155</td>
<td>2,167</td>
</tr>
</tbody>
</table>

*Unique number of students is within each semester and the unique headcount for the AY is unduplicated.*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>31</td>
<td>1.4%</td>
</tr>
<tr>
<td>Male</td>
<td>1,126</td>
<td>52.0%</td>
</tr>
<tr>
<td>Female</td>
<td>1,010</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>30</td>
<td>1.4%</td>
</tr>
<tr>
<td>0 - Misc</td>
<td>4</td>
<td>0.2%</td>
</tr>
<tr>
<td>1 - Freshman</td>
<td>891</td>
<td>41.1%</td>
</tr>
<tr>
<td>2 - Sophomore</td>
<td>650</td>
<td>30.0%</td>
</tr>
<tr>
<td>3 - Junior</td>
<td>266</td>
<td>12.3%</td>
</tr>
<tr>
<td>4 - Senior</td>
<td>113</td>
<td>5.2%</td>
</tr>
<tr>
<td>5 - 5th Year Sr</td>
<td>26</td>
<td>1.2%</td>
</tr>
<tr>
<td>10 - Masters</td>
<td>183</td>
<td>8.4%</td>
</tr>
<tr>
<td>20 - PhD</td>
<td>4</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

*We had 130 additional students (not represented on the above chart) utilize AC services last year and we can’t account for their home department, because the workshop host didn’t give us the data. Therefore, we have begun to use a swipe system this year to collect this information.*

<table>
<thead>
<tr>
<th>College</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>29</td>
<td>1.3%</td>
</tr>
<tr>
<td>CFA</td>
<td>165</td>
<td>7.6%</td>
</tr>
<tr>
<td>CIT</td>
<td>878</td>
<td>40.5%</td>
</tr>
<tr>
<td>CMU</td>
<td>78</td>
<td>3.6%</td>
</tr>
<tr>
<td>DC</td>
<td>324</td>
<td>15.6%</td>
</tr>
<tr>
<td>HC</td>
<td>79</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>MCS</td>
<td>338</td>
<td>15.6%</td>
</tr>
<tr>
<td>MISC</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>PITT</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>SCS</td>
<td>131</td>
<td>6.0%</td>
</tr>
<tr>
<td>TSB</td>
<td>141</td>
<td>6.5%</td>
</tr>
</tbody>
</table>


- Mr. Nitsan Shai, a Fifth Year Scholar, was awarded Student Employee of the Year for both Carnegie Mellon and the State of Pennsylvania for his work and dedication to the Academic Development Office. Nitsan was responsible for launching a software platform entitled, “CMU Balance” to manage the EXCEL Leader schedules and availability as well as EXCEL member registration and attendance.

- The Peer Tutor Program Coordinator and the Director of Academic Development worked with University Libraries to expand walk-in tutoring into the IDeATe classrooms in Hunt Library in S17.

- The Peer Tutor Program was recertified by the College Reading and Learning Association (CRLA) for another five years.

- Jessica Owens and Nitsan Shai presented posters at the Eberly Center’s 2016 inaugural Learning Summit. (See Appendix E)

- The 2016-2017 Academic Year was a record year for the Supplemental Instruction Program with the highest percentage of enrolled students attending sessions.

- The EXCEL Collaborative Learning Group Program, now in its eighth full year at Carnegie Mellon, experienced a record-breaking year.

- Because SI/EXCEL Leaders often work 10 – 15 hours/week, the leaders were asked by the Program Coordinator, Ms. Jessica Owens to monitor their stress levels at various points during the year. Jessica introduced a new curriculum regarding stress to equip the leaders to better assess and manage their stress. She also wanted to identify any leaders experiencing critical levels of stress as early as possible.

- The Academic Coaching Program created and delivered an innovative workshop to the campus community entitled, “Using Technology Effectively”.

- Academic Development offered a three-day workshop for the 17 children of faculty and staff who recently graduated from high school and had plans to attend college in fall 2017.
NEW INITIATIVES and FUTURE CONCERNS
NEW INITIATIVES FOR 2017 - 2018/FUTURE CONCERNS

Academic Development Goals:

- Ms. Jessica Owens and Mr. John Lanyon have been selected to present at the 2017 College Reading and Learning Association Conference as follows:
  
  Ms. Jessica Owens:  **Enhancing Self-Directed Learning in SI Leaders**
  
  Mr. John Lanyon:  **Establishing a Successful Walk-in Tutoring Program in Residence Halls/University Libraries**

- The Academic Development staff will serve as volunteers at the 50th anniversary of the College Reading and Learning Association Conference.

- An additional professional staff member is needed to support the growing population of graduate/PhD students who are opting to utilize our services:

- Academic Development hired Jining Qin, a Doctoral student in Statistics/SCS, Machine Learning to improve the data analysis process.

- The Academic Development staff will meet with members of the Solutions Consulting Group to:
  
  - Review general labor-intensive processes and selection and/or in-depth technology assessment
  - Implementation of new processes
  - Maintain initiatives from previous academic years while creating the infrastructure to ensure the continued quality of the programs and match student demand.

**Graduate Student Utilization of Academic Development AY 16-17**

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>Academic Coaching</th>
<th>EXCEL</th>
<th>Standing Tutoring Appts.</th>
<th>Supplemental Instruction</th>
<th>Walk-in Tutoring</th>
<th>Workshops</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFA</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>CIT</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>29</td>
<td>44</td>
</tr>
<tr>
<td>CMU</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>DC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HC</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>67</td>
<td>79</td>
</tr>
<tr>
<td>MCS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SCS</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>TSB</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>18</strong></td>
<td><strong>1</strong></td>
<td><strong>7</strong></td>
<td><strong>1</strong></td>
<td><strong>13</strong></td>
<td><strong>148</strong></td>
<td><strong>188</strong></td>
</tr>
</tbody>
</table>

*We had 130 additional students (not represented on the above chart) utilize AC services last year and we can’t account for their home department, because the workshop host didn’t give us the data. Therefore, we have begun to use a swipe system this year to collect this information.

**Water issue:** Academic Development had a disruption of services on November 26, 2016. The Director was notified of a water main break in the Warner Hall/Cyert Hall areas and students were not permitted to use Cyert Hall space until repairs were made. Therefore, we were forced to relocate and reschedule
approximately 400 weekly tutoring/academic coaching appointments and all SI/EXCEL sessions. We were encouraged that students did attend the sessions at other campus locations, but we are certain that some of the attendance from that week was lost.

Peer Tutoring Goals:

- **Recruiting Senior Peer Tutors & Graduate Students to Assist With Observations**

  The Peer Tutor Program Coordinator will continue to promote senior Peer Tutors and hire highly qualified graduate students to assist in the administration of the Peer Tutoring Program. Specifically, we aim to conduct more formal observations of and follow-up conferences with the Peer Tutors so that we can provide the tutors with more feedback on their performance.

- **Raising the Visibility of the Peer Tutoring Program**

  The Peer Tutor Program Coordinator will work to raise the visibility of the Peer Tutoring Program both inside and outside the university community. We plan to accomplish this goal by working with stakeholders to advertise the program to our university constituents at strategic times throughout the year (e.g. the start of each semester, mid-term, etc.). The Peer Tutor Program Coordinator will also promote the program externally by attending and/or presenting at national conferences relevant to the field.

- **Increasing the Response Rate for End-of-Term Evaluations of Standing Tutoring Appointments**

  While students evaluated the standing tutoring appointment service very highly in both F16 and S17, we would like to boost the response rate relative to the total number of appointments in F17 and S18. To that end, the Peer Tutor Program Coordinator will work with Academic Development’s Administrative Assistant, desk attendants, and Peer Tutors to revise the system for administering the
evaluations during the last five weeks of each term. The plan is to provide as much feedback as possible
to the tutors who support the standing tutoring appointment service

**Supplemental Instruction/EXCEL Collaborative Learning Goals:**

- Maintain the supervisor team by hiring four student supervisors who are currently Si/EXCEL
  Leaders and recruiting two or more Graduate Student Supervisors. Train new supervisors and
  delegate necessary administrative items and oversight tasks.
- Transition the following courses from SI to EXCEL: 42202 Physiology, 03220 Genetics, and 03121
  Modern Biology.
- Add EXCEL support for 15151 Mathematical Foundations of CS.
- Add SI/EXCEL support for sophomore level Mechanical Engineering courses: 24221
  Thermodynamics I and 24261 Statics in the fall and 24262 Stress Analysis and 24231 Fluid
  Mechanics in the spring.
- Collaborate with the Eberly Center to design and conduct educational research on student and
  leader learning experiences within the SI & EXCEL Programs.
- Present at the 2017 CRLA conference.
- Transition the SI & EXCEL Blackboard website to the Canvas platform and research options for
  offering leader e-portfolios.
- Continue to work with Nitsan Shai to release updates to the CMU Balance website and determine
  a succession plan.
- Incorporate more content to address stress management during ongoing training through guest
  speakers and by using measures of stress and stress perception.
- Continue to seek to establish and maintain 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.
- Look for further ways to expand the Leader Mentor role to build off the momentum of the 2016-
  2017 ongoing training.

**Academic Coaching Goals**

- Offer Academic Coaching support for Graduate/PHD students, who make up a large portion of
  the student population at CMU.
- Hire two or three graduate student supervisors who can work with their peers and help to
  supervise the Academic Coaching Program.
- Conduct the Academic Coaching workshops/consultations in Hunt Library Studio A and Studio B.
- Update the Academic Coaching portion of the website:
  - Describe the program in a unique way with a section titled “As an AC, I...”
• Academic Coaches already completed this prompt, which acts as a clear and honest description of their role in student development as an Academic Coach.

• Clearly display the three services offered by the Academic Coaching program and information about upcoming events using web-app “Tockify”.

• Develop a unique AC Evaluations Survey for returning students.
  
  o This survey can gauge the student’s self-discipline, personal growth, academic and personal confidence, current workflow, and so on.

• Organize small, informative meetings with other offices on campus to keep the campus community up-to-date with our services.
Peer Tutoring Program
THE PEER TUTORING PROGRAM

Student Comments

My tutor is honestly what every tutor should be like. She is very knowledgeable, honest and welcoming. I feel very comfortable asking her questions and always leave our session satisfied. Thank you!

My tutor is awesome. Never would have made it through statistics without his help. He was able to break down some of the tougher material and explain it, leading me to the answer instead of just giving it to me. When scheduling conflicts arose, he was great in communicating and was always willing to make it work.

My tutor has helped me so much, and also helped me become more confident with physics. I feel like I’m really understanding the material and am able to accomplish my work without relying on others.

My tutor is very helpful. Not only does he help with improving my general understanding of the course material, but also has given many strong suggestions about how to study/prepare for the different elements of the course.

General Peer Tutoring Highlights

- The College Reading and Learning Association (CRLA) recertified Academic Development’s tutor training program for another five years. The program is now certified through January 10, 2022.
- Academic Development piloted walk-in tutoring for four subjects in the IDeATe classrooms in Hunt Library in S17. The serviced generated 163 contacts. We hope to continue this location in F17.
- The Peer Tutoring Program provided walk-in tutoring for a newly re-introduced course, 15-151, Mathematical Foundations of Computer Science in F16.
- The Peer Tutor Program Coordinator interviewed 66 candidates for CMUS 99-252, Seminar in Peer Tutoring during the spring semester. Thirty-five candidates were selected to participate in the tutor training class.
- The Peer Tutor Coordinator and Supervisors conducted 73 observations and follow-up conferences during the academic year.
- The Peer Tutor Coordinator and Supervisors selected 12 experienced Peer Tutors to conduct content-based breakout sessions in physics, calculus, chemistry, computer science, economics, Concepts of Math and Introduction to ECE for the tutor trainees. Peer Tutor Supervisor and English PhD student, Justin Fanzo also conducted a breakout session for the writing tutor-trainees.
• Thirty-five Peer Tutors upgraded their CRLA certification level during the academic year, bringing the total number of certified trained tutors to 106.
  - Level 1 – Regular (training + 25 hours of tutoring)  6 Tutors
  - Level 2 – Advanced (training + 50 hours of tutoring)  95 Tutors

Walk-in Tutoring Highlights

• Walk-in tutoring generated 4,021 contacts. This is a decrease of 16% over last year. While attendance for walk-in decreased by 30% over F16, attendance in S17 increased by 10% over S16. 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>1659</td>
</tr>
<tr>
<td>Donner Reading Room</td>
<td>1062</td>
</tr>
<tr>
<td>Cyert Afternoons</td>
<td>323</td>
</tr>
<tr>
<td>E &amp; S Library</td>
<td>498</td>
</tr>
<tr>
<td>Res on Fifth</td>
<td>242</td>
</tr>
<tr>
<td>Finals in the CUC</td>
<td>74</td>
</tr>
<tr>
<td>Hunt Library (** New Location)</td>
<td>163</td>
</tr>
<tr>
<td>Faculty Office Hours</td>
<td>100</td>
</tr>
</tbody>
</table>

• Faculty Office Hours
  - In order to encourage more students to utilize faculty office hours, Academic Development continued its faculty office hour initiative. 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.
• Academic Development offered walk-in tutoring for a total of thirty-three subjects.

• Evaluation: A survey of student-client satisfaction was administered in the walk-in tutoring rooms at the end the term. Additionally, all students attending walk-in tutoring were given an opportunity to complete a survey electronically. On a scale of 1 – 5 with five representing the most positive rating, the average evaluation for all survey items as 4.52 in F16 and 4.63 in S17. The average for the item “Overall, tutors assisted the students with their course work” was 4.46 for F16 & 4.61 in S17.

Standing Tutoring Appointment Highlights

• 584 requests were filled for standing tutoring appointments

• 584 requests generated 2,769 contact hours

• Standing appointments were filled for 100 courses in 22 different academic departments. The greatest number of requests was for Mathematical Sciences tutoring (135 appointments for 16 different courses)

• Integration and Approximation (21-122) and Multivariate Analysis (21-256) were the two courses with the highest number of requests.

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

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 4.89 in F16 and in S17 and the average for the item ‘Overall, tutors helped to improve the students’ performance in their courses’ was a 4.88 in F16 and a 4.82 in S17.
Peer Tutoring Summary

In AY 16-17, the Peer Tutoring Program sought to accomplish three main goals:

- Solidify its course offerings for the walk-in tutoring service and boost attendance in the Residence on Fifth and at Cyert Hall
- Pilot an expansion of the walk-in tutoring into Hunt Library’s IDeATe classrooms
- Improve the quality of our tutoring services by promoting senior Peer Tutors from within and by hiring a second graduate Peer Tutor Supervisor to assist the Peer Tutor Program Coordinator with the formal observations of Peer Tutors.

Based on the quantitative and qualitative data collected at the end of F16 and S17, the program was generally successful in accomplishing the goals.

Following last year’s successful introduction of walk-in tutoring at the Residence on Fifth, the program worked to enhance its course offerings at the new location in F16 and S17 while providing more options for students. Based on student demand and feedback from both Dr. John Mackey and CS Advisor Dr. Jacobo Carrasquel, Academic Development added two nights of walk-in tutoring for Concepts of Mathematics (21-127) and the newly re-introduced Mathematical Foundations of Computer Science (15-151). Combined with tutoring for physics, calculus, Calculus in 3D (21-259), and CS 15-122/150, this initiative was extremely well received and led to a 29% increase in attendance at the Residence on Fifth over the previous academic year. It also provided students with a third option for evening tutoring for two high-demand subjects and allowed us to better manage the workflow for 21-127 and 15-151 in the Donner and Mudge Reading Rooms. Similarly, Academic Development also strengthened its course offerings for afternoon walk-in tutoring at Cyert Hall by adding two afternoons of tutoring for both Concepts of Mathematics (21-127) and Mathematical Foundations of CS (15-151) in F16 and two days of walk-in tutoring for Concepts of Mathematics (21-127) in S17. As a result, attendance at afternoon walk-in tutoring increased 21% over AY F15-S16.

The Peer Tutoring Program also continued to collaborate with university partners with the aim of improving and expanding Academic Development’s tutoring services to meet increased demand for support in other select courses. The Peer Tutor Program Coordinator and the Director of Academic Development worked with University Libraries to expand walk-in tutoring into the IDeATe classrooms in Hunt Library in S17. Simultaneously, and building off of our positive relationship with the Statistics Department, the program teamed with Dr. Joel Greenhouse to feature one night of walk-in tutoring for Introduction to Statistical Inference (36-226) in Hunt Library. Combined with tutoring for physics, calculus, and Calculus in 3D, the new initiative generated a total of 163 contacts for the semester.

Even with the expansion of services, and despite the departure of Visiting Research Professional Dorothy Holland-Minkley and the changing role of Academic Coaching Coordinator Michael Poljak, the program continued to strive to improve the quality of its tutoring services. We accomplished this goal by promoting from within and by hiring a second graduate student to assist with the formal observations of Peer Tutors. Senior Peer Tutor and master’s student Maggie Chen was promoted to the position of Peer Tutor Supervisor and graduate student Justin Fanzo was hired at the beginning of the F16 semester to assist the Peer Tutor Program Coordinator and Peer Tutor Supervisors Dr. George Klein and Sasimas (Por) Katanyutanon. Together, the observation team managed to conduct 73 formal observations and follow-up conferences with Peer Tutors during the academic year.
The Peer Tutoring Program’s success this year is also evidenced by the recognition it received from the College Reading and Learning Association (CRLA) and the exemplary results it earned from students on end-of-term evaluations. CRLA recertified our tutor-training program for another five years (through January 10, 2022) and encouraged us to pursue certification at the Master Tutor Level. The program also conducted evaluations during the last five weeks of each semester. The average of all survey items for walk-in tutoring was 4.52 in F16 and 4.63 in S17 (1 = least positive and 5 = most positive); the average for all survey items for standing tutoring appointments was 4.89 in F16 and 4.89 in S17.

Walk-in Tutoring Contacts Fall 2007 through Spring 2017
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.
SI Program

Ms. Jessica Owens, SI/EXCEL Coordinator
Mr. Nitsan Shai, SI/EXCEL Student Supervisor
THE SUPPLEMENTAL INSTRUCTION PROGRAM

Student Comments

My leader went above and beyond what I expected from an SI leader. He’s an effective and articulate communicator, which was shown by how well he explained and reviewed topics the instructor went over the past week. Great guy and even better instructor!

My leaders were positive and invested in our learning. They were clearly not just there to get paid or expand their résumés. They actually wanted to be there and loved what they were doing, which definitely contributed to the environment in the sessions.

My leader is incredible. If he’s up for promotion or raise he should get it. He is SO patient and kind and though he is probably way smarter than me never ONCE was he condescending. He is so relatable and if I didn’t understand something he would help me get there. He would go over whatever we requested and if he didn’t know the answer to something he would find out and let us know after. He is THE BEST.

My leader not only understood the material well enough to teach it, but was an excellent teacher because she guided our class discussion to be focused on the most important topics. She successfully build off our prior knowledge, listening to our questions and formulating lessons that would incorporate lecture material and fill in our knowledge gaps.

My leader helped me move away from memorizing the material to actually applying my knowledge to different types of problems or situations.

My leader is an extremely fun and lovable character. Having such an enthusiastic and lighthearted SI leader who knew what he was teaching, made the difficult material fun and understandable. He is an amazing teacher and friend, I hope everyone gets to experience an SI session with him before his stay at CMU is up.

I really thank you for offering SI. It’s the only thing that kept me from failing. I hope you find someone as good of a leader as my leader for the next semester to come… is amazing. He should be given some medal of honor for how many grades he saves and how much stress he relieves.

Supplemental Instruction Highlights

- 12 courses supported with SI
- 9 courses supported in Fall 2016
  - 03-121 Modern Biology (Lopez/Visomirski-Robic)
  - 03-220* Genetics (Lopez/McManus)
  - 03-320* Cell Biology (Puthenveedu/Manojkumar)
  - 06-221 Thermodynamics (Dahl)
  - 09-105 Modern Chemistry I (Vuocolo)
  - 09-217 Organic Chemistry I (Silva)
  - 18-100 Introduction to Electrical and Computer Engineering (Carley/Sullivan)
  - 33-141 Physics I for Engineering Students (Anderson)
  - 42-202 Physiology (Campbell)
o 3 courses supported in Spring 2017  
  ▪ 09-105 Modern Chemistry I (Vuocolo)  
  ▪ 33-141 Physics I for Engineering Students (Vogel)  
  ▪ 42-202 Physiology (Campbell)  

o In the spring 2017 term, the support for two courses was changed to EXCEL as follows:  
  ▪ 03-121 Modern Biology due to employee availability limitations  
  ▪ 18-100 Introduction to Electrical & Computer Engineering due to employee availability limitations and the small enrollment

• Total course enrollment for 12 SI supported courses: 1,679  
  o By semester:  
    ▪ Fall 2016: 1,350  
    ▪ Spring 2017: 329  
  o Compared to previous academic years:  
    ▪ 1,866 in AY 15-16  
    ▪ 1,715 in AY 14-15  
    ▪ 1,780 in AY 13-14

• 484 SI Sessions were held during the Academic Year  
  o By semester:  
    ▪ Fall 2016: 356  
    ▪ Spring 2017: 128  
  o Comparison with previous academic year:  
    ▪ 499 SI Sessions in 2015-2016  
    ▪ 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: 1,287 or 77% of students enrolled in SI supported courses, which is the highest percentage of enrolled students attending SI in the history of the SI Program  
  o Fall 2016: 1044 77%  
  o Spring 2017: 243 74%  
  o Comparison with previous academic years:  
    ▪ 1,366 or 73% of students enrolled in 12 SI supported courses in AY 15-16  
    ▪ 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: 6,256
  - By semester:
    - Fall 2016: 4,884
    - Spring 2017: 1,372
  - Comparison with previous academic years:
    - 8,098 in 2015-2016
    - 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: 10,654
  - Fall 2016: 8,326
  - Spring 2017: 2,328
  - 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
• Mid-semester surveys were conducted for each SI supported course.
  o Fall 2016: 117 responses out of 1350 enrolled students, or a 9% response rate
  o Spring 2017: 52 responses out of 329 enrolled students, or a 16% response rate

• End of term surveys were conducted for each SI supported course.
  o Fall 2016: 244 responses out of 1350 enrolled students, or a 18% response rate
  o Spring 2017: 77 responses out of 329 enrolled students, or a 23% response rate

• Evaluation results were high with the mean student satisfaction with SI Leader a 3.6 (4-point scale) for the fall 2016 term and spring 2017 term.
Supplemental Instruction Program Summary

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 session are interactive and student-friendly.

The Supplemental Instruction Program, now in its 20th academic year at Carnegie Mellon, experienced a strong year as follows:

- **Highest percentage of enrolled students attending SI in the history of the program**
- Program Coordinator and Student Supervisor presented at the inaugural 2016 Learning Summit
- Nitsan Shai named the 2017 Student Employee of the Year for Carnegie Mellon University and the state of Pennsylvania for his work with the SI & EXCEL Programs

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

- Continuation of the expanded supervisory support with a total of three undergraduate student supervisors and two graduate student supervisors, as well as an expansion of their involvement in the administrative processes of the programs
- Launch of Mentor Meetings before every Monthly Meeting in order to share best practices, strategies and recommendations so that the Mentors could lead their individual team discussions during the ongoing training
- Expansion of the Mentor role to include a pre-session consultation for each first year leader before their fall final exam review and responsibility to facilitate ongoing training discussions for their teams
- Released a new, student-designed Peer Observation Form
- More emphasis placed on providing resources to leaders regarding stress management within the ongoing training curriculum

The SI program supported 12 courses in the 2016-2017 academic year, 9 in the fall semester and only 3 in the spring. There was a limited number of SI supported courses in the spring because none of the leaders scheduled to support 03-121 Modern Biology and 18-100 Introduction to ECE could attend lecture; therefore, the Program Coordinator changed the support to the EXCEL Group Program. The 03-121 Leaders thought the change to EXCEL was beneficial to their students, but the 18-100 Leaders did not think the support was sufficient.

There were a total of 1,679 students enrolled in the SI-supported courses, which is 187 fewer students than in the previous academic year. Of the students enrolled in SI supported courses, 1,287, or 77%, attended SI sessions at least once, which is the highest percentage of enrolled students attending SI in the history of the program. The total number of student contacts for 2016-2017 was 6,256, and the total number of student contact hours was 10,654.

Of those attending, 506 students, or 39% of SI participants and 30% of all students enrolled in SI-supported courses, were regular SI attendees, who attended SI five or more times over the course of the semester. 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 3.15, which was .23 grade points higher than students who did not attend SI and .18 grade points higher than students who
attended SI once. This reinforced national SI data that shows a direct correlation between consistent SI attendance and grade achievement of the participants.

The 2016-2017 Academic Year was a record year for the Supplemental Instruction Program with the highest percentage of enrolled students attending sessions with the Program Coordinator and Head Student Supervisor presenting at the inaugural Learning Summit, and Nitsan Shai named the 2017 Student Employee of the Year for Carnegie Mellon and the State of Pennsylvania. The year was also marked by new initiatives of increased supervisory support, addition of Mentor meetings, expanded Mentor role, new Peer Observation Form, and stress monitoring and management resources. Taken together, all of these initiatives and achievements helped to further the program in its endeavor to continually enrich the learning environment at Carnegie Mellon University.
### Summary of SI Attendance for 2016-17 AY

#### FALL 2016

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>03-121A</td>
<td>Modern Biology</td>
<td>158</td>
<td>32</td>
<td>414</td>
<td>622</td>
<td>108 / 68%</td>
</tr>
<tr>
<td>03-220</td>
<td>Genetics</td>
<td>95</td>
<td>46</td>
<td>356</td>
<td>652</td>
<td>80 / 84%</td>
</tr>
<tr>
<td>03-320</td>
<td>Cell Biology</td>
<td>53</td>
<td>40</td>
<td>182</td>
<td>331</td>
<td>38 / 72%</td>
</tr>
<tr>
<td>06-221</td>
<td>Thermodynamics</td>
<td>76</td>
<td>36</td>
<td>299</td>
<td>494</td>
<td>62 / 82%</td>
</tr>
<tr>
<td>09-105</td>
<td>Mod Chemistry I</td>
<td>306</td>
<td>41</td>
<td>866</td>
<td>1,471</td>
<td>208 / 68%</td>
</tr>
<tr>
<td>09-217</td>
<td>Organic Chemistry I</td>
<td>183</td>
<td>37</td>
<td>460</td>
<td>900</td>
<td>141 / 77%</td>
</tr>
<tr>
<td>18-100</td>
<td>Intro to ECE</td>
<td>153</td>
<td>43</td>
<td>1,173</td>
<td>1,802</td>
<td>143 / 93%</td>
</tr>
<tr>
<td>33-106</td>
<td>Physics I - Engr</td>
<td>188</td>
<td>40</td>
<td>640</td>
<td>900</td>
<td>143 / 76%</td>
</tr>
<tr>
<td>42-202</td>
<td>Physiology</td>
<td>138</td>
<td>41</td>
<td>494</td>
<td>932</td>
<td>121 / 88%</td>
</tr>
<tr>
<td>9 Courses</td>
<td></td>
<td>1,350</td>
<td>356</td>
<td>4,884</td>
<td>8,326</td>
<td>1,044 / 77%</td>
</tr>
</tbody>
</table>

#### SPRING 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>03-121B</td>
<td>Modern Biology I</td>
<td>100</td>
<td>42</td>
<td>271</td>
<td>520</td>
<td>74 / 74%</td>
</tr>
<tr>
<td>33-141</td>
<td>Physics I - Engr</td>
<td>146</td>
<td>46</td>
<td>574</td>
<td>907</td>
<td>96 / 66%</td>
</tr>
<tr>
<td>42-202</td>
<td>Physiology</td>
<td>83</td>
<td>40</td>
<td>527</td>
<td>901</td>
<td>73 / 88%</td>
</tr>
<tr>
<td>3 Courses</td>
<td></td>
<td>329</td>
<td>128</td>
<td>1,372</td>
<td>2,328</td>
<td>243 / 74%</td>
</tr>
</tbody>
</table>

#### AY 2016-17

<table>
<thead>
<tr>
<th>Course Code</th>
<th>No. of Courses Supported</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></td>
<td>1,679</td>
<td>484</td>
<td>6,256</td>
<td>10,654</td>
<td>1,287 / 77%</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>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>
<tr>
<td>2016-17</td>
<td>12</td>
<td>1,679</td>
<td>482</td>
<td>6,256</td>
<td>10,654</td>
<td>1,287 / 77%</td>
</tr>
</tbody>
</table>

(See Appendix E to see a sample of how SI data is compiled.)
EXCEL Program

Ms. Jessica Owens, SI/EXCEL Coordinator
Mr. Nitsan Shai, SI/EXCEL Student Supervisor
THE EXCEL COLLABORATIVE LEARNING PROGRAM

Student Comments

The EXCEL sessions were phenomenal opportunities for practice problems in a supportive environment. Questions were easily answered and concepts that seemed a little fuzzy were explained at great length and in depth.

The ability to be in a small group setting so that I felt like it was more okay to ask questions. Also knowing that everyone that was there really wanted to be there for the extra help made the whole experience less intimidating.

More responsibility is placed on the student in EXCEL; only those who really want to master the material affiliate themselves with an EXCEL group.

EXCEL is specific and strictly organized and so it feels more tailored for the class and specifically for people who are truly struggling.

EXCEL Leaders are really dedicated. I went to exam review sessions and Isabel would stay after two hours to go over more topics and walk me through step-by-step difficult topics. I really appreciate that.

Please expand EXCEL to cater to more courses! All of my fellow members and I agree that if we had an EXCEL for every course, life would be so great and we would be nailing all of our classes!

My EXCEL Leader is awesome. She is super helpful and knows what she’s talking about. I really like that she’s in my major and can help relate this class to the other classes I’m taking for my major. It helps big picture-wise because the classes are starting to fit together instead of being separate subjects.

My leader is literally sooo good. He’s very very knowledgeable about the material and can always answer my questions. He also loves the material so is really enthusiastic about it and wants us to love it too.

EXCEL is good because of the small group setting - you feel less pressure asking questions and working through problems with people that you see every week.

My leader really cares about our learning and our well-being. I’ve learned a lot more about differential equations than I would have otherwise because of him. He’s a great EXCEL leader and an awesome dude.

Thanks for providing a quality service to those trying to do their best to succeed in their courses and get the most out of their time at Carnegie Mellon.

EXCEL Collaborative Learning Highlights

The 2016-2017 Academic Year was the EXCEL Collaborative Learning Group Program’s eighth full year as part of Academic Development.

- 27 courses supported with EXCEL, which is the highest number of supported courses in the history of the program
  - 12 courses supported in Fall 2016
    - 03-121B Modern Biology (D’Antonio/Campanaro)
    - 03-151 Honors Modern Biology (Minden)
    - 18-100 Intro to ECE (Sullivan/Carley)
    - 18-290 Signals & Systems (Grover/Yu)
    - 21-127 Concepts of Math (Gheorghiciuc)
    - 21-241 Matrices & Linear Transformations (Mihai/Dietrich/Cummings/Ginster)
    - 21-259 Calculus in 3D (Flaherty)
• 21-260 Differential Equations (Handron/Xu)
• 33-121 Physics I for Science (Garoff/Klein)
• 33-122 Physics II for Biology & Chemistry (Vogel/Collins)
• 33-142 Physics II for Engineering & Physics (Klein)

  o 15 courses supported in Spring 2017
    • 03-121 Modern Biology (Jarvik/Lanni)
    • 03-231 Biochemistry I (Hackney/Lee)
    • 06-261 Fluid Mechanics (Domach)
    • 06-262 Math Methods (Jhon)
    • 09-218 Organic Chemistry II (Das)
    • 18-100 Intro to ECE (Sullivan)
    • 18-240 Structure & Design of Digital Systems (Nace/Ghose)
    • 18-290 Signals & Systems (Sankaranarayanan/Stern)
    • 21-127 Concepts of Math (Johnson/Offner)
    • 21-241 Matrices & Linear Transformations (Gheorghiciuc/Ballew)
    • 21-259 Calculus in 3D (Handron)
    • 21-260 Differential Equations (Handron/Geng)
    • 33-121 Physics I for Science Students (Ghosh/Walker)
    • 33-122 Physics II for Biology & Chemistry (Collins)
    • 33-142 Physics II for Engineering & Physics Students (Klein/Gilman)

  o Due to changes in student employee availability:
    • Support for 06-221 Thermodynamics I was changed to Supplemental Instruction in the fall term
    • Support for 03-121 was changed to EXCEL support with lecture attendance in the spring term
    • Support for 18-100 was reduced to only EXCEL support in the spring term

• Total course enrollment for 27 EXCEL supported courses: 3,491
  o This is an increase over the previous academic year of 189 students

• Total EXCEL Groups: 129
  o There were 54 groups in F16 and 75 groups in S17 for a total of 129 groups
    • The spring semester set a new record for the highest number of EXCEL Groups in a single semester
    • This represents a 14% increase in groups from the previous year and sets a new record for the highest number of EXCEL groups in an academic year for EXCEL Program
  o Compared to previous academic years:
    • AY 2015-2016: 113 groups (25 supported courses)
    • 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)
• **One thousand six hundred and thirty-three (1,633)** EXCEL Group sessions were held during the Academic Year, with 659 sessions held in F16 and 974 held in S17.
  - This represents the highest number of EXCEL sessions in the history of the EXCEL Program.
  - Comparison with previous academic years:
    - AY 2015-2016: 1,477 EXCEL Sessions
    - AY 2014-2015: 1,600 EXCEL Sessions
    - AY 2013-2014: 1,160 EXCEL Sessions
    - AY 2012-2013: 1,071 EXCEL Sessions
    - AY 2011-2012: 562 EXCEL Sessions
    - AY 2010-2011: 361 EXCEL Sessions
    - AY 2009-2010: 294 EXCEL Sessions

• **Total number of graded students participating in EXCEL**: 984 or 28% of students enrolled in 27 EXCEL supported courses.
  - This is the highest number and percentage of graded students to use EXCEL in the history of the EXCEL Group Program.
  - Comparison with previous academic years:
    - AY 2015-2016: 863, or 26% of enrolled students in 25 courses
    - AY 2014-2015: 700, or 21% of enrolled students in 26 courses
    - AY 2013-2014: 553, or 22% of enrolled students in 19 courses
    - AY 2012-2013: 571, or 18% of enrolled students in 26 courses
    - AY 2011-2012: 359, or 13% of enrolled students in 21 courses
    - AY 2010-2011: 256, 10% of enrolled students in 20 courses
    - AY 2009-2010: 186, 8% of enrolled students in 17 courses
• **Total number of students who registered to join EXCEL:** 1,209 or 35% of 3,491 students enrolled in 27 EXCEL supported courses.
  
  o In the fall, 2016 term 500 students registered to join EXCEL, which was 30% of the students enrolled in the courses, and in the spring 2017 term 709 students registered to join EXCEL, which was 40% of the students enrolled in the courses.
  
  o **This is the highest number and percentage of students to register for EXCEL in the history of the EXCEL Group Program.**
  
  o Comparison with previous academic years:
    - AY 2015-2016: 889, or 27% of 3302 enrolled students in 25 courses
    - AY 2014-2015: 746, or 22% of 3409 enrolled students in 26 courses
    - AY 2013-2014: 596, or 24% of 2463 enrolled students in 19 courses

• The total number of students who registered to join EXCEL but were not counted in the participant group: 224. While this appears to be a drastic increase from previous semesters, the number of registered students has always differed from the number of participants since many
students never participate in their groups for various reasons, have attendance issues and are removed from the group, or finish the semester with an ungraded status in the course. All three scenarios result in the students being not counted as EXCEL participants. However, in 2016-2017, the Program Coordinator had a new collector added to the CMU Balance website to ensure that all of the student data was captured. This new collector could have contributed to the drastic increase in number of inactive registrants.

- By semester, the number of inactive registered students was as follows: 96 students in the fall 2016 term and 128 students in the spring 2017 term.
- This increase in the number of inactive registrants should be examined further to determine whether there are any unnecessary barriers preventing these students from full participation in the program, whether there is a new perspective or student behavior impacting student participation, whether this population in turn creates any barriers for participating students, and whether there are any ways to mitigate the administrative challenges that they create for the EXCEL Leaders and Program Coordinator.
- The size of the inactive group may decrease with the implementation of the new drop/add deadline.
- Furthermore, all of the data collection should be adapted to become more dynamic to ensure accurate collection of changing student statuses. For example, it is not possible for the Program Coordinator to know when a student declines a group or asks to be reassigned to a new group, accidentally duplicates their request, or finishes the semester with a non-graded status.

- **Number of student contact hours for 27 supported EXCEL courses:** 14,039 with 5,500 contact hours in the fall and 8,539 contact hours in the spring
  - This is 2,117 more student contact hours or an 15% 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 2015-2016: 11,922
    - 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 27 supported EXCEL courses: 9,369
  o This 1,634 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 years:
    ▪ AY 2015-2016: 7,735 (25 supported courses)
    ▪ AY 2014-2015: 6,389 (26 supported courses)

• Mid-semester surveys were administered in hard copy by the EXCEL Leaders to their EXCEL groups with the following response rate:
  o Fall 2016: 234 responses out of 403 total participants, or a 58% response rate
  o Spring 2016: 296 responses out of 581 participants, or a 51% response rate

• End of term surveys were sent electronically to all EXCEL group enrollees in the fall 2016 term and spring 2017 term with the following response rate:
  o Fall 2016: 502 responses out of 403 participants, or a 124% response rate
    ▪ The reason for this exceptionally high response rate appears to be the result of 192 non-registrants answering the survey.
    ▪ Their response may have been the result of a technical error, which sent the survey to non-registered students, and/or the result of the 96 inactive registrants providing feedback
  o Spring 2017: 200 responses out of 581 participants, or a 34% response rate
• Evaluation results were high with the mean student satisfaction with EXCEL Leader a 3.7 (4-point scale) for both the fall 2016 term and spring 2017 term.

The capstone event of the training course was the **CLT Olympics** event hosted by the current SI & EXCEL Leaders. Two trainees were unable to attend for religious observances and a university athletics event. They had to make-up the event with the Student Supervisor. During the **CLT Olympics**, trainees competed in teams of three at eight different Collaborative Learning Technique (CLT) stations. Each station
represented the current SI/EXCEL Leaders signature CLT, most innovative technique, or best practice combination (See Appendix F). The training leaders had to draw on all that they had learned over the course of the training class to complete the rapid challenges. Participation in the CLT Olympics was strong and feedback positive that trainees were successfully integrated into the SI/EXCEL Leader team as can be seen below.

The CLT Olympics
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 nine 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 eighth full year at Carnegie Mellon, experienced a record-breaking year as follows:

- Highest number of courses supported by the EXCEL Collaborative Learning Group Program in an academic year
- Highest number of EXCEL Groups in a single semester and in an academic year
- Highest number of student contacts
- Highest number of student contact hours
- Highest number of EXCEL total students to register to join EXCEL
- Highest number of graded EXCEL participants
- Highest number and percentage of regularly scheduled EXCEL sessions offered in university classrooms outside of Academic Development
- Program Coordinator and Student Supervisor presented at the inaugural 2016 Learning Summit
- Nitsan Shai named the 2017 Student Employee of the Year for Carnegie Mellon University and the state of Pennsylvania for his work with the SI & EXCEL Programs

A number of new initiatives marked this year:

- Adding support for 18-240 Structure & Design of Digital Systems
- Incorporating a new collector on CMU Balance to capture the data of all students who register for EXCEL
- Launch of Mentor Meetings before every Monthly Meeting in order to share best practices, strategies and recommendations so that the Mentors could lead their individual team discussions during the ongoing training
- Expansion of the Mentor role to include a pre-session consultation for each first year leader before their fall final exam review
- Introduction of additional stress management curriculum and monthly stress monitoring for the SI/EXCEL Leaders
- Continuation of the expanded supervisory support with a total of three undergraduate student supervisors and two graduate student supervisors, but an expansion of their involvement in the administrative processes of the programs
- Introduction of a new EXCEL Contract
- Released a new, student-designed Peer Observation Form
- Transitioning 03-121 Modern Biology support to EXCEL and 18-100 Introduction to ECE support to only EXCEL in the spring term
- Employed a graduate student to develop new methods for improving data collection
The EXCEL Program supported **27 courses** in the 2016-2017 academic year, 12 in the fall and 15 in the spring, which is the **highest number of courses** ever supported by the EXCEL Group Program in an academic year. This increase came in spite of transitioning 06-221 Thermodynamics I support to SI in the fall term, and may have resulted at least in part from adding support for 18-240 Structure & Design of Digital Systems and transitioning 03-121 Modern Biology and 18-100 Intro to ECE to EXCEL support in the spring term.

There were a total of 3,491 students enrolled in the EXCEL-supported courses. Of the students enrolled in EXCEL supported courses, **35% or 1,209** signed up to join an EXCEL Group during the academic year, and **984, or 28%** of enrolled students, finished the year as graded EXCEL participants. **This is the highest number of total registered students, graded participants, and percent of enrolled students participating in EXCEL in the history of the EXCEL Program.**

These 984 graded participants **attended EXCEL 9,369 times** through the academic year, which represents 1,634 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 graded participants spent a total of **14,039 hours** in their EXCEL sessions, which represents 2,117 more student contact hours or a 15% 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 **129 EXCEL Groups** in the 2016-2017 academic year, which is a 14% increase from the previous year and **the highest number of groups in the history of the EXCEL Program.** There were **1,633 EXCEL sessions** in the 2016-2017 academic year, which is an 11% increase over the previous year and **the highest number of sessions in the history of the EXCEL Program.** Of these 129 EXCEL Groups, 113 or **88%** of all regularly scheduled EXCEL Groups were held in university classrooms across campus.

One factor that contributed to the growth of the EXCEL Program in the 2016-2017 academic year was the addition of 18-240 Structure & Design of Digital Systems and the transition of 03-121 Modern Biology and 18-100 Intro to ECE to EXCEL support in the spring term. Student utilization of 18-240 EXCEL support was strong since 41% of the class participated in EXCEL, EXCEL members attended an average of 10 sessions per semester, and students gave the support a mean 3.8 (on a 4-point scale) helpfulness rating. Based on these results and equally positive feedback from the 18-240 professors and EXCEL Leaders, EXCEL support for 18-240 will be continued into future semesters.

The results of the 03-121 EXCEL support, although on a smaller scale, were even stronger. For 03-121, 25% of the class participated in EXCEL, EXCEL members attended an average of 11 sessions per semester, students gave the support a mean helpfulness rating of 4.0 (on a 4-point scale), and EXCEL Participants earned a final grade .37 grade points higher than those who did not participate in EXCEL. Feedback from the 03-121 professors and EXCEL Leaders was equally positive; therefore, support for 03-121 Modern Biology will continue to be through the EXCEL Group Program.

The transition of 18-100 Intro to ECE to only EXCEL support in the spring 2017 term was not as positively received. Student participation increased drastically going from 28% of the class in the fall to 55% of the class in the spring term. Students attended more sessions as well with the fall seeing students attend a mean of 7 sessions per semester, while in the spring they attended a mean of 11 sessions per semester. They gave the support a mean helpfulness rating of 3.6 (on a 4-point scale) and provided feedback that they wanted to have SI support as well. Therefore, support for 18-100 will return to the dual support model.

[41]
The 2016-2017 Academic Year was a record-breaking year for the EXCEL Collaborative Learning Group Program. It set new records in every area: number of supported courses, total registered students, graded participants, percent of enrolled students participating, student contacts, student contact hours, EXCEL Groups, sessions, and number of regular sessions held outside of Cyert Hall. It was also a year of achievement as the Program Coordinator and Student Supervisor presented at the 2016 Teaching & Learning Summit. In addition, we were thrilled when Mr. Nitsan Shai was named 2017 Student Employee of the Year at Carnegie Mellon and the State of Pennsylvania for his work with SI/EXCEL. The year featured new administrative initiatives to increase supervisor observations, expand the mentor role and begin to monitor student employee stress. These initiatives and achievements helped to further the program in its mission to enrich the learning environment for Carnegie Mellon students. However, the exponential growth of the EXCEL Program will require more personnel and infrastructure to sustain in continuing semesters.
### Summary of EXCEL Attendance for 2016-17 AY

#### FALL 2016

<table>
<thead>
<tr>
<th>Course</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>03-121B Modern Biology</td>
<td>39</td>
<td>25</td>
<td>105</td>
<td>163</td>
<td>10 / 26%</td>
</tr>
<tr>
<td>03-151 Honors Modern Bio</td>
<td>58</td>
<td>44</td>
<td>301</td>
<td>444</td>
<td>26 / 45%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>153</td>
<td>47</td>
<td>281</td>
<td>398</td>
<td>40 / 26%</td>
</tr>
<tr>
<td>18-240 Digital Systems</td>
<td>86</td>
<td>52</td>
<td>324</td>
<td>468</td>
<td>34 / 40%</td>
</tr>
<tr>
<td>18-290 Signals &amp; Systems</td>
<td>115</td>
<td>58</td>
<td>394</td>
<td>548</td>
<td>42 / 37%</td>
</tr>
<tr>
<td>21-127 Concepts of Math</td>
<td>213</td>
<td>141</td>
<td>742</td>
<td>1,087</td>
<td>81 / 38%</td>
</tr>
<tr>
<td>21-241 Matrices &amp; Linear Transformations</td>
<td>253</td>
<td>62</td>
<td>244</td>
<td>383</td>
<td>33 / 13%</td>
</tr>
<tr>
<td>21-259 Calculus in 3D</td>
<td>383</td>
<td>65</td>
<td>340</td>
<td>509</td>
<td>40 / 10%</td>
</tr>
<tr>
<td>21-260 Differential Equations</td>
<td>137</td>
<td>54</td>
<td>302</td>
<td>488</td>
<td>32 / 23%</td>
</tr>
<tr>
<td>33-121 Physics I Science</td>
<td>76</td>
<td>15</td>
<td>70</td>
<td>118</td>
<td>7 / 9%</td>
</tr>
<tr>
<td>33-122 Physics II Bio &amp; Chem</td>
<td>38</td>
<td>9</td>
<td>17</td>
<td>28</td>
<td>3 / 8%</td>
</tr>
<tr>
<td>33-142 Physics II Engr &amp; Phys</td>
<td>151</td>
<td>87</td>
<td>579</td>
<td>866</td>
<td>55 / 36%</td>
</tr>
<tr>
<td><strong>12 Courses</strong></td>
<td><strong>1,702</strong></td>
<td><strong>659</strong></td>
<td><strong>3,708</strong></td>
<td><strong>5,500</strong></td>
<td><strong>403 / 24%</strong></td>
</tr>
</tbody>
</table>

#### SPRING 2017

<table>
<thead>
<tr>
<th>Course</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>03-121 Modern Biology</td>
<td>123</td>
<td>41</td>
<td>279</td>
<td>455</td>
<td>29 / 24%</td>
</tr>
<tr>
<td>03-231 Biochemistry I</td>
<td>48</td>
<td>55</td>
<td>282</td>
<td>461</td>
<td>27 / 56%</td>
</tr>
<tr>
<td>06-261 Fluid Mechanics</td>
<td>70</td>
<td>53</td>
<td>337</td>
<td>547</td>
<td>36 / 51%</td>
</tr>
<tr>
<td>06-262 Math Methods of Chemical Engineering</td>
<td>69</td>
<td>41</td>
<td>272</td>
<td>398</td>
<td>32 / 46%</td>
</tr>
<tr>
<td>09-218 Organic Chemistry II</td>
<td>62</td>
<td>36</td>
<td>257</td>
<td>428</td>
<td>28 / 45%</td>
</tr>
<tr>
<td>18-100 Intro to ECE</td>
<td>60</td>
<td>52</td>
<td>360</td>
<td>541</td>
<td>33 / 55%</td>
</tr>
<tr>
<td>18-240 Digital Systems</td>
<td>105</td>
<td>68</td>
<td>454</td>
<td>629</td>
<td>44 / 42%</td>
</tr>
<tr>
<td>18-290 Signals &amp; Systems</td>
<td>79</td>
<td>52</td>
<td>324</td>
<td>467</td>
<td>33 / 42%</td>
</tr>
<tr>
<td>21-127 Concepts of Math</td>
<td>288</td>
<td>213</td>
<td>1,171</td>
<td>1,698</td>
<td>102 / 35%</td>
</tr>
<tr>
<td>21-241 Matrices &amp; Linear Transformations</td>
<td>167</td>
<td>42</td>
<td>152</td>
<td>239</td>
<td>20 / 12%</td>
</tr>
<tr>
<td>21-259 Calculus in 3D</td>
<td>200</td>
<td>57</td>
<td>253</td>
<td>394</td>
<td>32 / 16%</td>
</tr>
<tr>
<td>21-260 Differential Equations</td>
<td>212</td>
<td>116</td>
<td>662</td>
<td>1,057</td>
<td>73 / 34%</td>
</tr>
<tr>
<td>33-121 Physics I Science</td>
<td>79</td>
<td>54</td>
<td>320</td>
<td>486</td>
<td>29 / 37%</td>
</tr>
<tr>
<td>33-122 Physics II Bio &amp; Chem</td>
<td>49</td>
<td>11</td>
<td>43</td>
<td>70</td>
<td>5 / 10%</td>
</tr>
<tr>
<td>33-142 Physics II Engr &amp; Phys</td>
<td>178</td>
<td>83</td>
<td>495</td>
<td>669</td>
<td>58 / 33%</td>
</tr>
<tr>
<td><strong>15 Courses</strong></td>
<td><strong>1,789</strong></td>
<td><strong>974</strong></td>
<td><strong>5,661</strong></td>
<td><strong>8,539</strong></td>
<td><strong>581 / 32%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AY 2016-17</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><strong>27 Courses</strong></td>
<td><strong>3,491</strong></td>
<td><strong>1,633</strong></td>
<td><strong>9,369</strong></td>
<td><strong>14,039</strong></td>
<td><strong>984 / 28%</strong></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>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>
<tr>
<td>2016-17</td>
<td>27</td>
<td>3,491</td>
<td>1,633</td>
<td>9,369</td>
<td>984 / 28%</td>
</tr>
</tbody>
</table>

**Supplemental Instruction and EXCEL Initiatives**

In an effort to better support this large cohort of leaders, the Program Coordinator implemented the following three initiatives:

1. Increased Supervisor Observations
2. Expansion of the Mentor Role
3. Stress Monitoring

**Increased Supervisor Observations** – SI/EXCEL Leaders consistently identify Supervisor Observations as the most useful form of support. Therefore, the Program Coordinator continued to place great emphasis on providing each leader with as many observations as necessary for their development. In order to increase the number of Supervisor Observations, the Program Coordinator recruited and trained two graduate students and two additional undergraduate students for five Student Supervisors to oversee the programs.
Expansion of the Mentor Role – The second method that the Program Coordinator introduced was placing greater emphasis on the team mentor role within the SI & EXCEL Team particularly during monthly meetings. Each mentor was provided with an agenda to help them guide the discussions within their team. This form included a section that addressed each person’s monthly goals and was added in response to the leaders’ request for more accountability with their monthly goals. The Program Coordinator met with all of the mentors separately before each monthly meeting to establish the expectations for their discussions and facilitate resource, technique, and best practice sharing among the mentors. Feedback about the mentor meetings was extremely positive with some saying that they learned more from these meetings than they had been in the monthly meetings.
Stress Monitoring – The third initiative that the Program Coordinator introduced was a method for SI/EXCEL Leaders to monitor their stress levels. SI/EXCEL Leaders have the most time consuming undergraduate student employee position in the Academic Development office working 10-15 hours per week. In order to better support the leaders in their positions, the Program Coordinator introduced new curriculum regarding stress to equip the leaders to better assess and manage their stress as well as to be able to better identify leaders experiencing critical levels of stress as early as possible.

The Program Coordinator achieved this by introducing the leaders to the Yerkes-Dodson Law, teaching the ways that the Peak Performance Curve intersects with their highly self-directed roles as leaders (see Appendix G).

2. Over the past month, where have you spent the majority of your time on the * Peak Performance Curve?

![Peak Performance Curve Diagram]

After an initial introduction and discussion at the beginning of each term, the Program Coordinator implemented monthly checks of their self-reported stress through an informal online survey, collecting the data and sharing aggregate results with the Mentors in order to provide strategic discussions about stress management strategies during ongoing training. The Program Coordinator also periodically followed up with leaders expressing critical levels of stress or burnout, offering to meet with them individually. There were eight data collection points throughout the year. At the end of the year, the Program Coordinator consulted with Kody Manke, Visiting Assistant Professor of Psychology, regarding the best approaches for analyzing the self-reported responses in a meaningful way.

Only 6 out of 41 SI/EXCEL Leaders never reported experiencing unhealthy stress throughout the 2016-2017 academic year. In other words, 85% of SI/EXCEL Leaders reported experiencing unhealthy stress at least once during the 2016-2017 academic year. This confirms the fact that SI/EXCEL Leaders could benefit from additional support resources for managing their stress.

The results showed that the highest number of leaders reported healthy stress at the start of each semester as well as in the third month of the fall term. The highest number of leaders reported unhealthy
stress at the end of each term. However, it is important to note that even during September when the highest number of leaders reported healthy stress, there were still 37% of leaders experiencing unhealthy stress, which shows a high portion experience unhealthy stress.

In order to examine the data further, the Program Coordinator looked at the number of times the leaders reported unhealthy stress by gender. As demonstrated in the chart below, a distinct difference emerged with zero men reporting unhealthy stress for every measure and zero women never reporting unhealthy stress. This suggests that there may be a difference in the leaders’ stress experiences and/or a difference in the way that leaders perceive their experiences with stress.

The Program Coordinator examined the leaders’ responses at each measure by gender. As the chart below demonstrates, a higher percentage of women reported unhealthy stress during seven of the eight measures. The largest difference between the women and men occurred in March, when 71% of women reported unhealthy stress while only 36% of men reported unhealthy stress, a difference of 35% between the groups. A similarly large difference occurred at the end of the spring term in May, when 71% of
women reported unhealthy stress, while only 45% of men reported unhealthy stress, a 26% difference between the groups.

The Program Coordinator also examined the leaders’ responses at each measure by experience level to see if first year leaders’ experience of stress differed from that of experienced leaders. As the chart below demonstrates, a higher percentage of first year leaders reported unhealthy stress for all eight of the measures. This was particularly the case at two measures during the spring semester. In March 61% of first year leaders reported unhealthy stress compared to the 29% of experienced leaders and in May 65% of first year leaders reported unhealthy stress compared to only 36% of experienced leaders.

Note: “1” indicates leaders in their first year of employment and “2+” indicates experienced leaders in their second or third year.

In addition to higher percentages of women reporting unhealthy stress throughout the year, 100% of women reported unhealthy stress at least once during the academic year. There were a total of 15 women serving as SI/EXCEL Leaders in the 2016-2017 academic year: 2 experienced leaders and 13 first
year leaders. Two women held a partial-appointment during the spring term and therefore, did not provide feedback throughout the year. When women’s responses were broken down by experience level, first year women had a significant increase in reported stress during the second and fourth month of the spring term with 69% reporting unhealthy stress.

Some of the stress the women reported in March, the second measured month of the spring term, may have stemmed from the fact that the monthly meeting check-in took place the week before spring break, which is traditionally a popular time for midterm exams in many courses. However, the same significant increase in reported unhealthy stress did not occur for first year men.

There were a total of 26 men serving as leaders in the 2016-2017 academic year: 14 experienced and 21 in their first year. It is important to note that two men in the fall and four men in the spring held one-semester appointments and therefore did not provide feedback in the alternating term. Experienced men had the highest percentage of leaders reporting healthy stress with 64% in the first month of the fall term and 57% in the first two months of the spring term.
Going forward, the Program Coordinator would like to continue to provide a measure for leaders to monitor their stress. Future adjustments should include streamlined as well as possibly incentivized participation, use of a tested stress model, and a measure of the leaders’ perceptions of their stress.
Academic Coaching Program

Mr. Michael Poljak, Coordinator of the Academic Coaching Program
Ms. Claire Gianakas, AC Student Supervisor
Ms. Mikaela Lewis, AC Student Supervisor
THE ACADEMIC COACHING PROGRAM

Student Comments

My AC was phenomenal. My time management skills were lacking when we started Academic Coaching sessions in the Fall of 2016, and David has entirely changed that. The reason it was so effective is because I have bad habits of not keeping track of events, homeworks or exams and procrastinating or missing meetings that I built in high school. By having a meeting every week, my AC acted as a feedback loop to give me both positive and negative feedback so that I could improve my habits gradually and not relapse into my old ways. I really cannot thank him enough.

Thank you so much for your help! My AC was awesome and super chill. It was really helpful that you are also a mechanical engineering major. After pledging ended and with your help, my entire GPA actually went up a whole grade point (was 2.5 at mid semester, now a 3.5 if I just maintain what I have right now throughout finals). Thanks again!

My AC’s passion for helping others was so evident in all our sessions. She really helped me a lot and I am very grateful.

My AC was very helpful and understanding of my problems. What I really appreciated was that even when I did not necessarily meet my goals or implement the strategies, there was no judgment and only discussion of how to move forward and do better. I liked having someone to keep me accountable and check in with regularly.

Academic Coaching Highlights

- Seventeen Academic Coaches (ACs) conducted Individual Academic Coaching Appointments, Time Management and Productivity Consultations, and Study Skills Workshops.

- The Academic Coaching Program had 2.532 total contacts during the 2016 – 2017 academic year. This is a 25% increase from the previous year.

- Outreach Contacts for AY 16-17 = ~1,900 (~110% increase from the previous year)

- The Academic Coaching (AC) program extended its support to Graduate/PHD level students. They were offered productivity consultations, study skills workshops, and individual academic coaching appointments.

- NEW PROGRAM! The Academic Coaching Program designed a new workshop format called Consultations. Consultations allow students to register for a private, one-on-one meeting with an Academic Coach. These are one-time meetings and range from 30 – 60 minutes. Many of the students do opt for more sessions after attending a Consultation.

- Each Academic Coach was observed at least twice by the Academic Coaching Coordinator or a Student Supervisor. After each observation, the Academic Coach met with the Academic Coaching Coordinator/Supervisor in order to discuss the strengths and weaknesses of the session, as well as the areas of focus for future sessions.

- Seventeen applicants were interviewed for Academic Coaching positions and 14 were selected for the course: 99-252 Seminar in Academic Coaching. All 14 students successfully completed the course and became Academic Coaches.
Individual Academic Coaching Appointment Highlights

Before meeting with an Academic Coach, each student was instructed to complete the Learning and Study Strategies Inventory (LASSI). After completion of the inventory, they met with either the Academic Coaching Program Coordinator or the Director of Academic Development for an initial consultation.

Two-hundred and forty two initial consultations were conducted in AY 2016-2017.

- This is a 33% increase over the previous year.
- Of the 242 students, Two-hundred and thirty one (231) students received individual Academic Coaching appointments.
  - This is a 38% increase from the previous year.
  - These students utilized 1,468 individual appointments.
    - This is a 46% increase over the previous year.
- One-hundred and one (101) students failed to show up without notice to Academic Coaching appointments.
  - This is a 11% decrease from the previous year.

Students attending Ongoing Individual Academic Coaching Appointments:

- Breakdown by Class Rank
  - Freshman = 88 Students (22.2% increase)
  - Sophomores = 74 Students (64.4% increase)
  - Juniors = 38 Students (5.1% decrease)
  - Seniors = 18 Students (50% increase)
  - Graduate/PHD = 24 Students (118% increase)
- Breakdown by College
  - CIT = 96 Students (47.7% increase)
  - MCS = 39 Students (34.5% increase)
  - DC = 34 Students (12.8% decrease)
  - SCS = 28 Students (133.3% increase)
  - CFA = 22 Students (8.3% decrease)
  - TPR = 11 Students (266.7% increase)
  - HNZ = 8 Students (100% increase)
  - SHS = 2 Students (50% increase)
  - BHA/BXA/BSA = 1 Student (same as last year)

Evaluation Highlights

- Eighty-nine students completed evaluations of their Academic Coaching sessions.
  - One hundred percent (100%) of the respondents indicated that the Academic Coaching sessions met their expectations with a rating of “very much” or “somewhat”.
  - When asked to rate the helpfulness of their Academic Coach, the following percentage of respondents chose a rating of either “good” or “excellent” for the listed characteristics of their Academic Coach:
- Ability to create a comfortable learning atmosphere 98%
- Display of genuine concern 96%
- Knowledge of study skills 97%
- Ability to communicate ideas and give clear examples 99%

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of Initial Consultations (Intake)</th>
<th>Total Number of Students Attending Individual Academic Coaching Sessions</th>
<th>Total Number of Individual Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>n/a</td>
<td>n/a</td>
<td>241</td>
</tr>
<tr>
<td>2000-2001</td>
<td>n/a</td>
<td>n/a</td>
<td>203</td>
</tr>
<tr>
<td>2001-2002</td>
<td>n/a</td>
<td>n/a</td>
<td>205</td>
</tr>
<tr>
<td>2002-2003</td>
<td>n/a</td>
<td>n/a</td>
<td>273</td>
</tr>
<tr>
<td>2003-2004</td>
<td>n/a</td>
<td>n/a</td>
<td>182</td>
</tr>
<tr>
<td>2004-2005</td>
<td>n/a</td>
<td>69</td>
<td>205</td>
</tr>
<tr>
<td>2005-2006</td>
<td>n/a</td>
<td>72</td>
<td>244</td>
</tr>
<tr>
<td>2006-2007</td>
<td>n/a</td>
<td>76</td>
<td>253</td>
</tr>
<tr>
<td>2007-2008</td>
<td>n/a</td>
<td>58</td>
<td>269</td>
</tr>
<tr>
<td>2008-2009</td>
<td>n/a</td>
<td>53</td>
<td>361</td>
</tr>
<tr>
<td>2009-2010</td>
<td>n/a</td>
<td>85</td>
<td>678</td>
</tr>
<tr>
<td>2010-2011</td>
<td>n/a</td>
<td>118</td>
<td>760</td>
</tr>
<tr>
<td>2011-2012</td>
<td>n/a</td>
<td>143</td>
<td>888</td>
</tr>
<tr>
<td>2012-2013</td>
<td>n/a</td>
<td>136</td>
<td>1057</td>
</tr>
<tr>
<td>2013-2014</td>
<td>n/a</td>
<td>113</td>
<td>636</td>
</tr>
<tr>
<td>2014-2015</td>
<td>131</td>
<td>136</td>
<td>768</td>
</tr>
<tr>
<td>2015-2016</td>
<td>182</td>
<td>168</td>
<td>1005</td>
</tr>
<tr>
<td>2016-2017</td>
<td>242</td>
<td>231</td>
<td>1468</td>
</tr>
</tbody>
</table>
Academic Coaching Workshop Highlights

In an effort to increase the amount of individual support we offer students, we have reduced the number of traditional workshops by 30%.

- Seventeen workshops were conducted during the 2016-2017 AY.
- Six hundred and forty-three students attended an Academic Development workshop.
- The workshop format was adjusted to meet the individual needs of our students. This was accomplished by having several Academic Coaches at each workshop who would then work with students by college or by factors relevant to the workshop topics.
- A new workshop registration system was implemented.
- Attendance at workshops was approximately 38 students per workshop.
  - This represents a 15% increase over the previous year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Workshops</th>
<th>Workshop Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>n/a</td>
<td>251</td>
</tr>
<tr>
<td>2000-2001</td>
<td>n/a</td>
<td>371</td>
</tr>
<tr>
<td>2001-2002</td>
<td>n/a</td>
<td>253</td>
</tr>
<tr>
<td>2002-2003</td>
<td>n/a</td>
<td>212</td>
</tr>
<tr>
<td>2003-2004</td>
<td>17</td>
<td>498</td>
</tr>
<tr>
<td>2004-2005</td>
<td>27</td>
<td>384</td>
</tr>
<tr>
<td>2005-2006</td>
<td>35</td>
<td>894</td>
</tr>
<tr>
<td>2006-2007</td>
<td>28</td>
<td>315</td>
</tr>
<tr>
<td>2007-2008</td>
<td>16</td>
<td>266</td>
</tr>
<tr>
<td>2008-2009</td>
<td>11</td>
<td>358</td>
</tr>
<tr>
<td>2009-2010</td>
<td>19</td>
<td>360</td>
</tr>
<tr>
<td>2010-2011</td>
<td>19</td>
<td>370</td>
</tr>
<tr>
<td>2011-2012</td>
<td>25</td>
<td>403</td>
</tr>
<tr>
<td>2012-2013</td>
<td>23</td>
<td>457</td>
</tr>
<tr>
<td>2013-2014</td>
<td>18</td>
<td>381</td>
</tr>
<tr>
<td>2014-2015</td>
<td>23</td>
<td>778</td>
</tr>
<tr>
<td>2015-2016</td>
<td>24</td>
<td>801</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td><strong>17</strong></td>
<td><strong>643</strong></td>
</tr>
</tbody>
</table>
Academic Success in College:  Starting Off on the Right Foot

Academic Development offered a three-day workshop for the children of faculty and staff who recently graduated from high school and had plans to attend college in F2017. The workshop was conducted by the Coordinator of Academic Coaching and an Academic Coach.

- 17 students enrolled
- Topics included: time management, productivity, goal setting, utilizing campus resources, communicating with your professor, metacognition, using technology on campus, the information processing system, memory, and combating stress and procrastination

Academic Coaching Consultations

- In an effort to offer individualized support to students, we created Academic Coaching Consultations during the spring 2016 term. The Consultations allow students the opportunity to register for a one-on-one meeting with an Academic Coach. These meetings range from 30 to 60 minutes and act as a productivity assessment, as well as the first step towards implementing more effective learning and study skills strategies.
  - For each Consultation event, students were offered a list of times available. After choosing a preferred time, they were contacted with a meeting reminder, a suggestion of materials needed for the meeting, and a request for notification if they were no longer able to attend. As there were a limited number of seats available per Consultation, a waitlist was used to limit the amount of seats that went unused.
  - The Consultations appear to be more helpful and effective for students in comparison to the traditional workshop format.
Fall 16
- Time Management and Productivity Consultations for Dietrich College Students: 18 Students Attended (20 seats available)
- Time Management Consultations: 55 Students attended (63 seats available)
- Time Management and Productivity Consultations for Graduate Students: 63 Students attended

Spring 17
- Time Management and Productivity Consultations: 43 Students Attended (46 seats available)

Academic Year 2016 – 2017 Totals
- Number of Consultation Events Offered: 4
- Number of Students in Attendance: 179

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Study Consultation Events</th>
<th>Study Strategy Consultation Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2014-2015</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td><strong>4</strong></td>
<td><strong>179</strong></td>
</tr>
</tbody>
</table>

Workshop Evaluations
- Workshop evaluations were completed by 17.4% of attendees, or 143 of 821 attendees (1.1% decrease from last academic year).
  - Ninety-eight percent of respondents indicated that the workshop either completely or somewhat met their expectations.
  - Ninety-one percent of respondents indicated that the information provided in the workshop was “about right.”
  - Ninety-five percent of respondents gave a rating of 4/5 or better to the workshop leader’s knowledge of topic.
  - Ninety-six percent of respondents gave a rating of 4/5 or better to the workshop leader’s ability to communicate ideas and give clear examples.
  - Ninety-five percent of respondents gave a rating of 4/5 or better to the workshop leader’s ability to create a comfortable learning environment.
Graduate Student Support

- The Academic Coaching Program experimented with the opportunity to expand our services to support the needs of Graduate/PHD level students through a pilot collaboration with Heinz College and Graduate Studies.
  - 18 unique graduate students attended Academic Coaching Sessions
  - 6 of those 18 students returned for sessions for a second semester
  - There were 139 total AC Sessions for graduate students
  - 83 graduate students attended 1 on 1 Consultations (30 to 60 minutes)
  - 6 of those 83 consultations were held via Skype for students out of the state or country
  - 190 graduate students attended workshops that Academic Development created and facilitated
  - We presented to roughly 550 graduate students during two separate Heinz orientations
Academic Coaching Summary

The Academic Coaching Program began the 2016 – 2017 academic year with 16 undergraduate Academic Coaches and 1 graduate Academic Coach. A primary focus of the Academic Coaching Program was campus awareness while continuing to improve the quality and effectiveness of the services provided. The Academic Coaches are constantly developing their skills and content knowledge, as they work to facilitate positive academic changes in the lives of Carnegie Mellon University students. We are committed to offering CMU students as much individualized attention as possible, which is executed through the delivery of Individual Academic Coaching Appointments, Traditional Workshops, and Study Skills Consultations.

The Academic Coaching Program generated the following:

- **Conducted 242 Initial Consultations (33% increase from the last academic year)**
  - Graduate students: 24 students

- **231 students received a total of 1,468 Individual Academic Coaching Appointments (46% increase from the last academic year)**
  - Graduate students: 18 Graduate students
  - Graduate students attended 139 Individual Academic Coaching Appointments

- **Offered 17 Study Skills Workshops**
  - Number of students: 643 students
  - This represents a 15% increase in average attendance per workshop from last academic year
  - Graduate students: 190 students

- **Offered 4 Study Skills Consultations to 179 students**
  - Graduate students: 83 students

These efforts resulted in a total of 2,532 total student contacts for the 2016 – 2017 AY, a 25% increase from the last academic year.

Seventeen traditional study skills workshops and four study skills consultations were presented on campus during the 2016-2017 academic year: five in the summer term, nine in the fall term and seven in the spring term. Of the workshops presented, Academic Development initiated 11, while 10 were requested by professors, staff, and student groups. The workshops and consultations initiated by Academic Development were presented in the Cohon University Center, Hunt Library, 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. National, local, and university events and holidays were considered in order to avoid time conflicts and inaccessibility to students.

Approximately 18% of workshop attendees completed an evaluation. Of this group of respondents, 98% indicated that the workshop somewhat or completely met their expectations and 91% indicated that the information provided was “about right”. The respondent’s collective satisfaction was never lower than 94

[60]
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.

**Study Skills Consultations** were a new and successful initiative last year and continued to be successful this year. Instead of attending a traditional study skills workshop, we allowed students to sign up for a **private one-on-one consultation** with an Academic Coach. This format was not developed as a replacement to the traditional workshop format. Rather, this workshop was an answer to the lack of individualized attention that previous workshop evaluations suggested. Students were asked to sign up for a consultation during designated times, were then contacted with a meeting reminder and a suggestion of materials to bring to the meeting. The consultation is generally a 30-minute productivity assessment paired with study skills guidance and support. Students were then encouraged to sign up for our individual appointment service if they felt it would be beneficial to them.

The Academic Coaching Program selected 14 undergraduate students to participate in the CMUS 99-252 (Seminar in Academic Coaching) training class during the spring 2016 term. Three experienced Academic Coaches were recruited to assist with the development and facilitation of the class, as well as tasked to create and research new and applicable course materials. The experienced Academic Coaches were a valuable asset to the class and were able to share experiences and field questions throughout the semester. CMUS 99-252 students participated through course readings, presented material, activities, observing current Academic Coaching sessions, and participating in mock AC sessions during the term. Group presentations were an integral part of the curriculum. CMUS 99-252 students were required to master a vast amount of study skills information, relevant materials, and applicable activities for the purpose of developing a strong content knowledge.

The Academic Coaching Program continued campus outreach during the 2016-2017 academic year. E-mail announcements inviting students to attend Academic Coaching workshops were rewritten and a more intentional distribution schedule was developed. Information continued to be distributed through the Academic Development Department D-list. The Academic Coaching Program Coordinator and Academic Coaches presented and tabled on several occasions in a continual effort to support student’s personal and academic needs, as well as making the campus community more aware of Academic Coaching services. Academic Coaches continued to promote the program by wearing an Academic Coaching t-shirt on scheduled days throughout the fall and spring semesters and for all presentations. Packets containing advertisements for Academic Development services, as well as helpful study skills strategies, were created and distributed to a large amount of RA’s to be displayed in the freshmen residence halls. 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 departments supporting graduate students. Overall, these outreach efforts generated approximately 1,900 total contacts, a more than 100% increase from the last academic year.

Overall, the Academic Coaching Program continues to provide quality support services for students needing assistance with productivity, time management, study skills, managing stressors, and finding confidence in their ability to navigate the college experience as a member of the CMU community.
## Academic Coaching Numbers by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of Initial Consultations (Intake)</th>
<th>Total Number of Students Attending Individual Coaching Sessions</th>
<th>Total Number of Individual Appointments</th>
<th>Number of Study Strategy Consultation Events</th>
<th>Study Strategy Consultation Attendance</th>
<th>Number of Workshops</th>
<th>Workshop Attendance</th>
<th>Total Contacts (Intakes + Indv. Appts + Workshop Attendance + Study Strategy Consultation Attendance)</th>
<th>Outreach Contacts (Total # of Campus Community Members Contacted)</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>n/a</td>
<td>251</td>
<td>563</td>
<td>n/a</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>n/a</td>
<td>371</td>
<td>638</td>
<td>n/a</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>n/a</td>
<td>253</td>
<td>513</td>
<td>n/a</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>n/a</td>
<td>212</td>
<td>559</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-2004</td>
<td>n/a</td>
<td>n/a</td>
<td>182</td>
<td>n/a</td>
<td>n/a</td>
<td>498</td>
<td>734</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2004-2005</td>
<td>n/a</td>
<td>n/a</td>
<td>256</td>
<td>n/a</td>
<td>n/a</td>
<td>384</td>
<td>658</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2005-2006</td>
<td>n/a</td>
<td>n/a</td>
<td>244</td>
<td>n/a</td>
<td>n/a</td>
<td>28</td>
<td>315</td>
<td>1210</td>
<td>n/a</td>
</tr>
<tr>
<td>2006-2007</td>
<td>n/a</td>
<td>n/a</td>
<td>375</td>
<td>n/a</td>
<td>n/a</td>
<td>28</td>
<td>315</td>
<td>644</td>
<td>n/a</td>
</tr>
<tr>
<td>2007-2008</td>
<td>n/a</td>
<td>n/a</td>
<td>269</td>
<td>n/a</td>
<td>n/a</td>
<td>16</td>
<td>266</td>
<td>266</td>
<td>n/a</td>
</tr>
<tr>
<td>2008-2009</td>
<td>53</td>
<td>361</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>11</td>
<td>358</td>
<td>772</td>
<td>n/a</td>
</tr>
<tr>
<td>2009-2010</td>
<td>85</td>
<td>678</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19</td>
<td>360</td>
<td>1123</td>
<td>100</td>
</tr>
<tr>
<td>2010-2011</td>
<td>118</td>
<td>760</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19</td>
<td>370</td>
<td>1248</td>
<td>200</td>
</tr>
<tr>
<td>2011-2012</td>
<td>143</td>
<td>888</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>25</td>
<td>403</td>
<td>1434</td>
<td>650</td>
</tr>
<tr>
<td>2012-2013</td>
<td>136</td>
<td>1057</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>23</td>
<td>457</td>
<td>1650</td>
<td>650</td>
</tr>
<tr>
<td>2013-2014</td>
<td>113</td>
<td>636</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>18</td>
<td>381</td>
<td>1130</td>
<td>500</td>
</tr>
<tr>
<td>2014-2015</td>
<td>131</td>
<td>768</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>23</td>
<td>778</td>
<td>1682</td>
<td>500</td>
</tr>
<tr>
<td>2015-2016</td>
<td>182</td>
<td>168</td>
<td>1005</td>
<td>1</td>
<td>37</td>
<td>24</td>
<td>801</td>
<td>2025</td>
<td>900</td>
</tr>
<tr>
<td>2016-2017</td>
<td>242</td>
<td>231</td>
<td>1468</td>
<td>4</td>
<td>179</td>
<td>17</td>
<td>643</td>
<td>2532</td>
<td>1900</td>
</tr>
</tbody>
</table>
UNIVERSITY OUTREACH

Orientations:
Vice Provost for Education: New faculty welcome
Welcome to CMU Summer Orientation
Admissions Staff
Freshman Orientation Resource Fair
Office of Disability Resources Orientation
Overview for Orientation Counselors
Resident Assistant Orientation
Dietrich College Resource Fair
Information Systems Orientation
Resident Assistant Resource Fair
Heinz College – 2 Orientations
Advisors “Did You Know” kick-off event and other breakfast meetings
ECE Sophomore Welcome Event
Student Dormitory Council

Participated in:
Ms. Donora Craighead, Mr. John Lanyon, and Ms. Jessica Owens are all members of the university Staff Council.

Academic Success Workshop for 17 students who are the children of CMU faculty/staff and attending college in the fall of 2016.
Middle States Standard 5 Committee
Task Force for the CMU Experience,
Vice Provost for Education Leadership Team
Search/Selection Committee for the Disability Resources Director
Disability Resources Transition Team
CMU Together – Health and wellness panel
Senior Leadership Reception
Bias Busters Workshop
Provided our annual report to three committees associated with Middle States Assessment

Collaborative Efforts on Campus
Dr. Jacobo Carraquiel and Dr. John Mackey to coordinate support for 15-151
David Kauffer and Chinmay Kulkarni – discussion concerning an online tutoring platform
Information Sharing with:
Patience Whitworth
Melanie Lucht
Department of Athletics
Admissions Counselors
Catherine Getchell – Director of Disability Services
Ken Hovis – MCS
Dietrich College Advising Staff
University of Rochester’s Center for Excellence
Sarah Emory
Joanna Dickert
Vickie Woodhead
DC Advisor
Karen Stump - collaboration on our STEM Workshop agenda
Emily Daniels Weiss – Graduate Student Reading Group presentation about AD
Joel Greenhouse to discuss support for 36-226 – Introduction to Statistical Inference
Lucia Gonzalez-Prier – Recharge
Anne Julian – Heinz Workshop on Time Management
Heather Workinger Midgley – Workshop for first-year architecture students
Jamie Rossi – Time Management and Productivity workshop for graduate students
ICC – Summer workshop on Effective Reading Strategies
Lori Holt – Professor of Psychology – implementing study strategies into her course
Anita Persaud – Supporting INI students
Queenie Kravitz – Productivity workshop for HCII PhD students

The AD staff participated in numerous Professional Development Workshops, First Year Advisor’s Breakfast meetings, Stereotype Threat Presentation, Mental Health First Aid Training, Suicide Prevention Conference, Bias Busters Workshop, and the Eberly Centers Teaching as Research Institute.
Appendices

A. CMUS 99-250 Seminar for Peer Tutors Syllabus
B. CMUS 99-251 Seminar for Supplemental Instructors Syllabus
C. CMUS 99-252 Seminar for Academic Coaches Syllabus
D. Organizational Chart
E. Poster Presentation - Jessica
F. Sample of Basic Math Computations for the SI Summary Report
G. Capstone Event – CLT Olympics
ACADEMIC DEVELOPMENT, CARNEGIE MELLON UNIVERSITY

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

TIME/LOCATION: Monday 4:30-6:00 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 20
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 27
The Roles and Responsibilities of a Peer Tutor
- Administrative Items (The practicum begins in week two.)
- Review the Readings
  o What is MacDonald’s definition of a tutor?
  o What are MacDonald’s six goals of tutoring?
  o 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”.
4. Observe three standing tutoring appointments by week six and complete an observation form for each appointment.

Session Three: March 6
The Tutoring Cycle
- Practicum Discussion
  o Are you getting a chance to work with students during your practicum?
  o Is the experience what you expected? Why or why not?
  o Are there any problems or issues that you want to troubleshoot?
- Review the Readings
  o What are the twelve steps of the Tutoring Cycle?
  o 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?

- Role Play Activity (Process vs. Content / Scaffolding)
- Group Consolidation

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 20

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 27

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...)

- 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: April 3
Managing Standing Tutoring Appointments
- Practicum Discussion
  o Are you getting a chance to work with students during your practicum?
  o Is the experience what you expected? Why or why not?
  o Are there any issues or problems you want to troubleshoot?
- Small Group Discussion
  o What difficulties did you encounter in observing three standing appointments?
  o For each appointment, did the tutor meet your expectations? Why or why not?
  o For each appointment, what did the tutor do well? What would you have done differently?
  o 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 8
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 10

Visiting Academic Counselors – Study Skills Presentation

- Academic Counselors’ Presentation
  - Individual Appointments & Group Workshops
  - Sample Workshop
  - Identifying Students With Study Skills Issues
  - 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 24

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, jaowens@andrew.cmu.edu (412) 268-1529

Teaching Assistants: Nitsan Shai, Student Supervisor, nshai@andrew.cmu.edu  
Anirudh Sridhar, Training Student Supervisor, asridha1@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

Materials: *The Leader's Guide to Supplemental Instruction: Peer Assisted Study Sessions* (Guide) and  
*The Leader's Resource Manual* (LRM)

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)  
2. Two Simulated Sessions (1 hour)  
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)  
   b. What else is involved:  
      i. Conduct 1 Follow-up Discussion with the session leader *per* observation  
      ii. Write 1 Reflective Essay *per* observation, specific prompts provided  
4. Two Co-lead Sessions  
   a. Specifics:  
      i. Session planning with assigned SI/EXCEL Leader *per* co-lead (1 hour each)  
      ii. Lead part of a regular SI/EXCEL session with current leader (1 hour)  
      iii. Lead all of 1 regular SI/EXCEL session with current leader (1 hour)  
   b. What else is involved:  
      i. One Session Plan Conference with Coordinator/Student Supervisor *per* co-lead  
      ii. 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.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Topic</th>
<th>Materials Needed</th>
<th>Assignments Due Next Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Tuesday, February 21</strong></td>
<td><strong>Introductions</strong></td>
<td><strong>Assignments Due Next Class Period</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Class &amp; Practicum Overview</strong></td>
<td><strong>Training Binder</strong></td>
<td><strong>Mentor Interview</strong>: 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.</td>
</tr>
<tr>
<td></td>
<td><strong>SI &amp; EXCEL Model</strong></td>
<td><strong>- LRM &amp; Guide</strong></td>
<td><strong>Practicum Scheduling:</strong></td>
</tr>
<tr>
<td></td>
<td>- SI for Leaders</td>
<td><strong>- Syllabus</strong></td>
<td><strong>- Co-lead Session dates (between March 28-April 17) scheduled with Mentor(s)</strong></td>
</tr>
<tr>
<td></td>
<td>- Proof that SI works</td>
<td><strong>- Practicum Form</strong></td>
<td><strong>- Exam Review Observation</strong></td>
</tr>
<tr>
<td></td>
<td>- The Dependency Cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SI Credo &amp; SI Compared to other models</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Collaborative Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ideal SI Leader &amp; Sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Training Binder</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Observation #1 of SI/EXCEL Session</strong>: complete an observation form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Tuesday, February 28</strong></td>
<td><strong>SI-EXCEL Learning Process</strong></td>
<td><strong>Observation #2 of SI or EXCEL Session</strong>: complete an observation form and write a one-page reflection responding the following prompt: “What did the leader do to appeal to different types of learners and how did this impact his/her ability to foster collaboration?”</td>
</tr>
<tr>
<td></td>
<td><strong>Ideal SI Leader &amp; Sessions</strong></td>
<td><strong>Due: Mentor Interview</strong></td>
<td><strong>One-page Reflection Paper</strong>: &quot;What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students&quot;</td>
</tr>
<tr>
<td></td>
<td><strong>What Kind of Leader will I be?</strong></td>
<td><strong>Completed Interview Questionnaire, and one-page reflection</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learning Styles Inventory</td>
<td><strong>Due: Co-lead Dates (and Exam Review Observation)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gardner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLT Exercises: Informal Quiz, LRM 62-64, Vocab</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Development LRM 47-50, One Minute Paper LRM 77</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Tuesday, March 7</strong></td>
<td><strong>SI-EXCEL Session Planning</strong></td>
<td><strong>Simulated Session 1</strong>: Simulated Sessions planned with group for <strong>Tuesday, March 21.</strong> Develop Session Plan and Activities.</td>
</tr>
<tr>
<td></td>
<td><strong>- Hunter’s Model</strong></td>
<td><strong>Due: “What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” Reflection Paper</strong></td>
<td><strong>Plan to send your group’s preview email by 5:00pm on Monday, March 20. Create an email similar to the one you would send your class about your SI/EXCEL Session.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>- Bloom’s Taxonomy</strong></td>
<td><strong>Due: Observation #2 of SI/EXCEL Session</strong> completed observation form and one-page reflection</td>
<td><strong>Practicum</strong>: Schedule Co-lead 1 and 2 Session Plan Conferences with Program Coordinator or Student Supervisors</td>
</tr>
<tr>
<td></td>
<td><strong>How to Plan SI sessions LRM 33 How Learning Works, Prior Knowledge – Scaffolding – Schema (Piaget and Anderson)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLT Exercises: Think-Pair-Share, Jigsaw, and Incomplete Outline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Simulated Session 1 Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td>Topic</td>
<td>Materials Needed</td>
<td>Assignments Due Next Class Period</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Tuesday, March 14 – No Class – Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Monday, March 20</td>
<td>Send Simulated Session 1 Preview Email</td>
<td>Email the training class to preview your Simulated Session 1 by 5:00pm.</td>
<td>Simulated Session 1</td>
</tr>
<tr>
<td><strong>Tuesday, March 21</strong></td>
<td>Structuring Sessions</td>
<td>Training Binder&lt;br&gt;&lt;br&gt;(<strong>Due Monday, March 20 at 5:00pm: Simulated Session 1 Preview Email</strong>)</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. Complete Simulated Session 1 Self and Peer Evaluation and Reflection&lt;br&gt;&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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Tuesday, March 28</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>Training Binder&lt;br&gt;&lt;br&gt;<strong>Due:</strong> Simulated Session Self and Peer Evaluation&lt;br&gt;&lt;br&gt;<strong>Due:</strong> 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>
</tr>
<tr>
<td>Timeline</td>
<td>Topic</td>
<td>Materials Needed</td>
<td>Assignments Due Next Class Period</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Tuesday, April 4</strong></td>
<td>Training Binder</td>
<td><strong>Observation #3 of Exam Review Session Due April 18</strong>: 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.</td>
</tr>
<tr>
<td></td>
<td>Communication:</td>
<td></td>
<td><strong>Simulated Session 2</strong>: Simulated Sessions planned with group for <strong>Tuesday, April 11</strong>. Develop Session Plan, Handout, and Activities. Plan to send your group's preview email by 5:00pm on Monday, April 10. Create an email similar to the one you would send your class about your SI/EXCEL Session.</td>
</tr>
<tr>
<td></td>
<td>- Questioning Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Redirecting Questions &amp; Wait Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reciprocal Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Higher Level Questioning Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nonverbal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating study skills into SI and EXCEL Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simulated Session 2 Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Monday, April 10</strong></td>
<td>Email the training class to preview your Simulated Session 2 by 5:00pm.</td>
<td><strong>Simulated Session 2</strong></td>
</tr>
<tr>
<td></td>
<td>Send Simulated Session 2 Preview Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email the training class to preview your Simulated Session 2 by 5:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Binder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Due Monday, April 10 at 5:00pm: Simulated Session 2 Preview)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simulated Session Plan, Handout, and Session materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday, April 11</strong></td>
<td></td>
<td><strong>Complete Simulated Session Self and Peer Evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>Simulated Session 2</td>
<td></td>
<td><strong>Observation #3 of Exam Review Session Due April 18</strong>: 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum</strong>: Complete All Practicum elements for next week, <strong>Tuesday, April 18</strong>.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Topic</td>
<td>Materials Needed</td>
<td>Assignments Due Next Class Period</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>In-EXCEL Co-Lead Session Recap</td>
<td>Training Binder</td>
<td>Reading Assignment: Academic Development Office Procedures and Administrative Items.</td>
</tr>
<tr>
<td></td>
<td>Metacognition and Reflection: Exam Review Sessions &amp; Post-Exam Review Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning Exam Review Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing your SI &amp; EXCEL Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- PowerPoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Email Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Simulated Session 2 Self and Peer Evaluation and Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Observation #3 of SI/EXCEL Exam Review Session completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>observation form and one-page reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Practicum and all corresponding materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Practicum Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>SI/EXCEL Leader Mission Statement</td>
<td>Training Binder</td>
<td>SI/EXCEL Training Class Final Exam Prep</td>
</tr>
<tr>
<td></td>
<td>AD Office Scavenger Hunt</td>
<td></td>
<td>Completed Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td>Small Group Collaborative Learning (Academic Development Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures and Scavenger Hunt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning of Fall 2017 Semester Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Training Binder</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> SI &amp; EXCEL Training Course Concept Map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday, April 30</td>
<td>Training Leader Capstone—CLT Olympics</td>
<td>CLT Olympics</td>
<td>F17 SI &amp; EXCEL Orientation Meeting will be held Tuesday, August 29, 2017 from 4:30-6:30pm in Cyert B6A &amp; B6B</td>
</tr>
<tr>
<td></td>
<td>Sunday, April 30 from 10:00am-12:30pm in Cyert B6A &amp; B6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Class Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The instructor reserves the right to adjust the schedule as needed.
CMUS 99-251 SI & EXCEL Leader  
S17 - Practicum Log Sheet

**Practicum—10 hours of Live Training**

I. One SI/EXCEL Mentor Interview (1 hour)  
II. Two Simulated Sessions in class (.5 hour x 2 = 1 hour)  
III. Three Observations  
    A. Observe 2 regularly scheduled SI/EXCEL sessions (1 hour each)  
    B. Observe 1 SI/EXCEL Exam Review session (2 hours each)  
        Note: You will need to verify the time/date of the session with the leader of the session you plan to observe and arrange to meet after the session to debrief the observation.  
IV. Two Co-lead SI/EXCEL 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. Co-lead Preparation:  
        i. One hour of session planning and preparation with current leader per co-lead (2 hours)  
        ii. One Session Plan Conference with Coordinator (.5 hour x 2 = 1 hour)  
V. One-page Reflections Papers are required for each of the above.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Hours</th>
<th>SI/EXCEL Leader</th>
<th>Course</th>
<th>Topic(s)</th>
<th>Paperwork</th>
</tr>
</thead>
</table>
| Mentor Interview | | | | | □ Interview Form  
| | | | | □ Reflection |
| Observation 1: | | | | | □ Observation Form  
| | | | | □ Reflection |
| Observation 2: | | | | | □ Observation Form  
| | | | | □ Reflection |
| Observation 3: (Exam Review) | | | | | □ Observation Form  
| | | | | □ Reflection |
| Simulated Session 1 | | | | | □ Self-Assessment  
| | | | | □ Reflection |
| Simulated Session 2 | | | | | □ Self-Assessment  
| | | | | □ Reflection |
| Co-lead 1 Planning | | | | | □ Self-Assessment |
| Co-lead Session 1: | | | | | □ Reflection |
| Co-lead 2 Planning | | | | | □ Self-Assessment |
| Co-lead Session 2: | | | | | □ Reflection |

Notes:

This sheet must be completed and turned in by Tuesday, April 18th.
SI/EXCEL Session Co-Leading
As a part of your Practicum, you have the opportunity to co-lead two current SI/EXCEL sessions with your mentor. As you work out the specific details with your mentor, keep the following general guidelines in mind:

1. You may **not** co-lead an Exam Review Session
2. You will co-lead 2 sessions
   a. At least part/half of the first session
   b. Most/all of the second session
3. You will plan and turn in a session plan and handout for your co-leading sessions
   a. Meet with your mentor to go over content/plans for 1 hour **per co-lead**
   b. Have a Pre-session Conference before Co-lead for 30 minutes **per co-lead**
4. You will complete one self-evaluation **per co-lead** and write a two-page reflection

**Overall Co-Lead Information**

Mentor: __________________________  E-mail: __________________________  Course: ____________

Session Day & Time/Location: __________________________

Co-lead Dates (between March 26-April 17): Pre-Session Conference with: ____________

1. ________________  1. ________________

2. ________________  2. ________________

**Co-lead 1**

☐ Meet with Mentor to plan Co-Lead Session 1
  ☐ If possible, go with Mentor to session planning meeting with Professor
  ☐ Discuss who is responsible for each part of the plan
  ☐ Plan content, techniques, and timing
  ☐ Complete Session Plan and Handout

☐ Pre-Session Conference with __________________________
  ☐ Date: ________________  Time: ________________
  ☐ Take your Session Plan and Handout

☐ Send/Assist with the Reminder E-mail (depending on your mentor’s preference)
☐ Conduct Co-Lead Session 1
☐ Complete Co-Lead Session 1 Self-Evaluation

**Co-lead 2**

☐ Meet with mentor to plan Co-Lead Session 2
  ☐ If possible, go with Mentor to session planning meeting with Professor
  ☐ Discuss who is responsible for each part of the plan
  ☐ Plan content, techniques, and timing
  ☐ Complete Session Plan and Handout

☐ Pre-Session Conference with __________________________
  ☐ Date: ________________  Time: ________________
  ☐ Take your Session Plan and Handout

☐ Send/Assist with the Reminder E-mail (depending on your mentor’s preference)
☐ Conduct Co-Lead Session 2
☐ Complete a Co-Lead Session 2 Self-Evaluation and write a two-page reflection comparing and contrasting your experiences in your two co-lead sessions
APPENDIX C

CMUS 99-252
SEMINAR FOR ACADEMIC COACHES SYLLABUS
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, productivity techniques, communication skills, group dynamics, campus referral resources and how to create a supportive learning environment
- You will adopt the appropriate interpersonal skills and/or develop your existing interpersonal skills in order to best assist, support, and connect with a variety of students
- You will gain practical experience through both individual and group engagement
- 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 – both have their uses

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
- Understanding Boundaries
- Balancing You as a Student and You as an AC
- Gaining personal confidence
- Gaining comfort challenging a student
- Finding your way to hold a student accountable
- Learning to seek advice

Theoretical Focuses:
- Positive Psychology
- Situationalist Philosophy
- Metacognition
- Solution Focus
- Fixed vs Growth Mindset
- Imposter Syndrome
- Grit/Resilience
- And several more

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 (text communication must be mutually agreed upon)
- Scheduling appointments:
  - Your availability + students availability = appointment time
  - Appointments must be kept in a Google Calendar that is shared with Mike
    - You may use your existing calendar or create a separate AC calendar
  - Schedule changes and appointment adjustments must be showcased on calendar
- Folders:
  - Keep track of all appointments in order to know where to go next
  - Use space provided to seek feedback
- Responsibilities:
  - Participation
  - Willingness
  - Availability
  - Communication
  - Teamwork
  - Support
Assignments

Presentations – Due the Sunday before class @ 11:59 PM
- With a partner or partners, students will prepare a 20 to 30 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, ability to work with group and respect their role within the group, interactivity of presentation, and the ability to engage the audience
- Opportunity to enlist the help of current Academic Coaches to make sure you are making the best presentation possible, if you ask
- **Exploring information outside of the assigned readings is encouraged (This helps our program grow!)** For example:
  - alifeofproductivity.com
- Groups will submit their presentation to the instructor's email (mpoljak@andrew.cmu.edu) by due date
- Presentations will be reviewed and suggestions will be made and before class time – Instructor is available to meet with group about presentation

Weekly Journals - Due the Monday 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 (or via email if Blackboard is unavailable)

AC Interview
- Students are required to interview a current Academic Coach
- Students will be assigned an Academic Coach to interview
- Interview worksheet is on Blackboard
- Submission of a completed AC Interview Worksheet is Due (4/5/17)

AC Observation and Reflection
- Students are required to observe two (2) Academic Coaching Session
- The first observation is due 3/1/17 and the second observation is due 4/12/17
- 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 base their journal entry on reflecting about the observed session, along with a completed Session Evaluation Form
- Submission of this assignment will be due in class on due date listed

Class Participation and Attendance
- Class will be comprised of presentations, lectures, discussions, group 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
<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>2/22</td>
<td>4:30pm-6:30pm</td>
<td>Cyert B6-B</td>
<td>Orientation – Syllabus – Understanding Presentations</td>
<td>1. Completed Availability Form (by end of Wednesday)</td>
</tr>
</tbody>
</table>
| Week 2 | Wed  | 3/1    | 4:30pm-6:30pm | Cyert B6-B | Coaching Skills – Cultural Awareness | 1. Read All Section Materials  
2. Journal #1 Due (Monday)  
3. First Observation and Reflection Due |
| Week 3 | Wed  | 3/8    | 4:30pm-6:30pm | Cyert B6-B | IPSS – Memory | 1. Read All Section Materials  
2. Submit Presentation (Sunday)  
3. Journal #2 Due (Monday) |
| Week 4 |      |        |                     |            | **NO CLASS – SPRING BREAK** | |
| Week 5 | Wed  | 3/22   | 4:30pm-6:30pm | Cyert B6-B | Time Management – Habit Forming | 1. Read All Section Materials  
2. Submit Presentation (Sunday)  
3. Journal #3 Due (Monday) |
| Week 6 | Wed  | 3/29   | 4:30pm-6:30pm | Cyert B6-B | Goal Setting - Motivation – Metacognition – Concentration/Distractions | 1. Read All Section Materials  
2. Submit Presentation (Sunday)  
3. Journal #4 Due (Monday) |
| Week 7 | Wed  | 4/5    | 4:30pm-6:30pm | Cyert B6-B | Stress – Procrastination | 1. Read All Section Materials  
2. Submit Presentation (Sunday)  
3. Journal #5 Due (Monday)  
4. AC Interview Worksheet Due |
| Week 8 | Wed  | 4/12   | 4:30pm-6:30pm | Cyert B6-B | Textbook Reading – Notetaking | 1. Read All Section Materials Submit  
2. Submit Presentation (Sunday)  
3. Journal #6 Due (Monday)  
4. Second AC Observation Reflection and Evaluation Form Due |
| Week 9 | Wed  | 4/19   | 4:30pm-6:30pm | Cyert B6-B | Exam Prep | 1. Read All Section Materials  
2. Submit Presentation (Sunday)  
3. Journal #7 Due (Monday) |
| Week 10| Wed  | 4/26   | 4:30pm    | Cyert B6-B | Panel (Q&A with veteran AC’s) | 1. Final Journal #8 Due (Monday) |
APPENDIX D

ORGANIZATIONAL CHART
APPENDIX E

POSTER PRESENTATIONS
CMU Balance  
Design Your Space at Carnegie Mellon

Project Design

CMU Balance is a web application designed to encourage undergraduate students to use their academic resources and manage their time more effectively. The site is sponsored by the Fifth Year Scholar Program and allows students to:

1. Register for EXCEL online
2. Create calendars that integrate their courses and extracurricular activities
3. Analyze weekly time use compared with recommended best practices

CMU Balance also serves as a management solution for the EXCEL Collaborative Learning Group Program. Program administrators can set up EXCEL sessions quickly, monitor the sessions more closely, and have more streamlined communication with the EXCEL Leaders.

CMU Balance relies on many current CMU online resources, including Google Apps, Schedule of Classes, and works in collaboration with ScottyLabs, a student organization that extends CMU resources and makes them more widely available within the community.

Project Features

<table>
<thead>
<tr>
<th>Course Master Availability</th>
<th>Student Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times</td>
<td>Times</td>
</tr>
<tr>
<td></td>
<td>Sun Mon Tue Wed Thu</td>
</tr>
<tr>
<td>11:00</td>
<td>11:00</td>
</tr>
<tr>
<td>11:00</td>
<td>Busy Class Busy Class Busy Class</td>
</tr>
<tr>
<td>12:00</td>
<td>Busy Class Busy Class Busy Class</td>
</tr>
<tr>
<td>12:00</td>
<td>Busy Class Busy Class Busy Class</td>
</tr>
<tr>
<td>1:00 (EXCEL)</td>
<td>1:00 (EXCEL)</td>
</tr>
<tr>
<td>1:00</td>
<td>1:00</td>
</tr>
<tr>
<td>2:00</td>
<td>2:00</td>
</tr>
<tr>
<td>3:00</td>
<td>3:00</td>
</tr>
<tr>
<td>4:00</td>
<td>4:00</td>
</tr>
<tr>
<td>5:00</td>
<td>5:00</td>
</tr>
</tbody>
</table>

The data in the charts above show that with the help of CMU Balance, not only did the volume of students in the program increase, but the rate at which students were entering the program and using the resources increased as well. This shows one of the many areas in which the online system assisted the department in being more efficient in its operation.

Lessons Learned

- Number of EXCEL groups increased by 43% from the 2014-15 academic year to 2015-16, when CMU Balance launched. This is both a result of the increase in the number of students in the university and an increase in access to the resources through CMU Balance.
- The site helped to ensure that more enrolled students were active participants by ensuring that inactive students could be identified quickly and that access to sessions increased for waitlisted students.
- Communication between EXCEL Leaders and the Supervisors is much more streamlined and efficient.
- Access and visibility of resources encourages students to enroll.
- Custom technological management solutions can greatly impact academic lives of students, faculty, and staff.

Future Plans

- Integrate the time management tools with the academic support resources available on the site
- Allow students to share their schedules with friends
- Sync schedule with student Google Apps account
- Work with advisors to integrate this tool into first-year programming
Carnegie Mellon's Undergraduate Collaborative Learning Programs

Supplemental Instruction
EXCEL Collaborative Learning Groups

Overview
Supplemental Instruction (SI) is an academic enrichment program that targets traditionally difficult courses. It offers weekly review sessions designed to supplement—not replace—class lectures and recitations. SI sessions are interactive and collaborative, and attendance is voluntary. Trained undergraduate SI Leaders work closely with the course professors to plan and facilitate the sessions.

- SI was developed in 1973 by Dr. Deanna Martin at the University of Missouri Kansas City and is now offered at more than 3,500 institutions around the world.
- In 1981, SI was certified by U.S. Department of Education as a best practice for enhancing learning at the college level.
- SI was first introduced at CMU in 1997
- In 2007 the EXCEL Collaborative Learning Group Program was developed to offer the same level of collaborative review in formalized, small study groups for problem-based courses.

Program Standards

- Collaborative Learning - Research shows that students who study together learn 2.5 more in the same amount of time than students who study alone. SI/EXCEL Leaders are trained to implement collaborative learning techniques and emphasize student-to-student interaction.
- Independent Learners - SI/EXCEL Leaders are trained to model ideal student behavior and emphasize effective learning strategies to help students break the dependency cycle on their way to becoming independent learners.
- Trained Peer Leaders - Leaders must maintain a GPA of 3.5 and complete 45 hours of pre-employment training as well as 10-17 hours of ongoing training each semester. They are regularly observed and evaluated.
- Regular Evaluation – Professors, students and leaders are invited to evaluate the programs twice each semester, and students are asked to identify their level of active involvement as demonstrated below. Aggregated grade comparison reports are conducted for each course at the end of every term.

<table>
<thead>
<tr>
<th>Student Self-Reported Active Involvement in Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Asked Questions</td>
</tr>
<tr>
<td>EXCEL Members (n=274)</td>
</tr>
<tr>
<td>SI Participants (n=782)</td>
</tr>
</tbody>
</table>

Outcomes

Student Contacts and Average Percent of Enrolled Students Participating by Academic Year

EXCEL Groups and Supported Courses by Academic Year

Referring Students

Students attending SI or EXCEL should expect to participate in active practice and review of the course content.

- SI sessions are offered twice per week for each course and are open to any student enrolled in the course. SI schedules are located on the Academic Development website: [www.cmu.edu/acadev/](http://www.cmu.edu/acadev/)
- EXCEL groups are formed on an as-needed basis, according to students’ availability, with multiple groups per course. Each group is limited to nine members and therefore regular membership is required. EXCEL is an ongoing weekly commitment with each group meeting once per week at a set time. Students can sign up at: [www.cmubalance.org](http://www.cmubalance.org)
APPENDIX F

SAMPLE OF BASIC MATH COMPUTATIONS
FOR THE SI SUMMARY REPORT
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>
<thead>
<tr>
<th>Grade</th>
<th>SI Group (11)</th>
<th>Non SI Group (20)</th>
<th>Total (31)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>73%</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>18%</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>9%</td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>10</td>
<td>91%</td>
<td>16</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>1</td>
<td>9%</td>
<td>4</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.5</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>AU, I, NC, NR</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Totals

| Total Graded Enrollment | | |
| Total Audit (AU), Incomplete (I), Non-Credit (NC), and Not Reported (NR) | | |
| Total Enrollment | | |
| Number of SI Sessions Offered During the Term | | |
| Total Number and Percentage of Graded Students Attending SI | | |
| Total Contact Hours of SI Participating Students | | |
| Mean Number of Sessions Attended by SI Participants | | |
| Mean Size of SI Sessions | | |
| Mean of Student Satisfaction with SI Leader (1=low, 5=high) | | |

<table>
<thead>
<tr>
<th>UMKC</th>
<th>4-point scale</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Final Grade of SI Participants</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td>Mean Final Grade of Non-SI Participants</td>
<td>2.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Difference from SI to Non-SI group</td>
<td>0.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
<td>F</td>
</tr>
<tr>
<td>Marilyn Bartley</td>
<td>B</td>
</tr>
<tr>
<td>Sam Bean</td>
<td>C</td>
</tr>
<tr>
<td>Joan Benoit</td>
<td>B</td>
</tr>
<tr>
<td>Karol Bent</td>
<td>C</td>
</tr>
<tr>
<td>Lisa Bistle</td>
<td>B</td>
</tr>
<tr>
<td>Kevin Blast</td>
<td>C</td>
</tr>
<tr>
<td>Lora Blount</td>
<td>B</td>
</tr>
<tr>
<td>Betty Bowers</td>
<td>C</td>
</tr>
<tr>
<td>Donny Brooke</td>
<td>A</td>
</tr>
<tr>
<td>Viola Carson</td>
<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
<td>C</td>
</tr>
<tr>
<td>Cynthia Doll</td>
<td>B</td>
</tr>
<tr>
<td>Jenny Farmer</td>
<td>B</td>
</tr>
<tr>
<td>Steve Gambol</td>
<td>B</td>
</tr>
<tr>
<td>Elliott Hanson</td>
<td>C</td>
</tr>
<tr>
<td>Barb Hassner</td>
<td>A</td>
</tr>
<tr>
<td>Polly Houseman</td>
<td>C</td>
</tr>
<tr>
<td>Martha Jones</td>
<td>B</td>
</tr>
<tr>
<td>Shirley Kaplan</td>
<td>A</td>
</tr>
<tr>
<td>Kit Karson</td>
<td>F</td>
</tr>
<tr>
<td>Jetta Koehler</td>
<td>B</td>
</tr>
<tr>
<td>Mary Laws</td>
<td>C</td>
</tr>
<tr>
<td>Tonya Lawton</td>
<td>D</td>
</tr>
<tr>
<td>George Weatherlie</td>
<td>W</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Name</th>
<th>Total SI Attendance as of Final Exam</th>
<th>Final Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>Marilyn Bartley</td>
<td>22</td>
<td>B</td>
</tr>
<tr>
<td>Sam Bean</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Joan Benoit</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>Karol Bent</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lisa Bistle</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>Kevin Blast</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lora Blount</td>
<td>20</td>
<td>B</td>
</tr>
<tr>
<td>Betty Bowers</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>Donny Brooke</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Viola Carson</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Cynthia Doll</td>
<td>16</td>
<td>B</td>
</tr>
<tr>
<td>Jenny Farmer</td>
<td>14</td>
<td>B</td>
</tr>
<tr>
<td>Steve Gambol</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Elliott Hanson</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Barb Hassner</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Polly Houseman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Martha Jones</td>
<td>4</td>
<td>B</td>
</tr>
<tr>
<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 Weatherlic</td>
<td>0</td>
<td>W</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Total SI Attendance as of Final Exam</th>
<th>Final Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita Agua</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Mitchell Allen</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Aboud Andura</td>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>Karl Arthur</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Brent Barker</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Jean Barlow</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>Marilyn Bartley</td>
<td>22</td>
<td>B</td>
</tr>
<tr>
<td>Sam Bean</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Joan Benoit</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>Karol Bent</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lisa Bistle</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>Kevin Blast</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Lora Blount</td>
<td>20</td>
<td>B</td>
</tr>
<tr>
<td>Betty Bowers</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>Donny Brooke</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Viola Carson</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Cynthia Doll</td>
<td>16</td>
<td>B</td>
</tr>
<tr>
<td>Jenny Farmer</td>
<td>14</td>
<td>B</td>
</tr>
<tr>
<td>Steve Gambol</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Elliott Hanson</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Barb Hassner</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Polly Houseman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Martha Jones</td>
<td>4</td>
<td>B</td>
</tr>
<tr>
<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>

SI Group + Non-SI Group = Class Total

<table>
<thead>
<tr>
<th>Grades</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>31</td>
</tr>
</tbody>
</table>
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>+</th>
<th>Non-SI Group</th>
<th>=</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>11</td>
<td>20</td>
<td>31</td>
<td></td>
<td></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</td>
<td>X4=</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>X3=</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>X2=</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>X1=</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>X0=</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 G

CAPSTONE EVENT – CLT OLYMPICS
CLT Olympics

Welcome to the Spring 2017 SI & EXCEL CLT Olympics! Station leaders will give a brief 2-3 minute introduction of their signature CLT, best practice, or innovative technique and then facilitate the CLT challenge that they have designed for 7 teams of training SI & EXCEL Leaders. Stations are:

Gordon, Sunjeev, Charlotte & Michael – Around the World
Zach N., Karthic, Zach S. & Sam – Choose Your Own Adventure
Angela, Becky, Sophie, Nikhil, & Alex – Note Review: The Secret Weapon
Nitsan, Joseph, Pranjali & Susheel – Divide & Conquer and Gallery Walk
Nathalie, Omkar, Jacob, Tim & Aditya – Jeopardy
Angela, Becky, Sophie, Nikhil, & Alex – Note Review: The Secret Weapon
Ani, Lily, Alan, Jeremy & Isabel – Send a Problem
Reid, Rebekah, Tianbo, Raunak, & Eli – Summarize the Procedure
Zeyu, Apeksha, Bam & Farreltin – Taboo

The stations are listed in alphabetical order in the handout as follows:

Around the World ........................................pg.2
Choose Your Own Adventure ................................pg.3
Divide & Conquer and Gallery Walk ................................pg.4
Jeopardy ..............................................................pg.5
Note Review: The Secret Weapon .................................pg.6
Send a Problem ....................................................pg.7
Summarize the Procedure ........................................pg.8
Taboo .................................................................pg.9

Teams will be assigned by color-coded handouts, and station leaders will receive corresponding color-coded score cards. Teams will have 7 minutes per station, and an overhead timer will be projected onto the B6A whiteboard where the judges will be seated and emcee will be positioned.

Station leaders will need to assign each team of training leaders an event score out of 6.0 possible points based upon the following criteria:

- Completion of the station challenge (2.0 points possible)
- Quality of answers (3.0 points possible)
- Level of enthusiasm (1.0 point possible)

Station leaders will record the team’s score on the score card that matches the color of the team’s handout. Judges will collect the score cards after each round to keep a running tally of the scores. At the end of the event, each team’s 8 event scores will be tallied and the highest overall scores will determine who places first, second, and third and receives the gold, silver, and bronze medals, respectively.
2017 CLT Olympic Schedule of Events

- **Arrive & Set Up – 9:30am-9:50am**
  - Help yourself to coffee and bagels
  - Locate and make any necessary preparations to your station
  - Leader Overview

- **Contestants Arrive – 9:50am**
  - Contestants help themselves to coffee and bagels
  - Each will receive a handout and the color of their handout will determine their team
  - Trainees will be divided into teams of 3 or 4

- **Opening Ceremonies – 10:00am**
  - Welcome Message – Overview of the Event
  - Station Leaders introduce their CLT in alphabetical order by CLT (2-3 minutes each) as the trainees follow along in their handouts to take notes
  1. Gordon
  2. Zach N.
  3. Nitsan
  4. Nathalie
  5. Angela
  6. Ani
  7. Reid
  8. Zeyu

- **Start of the Games – 10:30am**
  - Teams of self-select their first station
  - Station Leaders have 7 minutes to facilitate the CLT challenge. Leaders should:
    - Have any materials ready at their desks ahead of time
    - Let the trainees turn to your corresponding page of the handout before the start
    - Facilitate your challenge as soon as the round starts
  - Station Leaders fill out the corresponding Score Card after the team is finished
  - Judges will collect the Score Cards after each round
  - Reset your station as the next team arrives (teams will rotate clockwise)

- **Victory & Closing Ceremonies – 11:50am**
  - Total scores will be tallied and medalists announced
  - Closing Remarks

- **Tear Down – 12:05pm**
  - Tear down of B6A and closing of the wall to prepare for sessions
  - Any conversations or socializing can take place in B6B
  - Trainees will be completing their final in B6A

**2017 CLT Olympics Rationale**

We have had a strong team of SI & EXCEL Leaders over the past year, and in order to maintain the standards that we have established, we are once again providing this opportunity for you to impact the large class of training leaders. The 2017 CLT Olympics are intended to serve as an opportunity for current leaders to share some of what they’ve learned over their career as SI/EXCEL Leaders by introducing their signature CLT, best practice, or most innovative technique to all of the trainees at once.

For the trainees, the CLT Olympic event serves as a capstone experience building to the final activity of the training class, which they will receive and complete after the close of ceremonies.

*Thank you for taking the time to design, present, and facilitate a challenge about your signature CLT, best practice, or most innovative technique for the 2017 Trainees!*