2018–2019
Annual Report

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Carnegie Mellon University
Dear Colleagues,

After twenty-two years at Carnegie Mellon University, I am writing this annual report with pride in the work we do each and every day and a heart full of gratitude for the opportunities I have been provided as the Director of Academic Development. My work with the students, staff and faculty has been truly rewarding. I was fortunate to have had a work environment that allowed for creative programming and collaborative efforts. I am grateful that the community has trusted the Academic Development team to work with their students as they pursue excellence and encounter challenges on their college journey.

I began my CMU career on July 27, 1997. I was in the basement of Building D, which was described to me by the hiring team as a “dungeon”. A dungeon it was! At that time, the staff consisted of myself and one English PhD student, Charlies Cunningham, who continued to work with me for four years. Charles was of great help in facilitating programming and helping to direct a vision for Academic Development. After a few months in the basement of Building D, we were relocated to the Old Student Center which has since been torn down to build the Gates Center. We had one room, which consisted of my cubicle, student mailboxes, and a desk for an assistant. While meeting with students, there were students often walking in and out of the office and thus, privacy was a premium. Those first years were very difficult because the office had a reputation on campus of being neither reliable nor helpful. Therefore, we worked very hard to provide quality programming in an effort to gain the trust of the community.

My twenty-two year journey was incredible and enhanced by the support of the Academic Development team. Mr. John Lanyon and Ms. Donora Craighead both joined me from the University of Pittsburgh. To this date, I have worked with Donora for 29 years and John for 18 years. Ms. Jessica Owens joined the staff ten years ago, followed by Mr. Michael Poljak four years ago. Last fall, we hired Ms. Christine Ricci as an assistant to Jessica and our data analyst. These wonderful colleagues have helped to build Academic Development into the success it is today. As highlighted in our annual reports, students are utilizing our services and we have seen increases in use across all programs each academic year. The results of our efforts are not only in our numbers, but in our reputation on campus as being extremely helpful to students. As some of our students have reported:

“EXCEL is pretty much everything I would ever want in a supplementary service. It is a major factor in how I’m not floundering in school right now.”

“There are so many things I would like to say to appreciate your support and seriously, no words can describe how much I am grateful to you. I know that you are capable of reading my mind without me saying everything, hope you can understand the gratitude I feel although I cannot express it clearly enough. Thank you very very much! “

As the Academic Development office transitions into the new Student Academic Success Center, I would like to wish all of those involved my best wishes. That would include the Intercultural Communication Center, the Global Communication Center, Disability Services and Academic Development. I would especially like to extend my best wishes to Dr. Jen Gilbride-Brown who will be leading the transition.

In closing, I would like to recognize the Academic Development student staff. We couldn’t do our work without approximately 200 talented and passionate students who are employed as coaches, tutors, and leaders. My special thank you to the graduate students who help us by supervising and coaching. Thanks to Dr. Amy Burkert for her continued support, encouragement, and kindness.

Sincerely,

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

We Train Our Student Staff:

Approximately 180 members of our student staff have participated in one of the following 4.5 unit pass/fail training classes:

- 99-250 Seminar for Peer Tutors (2 sections)
- 99-251 Seminar for Supplemental Instruction (3 sections)
- 99-252 Seminar for Academic Coaching

During spring 2018 term, 30 Peer Tutors, 38 SI/EXCEL Leaders, and 17 Academic Coaches participated in our extensive **40.5 - 45 hours training program.** The Peer Tutoring Program and the Academic Coaching Program are both certified by the College Reading and Learning Association (see Appendices A & 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:

- Assists in clarifying/changing their career path
- Certified training
- Experience in working with a diverse population
- First employment opportunity for many
- Leadership opportunities
- Mentoring by a professional staff member
- Recommendations, references and award nominations
I am dedicating this annual report to the students who utilized the Academic Coaching Program and decided to share their story! We received 107 in-depth, powerful responses. Please enjoy reading just a few as they share their thoughts/cares/concerns/accomplishments:

“Academic Coaching has absolutely changed my life at CMU! For two years now, I've been struggling academically but just managing to scrape by, and this semester I decided that I didn't want to and simply couldn't keep doing that anymore. At the start of this semester a lot of academic things were hard for me - from knowing how to study properly to getting test anxiety to procrastinating and generally managing my time, but Academic Coaching has truly given me the tools I need to improve on all of these areas and be able to live my academic life without fear that I can't accomplish anything. And while my coach gave me the tools I needed, they also worked with me to figure out how to best implement them in my life and how to make these things more effective and personal to me. I've learned so much about managing my time, studying effectively, and in general living my life in a way that I want to be living it - without unnecessary anxiety and fear, and with the confidence that I can get done what I need to. I feel confident about continuing next semester on my own and keeping up with all of the positive habits I've set with the help of my academic coach. And I know that next semester not everything will be perfect, but I have more confidence that I can handle the bad things as they come and that even if I have low points, I'll still be able to pull myself up and continue living my life without inertia overtaking me. I'm so grateful to my academic coach and to Academic Development for providing this incredible resource that has truly changed my life at CMU for the better.”

“Academic Coaching starts with better grades. This is the visible tip of the ice berg. The less visible part of it, though, is the stress. When you receive help for the most challenging courses, you're reducing your level of stress. While there is no report card for stress, it is probably one of the bigger factors in our success. When we are overwhelmed, we cannot perform well in all classes - not just in the difficult one. We cannot sleep, we fall sick. We don't see our family or friends. We have no more time, energy or spirit to look for internships and jobs. Very little is ever said in relations to better studying, when it comes to stress management. In some cases, deep breaths and yoga might help. But if the underlying issue is an inability to cope with the challenging work, then academic coaching has a surprising effect: it brings peace of mind, calm, and resilience. I hope every student who needs help at CMU gets a chance to experience this. It opened up perspectives for me, which I would have never had without some help for better studies.”

“I have received academic coaching from TC Eley during the Fall 2018 semester. As a first generation woman of color, I have found the transition to CMU to be quite challenging. In addition to working with me to improve my time and stress management skills. TC has helped me navigate relationships with a difficult professor. He has also helped me improve communication with team members in class projects. He has encouraged me to address learning challenges, identify strengths and overcome imposter syndrome. TC is thoughtful and highly intelligent. His research based advisement has been a indispensable resource in my transition to CMU.”
“As a doctoral student who returned to school after a three year hiatus, I was out of practice with studying and test-taking. During my time away, I had heard of strategies on learning how to learn, but did not have a disciplined plan to try these strategies out, nor an environment in which to do so. Upon starting at CMU, I found myself taking fast-paced, graduate-level courses, in which I was expected to learn mostly outside the lecture hall and to complete difficult assignments. Signing up for Academic Coaching and working with TC helped me ramp up quickly and do well in my classes while keeping my stress levels down. Meeting every week, we discussed topics ranging from establishing a routine, experimenting with good working environments, working with others, dealing with stress, staying organized when working on multiple projects, and more. With TC’s help, I was able to put into practice many of the meta-learning strategies I had heard about, and even others that I wasn’t aware of. Academic coaching definitely made an impact on my first semester of my PhD, and I am glad that this service exists on campus for students like me. I recommended this service to others in my PhD cohort and one of them has already signed up.”

“Throughout my life I have always struggled to stick to a routine and follow a plan. I thought improvisation made life more entertaining. While this still might be true in some aspects in my life, I have learned that having a schedule and a routine is key for being productive. And there is probably nothing better than the feeling of approaching your goals, looking back to see the progress already done and feeling motivated by these. This is the most important thing I learned in Academic Coaching. For me, the aid and advices received from Michael were vital to challenge my long-held beliefs and to develop new habits. But I understand that overwriting a fixed behavior and developing a new mindset requires time and effort. I believe that thoughtful planning and commitment to a productive routine will take me to unprecedented levels, and this in turn will make me happier and fulfilled in life.”
# TABLE OF CONTENTS

## ABOUT ACADEMIC DEVELOPMENT ................................................................. 9
   - Major Accomplishments 2017-18 AY .................................................. 11
   - New Initiatives/Goals 2019-20 AY .................................................. 13

## THE PEER TUTORING PROGRAM ............................................................... 17
   - Walk-in Tutoring Highlights ............................................................. 20
   - Weekly Tutoring Appointment Highlights ...................................... 23
   - Summary ......................................................................................... 24

## THE SUPPLEMENTAL INSTRUCTION PROGRAM ...................................... 27
   - SI Highlights .................................................................................. 28
   - SI Program Summary ..................................................................... 31
   - SI Leader Development .................................................................. 39

## THE EXCEL COLLABORATIVE LEARNING PROGRAM ............................. 43
   - EXCEL Leader Development ......................................................... 56
   - EXCEL Program Highlights .......................................................... 62
   - Stress Monitoring .......................................................................... 67

## THE ACADEMIC COACHING PROGRAM .................................................. 77
   - Individual Support Sessions ........................................................... 78
     - Highlights of Academic Coaching .............................................. 82
     - Evaluation of Individual Appointments ..................................... 83
   - Group Support ............................................................................... 87
   - Graduate Student Support ............................................................. 90
   - Program Innovation and Optimization ........................................... 93

## UNIVERSITY OUTREACH ........................................................................ 103

## APPENDICES
   A. Seminar for Peer Tutoring Syllabus
   B. Seminar for EXCEL/Supplemental Instruction Syllabus
   C. Seminar for Academic Coaching Syllabus
   D. Organizational Chart
   E. Sample of Basic Math Computations for SI Summary Reports
   F. CLT Olympics
   G. Stress Monthly Check-in Survey
   H. Academic Coaching Survey Findings
   I. Academic Coaching Early Course Feedback Survey
   J. Academic Coaching End-of-Class Survey
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, three graduate student (PT) supervisors, four undergraduate student supervisors, four undergraduate work-study students, 57 SI/EXCEL Leaders, 23 Academic Coaches, 100 plus Peer Tutors, and 85 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 2017 – 2018 AY

• The Academic Development staff was nominated for the 2018 Andy Award for Teamwork and Collaboration.

• Linda Hooper was nominated for the 2018 Andy Award for Dedication to Students.

• Christine Ricci was hired as the Assistant Coordinator of the SI/EXCEL Programs.

• The Academic Development staff participated in numerous meetings with members of the Student Academic Success Team, under the direction of Dr. Jen Gilbride-Brown.

• Assistant Coordinator attended the 2018 SI Supervisor Training.

• Program Coordinator and Assistant Coordinator attended the 2018 AAC&U Conference.

• Assistant Coordinator attended the 2019 Developing a National Research Agenda for STEM Academic Support Conference.

• Program Coordinator attended the 2019 AERA Conference.

• The Academic Development staff met with Dr. Susan Finger and Dr. Marti Louw and will teach and collaborate on a new IDeATe course on learning theory and teaching. The course will be offered in spring 2020.

• The Peer Tutoring Program piloted a new tutoring location in Tepper School of Business. The initiative was a resounding success and generated 747 contacts with students.

• Each member of the Academic Development staff met with Mr. Matthew Miller of the Solutions Consulting Group in an effort to increase efficiency and look at processes across the division.

• The Academic Development staff met on Monday, November 19, 2018 to revise the department’s process of recruiting new student-employees with the aim of generating a pool of qualified candidates suitable for all student-staff positions (Peer Tutor, Academic Coach, and SI/Excel Leader).

• The Academic Development professional and student staff hosted the first annual Academic Development Student Job Informational Session on Friday, January 18, 2019. A panel of Peer Tutors, Academic Coaches, and SI/Excel Leaders presented on their positions to a group of potential recruits and fielded questions about their respective jobs. The Peer Tutor Program Coordinator, Academic Coaching Coordinator, and SI/Excel Program Coordinator were on hand to answer any additional questions and provide further information about the application/hiring process.
• Michael Poljak was nominated by senior leadership to attend CMULead, a staff leadership development program designed to help you develop, practice, and apply new leadership skills.

• Mr. Michael Poljak and Mr. TC Eley completed a poster presentation at The Eberly Center’s Teaching and Learning Summit.

• The EXCEL Collaborative Learning Group Program had the highest number of student contacts, contact hours, and the highest number of EXCEL Groups in an academic year in the history of the program. The Program Coordinator, Ms. Jessica Owens, served as the Chair of Staff Council and was featured in the Piper.
NEW INITIATIVES and FUTURE CONCERNS
NEW INITIATIVES/GOALS 2019-20 AY

Peer Tutoring Goals

- The Peer Tutor Program Coordinator and all Academic Development professional and student staff will work to fully integrate our programs and services into the newly created Student Success Center. We hope to accomplish this by participating in the Success Team Development Plan and by actively assisting with new initiatives such as the Tartan Scholars Program.

- The Peer Tutoring Program will continue to make better use of Google Drive and the G-Suite platform to increase the efficiency of our intake, data collection, and data reporting processes while eliminating material waste. We already made progress on this initiative in 2018-19 AY by requiring Peer Tutors to use Google Sheets to track their students’ attendance electronically (thereby eliminating the need for paper log sheets). As a follow up, we plan to...
  
  o Create a Google Form to make it easier for the Peer Tutor Program Coordinator to add weekly tutoring appointments to the master spreadsheet. The plan is to link the form to both the master spreadsheet and the Peer Tutors’ log sheets to streamline the process.
  
  o All Peer Tutoring resources for both walk-in tutoring and weekly tutoring appointments will be kept in folders on Google Drive. We will develop a hierarchy that allows the Peer Tutor Program Coordinator, the Peer Tutor Supervisors, the Coordinating and Assisting Coordinating Tutors, and the Peer Tutors an appropriate level of access to the various folders to promote efficiency.

- With the retirement of faculty Peer Tutor Supervisor Dr. George Klein and the pending departure of graduate student Peer Tutor Supervisor Preeti Sar, Academic Development has begun the process of training Peer Tutor Doria Pei to become the new graduate student Peer Tutor Supervisor beginning in the fall of 2019.

EXCEL Collaborative Learning Goals

- Maintain Supervisor Team with Kylee Santos and Justyn Oh as continuing Student Supervisors, adding Cassie Bishop and Suraj Joshi and recruiting three additional Student Supervisors. Train new supervisors in conducting observations, giving feedback in debrief meetings, using the administrative functions of CMU Balance, and delegate administrative items and oversight tasks. Equip them to continue to take ownership of various aspects of the program, particularly communication, social programming, recruitment, and other program improvements as they arise.

- Adding SI support for 15-122 Principles of Imperative Computation and EXCEL support for 03-135 Structure and Function of the Human Body
• Continue to collaborate with Eberly to conduct educational research on student and leader learning experiences within the SI & EXCEL Programs.

• Introduce Onboarding Modules to the SI & EXCEL Canvas site to streamline the new leaders’ transition into employment at the university and at Academic Development. They should include an overview of employment forms, contacting professors, the ABCs of Your First Session, and other materials that are typically included before/during the orientation meeting.

• Obtain additional student participant demographic information, particularly to be able to identify the participation behaviors and needs of students with minority identities.

• Prepare team for the transition to the new Posner location by offering early orientation visits to the space as soon as it becomes available and providing overviews and guidelines for how to make use of the new and different layout.

• Improve the 99-251 Seminar in Supplemental Instruction training course and SI & EXCEL Program Canvas platforms.

• Continue to work with Nitsan Shai, Jen Gilbride-Brown, Matt Miller, and computing services to transition the CMU Balance website to the CMU server, assess alternative software options and determine the best fit for the program.

• Continue to seek ways to incorporate content to address stress management during ongoing training through guest speakers and by using stress and perception measures.

• Continue to seek to establish and maintain work/life balance for the Program Coordinator, the Assistant 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.

• Recruit the 2019-2020 Mentor Team.

• Look for further ways to expand the Leader Mentor role to build off of the momentum of the 2018-2019 ongoing training.

Academic Coaching Goals

• Growth in Professional Staff members
  ○ We have hired recent Masters graduate and Academic Coaching student employee, TC Eley, to be the Assistant Coordinator.
  ○ This growth in professional staff will enhance the program in a variety of ways.

• In the future, we hope to use the organizational data with other sources of evidence using an evidence-based management framework: organizational data (which we are collecting through the student management system), scientific literature (which we will
start researching and collecting in Academic Year 2019–2020), stakeholders, and practitioners (experts).

- Solidifying our contributions to the field
  - Presenting our findings and/or publishing our results in a journal is a priority.

- Connect and collaborate with more offices, departments, and colleges to best understand student needs and support those needs.

- Continue current efforts and advance our research efforts to inform the university’s work on a larger scale.

- Restructuring the leadership model of the Academic Coaching Program
  - Student supervisors will now be responsible for a specific component of the program and how we execute goals of component.

- Continue efforts to develop and establish the brand of the Academic Coaching Program.

- Contribute to the effective coordination of the newly established Student Success Center.

- Enhance the experience of the student employees through intentional professional development initiatives.
The Peer Tutoring Program

John Lanyon | Peer Tutor Program Coordinator
Preeti Sar | Peer Tutor and PT Supervisor
Yasmene Elhady | Peer Tutor and PT Supervisor
Doria Pei | Peer Tutor and PT Supervisor
Dr. George Klein | Peer Tutor Supervisor
THE PEER TUTORING PROGRAM

Student Comments

- My tutor has been the best tutor I’ve ever had. She encourages me when I get answers correctly and uses various techniques to help me learn, like showing me the demonstrations of the physics we’re covering. I would have failed out of the class a long time ago if not for her.

- Without my tutor, I would’ve NEVER even dreamed I would have a B average in this course. Historically had difficulty with this class. D&F but I have a B right now and it’s 90% because of my tutor - for being the nicest, caring, patient and smart person you are!

- My tutor was SO helpful this semester. She was always willing to go above and beyond to make sure we understood the material. I never thought I could get an A or even a B in this class...and I will (hopefully!) get an A! Thank you so much!

- My tutor never makes me feel stupid or bad about not knowing things. He makes me feel very comfortable asking questions. When I get something wrong, he doesn’t just teach me how to do that specific problem—he also takes the time to go over the concept that question is testing.

General Peer Tutoring Highlights

- The Peer Tutoring Program provided walk-in tutoring for Introduction to Statistical Inference (36-226) in S19 and saw an overall increase in demand for weekly tutoring appointments for all statistics courses.

- Organizational meetings were held at the beginning of both the fall and spring semesters.

- Following up on Solutions Consultant Matthew Miller’s recommendations, the Peer Tutor Program Coordinator and Administrative Assistant met with Peer Tutor Stephen Schollmeyer over the summer and worked with him to design a new system for tracking weekly tutoring appointment attendance. The new procedure utilized Google Sheets to increase efficiency while eliminating the need for paper log sheets. The Peer Tutoring Program implemented the new strategy in F18 and S19 and plans to continue using Google Sheets and Google Forms next year.

- Academic Development professional staff met with Associate Director of Student Academic Success Lauren Warden-Rodgers on Wednesday, May 8, 2019 to discuss how peer tutoring, academic coaching, and SI/Excel could benefit students enrolled in the newly created Tartan Scholars Program.

- Thirty-two Peer Tutors upgraded their College Reading and Learning Association (CRLA) certification level during the academic year, bringing the total number of certified, trained tutors to 93 – 13 at Level I: Regular (training + 25 hours of actual tutoring
experience), and 71 at Level II: Advanced (training + 50 hours of actual tutoring), and nine who trained, but have accrued less than 25 hours of actual tutoring experience.

- **The Peer Tutor Program Coordinator:**
  - and Peer Tutor Supervisor Preeti Sar interviewed at least 61 candidates for CMUS 99-250 Seminar in Peer Tutoring during the first five weeks of the spring semester. Thirty candidates were selected to participate in the S19 version of the class, which began on Monday, February 18 2019. All 30 trainees successfully completed the course.
  - met with David Chickering of the Office of Residential Education to discuss the potential impacts of the university’s shift to a community housing model on Academic Development’s walk-in tutoring service in first-year residence halls. The Director of Academic Development and the Peer Tutor Program Coordinator attended a follow-up meeting with representatives of Housing Services and the Office of Residential Education to collaborate on a plan to address Housing’s security concerns while maintaining access to Academic Development’s services for all students. As part of the plan, Academic Development limited tutoring in the Mudge Reading Room to predominantly first-year courses (i.e. -100 level classes).
  - met with Dr. Carol Goldburg of the Tepper School of Business on August 22, 2018 to finalize plans to pilot walk-in tutoring for nine subjects in the Yoshiaki Fujimori and Jean Moru Collaboration Space (TQ 3807). The initiative was a resounding success in that it generated 747 contacts and allowed us to provide walk-in tutoring support for the courses that were moved out of the Mudge Reading Room.
  - held an orientation session for Coordinating and Assisting Coordinating Tutors to brief them on their roles and responsibilities before the start of each semester of walk-in tutoring.
  - continued to represent Academic Development on the Review of Academic Disciplinary Actions Procedures Committee which met several times throughout the academic year.
  - met with Dr. Ross O’Connell of the Statistics Department on Monday, February 25, 2019 to discuss additional support for eight students enrolled in his Introduction to Inferential Statistics (36-226) course. As a result of this meeting, Academic Development offered supplemental assistance to all students enrolled in 36-226 who required additional help with the foundational elements of Introduction to Probability Theory (36-225) (i.e. a pre-requisite for 36-226).
  - conducted an informational session for applicants assigned to the S19 Tutoring Pool on Saturday, March 2, 2019.
  - and Supervisors selected 11 experienced Peer Tutors to conduct content-based breakout sessions in physics, calculus, chemistry, computer science, economics,
writing, and Concepts of Math for the 30 CMUS 99-250 trainees. These sessions were held on Sunday, April 7, 2019 from 11:00 a.m.-12:30 p.m. in the Tepper Quadrangle followed by a wrap-up session in the PNC Event Space (TQ 2002 and 2003).

- assisted the Office of Disability Resources by participating in group interviews for a new accessibility specialist on Wednesday, May 15 and Friday, May 17, 2019.

**Walk-in Tutoring Highlights**

**Attendance** — The service this year had **2082 contacts with students**. Academic Development had to adjust its process for scheduling walk-in tutoring in the first-year residence halls to accommodate the new community-based model for residential life. Working with our partners in Housing and the Office of Residential Education, we were still able to continue offering walk-in tutoring for high-demand -100 level courses in the Mudge Reading Room. We also collaborated with the Tepper School of Business to reserve space in the newly opened Tepper Quadrangle to mitigate the impact of the change.

<table>
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<tr>
<th>Locations</th>
<th>Fall 2018 Contacts</th>
<th>Spring 2019 Contacts</th>
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<td>221</td>
<td>650</td>
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<tr>
<td>Tepper Quadrangle:</td>
<td>503</td>
<td>244</td>
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<td>E&amp;S:</td>
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<tr>
<td>Hunt:</td>
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<tr>
<td>Cyert (Afternoon):</td>
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**Donner** - Academic Development provided tutoring for calculus, chemistry, writing, physics, Concepts of Math (21-127), Calculus in 3D (21-259), Computer Science (15-110/112), Computer Science (15-122), Introduction to ECE (18-100) in the Donner Reading Room this year.

**Mudge** – Walk-in tutoring in the Mudge Reading Room underwent a major overhaul this year to accommodate the new community housing model employed by the university. Academic Development worked with Housing Services and the Office of Residential Education to collaborate on an arrangement that protected the security of Mudge residents while simultaneously guaranteeing that all CMU students could access walk-in tutoring in the reading room. As part of this arrangement, Academic Development limited its support to -100 level courses (calculus, chemistry, physics, Concepts of Math (21-127), Introduction to ECE (18-100), Computer Science (15-110/112), Organic Chemistry (09-217), and writing). **This represents a reduction of nine subjects from the previous academic year. Walk-in tutoring in the Mudge Reading Room generated 650 contacts in F18 and S19.**

**TEPPER QUADRANGLE 3807 (NEW THIS YEAR)** Academic Development responded to the challenge of adjusting our course offerings in Donner and Mudge by reaching out to the Tepper
School of Business to pilot walk-in tutoring in the Yoshiaki Fujimori & Jean Moru Collaboration Space (TQ 3807) for the academic year. As a result of this collaboration, we were able to offer assistance for nine subjects (calculus, Concepts of Math (21-127), Computer Science (15-122, 15-150, and 15-213), Multivariate Analysis (21-256), Principles of Microeconomics (73-102), Principles of Macroeconomics (73-103), and writing). The pilot was extremely successful in that it generated 747 contacts for the year and will be continued in 2019-20 AY.

Hunt Library – Building on two years of success, Academic Development continued to work with University Libraries and other campus partners to offer walk-in tutoring for select subjects in the IDeATe classrooms on the ground floor of Hunt Library. Tutoring was offered for the following subjects: calculus, Concepts of Math (21-127), and Calculus in 3D (21-259). Attendance in the Hunt Library increased 33% over the previous academic year.

Sorrell’s Engineering & Science Library – Academic Development offered tutoring for two -200 level chemical engineering courses (06-221 and 06-261) and four -200 level mechanical engineering courses (24-221, 24-231, 24-261, and 24-262) in F18 and S19. The service was underutilized and only generated 51 contacts for the year. As a result, we are meeting with the Chemical Engineering and Mechanical Engineering Departments to discuss whether or not Academic Development should be supporting these courses with walk-in tutoring or weekly tutoring appointments.

Final Exam Tutoring – Academic Development provided two nights of tutoring during the final exam period on Sunday, December 9 in the Cohon University Center and Wednesday, December 12 in the Tepper Quadrangle Simmons Auditorium (Room A) from 8:00-10:00 p.m. for select subjects. This service generated an additional 61 contacts.
Faculty Office Hours – In order to encourage more students to take advantage of professors’ office hours, Academic Development continued its faculty office hour initiative. Along those lines, we reached out to several faculty who taught -100 and -200 level courses in F18 and invited them to hold one of their office hours in the Academic Development classrooms as part of our afternoon walk-in tutoring service. Dr. Kris Dahl accepted the invitation and held one of her office hours for 06-221 on Wednesday afternoons at Academic Development during the fall semester. Faculty office hours generated 29 contacts of afternoon tutoring.

Cyert Hall/Afternoon Tutoring – Academic Development offered walk-in tutoring for Concepts of Math (21-127) and physics on Monday and Wednesday afternoons in the CYH B6A classroom. The department also collaborated with Dr. Kris Dahl to hold afternoon faculty office hours for 06-221 in the Academic Development classrooms in the fall. Afternoon walk-in tutoring generated 192 contacts and remained even over the previous academic year.

Evaluation - A survey of student client-satisfaction was administered in the walk-in tutoring rooms at the end of each semester. In addition, all students attending walk-in tutoring were given an opportunity to complete a survey electronically. On a scale of 1-5 with 5 representing the most positive rating, the average evaluation for all survey items was 4.57 in F18 & 4.86 in S19 and the average for the item ‘Overall, tutors assisted the students with their course work’ was 4.48 in F18 & 4.81 in S19.

Spring 2018 Break-Out Sessions

Thirty-two Peer Tutors upgraded their CRLA certification level during the academic year, bringing the total number of certified trained tutors to 93.

Level I – Regular (training + 25 hours of tutoring) 13 Tutors
Level II – Advanced (training + 50 hours of tutoring) 71 Tutors
Yet to attain 25 hours 9 Tutors
Weekly Tutoring Appointment Highlights

- 287 requests were filled for weekly tutoring appointments
- 287 requests generated 1,191 contact hours

Weekly Tutoring appointments were filled for 74 courses in 19 different academic departments. The greatest number of requests was for Computer Science (75 appointments for 9 different courses) and the course with the highest number of appointments was 15-112, Fundamentals of Programming and Computer Science with 18 requests filled.

Continuing its collaboration with the Music Department, Academic Development recruited enough experienced tutors to offer weekly tutoring appointments for all of the introductory level music theory courses and even some advanced courses – counterpoint, harmony, eurythmics, and solfege. Weekly tutoring appointments were offered on an as-needed basis through both professor and self-referrals. **This initiative continued to be successful and generated 15 appointments for seven different courses.**

Building off of its relationship with the Statistics Department and following up on our new initiative to introduce walk-in tutoring for Introduction to Statistical Inference (36-226), Academic Development worked with the department to increase assistance for other statistics courses. This endeavor was extremely successful in that it generated 29 appointments for eight different courses.

Due to continued high demand for weekly tutoring appointments, and in an effort to keep the service available to as many students as possible, we once again assigned multiple students to the same appointment (i.e., one tutor for multiple students during the same session).

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 4.98 in F18 and 4.88 in S19 and the average for the item 'Overall, tutors helped to improve the students’ performance in their courses' was a perfect 5.00 in F18 and 4.82 in S19.
Summary

In 2018-19 AY, the Peer Tutoring Program carried out three major new initiatives:

- Establishing walk-in tutoring in the newly opened Tepper Quadrangle to offset the reduction of course offerings in the Mudge Reading Room
- Increasing support for statistics
- Utilizing the G-Suite platform to streamline the process for entering, collecting and analyzing attendance data from our weekly tutoring appointments.

The program was successful in implementing these initiatives while maintaining the high quality and standards of all of our tutoring services.

Academic Development adapted its walk-in tutoring service to the university’s new community housing model by working with our partners at Housing Services, the Office of Residential Education, and the Tepper School of Business to limit our subject offerings in the Mudge Reading Room to -100 level courses (a reduction of nine subjects from last year) while initiating walk-in tutoring in the newly opened Tepper Quadrangle to offset the reduction. As a result of these efforts, we were able to provide support for calculus, Concepts of Math (21-127), Computer Science (15-122, 15-150, and 15-213), Multivariate Analysis (21-256), Principles of Microeconomics (73-102), Principles of Macroeconomics (73-103), and writing Sunday thru Thursday nights in the Yoshiaki Fujimori and Jean Moru Collaboration Space (TQ 3807). The pilot was a resounding success and generated 747 contacts for the year.

The Peer Tutoring Program also continued to engage with members of the university community to improve the range and quality of Academic Development’s support services. Along those lines, and given that statistics is one of the fastest growing STEM majors in the nation (AMSTAT News, 2015, https://magazine.amstat.org/blog/2015/03/01/statistics-fastest-growing-undergraduate-stem-degree/), the Peer Tutor Program Coordinator met with academic advisors Samantha Nielsen and Glenn Clune of the Statistics Department on July 26, 2018 to collaborate on a plan for offering more strategic support for students enrolled in select statistics courses. As a result of this meeting, Academic Development offered two nights of walk-in tutoring for Introduction to Statistical Inference (36-226) in the Tepper Quadrangle in S19. The service was extremely successful and generated 45 contacts. In addition, Academic Development filled 29 requests for weekly tutoring appointments for eight different statistics courses in 2018-19 AY.

Following through on our plan to utilize technology more effectively to improve the efficiency of our intake, data collection, and data reporting processes, the Peer Tutoring Program eliminated paper log sheets for weekly tutoring appointments and required tutors to log attendance on Google Drive. Beginning in F18, Peer Tutors used Google Sheets to track tutoring hours, no-shows, and cancellations for each of their appointments. As the Peer Tutors updated attendance for their weekly tutoring appointments, the cumulative data was available on a master spreadsheet in real time visible only to Academic Development professional staff. This
proved to be very convenient and efficient because Peer Tutors could enter their tutees’ attendance electronically and Academic Development was able to eliminate paper-waste and operate more efficiently.

Despite these accomplishments, student usage of walk-in tutoring and weekly tutoring appointments has plateaued or decreased as Academic Development continues to adjust our modes of support for high-demand subjects. Nonetheless, in 2018-19 AY the program generated 2802 contacts of walk-in tutoring and filled 287 weekly tutoring appointment requests for 74 different courses in 19 different departments. More significantly, student satisfaction with both services was extremely high. The program conducted hard-copy and electronic evaluations of both services during the last five weeks of F18 and S19. The average of all survey items for walk-in tutoring was 4.57 in F18 and 4.86 in S19 (1 = least positive and 5 = most positive); the average for all survey items for weekly tutoring appointments was 4.98 in F18 and 4.88 in S19.
The Supplemental Instruction Program

Jessica Owens | SI/EXCEL Program Coordinator
Bria Persaud   | Student Supervisor
Wei Jin Oh     | Student Supervisor
Kylee Santos  | Student Supervisor
Sophie Halpern| Student Supervisor
Sunjeev Kale   | Student Supervisor
Yasmene Elhady| Student Supervisor
Akshay Vijayaraghava | Graduate Student Supervisor
THE SUPPLEMENTAL INSTRUCTION PROGRAM

Student Comments

“Being able to have the SI leader to ask questions whenever I needed, and also being able to work in groups and being able to benefit from everybody’s knowledge made the SI sessions valuable to me.”

“The SI sessions were valuable to me because they put what we learned into one small comprehensible packet. The sessions pulled different material together, helping tie some lost connections from lecture.”

“Because SI was small, it was kind of self-paced and hence, I could understand the concepts that I did not understand previously. Also, having the opportunity to explain the concepts to other students during the SI sessions helped me understand the concepts better.”

“The SI sessions allowed the discussion of topics both with classmates and in larger groups that made it easier for me to learn the material than in class as the professor’s teaching style made it difficult for me to understand the material.”

“SI was valuable because during the sessions we reviewed concepts and then applied them to practice problems.”

“Being able to review difficult concepts and ask questions during the SI sessions was valuable. This helped me understand the course content and practice with help.”

“The SI sessions were helpful because they allowed me the ability to complete problems otherwise unavailable to us, ask questions, and work with peers.”

“SI helped me essentially relearn the important concepts from lecture and provided helpful practice for quizzes.”

“I appreciated the extra practice problems. Information was presented in an organized fashion.”

“During the session, I was able to work through the problems and got assistance when I ran into problems.”

“The SI Sessions pulled different course material together, helping tie some lost connections from lecture.”

“The SI sessions were really helpful and well-organized.”

“The SI sessions helped me essentially to relearn the important concepts from lecture and provides helpful practice for quizzes.”
Supplemental Instruction Highlights

• 7 courses supported with SI
  o 4 courses supported in Fall 2018
    ▪ 09-105 Modern Chemistry I (Vuocolo)
    ▪ 09-217 Organic Chemistry I (Silva)
    ▪ 18-100 Introduction to Electrical and Computer Engineering (Bain/Carley/Sullivan)
    ▪ 33-141 Physics I for Engineering Students (Anderson)
  o 3 courses supported in Spring 2019
    ▪ 09-105 Modern Chemistry I (Vuocolo)
    ▪ 18-100 In Introduction to Electrical and Computer Engineering (Carley/Sullivan)
    ▪ 24-262 Stress Analysis (Steif)

  o Support for the following courses was changed to EXCEL:
    ▪ 21-128 Mathematical Concepts and Proofs was changed to EXCEL for fall 2018.
    ▪ 24-221 Thermodynamics support was changed to EXCEL for fall 2018.
    ▪ 24-261 Statics was changed to EXCEL for fall 2018.
    ▪ 33-141 Physics I for Engineering Students was changed to EXCEL for spring 2019.

• Total course enrollment for 7 SI supported courses: 980
  o By semester:
    ▪ Fall 2018: 670
    ▪ Spring 2019: 310
  o Compared to previous academic years:
    ▪ 1,563 in 17-18 AY
    ▪ 1,679 in 16-17 AY
    ▪ 1,866 in 15-16 AY
    ▪ 1,715 in 14-15 AY

• 233 SI Sessions were held during the Academic Year. The decrease from the previous year is most likely due to the reduction in the number of SI supported courses due to their change to EXCEL support.
  o By semester:
    ▪ Fall 2018: 162
    ▪ Spring 2019: 71
  o Comparison with previous academic year:
• 418 SI Sessions in 2017-2018
• 484 SI Sessions in 2016-2017
• 499 SI Sessions in 2015-2016
• 489 SI Sessions in 2014-2015

• Total number of students attending SI from the 7 supported courses: 599 or 61% of students enrolled in SI supported courses
  o Fall 2018: 465 or 69%
  o Spring 2019: 134 or 43%
  o Comparison with previous academic years:
    ▪ 932 or 60% of students enrolled in 11 SI supported courses in 17-18 AY
    ▪ 1,287 or 77% of students enrolled in 12 SI supported courses in 16-17 AY
    ▪ 1,366 or 73% of students enrolled in 12 SI supported courses in 15-16 AY
    ▪ 1,308 or 76% of students enrolled in 12 SI supported courses in 14-15 AY
    ▪ 1,255 or 71% of students enrolled in 13 SI supported courses in 13-14 AY

SI Enrollment and Participants by Academic Year

• Number of student contacts for 7 supported SI courses: 3,090
  o By semester:
    ▪ Fall 2018: 2,517
    ▪ Spring 2019: 573
Number of student contact hours for 7 supported SI courses: 4,751
- Fall 2018: 3,915 contact hours
- Spring 2019: 836 contact hours
- Comparison with previous academic years:
  - 2017-2018 academic year: 7,486
  - 2016-2017 academic year: 10,654
  - 2014-2015 academic year: 15,147
  - 2013-2014 academic year: 12,673

Note: Contact Hour data was not collected prior to the 2006-2007 Academic Year
• Evaluation results showed a mean student satisfaction with SI Leaders at a 3.3 (4-point scale) with a Fall 2018 mean leader satisfaction rating of 3.2 and Spring 2019 mean leader satisfaction rating of 3.4.

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 year was also marked by a number of new developments and initiatives as outlined in the EXCEL report including:

• Recruited, interviewed, hired and trained the new Assistant Coordinator
• Assistant Coordinator attended the 2018 SI Supervisor Training
• Program Coordinator and Assistant Coordinator attended the 2018 AAC&U Conference
• Assistant Coordinator attended the 2019 Developing a National Research Agenda for STEM Academic Support Conference
• Program Coordinator attended the 2019 AERA Conference
• New emphasis on demographic analysis of the data
• Transitioning support for 24-221 Thermodynamics I to EXCEL
• Greater emphasis on the Student Supervisor training and project ownership, including:
  o Introducing #Slack communication technology to the team
  o New Student Supervisor-led Informational Sessions for recruitment
  o SI/EXCEL teambuilding through social events led by the Student Supervisors
• Expanded the Supervisory Support to include the new Assistant Coordinator as well as 7 Student Supervisors (two who graduated early)

The SI program supported 7 courses in the 2018-2019 academic year, 4 in the fall semester and 3 in the spring. This is four fewer courses than the previous year because 21-128 Mathematical Concepts and Proofs, 24-221 Thermodynamics, 24-261 Statics, and 33-141 Physics I were transitioned to EXCEL support. Additionally, two of the three courses in the spring term were cut back to only offer one SI session per week based on the student utilization in the previous spring term and budgetary constraints. Therefore, only five courses were fully supported with bi-weekly sessions over the academic year.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Semester for SI Support</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-105</td>
<td>Modern Chemistry I</td>
<td>Fall 2018, Spring 2019</td>
<td>Cassie Bishop</td>
</tr>
<tr>
<td>09-217</td>
<td>Organic Chemistry I</td>
<td>Fall 2018</td>
<td>Richard Ruales</td>
</tr>
<tr>
<td>18-100</td>
<td>Introduction to ECE</td>
<td>Fall 2018, Spring 2019</td>
<td>Serris Lew, Kylee Santos</td>
</tr>
<tr>
<td>33-141</td>
<td>Physics I for Engineers</td>
<td>Fall 2018</td>
<td>James Stumpf</td>
</tr>
<tr>
<td>24-262</td>
<td>Stress Analysis</td>
<td>Spring 2019</td>
<td>James Stumpf</td>
</tr>
</tbody>
</table>
Because of the decrease in supported courses, the SI Program only offered 233 sessions for the academic year with 3,090 total student contacts. There were 599 unique students who participated in SI for the SI-supported courses, which is a 62% decrease or 964 fewer students than in the previous academic year and the lowest number of enrolled students over the past ten years. However, of the students enrolled in SI supported courses and eligible to participate, 61% attended a SI session at least once, accumulating 4,751 contact hours. The percent of the enrolled students participating at least once in SI was an increase of 1% over the previous academic year.

Of those attending SI sessions, 252 students, or 42% of SI participants and 26% 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 7 courses earned a mean grade point average .16 grade points higher than students who did not attend SI and .16 grade points higher than students who attended SI once. The 3 courses supported in the Spring semester proved most beneficial with regular SI attendees earning a mean grade point average .36 grade points higher than students who did not attend SI and .51 grade points higher than students who attended SI only once. These results reinforce national SI data that shows a direct correlation between consistent SI attendance and grade achievement of the participants.
While the SI-support offered in 2018-19 was effectively half the size of previous academic terms, the continuing high student utilization within 09-105 Modern Chemistry and 18-100 Intro to ECE, in particular, demonstrated the value of offering SI for these courses as can be seen below:

The Modern Chemistry I SI leader believes SI support should be continued for the course and provided the following comments: “This course remains one of the most difficult introductory science courses. Students responded well to SI this semester and found it helpful, so it will likely continue to be helpful in future years considering that the course does not change much from semester to semester.”

Professor Vuocolo provided positive feedback and the highest ratings (strongly agree) for the SI leader for all of the statements of evaluation including modeling the behaviors of a good student, providing valuable sessions and overall support of the students this semester, was open to input on session content, attended class regularly, communicated/met with me regularly, and promoted SI appropriately. When asked if there was anything that the SI Leader or Program Coordinator could do to better support him and/or his students, he responded “Just continue to offer exam- and moderate-level problems and questions to prepare students adequately.”
In the fall 2018 semester, the SI for 18-100 Introduction to ECE had a mean session size of 32 students, which is the second highest mean session size in the history of the SI Program.

The fall SI leader for the 18-100, Intro to ECE, believes SI support should be continued for the course and provided the following comments: “The 18-100 course material is more concept based and does not involve a lot of problem solving thus does not require the extra individual attention that a student would receive from EXCEL or peer tutoring.”

Students provided very positive feedback on the end-of-term survey for the Spring 18-100 SI course support and the SI leader, Kylee Santos, as follows:

“Kylee was a great SI leader for 18-100. He was very enthusiastic about SI and knew the content well. I felt prepared for the quizzes after going to his SI sessions.”

Fall SI support for 33-141, Physics I, had over 67% of enrolled students participating. Although regular participants did not receive an increase in course grade, the average course QPA of regular participants was above 3.5. The SI leader believes SI support should continue for this course and provide the following comments: “The students involved in the program showed...”
continued growth with the material over the course of topics and each session. Open exam reviews have been used extensively as well.”

Professor Anderson provided positive feedback and the highest ratings (strongly agree) for the SI leader for all of the statements of evaluation including modeling the behaviors of a good student, providing valuable sessions and overall support of the students this semester, was open to input on session content, attended class regularly, communicated/met with me regularly, and promoted SI appropriately.
Fall SI support for 09-217, Organic Chemistry, had over 67% of students in the course participating with participants who responded to the end-of-term survey rating the SI leader highly. The SI leader would like to have SI support continue for this course and provide the following comments: “The course is fast-paced and full of challenging material. SI provides the structure for students to pace their learning and studying.”

Professor comments: “Richard was a very good SI leader.” Professor Silva gave Richard the highest ratings on the leader evaluation in the following areas: was open to input on session content and communicated/met with me regularly.

Overall, for the 2018-2019 academic year, students who participated in SI reported being able to benefit from collaborative review on the End-of-Term surveys with 86% of the SI group participants for the 2018-2019 academic year reporting that they always or often worked on problems with their peers and 91% stating that the session size did not have a negative influence on the sessions.

Mechanical Engineering course support for 2018-2019 included four second year courses with just one, 24-261, Stress Analysis, being supported with Supplemental Instruction. Two of the mechanical engineering courses that were supported with SI during the 2017-2018 academic year, 24-221 and 24-261, were changed to EXCEL support due to low participation rates and low mean number of sessions attended by enrolled students.
• 24-262, Stress Analysis SI – Spring 2019
• 24-221, Thermodynamics I – changed to EXCEL support – Fall 2018
• 24-261, Statics – changed to EXCEL support – Fall 2018
• 24-231, Fluid Mechanics – EXCEL – Spring 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Participation Rate</th>
<th>SI/EXCEL Participants</th>
<th>Mean Number of Sessions Attended</th>
<th>Contacts</th>
<th>Contact Hours</th>
<th>Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-221</td>
<td>F18</td>
<td>30%</td>
<td>35 EXCEL</td>
<td></td>
<td>13</td>
<td>452</td>
<td>3.0</td>
</tr>
<tr>
<td>24-261</td>
<td>F18</td>
<td>27%</td>
<td>36 EXCEL</td>
<td></td>
<td>11</td>
<td>397</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>24-262</strong></td>
<td><strong>S19</strong></td>
<td><strong>22%</strong></td>
<td><strong>27 SI</strong></td>
<td></td>
<td><strong>4</strong></td>
<td><strong>115</strong></td>
<td><strong>3.0</strong></td>
</tr>
<tr>
<td>24-231</td>
<td>S19</td>
<td>25%</td>
<td>31 EXCEL</td>
<td></td>
<td>11</td>
<td>343</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Spring SI support offered for 24-262, Stress Analysis, was utilized at a very low rate with just 22% of enrolled students participating. **With an average SI course utilization rate of 61%, the 24-262, Stress Analysis, is below average and the lowest utilization rate of all SI supported courses.**

The SI leader for 24-262, James Stumpf, reported being rarely satisfied with attendance at the SI sessions and recommended not continuing support in the 2019-2020 academic year. The leader stated:

“I believe that Professor Steif provides ample support for this class, and does not need the extra coverage. Limited amount of people who can support this course is also a component of it. I say it should not be in academic development.”
Although, participation was low, regular attendees of the SI sessions achieving a mean of .10 grade points higher on final course grades than non-participating students.

Finally, throughout the four-month recruitment cycle for the 2018-2019 academic year, not a single applicant applied to support any of the sophomore mechanical engineering courses as SI/EXCEL Leaders for the next academic term. For these reasons and due to budgetary constraints, support for sophomore level mechanical engineering courses will be transitioning to walk-in tutoring for the next academic year.
SI Leader Development

A total of 57 unique students served as SI/EXCEL Leaders during the 2017-2018 Academic Year. As illustrated in the chart below, 34 were new leaders (note that while all new leaders were in their first year as SI/EXCEL Leaders, they ranged from second year students to graduate students) and 23 were returning leaders. This is the highest number of new leaders in the history of the SI/EXCEL Program. The total number of leaders is a 4% increase over those employed in the previous academic year, and the largest cohort of SI/EXCEL Leaders in the history of the programs.
SI Leader Experience & Workload

In 2018-2019, the mean SI Session per Leader rate was 33.28 sessions per leader. Interestingly, this is lower than the session per leader rate for EXCEL for the year, which was 58.04 sessions per leader. However, the mean participant per SI Leader rate was 48 participants per SI Leader, which is of course much higher than the EXCEL Participant to Leader rate of 31 participants. This is not surprising given the large scale nature of the SI Program.

SI Leader Support

In the 2017-2018 academic year, the Program Coordinator employed a team of 7 undergraduate and graduate Student Supervisors for the 2018-2019 academic year:

- Akshay Vijayaraghava, SI/EXCEL Graduate Student Supervisor
- Angela Gao, SI/EXCEL Student Supervisor and active EXCEL Leader (who graduated in December)
- Bria Persaud, SI/EXCEL Student Supervisor and active EXCEL Leader
- Kylee Santos, SI/EXCEL Student Supervisor and active SI Leader
- Sunjeev Kale, SI/EXCEL Student Supervisor and active EXCEL Leader
- Sophie Halpern, SI/EXCEL Student Supervisor and active EXCEL Leader
- Wei Jin Oh, SI/EXCEL Student Supervisor and active EXCEL Leader
- Yasmene Elhady, SI/EXCEL Student Supervisor and active EXCEL Leader (who graduated in December)
Supervisor Observations

The Student Supervisors were excellent in their roles, taking on more responsibilities than any supervisor team before them and partnering with the Program Coordinator to conduct observations. Due to the decrease in the number of SI courses supported and the reduction in the number of sessions offered in the Spring 2019 semester for two of the three supported courses, the number of SI observations decreased. First year SI leaders were observed at least twice during the semester and each experienced leader was observed at least once per semester with the exception of Mentors.

In addition to overseeing the usual administrative areas, the Student Supervisors also aided the Academic Department in the creation, advertising, and facilitation of new information sessions to enhance the recruitment process, launched a new social networking communication tool, and championed the development of social programming for the SI/EXCEL Leader team. The information sessions were extremely helpful and will be continued in future years. The communication tool, #Slack, was very helpful for the Supervisor Team and will be continued for that group in future semesters. And the social programming was quite well received by the leaders and trainees and will be continued in future semesters.
Additional initiatives were introduced to support the SI/EXCEL Leaders including expansion of the mentor role, stress monitoring, and ongoing training, which are discussed in the EXCEL Collaborative Learning Group Program 2018-2019 Annual Report. The 2018-2019 academic year was a record setting year in terms of leader recruitment and training, which are discussed at length in the EXCEL Collaborative Learning Group Program 2018-2019 Annual Report.

VI. – Summary Reports (see Appendix E for a simulated report and basic computations)

VII. – Additional Materials Ongoing Training

i. Mentor Groups & CLTs

ii. Ongoing Training Schedule and Semester Goals Form (see the EXCEL Collaborative Learning Group Program 2018-2019 Annual Report)

iii. 2019 CLT Olympics Outline and Pictures (see Appendix F)

VIII. – Fall 2019 Proposed SI Supported Courses
The EXCEL Collaborative Learning Program

Jessica Owens  |  SI/EXCEL Program Coordinator
Bria Persaud   |  Student Supervisor
Wei Jin Oh     |  Student Supervisor
Kylee Santos   |  Student Supervisor
Sophie Halpern|  Student Supervisor
Sunjeev Kale   |  Student Supervisor
Yasmene Elhady|  Student Supervisor
Akshay Vijayaraghava |  Graduate Student Supervisor
THE EXCEL COLLABORATIVE LEARNING PROGRAM

Student Comments

I liked being able to work with people and have fun while really getting to know the material and getting a much better understanding.

EXCEL has been very effective for me! I failed the first exam and after attending one session got a B on the next and after going regularly got a high A on the third. Obviously independent studying is a big part of that but I definitely owe most of my understanding of the course material to Excel

EXCEL is the only reason I’m not failing

I think EXCEL is more effective because it is a commitment. EXCEL holds students responsible for attendance and their understanding of the material.

EXCEL is pretty much everything I would ever want in a supplementary service. It is a major factor in how I’m not floundering in school right now.

EXCEL offers a wealth of concept help and practice, as well as the ability to ask questions and work on problems in small groups.

EXCEL is a good way to get extra practice on particularly hard topics and it also creates a collaborative space for everyone to share their thoughts and understanding.

I don’t know literally anything when I arrive to EXCEL, but when I leave, I feel like an ECE god.

EXCEL is definitely the best. I love the smaller groups and how we get individual attention to ensure that we understand the material in a more interactive and hands-on way.

My EXCEL Leader is very good at identifying areas where he and his peers struggled and giving us advice on how he triumphed at strengthening his understanding in those areas.

My EXCEL Leader made things very easy to understand, but did it in a way that allowed us to collaborate and use our brains instead of simply copying things down.

EXCEL will help you systematically review the things you learned.

EXCEL Collaborative Learning Highlights

The 2018-2019 Academic Year was the EXCEL Collaborative Learning Group Program’s twelfth full year as part of Academic Development.

Program Overview

- 35 courses supported with EXCEL, which is the highest number of supported courses in the history of the EXCEL Program
19 courses supported in Fall 2018
- 03-121 A & B Modern Biology (Brasier and Wong-Noonan)
- 03-151 A & B Honors Modern Biology (Minden and D’Antonio/Campanaro)
- 03-220 Genetics (Cary/Mcmanus)
- 06-221 Thermodynamics (Dahl)
- 15-151 Mathematical Foundations for CS (Mackey)
- 18-100 Intro to ECE (Bain/Sullivan/Carley)
- 18-290 Signals & Systems (Grover/Yu)
- 21-127 Concepts of Math (Thompson)
- 21-128 Mathematical Concepts and Proofs (Mackey)
- 21-241 Matrices & Linear Transformations (Handron/Mihai/Radcliffe/Howell)
- 21-259 Calculus in 3D (Flaherty)
- 21-260 Differential Equations (Patacchini)
- 24-221 Thermodynamics I (Malen)
- 24-261 Statics (Steif)
- 33-121 Physics I for Science (Garoff)
- 33-122 Physics II for Biology & Chemistry (Collins)
- 33-142 Physics II for Engineering & Physics (Klein)
- 42-202 Physiology (Campbell)

16 courses supported in Spring 2019
- 03-121 A & B Modern Biology (Jarvik/Lanni and Brasier/Wong-Noonan)
- 03-231 Biochemistry I (Lee/Zhao)
- 06-261 Fluid Mechanics (Anna)
- 06-262 Math Methods (Ulissi/Whitehead)
- 09-218 Organic Chemistry II (Ly)
- 18-100 Intro to ECE (Carley/Sullivan)
- 18-290 Signals & Systems (Sankaranarayanan/Stern)
- 21-127 Concepts of Math (Radcliffe/Ervin)
- 21-241 Matrices & Linear Transformations (Gheorghiciuc)
- 21-259 Calculus in 3D (Johnson)
- 21-260 Differential Equations (Handron)
- 24-231 Fluid Mechanics (McGaughhey)
- 33-121 Physics I for Science Students (Paulini)
- 33-142 Physics II for Engineering & Physics Students (Klein)
- 42-202 Physiology (Campbell)

- Total course enrollment for 35 EXCEL supported courses: 4,568
  - This is an increase over the previous academic year of 116 more students
• Total EXCEL Groups: **181**
  - There were 104 groups in F18 and 77 groups in S19 for a total of 181 groups
    - The fall and set a new record for the highest number of EXCEL Groups in a single semester
    - This represents a **2% 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
  - Compared to previous academic years:

**EXCEL Groups and Supported Courses**

• **3,018 EXCEL Group sessions** were held during the Academic Year, with 1,781 sessions held in F18 and 1,237 held in S19.
  - This represents a **5% increase** over the previous year and the **highest number of EXCEL sessions in the history of the EXCEL Program**.
  - Comparison with previous academic years:

**EXCEL Sessions by Academic Year**
Total number of students who registered to join EXCEL: 1,666 or 36% of 4,655 students enrolled in 35 EXCEL supported courses. As there were 51 students who did not make use of their EXCEL Group, a total of 1,615 graded students participated in EXCEL, or 35% of enrolled students.

- The number of students who registered to join EXCEL is a 3% increase over the previous academic year and the highest number of students to register for EXCEL in the history of the program (and tied for the highest percentage of enrolled students registering for EXCEL).
  - In F18, 1100 students registered to join EXCEL, or 40% of the fall courses, and in S19, 723 students registered to join EXCEL, or 38% of the spring courses.
  - Non-Participating Registration remained low with 3% of the students who registered to join EXCEL not making use of the service.
- The number of students who participated in EXCEL is a 3% increase over the previous academic year and the highest in the history of the program.
- Comparison with previous academic years:

EXCEL Registration and Graded Participation

* Due to a system error, students who participated for part of a semester in 2016-17 were counted as non-participating registrants. Therefore, further assessment is needed to determine the final number of graded participants, which would be within the range of 985-1208 students.

Note: Number of EXCEL Registrants has only been collected since the 2013-14 academic year.

Of these 1,615 participating students, there were 973 unique students who submitted a total of 1,828 requests to join EXCEL during the 2018-2019 academic year.

- This averages to a rate of 1.88 requests per unique student and reflects the fact that many participants request EXCEL support for two or more courses.
- In fact, in the fall term, there was a subset of students who were eligible to participate in EXCEL support for 5 of their courses.
The vast majority of participants were from the College of Engineering (CIT) with 503 individuals or 52% of all unique students coming from CIT.

- There were participants from all 6 colleges that offer undergraduate programs.
- The second highest population of unique students participating in EXCEL was the Mellon College of Science (MCS) with 185 individuals or 19% of all unique participants, which is 318 students fewer or 63% less than CIT.
• Women participants outnumbered men by 14% with 557 unique women compared to 416 unique men overall. For most of the colleges, women significantly outnumbered men, except in Dietrich College and CIT where unique student participation was nearly equal between men and women.

![Unique EXCEL Participants by College and Sex - 2018-19 AY](image)

• Students at all levels participated in EXCEL from first year students to PhD students. However, the vast majority of requests were from first and second year students who made 1,616, or 91% of all total requests to join EXCEL during the 2018-2019 academic year.

![Total EXCEL Requests by Level - 2018-19 AY](image)

• When examined by college level, the first year and sophomore students participated at a high rate:
- 32% of unique first year students participated in EXCEL (1,565 total first year students according to the University News Highlight from the CMU Homepage on August 14, 2018)
- 20% of unique sophomores participated in EXCEL (1,676 total sophomores according to the number of first year students listed in the “2017 University Factbook - Admission and First-Year Enrollment”)

### Total Requests and Unique Students by Level - 2018-2019 AY

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Requests</th>
<th>Total Unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>811</td>
<td>502</td>
</tr>
<tr>
<td>Sophomore</td>
<td>805</td>
<td>336</td>
</tr>
<tr>
<td>Junior</td>
<td>130</td>
<td>29</td>
</tr>
<tr>
<td>Senior</td>
<td>102</td>
<td>1</td>
</tr>
<tr>
<td>Fifth Year Senior</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MA Student</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PhD Student</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

- While first year students made up the highest number of unique students, sophomores nearly equaled them in total requests and had a higher rate of requests per unique student for each semester and the overall year:
  - First year – 1.34 requests per unique student in the fall and 1.28 requests per unique student in the spring with an overall rate for the year of 1.62 requests per unique student
  - Sophomore – 1.68 requests per unique student in the fall and 1.79 requests per unique student in the spring with an overall rate for the year of **2.40 requests per unique student**
In examining the participants by number of EXCEL Groups requested by semester, the following was found:

- EXCEL “Super Users” or those who made use of three or more groups, made up 6% of the students in the fall and 1.9% in the spring.
- Most participants made use of one EXCEL Group in the fall and two in the spring.
• When comparing their grade performance, students who participated in one or two EXCEL Groups earned the highest mean grades, while the EXCEL “Super Users” earned the lowest mean grade. This could suggest that “Super Users” may have been experiencing the highest amount of academic challenges in their courses. More information is needed to evaluate the usefulness of participating in three or more EXCEL Groups.

• Number of student contact hours, or amount of time students spent in EXCEL for 35 supported EXCEL courses was 19,816 contact hours with 12,048 in the fall and 7,768 contact hours in the spring
  - This is 573 more student contact hours or a 3% increase over the previous academic year and the highest number of student contact hours in the history of the EXCEL Program.
  - The fall 2018 semester set a new record for the highest number of student contact hours in a single term, with the fall 2018 outpacing the previous record in spring 2018 by 2,124 or 21%
  - Comparison with previous academic years:

EXCEL Contact Hours by Academic Year
• Number of student contacts, or number of times students attended EXCEL, for 35 supported EXCEL courses: **13,743**
  - This 522 more student contacts or a 4% increase over the previous year and the highest number of student contacts in the history of the EXCEL Group Program.
  - Comparison to previous years (note that this data set has only been collected since the 2014-2015 academic year):

![EXCEL Contacts by Academic Year](image)

Note: EXCEL Contacts have only been measured since the 2014-15 academic year.

• In the 2018-2019 AY, 19 groups, or 10% of regularly scheduled EXCEL groups were conducted in the Academic Development classrooms, Cyert B6A and B6B, while most exam review sessions and **162 weekly groups**, or **90% of all regularly scheduled EXCEL groups**, were held elsewhere on campus. In other words, 162 regularly scheduled EXCEL Groups met in 94 university registrar classrooms throughout the year.

• Student grade performance comparison showed that EXCEL Participants had an average mid-semester course grade that was .20 grade points behind their peers who did not participate in EXCEL. This would suggest that students making use of the EXCEL resource were experiencing academic challenges with the course and were in need of the resource.

• It also showed that EXCEL Participants had an increase from their mid-semester to final grades while those who did not participate in EXCEL experienced a decrease. This trend would suggest that the participants’ experience in EXCEL had a positive effect on their overall average grade performance in the course.
These trends are even clearer when the students are broken down by gender. For men, the trends were exactly opposite with non-participating males dropping .06 points while participating males gained .06 grade points. Participating females saw an even greater gain than their counterparts since they gained .07 grade points and their non-participating peers dropped .04.

The EXCEL Participants’ overall grade performance may have been positively affected by their experience with EXCEL because while they started the semester .13 grade points behind their peers at mid-semester, they saw a greater .24 grade point improvement in their average cumulative QPA across all of their courses (while their peers had an average increase of .16) and narrowed the difference to only .05 grade points by the end of the semester.
• Mid-semester surveys were administered in hard copy by the EXCEL Leaders to their EXCEL groups with the following response rate:
  o Fall 2018: 489 responses out of 892 total participants, or a 55% response rate
  o Spring 2019: 291 responses out of 635 participants, or a 46% response rate

• End of term surveys were sent electronically to all EXCEL group enrollees in the Fall 2018 term and Spring 2019 term with the following response rate:
  o Fall 2018: 263 responses out of 892 participants, or a 29% response rate
  o Spring 2019: 244 responses out of 635 participants, or a 38% response rate

• Evaluation results were high with the mean student satisfaction with EXCEL Leader a 3.7 (4-point scale) in the fall 2018 term and a 3.5 (4-point scale) for the spring 2019 term.

Below is a word cloud of some of the student feedback:
EXCEL Leader Development, Recruitment and Training

Given the growth of the EXCEL Program, the Program Coordinator placed a major emphasis on the recruitment, training and development of the leaders as their success and retention impact the program significantly.

A total of 57 unique students served as SI/EXCEL Leaders during the 2017-2018 Academic Year. As illustrated in the chart below, 34 were new leaders (note that while all new leaders were in their first year as SI/EXCEL Leaders, they ranged from second year students to graduate students) and 23 were returning leaders.

Of these 57 SI/EXCEL Leaders, 52, or all but five, served at least one semester as an EXCEL Leader. Thirty-nine served exclusively as EXCEL Leaders during both semesters, and thirteen served as EXCEL Leaders for part of the year. However, there were 48 active EXCEL Leaders in the fall 2018 term and 43 active EXCEL Leaders in the spring 2019 term.

EXCEL Leader Experience & Workload

As demonstrated in the chart below, in 2018-2019, the mean session rate per EXCEL Leader was 58.04 sessions for the year or 29.01 sessions per leader per semester (or 2.23 sessions per week assuming a 13 week semester). However, there were a number of leaders who had to step down due to early graduation, health issues, academic workload, another job, etc. so when adjusted for partial year appointments, this rate increases to 68.59 mean sessions per leader, which is the third highest mean session rate in the history of the program.
As the chart below demonstrates, even though there are more EXCEL Leaders than ever before, there are also more graded participants than ever before and the rate of mean participants per leader 37 participants per leader, or 4.1 EXCEL Groups per week per leader. At the full-time EXCEL Leader rate of 3 groups per week with each session capped at nine students, this exceeds the standard workload, and is the second highest rate of mean groups per leader in the history of the program.

Given that many of the leaders are unable to commit the time necessary to lead 4 sessions per week for academic or personal reasons, the Program Coordinator rarely assigns leaders a fourth session. Instead, groups are usually expanded to accommodate extra students. While this is a practical solution, expanding the size of the sessions creates challenges because it drastically
impacts the learning environment and group dynamic of the session. For effective collaboration, educational researchers recommend keeping groups small enough to permit students to participate fully and build confidence in one another, stating that larger groups dilute the effects of the collaborative learning experience (Barkley, E.E., Cross, K.P. & Major, C.H. 44).

Although originally conceived within the ideal size for collaboration, in academic year 2013-2014, EXCEL Groups were expanded to a maximum of 9 students per group to accommodate the student demand. This is larger than the typical size of 2-6 students that educational researchers recommend for facilitating collaborative learning, building relationships and participating fully (Barkley 44). While the larger size does ensure that there is usually sufficient diversity in the room to enable the students to achieve learning tasks, it also increases the likelihood that EXCEL Leaders will see negative effects from the size-dilution.

EXCEL Leaders are trained with techniques for establishing positive group dynamics and managing and enhancing collaboration through various learning techniques and methods to subdivide students into more informal interaction groups throughout their sessions. These methods can mitigate size-dilution as long as the EXCEL Leaders are intentional about employing them and continually monitoring the session dynamic and student interaction. Collaboration and session dynamics are often the main areas of discussion during Coordinator/Supervisor Observations and Debriefs since it is usually an area leaders need development to identify and correct issues in these areas. Therefore, although it may appear to be a small change, adding extra students can have big implications for EXCEL Leaders, their sessions, and their students’ learning.

Because of this, the Program Coordinator only adds additional students if the leader has demonstrated consistent ability to facilitate collaborative learning and has consented to working with a larger group. The groups that are expanded to 10-15 students often experience strain. Feedback from the EXCEL Leaders is that expanded sessions are more challenging to manage, to keep on task and to solicit and have time for student questions. Students comment that the expanded groups no longer feels as personal, their sense of belonging is decreased, and they don’t feel as though they are getting as much individual feedback or the ability to ask their own questions. In fact, crowded sessions is one of the main complaints that students raise. Based on the existing challenge to achieve collaboration at the current size and the challenges faced by leaders and students alike with expanded sessions, increasing the size of EXCEL even further does not seem like a viable option for the program.

Increasing the size of the EXCEL Leader team would require adequate support to maintain this larger cohort of student employees. One major challenge to providing adequate support is scaling the supervisor observations and offering enough in person ongoing training and personalized feedback for every leader.
EXCEL Leader Support

In the 2018-2019 academic year, the Program Coordinator employed the new Assistant SI & EXCEL Coordinator, Christine Ricci, as well as a team of 8 undergraduate and graduate Student Supervisors to help oversee the programs:

- Yasmene Elhady, SI/EXCEL Student Supervisor and active EXCEL Leader for one term
- Angela Gao, SI/EXCEL Student Supervisor and active EXCEL Leader for one term
- Sophie Halpern, SI/EXCEL Student Supervisor and active EXCEL Leader
- Sunjeev Kale, SI/EXCEL Student Supervisor and active EXCEL Leader
- Justyn (Wei Jin) Oh, SI/EXCEL Student Supervisor and active EXCEL Leader
- Bria Persaud, SI/EXCEL Student Supervisor and active EXCEL Leader
- Kylee Santos, SI/EXCEL Student Supervisor and active SI Leader
- Akshay Vijayaraghava, SI/EXCEL Graduate Student Supervisor

Supervisor Observations

The Student Supervisors were excellent in their roles, taking on more responsibilities than any supervisor team before them and partnering with the Program Coordinator to conduct more EXCEL Observations than ever before in the history of the program. However, while the supervisor team did scale with the program due to the expanded supervisory team, it was still not possible to provide feedback for each of the 181 EXCEL Groups. There was an increase in the percentage of groups observed and each first year leader was observed at least twice and each experienced leader was observed at least once per semester with the exception of Mentors.
In order to continue to scale with the growth of the program, the Program Coordinator will rely on the new Assistant Coordinator and at least match the size of the Supervisor Team for the coming year. Furthermore, given the limitations that the spring training places on the supervisors’ ability to observe, the Program Coordinator will place even greater emphasis on fall observations continuing to look for ways to enhance the processes for the supervising team and streamline the experience for the leaders.

The Supervisor Team met weekly to debrief and schedule observations holding 21 meetings throughout the year, which is a decrease of 16% from the previous year and completing a total of **167 total SI/EXCEL observations, which is the second highest number of observations in the SI/EXCEL Program** as illustrated in the chart below. Including the Program Coordinator, this number results in 20 observations per Coordinator/Student Supervisor, a 31% decrease from the 29 observations per person in 2017-18 due in part to having an extra supervisor assisting in the fall term. As usual, the leaders expressed that they found the Coordinator/Supervisor Observations and Debriefs extremely helpful, giving them a mean helpfulness rating of 4.3 (on a 5-point scale).

In addition to overseeing the usual administrative areas, the Student Supervisors also aided the Academic Department in the creation, advertising, and facilitation of new information sessions to enhance the recruitment process, launched a new social networking communication tool, and championed the development of social programming for the SI/EXCEL Leader team. The information sessions were extremely helpful and will be continued in future years. The communication tool, #Slack, was very helpful for the Supervisor Team and will be continued for that group in future semesters. And the social programming was quite well received by the leaders and trainees and will be continued in future semesters.
**Mentors**

Mentors are experienced SI/EXCEL Leaders who have demonstrated high proficiency in their role, and are offered the promotion to Mentor. They are expected to give 1-3 hours per month to attend monthly mentor meetings, facilitate your group’s discussion during the SI & EXCEL monthly meetings, follow up with their group members in alternate weeks and generally serve as a resource for them. They are told to prepare to be available to share their experiences, advice, feedback, and suggestions with the new leaders.

In addition to the priority placed upon offering more supervisor observations, the Program Coordinator continued to place emphasis on the Mentor role to help strengthen peer leader connections and provide further opportunities for individualized feedback and support through consultations before each first session, exam review and final exam review as well as distributing important program information through the mentors to their teams. The Mentors were expected to communicate with their teams approximately once per month in between the ongoing training sessions. They were expected to check in with their teams to follow up on each members’ goal for the month as well as the important program updates or administrative reminders sent from the supervising team.

Different than last year, the leaders found their peer leaders and leader connections to be the most helpful element of the mentor teams, which seems that the team was able to increase a greater sense of community among the leaders.

<table>
<thead>
<tr>
<th>Mentor Groups</th>
<th>Mean Helpfulness Rating (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader Connections</td>
<td>4.38</td>
</tr>
<tr>
<td>Mentor</td>
<td>4.11</td>
</tr>
<tr>
<td>Team Emails/Communication</td>
<td>4.13</td>
</tr>
<tr>
<td>Team Meetings</td>
<td>4.26</td>
</tr>
<tr>
<td>Peer Leaders</td>
<td>4.43</td>
</tr>
<tr>
<td>January S19 Orientation &amp; F18 Reflection Review</td>
<td>4.27</td>
</tr>
<tr>
<td>February Focus &amp; Strategic CLTS</td>
<td>4.21</td>
</tr>
<tr>
<td>March Best Practices &amp; Designing the CLT Olympics</td>
<td>4.07</td>
</tr>
<tr>
<td>CLT Olympic Test Run &amp; Final Exam Review Planning</td>
<td>4.18</td>
</tr>
<tr>
<td>CLT Olympics</td>
<td>4.26</td>
</tr>
</tbody>
</table>

Because of this, the Program Coordinator plans to continue to place heavy emphasis on establishing and developing peer connections among the SI/EXCEL Leaders in the mentor teams, particularly by having the mentors continue to conduct individualized consultations for each first year leader’s first session, exam review, and final exam review and to communicate with their teams on a regular basis.
EXCEL Collaborative Learning Highlights

The EXCEL Collaborative Learning Group (EXCEL) Program provides formalized study groups for traditionally difficult courses. EXCEL Groups are comprised of approximately 9 students per group and are conducted by trained student leaders who have previously completed the course with an “A,” maintain a minimum GPA of 3.5, and have completed the 99251 Seminar in Supplemental Instruction training course. 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 is now in its twelfth year at Carnegie Mellon and experienced a record-breaking year as follows:

- Highest number of supported courses and enrolled students
- Highest number and percentage of total students registered for EXCEL
- Highest number of student contacts
- Highest number of student contact hours
- Highest number of EXCEL Groups in an academic year
- Highest number of sessions in an academic year
- Highest number of EXCEL Leaders in the history of the program
- Highest number of new leaders and total SI/EXCEL Leaders
- Highest number of individual interviews, group interviews, and trainees
- Program Coordinator was featured in the Piper
- Program Coordinator served as the Chair of Staff Council

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

- Recruited, interviewed, hired and trained the new Assistant Coordinator
- Assistant Coordinator attended the 2018 SI Supervisor Training
- Program Coordinator and Assistant Coordinator attended the 2018 AAC&U Conference
- Assistant Coordinator attended the 2019 Developing a National Research Agenda for STEM Academic Support Conference
- Program Coordinator attended the 2019 AERA Conference
- New emphasis on demographic analysis of the data
- Adding support for 21-128 Mathematical Concepts and Proofs
- Transitioning support for 24-221 Thermodynamics I to EXCEL
- Greater emphasis on the Student Supervisor training and project ownership, including:
  - Introducing #Slack communication technology to the team
  - New Student Supervisor-led Informational Sessions for recruitment
  - SI/EXCEL teambuilding through social events led by the Student Supervisors
The EXCEL Program supported 35 courses in the 2018-2019 academic year, 19 in the fall and 16 in the spring, which is a 9% increase over the previous year and the highest number of courses ever supported by the EXCEL Group Program in an academic year. This increase in courses came from adding EXCEL support for 21-128 Mathematical Concepts and Proofs, transitioning support for 24-221 Thermodynamics I to EXCEL, and reintroducing EXCEL support for 33-122 Physics II for Biological Sciences and Chemistry Students.

There were a total of 4,655 students enrolled in the EXCEL-supported courses. This is 116 students (3%) more than in the previous year. Of the students enrolled in EXCEL supported courses, 36% or 1,666 signed up to join an EXCEL Group during the academic year. This is the highest number of total and percentage of registered students in the history of the program. Of that number 1,615, or 35% of enrolled students, finished the year as graded EXCEL participants, which is the highest number of total graded participants (and tied for highest percentage of graded participants) in the history of the EXCEL Program.

These 1,615 graded participants attended EXCEL 13,743 times through the academic year, which represents 522 more student contacts or a 4% 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 19,816 hours in their EXCEL sessions, which represents 573 more student contact hours or a 3% 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 181 EXCEL Groups in the 2018-2019 academic year, which is a 3% increase from the previous year and the highest number of groups in the history of the EXCEL Program. There were 3,018 EXCEL sessions in the 2018-2019 academic year, which is a 5% increase over the previous year and the highest number of sessions in the history of the EXCEL Program. Of the 181 EXCEL Groups, 162, or 90%, of all regularly scheduled EXCEL Groups were held in university classrooms across campus. This is the highest number (and tied for the highest percentage) of EXCEL Groups to be held in university classrooms in the history of the EXCEL Group program.

One factor that contributed to the growth of the EXCEL Program in the 2018-2019 academic year was the number of courses experiencing high participation rates. Ten courses over the year had 45% or more of the student enrollment participating in EXCEL, 8 of which were 200-level courses and 2 of which were 100-level courses. The three highest participation rates occurred in the following courses: 06261 which had 81% of the class, 03231 which had 77% of the class, and 06262 which had 76% of the class participating in EXCEL. Also in F18 21127, F18 21128 and S19 33142, students who attended most consistently earned a .6-1.0 grade point higher final grade than those who did not attend EXCEL.

This was the second year that EXCEL support was offered for sophomore level mechanical engineering courses. Professor feedback was very positive such as Professor Malen’s fall 2018 feedback: “Oliver is great—a true asset to students. I am so thankful to have excel for our course.” However, student utilization was below average with overall average participation in each course noticeably lower than the overall average EXCEL participation rate each semester. In particular, 24261 Statics in the fall saw the lowest student engagement with mean sessions
attended, mean size of sessions, and end of term satisfaction well below the average as illustrated in the chart below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Groups</th>
<th>Participation Rate</th>
<th>EXCEL Participants</th>
<th>Mean Number of Sessions Attended</th>
<th>Mean Size of Sessions</th>
<th>Contacts</th>
<th>Contact Hours</th>
<th>Mid-term Satisfaction Rating</th>
<th>End of Term Satisfaction Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>24221</td>
<td>F18</td>
<td>3</td>
<td>30% (&lt;35%)</td>
<td>35</td>
<td>13 (=13)</td>
<td>9 (&gt;7)</td>
<td>322</td>
<td>452</td>
<td>3.78</td>
<td>4.0 (&gt;3.7)</td>
</tr>
<tr>
<td>24261</td>
<td>F18</td>
<td>4</td>
<td>27% (&lt;35%)</td>
<td>36</td>
<td>11 (&lt;13)</td>
<td>6 (&lt;7)</td>
<td>273</td>
<td>397</td>
<td>3.78</td>
<td>3.4 (&lt;3.7)</td>
</tr>
<tr>
<td>24231</td>
<td>S19</td>
<td>4</td>
<td>25% (&lt;37%)</td>
<td>31</td>
<td>11 (=11)</td>
<td>5 (&lt;6)</td>
<td>225</td>
<td>343</td>
<td>3.70</td>
<td>3.8 (&gt;3.5)</td>
</tr>
</tbody>
</table>

Leader feedback was mixed, reporting to the Program Coordinator of low student motivation and participation in the sessions, but stating that overall, EXCEL support for 24221 and 24231 did add value and should be continued while the leaders were split about whether it should be continued for 24261. Even so, for 24221 Thermodynamics, which saw the highest student engagement of the three courses and had the most adamant leader for continuing EXCEL, had mixed feedback with the leader stating, “I think EXCEL can cover what is missing from lectures and recitations [in 24221]... That being said, in my experience, thermo is the easier of the mechE/math courses. I feel statics, physics 2 and calc-3D are all more difficult than thermo.”

The leader hinted at an important phenomenon that occurred for this population of EXCEL participants for the first time in the 2018-19 academic year: they were eligible to participate in up to 5 different EXCEL-supported courses. We examined the participants based on the number of groups they made use of through the semester and saw that 41 students or 6% of EXCEL participants attended three or more groups, or were EXCEL “Super Users.” There were additional students who requested three or more groups, but they dropped without making use of them. This created added strain to the group placement turnaround time and leader workload. In the fall, the majority of students enrolled in one EXCEL Group, while in the spring, they enrolled in two EXCEL Groups.

Finally, throughout the four-month recruitment cycle for the 2018-2019 academic year, not a single applicant applied to support any of the sophomore mechanical engineering courses as SI/EXCEL Leaders for the next academic term. For these reasons and due to budgetary constraints, support for sophomore level mechanical engineering courses will be transitioning to walk-in tutoring for the next academic year.

In the spring 2019 term, a new Payroll System was implemented for SI/EXCEL leaders. This new system utilizes Google sheets and replaces the previous process for reporting and monitoring SI/EXCEL Leader hours worked. The new system reduced the amount of steps and time required for reporting hours and providing an efficient monitoring system for the coordinators. A Google sheet template with a tab for each pay period was created and shared with each leader which they update on a bi-weekly basis. Their inputted hours automatically update a master payroll sheet which was used for the following:
• Reconciling hours entered in Workday against reported hours in master payroll summary sheet in Google. Discrepancies were able to be identified, investigated and corrected to ensure accurate accounting of hours and compensation.

• Summarizing the type of hours worked by leaders per pay period in the following categories: Total Session Hours Worked, Total Preparation Hours Worked, and Total Hours.
  o Leaders reporting high preparation hours were identified so assistance with preparation could be coordinate as needed. Leaders were encouraged to coordinate session preparation with other leaders of the same course, meet with the Program Coordinator to discuss the course support and utilize archived session plans and handouts to facilitate session preparation and reduce preparation time.

• Visualizing trends in hours worked by category and month.

• Budgeting and forecasting for the upcoming academic year.

Due to the addition of the Assistant SI & EXCEL Coordinator, it became possible for the first time to begin to examine questions related to the demographic data of the EXCEL participants. There were 973 unique students who participated in EXCEL over the 2018-2019 academic year. These students submitted 1,828 total requests to join EXCEL. The majority of these students were from the College of Engineering (52% of unique students), female (57% of unique students), and in their first or second year (91% of unique students with 45.43% first year and 45.10% second year students). Sophomore students requested EXCEL at a higher rate than every other group at a rate of 2.40 requests per unique students.

Additionally, we were able to examine the student grade performance at a deeper level and found that on average, EXCEL participants started the semester with an average QPA across all of their courses of 3.12, while their non-participating peers had an average QPA of 3.25. In their EXCEL-supported courses, the EXCEL participants started the semester with an average mid-semester grade that was even further behind their non-participating peers with an average grade of 3.00 compared to the non-participating average of 3.20. This suggests that the EXCEL participants were encountering academic challenges overall and particularly with the EXCEL-supported courses and were in need of the resource.

However, while their non-participating peers experienced a grade decrease in the EXCEL-supported courses by the end of the semester, the EXCEL participants had an overall grade improvement between their mid-term and final grades and narrowed the gap from .20 points to .07 points behind their non-participating peers. This shows that EXCEL had a positive effect on the EXCEL participants’ grade performance in their EXCEL-supported courses. In fact, their participation in EXCEL may have had a positive influence on their overall academics as well since the EXCEL participants were able to narrow the gap from .13 to only .05 grade points behind their peers in their average overall QPA across all of their courses.

The 2018-2019 Academic Year was a record breaking year for the EXCEL Collaborative Learning Group Program. It set new records in every area: supported courses, total registered students, graded participants, percent of enrolled students participating, student contacts, student
contact hours, EXCEL Groups, sessions, number of leaders, number of interviews, and number of trainees.

It was also a year of achievement as the Program Coordinator presented at the 2017 College of Reading and Learning Association, Joseph Zoller was named 2018 Student Employee of the Year at Carnegie Mellon for his work with SI/EXCEL, and the Program Coordinator was invited to CMU-Q to conduct SI/EXCEL training for the students and staff of the ARC.

The year featured a continuation of 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 the program in continuing semesters.
STRESS MONITORING FOR SI/EXCEL LEADERS

The Program Coordinator continued to support the SI/EXCEL Leaders by monitoring stress levels. SI/EXCEL Leaders have the most time consuming undergraduate student employee position in the Academic Development office working anywhere from 6-15 hours per week.

The Program Coordinator continued to implement curriculum regarding stress to equip the leaders to assess and manage their stress as well as to be able to better identify leaders experiencing critical levels of stress as early as possible. This was achieved by continuing to introduce leaders to the Yerkes-Dodson Law and how the Peak Performance Curve intersects with leaders’ highly self-directed roles as leaders.

As in the previous year, the Program Coordinator also included perception of stress questions to determine whether there is a difference in the way that different students perceive their stress. These include questions asking them to identify the level where they spent the majority of their time on the Yerkes-Dodson curve over the past month, the monthly check-in survey asked about their primary source of stress, their perception of this stressor based on 4 indicator questions developed from Crum, Salovey, and Achor’s Rethinking Stress: The Role of Mindsets in Determining the Stress Response (2013), and how often they found they could not cope with all they had to do (see Appendix G).

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

In the 2018-19 academic year, we were able to add a measure in December and found that the high percentage of leaders reporting unhealthy stress in October and November continued
through the end of the semester. However, unlike the previous year, the highest number of leaders reporting unhealthy stress took place in November rather than in October.

In fact, the fall 2018 term saw the highest percent of leaders reporting unhealthy stress in the history of the program with 72% reporting unhealthy stress in November. This could have been affected by the tragic events surrounding the Tree of Life shooting (however the tragedy took place within the range of the October stress measure) or the fact that the November intervention was cancelled to allow the leaders’ time to focus on their wellbeing.

However, the leaders’ experience of unhealthy stress was significant. In fact, only 4 out of 57 unique SI/EXCEL Leaders never reported experiencing unhealthy stress throughout the 2018-2019 academic year. In other words, 93% of SI/EXCEL Leaders reported experiencing
unhealthy stress at least once during the 2018-2019 academic year. This is a 6% increase over the previous year. Interestingly, those who never reported unhealthy stress were all Mentor and/or Student Supervisors.

Yet, there were notable differences as well. While in the previous academic year, all women reported unhealthy stress, in the 2017-2018 academic year, 13% reported never experiencing unhealthy stress. Conversely, while no men reported unhealthy stress for every measure, in 2017-2018, 16% did report unhealthy stress for every measure.

Overall, in the 2018-2019 academic year, the SI/EXCEL Leaders’ overall self-reported stress curve responses skewed toward unhealthy responses as demonstrated in the chart below. While the theories confirm that the nature of the SI/EXCEL Leaders’ work naturally pushes them from peak performance to fatigue and exhaustion, their responses would be expected to fall into more of a natural bell curve.

When the two semesters are compared side by side, it is clear that overall, more leaders reported healthier stress in the spring 2019 term (36% healthy stress in fall 2018, 49% healthy stress in spring 2019). This could be the result of other factors in the leaders’ lives, the leaders
getting adjusted to their roles as SI/EXCEL Leaders, or the result of the interventions put in place during the fall term.

First and foremost, it is important to determine whether the leaders’ experience level plays a part in their experience of unhealthy stress. As the chart below demonstrates, there does seem to be a trend emerging to show that more first year leaders report experiencing unhealthy stress. With the exception of March 2019, first year leaders reported higher levels of unhealthy stress throughout the 2018-2019 academic year.

Since experience level may be a factor in the SI/EXCEL Leaders experience of unhealthy stress, it is also important to address the question of causality and whether their positions as SI/EXCEL Leaders are a contributing factor to their experience of unhealthy stress. However, when asked
for their source of stress, only 2% identified their work as an SI/EXCEL Leader as the sole source of their stress. In fact, 79% identified their academics as their primary source of stress, 13% identified other employment, 3% social sources, and 3% other.

When examining their self-reported source of stress by month, it is clear that academics are consistently the SI/EXCEL Leaders greatest source of unhealthy stress.

Given that academics are the primary source of stress for SI/EXCEL Leaders and their experience levels do seem to be a factor in their experience of unhealthy stress, it may be...
useful to examine the outside factors contributing to this. For example, the majority of first year women were sophomores and Mellon College of Science and engineering students as detailed below. Perhaps the high level of unhealthy stress in October was in part due to specific mid-semester academic requirements that they had to fulfill. The Program Coordinator would like to look further into the composition of the SI/EXCEL Leader cohort and identify academic trends to be better able to help support the leaders in their roles.

With the new payroll system, it became possible to compare the leaders’ self-reported unhealthy stress to their hours worked by month as demonstrated in the chart below:

Similarly, we examined the number of exam reviews, or extra sessions, compared to the leaders’ self-reported unhealthy stress in the chart below:
The fall again had a higher numbers of leaders reporting unhealthy stress than the spring term, which could be a result of the number of new leaders working for the first time and therefore be connected to the leaders’ self-efficacy. Therefore, we compared the percentage of leaders reporting unhealthy stress to the percentage of leaders reporting monthly goal attainment in the chart below.

The SI/EXCEL Leaders perception of their stress was also collected again this year as represented in the charts below. More assessment is needed to assess the leaders’ responses in this area.
However, these measures are also interesting when contrasted with another covert measure of their perception of stress, which was comparing their self-reported unhealthy stress to their response to the open-ended question regarding how often they felt overwhelmed. The Program Coordinator counted any reported occurrence as feeling overwhelmed, and focused on the experience of the First Year Leaders. Whereas there was notable difference between both first year men and women’s self-reported unhealthy stress and feeling overwhelmed, except for women in October, the men showed a significant change from the fall to the spring term. It went from all first year men feeling overwhelmed for the majority of the fall term down to less than half feeling overwhelmed for most of the spring term. Yet this did not match their self-reported unhealthy stress since a good portion still reported fatigue, exhaustion, burnout, etc.
While more work needs to be done to examine leaders’ experience of stress, perception of stress, source of stress and contributing factors, the measures taken this year do not seem to conclude that their positions as SI/EXCEL Leaders are the major factor in their experience of unhealthy stress. Their experiences as SI/EXCEL Leaders may well be affected by stress spillover from their academics or other causes of stress or contribute to their overall experience of stress like anything else.
The Academic Coaching Program

Michael Poljak | Academic Coaching Program Coordinator
TC Eley | Graduate AC Student Supervisor
Mikaela Lewis | Academic Coaching Student Supervisor
THE ACADEMIC COACHING PROGRAM

Academic Coaching Highlights

The Academic Coaching Program generated the following record-breaking data highlights in the 2018 - 2019 AY:

- Supported **559 students** with individualized support.
  - This is a **42% increase** from the 2017 – 2018 AY and a 53% increase from the 2016 – 2017 AY.

- Supported **306 unique students** with Individual Academic Coaching sessions.
  - This is a **47% increase** from the 2017 – 2018 AY and a 65% increase from the 2016 – 2017 AY.

- Fielded a program record-breaking total of **354 requests** for Individual Academic Coaching sessions.
  - This is a **42% increase** from the 2017 – 2018 AY and a 53% increase from the 2016 – 2017 AY.

- Students attended **1,185 Individual Academic Coaching Sessions**
  - Even with the growth in requests and attendance, we were still able to keep the overall “No Show” rate at **8%**

- Thirty-two students attending each Workshop
  - This is a **28% increase** from the previous academic year

- Two hundred **unique students** were supported via Consultations with an average of 34 students attending each event.

- Ninety-eight **total Graduate students** were supported with Individual Academic Coaching Sessions.
  - This is a **66% increase** from the previous academic year and a **308% increase** from the 2017 - 2018 AY.

- Eighteen PhD students enrolled in Individual Academic Coaching sessions and 86 PhD students attending Consultations during the 2018 - 2019 AY.
  - This is an **increase of 157%** and **105%** respectively.

- The Academic Coaching Program supported a total of **796 unique students** during the 2018 - 2019 academic year.
Individualized Support Sessions

**Individual Academic Coaching Sessions**

The graph below showcases our successful and intentional transition to assist students via various individualized support methods.

- Re-categorization of services based on level of impact to students specific to the Academic Coaching Program.
  - Individualized support = Higher Impact
  - Group Support = Lower Impact

- Consultations were piloted in 2015 and have become a reliable individualized support service.

- This transition has been executed without drastic budgetary implications or changes to staffing resources.

In comparing individualized support and group support, we have learned that individualized support is categorized as our higher impact format, while group support is categorized as our lower impact format. Both high impact and low impact formats are beneficial to the program’s mission to best support the varied needs of Carnegie Mellon University students, but they must do so through a coordinated and intentional effort. With this in mind, the Academic Coaching Program has been restructured and resources have been reallocated in order to prioritize one-on-one support.
Through a combination of support via Individual Academic Coaching Sessions and Consultations, a record-breaking 559 total students have been supported in an individual manner.

- This is a 42% increase from the 2017 – 2018 AY and a 53% increase from the 2016 – 2017 AY.

In order to successfully support the growing demand for one-on-one support, the Academic Coaching Program made efforts to intentionally throttle back the number of times a student could meet with a coach.

- A small drop in total sessions (185), allowed the program to successfully support 100 more students.
- Average sessions per student were throttled back from approximately 5.4 sessions per student to 3.4 sessions per student.
If we would have maintained 5.4 sessions per student, with 354 total students, we were faced with a projected Total of 1,912 sessions.

The additional 727 individual sessions would have led to an additional student salary cost range of $7,270 to $10,178, depending on the class rank and experience level of the student employee.

Individual Academic Coaching Requests

Individual Academic Coaching Sessions are the core service provided by the Academic Coaching Program. This has been determined through an analysis of our impact research, growing demands and requests, and a collection of student feedback. The Coaching Sessions are offered year-round to all admitted students. These sessions consist of intensive support that is customized to fit the needs of each individual student and carried out through regular one-on-one meetings. All students attend an Initial Consultation with a professional staff member, for the purpose of understanding needs, providing the student with immediate support, and connecting the student with the appropriate Academic Coach. All of the following meetings are carefully planned, outcomes are recorded, and progress is tracked. Positive results from Academic Coaching Sessions are the results of highly trained and skilled coaches.

- Individualized Academic Coaching Sessions are:
  - Customized to individual needs of individual students
  - Tracked and monitored to determine progress
  - Focused on identifying and adjusting the root of the issue
  - Driven to achieve short-term and long-term change

Extreme and constant growth in this area created a necessity for a dramatic programmatic shift and need for innovation. This led to the creation of our home-grown digital Academic Coaching Student Management System (see section “Program Innovation and Optimization” for more
Individual Academic Coaching Sessions have seen a consistent and substantial growth in demand over the last several years.

- Students attended **1,185 Academic Coaching Sessions**
  - No Show rate of 8%

In an effort to minimize no shows and allow for agility when navigating the busy schedules of CMU students, the Academic Coaching program give its Academic Coaches and students attending complete autonomy to schedule their meetings. Once the student is matched with an Academic Coach, they are able to adjust the meeting times as necessary. Previously, a student was scheduled for a particular time each week and this led to a large number of cancellations/no shows. This change has allowed us to essentially cut our no shows numbers in half with the replacement of proper rescheduling efforts.

### Students Attending Academic Coaching Sessions

The Academic Coaching Program is continuously working to offer individualized support to all colleges on campus. The information in the above graphs was automatically updated throughout the semester to give the program a live view of participation (see section “Program Innovation and Optimization”).
Supported students from all colleges and **80 majors and minors**

Intentional efforts to better support previously under-supported colleges without decreasing support for all colleges has been successful.

- TSB students supported has increased by approximately 5%
- SCS students supported has increased by approximately 5%
- DC students supported has increased by approximately 3%

Individual Academic Coaching Sessions continues to support students from all class ranks, with a particular stress on assisting students at the early stages of their academic career.

- What we consider First-Year students (First-Year undergraduates and First-Year Masters) make up roughly 50% of the students we support.
- The percentages of Class Ranks has maintained since the last academic year with the growth of overall student usage.
  - Sophomore student usage has increased by approximately 6%
  - Masters student usage has increased by approximately 3%
  - First-Year student usage has increased by approximately 2%
  - PhD student usage has increased by approximately 2%

**Highlights of Individual Academic Coaching**

- Supported a program record-breaking **306 unique students** with Individual Academic Coaching sessions.
  - This is a **47% increase** from the 2017 – 2018 AY and a 65% increase from the 2016 – 2017 AY.

- Fielded a program record-breaking total of **354 requests** for Individual Academic Coaching sessions.
  - This is a **42% increase** from the 2017 – 2018 AY and a 53% increase from the 2016 – 2017 AY.

- Students attended **1,185 Academic Coaching Sessions**
  - Even with the growth in requests and attendance, we were still able to keep the overall **No Show rate at 8%**

- Supported students from all colleges and **80 majors and minors**

- Collaboration with The Eberly Center on the creation and analysis of a pre-test and post-test that suggests we are impacting students in a statistically significant manner in the following categories:
  - Mindset, Belongingness, and Self-Efficacy (see section “Survey” for a more in-depth explanation).
Evaluation of Individual Academic Coaching Appointments

All students who participated in Academic Coaching Sessions were asked for feedback after their final session. Our session evaluation is made up of two distinct components. One component is the post-test to the pre-test that was taken upon entrance to the program (see section “Survey” for details). The other component was an assessment of the student’s experience with the program, progress towards satisfying their needs, and the individual Academic Coach’s performance.

- One-hundred and nine of the 306 unique students attending Individual Appointments, or 36%, completed evaluations of their Academic Coaching sessions.

- When asked what goals the student accomplished by attending Academic Coaching sessions, the following percentages of students stated that they successfully completed the following goals:
  - 94.4% of students reported that they successfully completed the goal of managing their time.
  - 74.8% of students said that they completed the goal of combating procrastination.
  - 62.6% of students reported that they successfully completed the goal of preparing for exams.
  - 59.8% of students reported that they successfully completed the goal of forming productive habits.
  - 57% of students reported that they successfully completed the goal of managing stress.
  - 55.1% of students reported that they successfully completed the goal of developing an intentional organizational system.
  - 31.8% of students reported that they successfully completed the goal of reducing test anxiety.
  - 20.6% of students reported that they successfully completed the goal of learning memory techniques.
  - 15.9% of students reported that they successfully completed the goal of learning to take effective lecture notes.

- 99.1% of students surveyed said that they would refer Academic Coaching to a friend.

- Below are 3 of 23 quotes from students when they were asked why they would refer a friend to Academic Coaching:
  
  “Academic Coaching is an incredible resource that not only gives you the tools to handle your academics more easily and effectively, but also helps you integrate them into your life in a way that works for you. I think almost every single student at CMU would benefit from Academic...”
Coaching and have been doing my (best) to make sure all of my friends (and even not friends!) know about what a great resource it is.”

■ “It’s so helpful to talk to someone dedicated to helping you improve as a student, even if it's only for part of the semester. They can help you fully understand what you want to accomplish and provide you with helpful resources and strategies you might never have considered. They can really help keep things in perspective, too; I’m having a really tough semester, but my coach is helping me stay focused on what I can learn from this moving forward instead of just feeling bad about this semester. Very helpful if you’re struggling and you don’t know where to turn.”

■ “Even if you think you don't need help, there is always something you can learn from these resources (Academic Coaching).”

● The following questions were scaled on a Likert scale of 1 to 7.
  ○ Did your Academic Coach make an effort to get to know you? (1 = Not at all, 7 = Very much)
    ■ 68% selected 7, 18% selected 6, and 13% selected 5
  ○ Did the Academic Coach knowledgeably address the questions you asked them? (1 = Never, 7 = Always)
    ■ 72% selected 7, 21% selected 6, 7% selected 5
  ○ How collaborative were your sessions with your Academic Coach?(1 = They talked to me, 7 = They worked with me to complete tasks)
    ■ 56% selected 7, 27% selected 6, 12% selected 5, 5% selected 4
  ○ How was your overall experience with your Academic Coach? (1 = Poor, 7 = Excellent)
    ■ 68% selected 7, 25% selected 6, 7% selected 5

Consultations

In an effort to offer individualized support to students that are either unable to commit to an Individual Academic Coaching Appointment or unaware of the program’s existence, we have been offering Study Skills Consultations since the 2015 - 2016 AY. Study Skills Consultations allow students the opportunity to sign up for a private, one-on-one meeting with an Academic Coach in order to get the individualized assistance that a traditional workshop is unable to fully offer. These meetings are generally 30 minutes and act as a study skills and self-management assessment, as well as the first step towards implementing the necessary strategies. Consultations afforded the program the opportunity to efficiently support a large number of students in an individualized manner within a short period of time.
Six Consultation events supported 205 students (200 unique students) in an individualized manner during the 2018 - 2019 academic year.
- This is a 6% decrease from the previous academic year.
- All consultations were based around the topics of productivity, organization, learning, and time management.

Although the preparation is time consuming, consultations have led to a low rate of no show and a high average attendance.
- There was an average of 34 students at each Consultation event.

The information in the above graphs was automatically updated throughout the semester to give the program a live view of participation (see section “Program Innovation and Optimization”).

- Graduate students made up approximately 44% of all students attending consultations
This continues to be an efficient way to support the growing graduate student populations (see section “Graduate Student Support” for further details).

- First-Year Students made up 35% of all students attending Consultations.
- A relatively equal distribution of colleges were represented in Consultations.
  - CIT and SCS represent the largest portions, but are also among the largest total populations.
- Notable colleges with substantial increases in participation at Consultations:
  - An increase of 700% for Tepper students
  - An increase of 145% for Heinz students
  - An increase of 127% for Mellon College of Science students
    - This accentuates the progress of our targeted outreach efforts.
Group Support

Workshops

With a large portion of the program’s resources and efforts going towards supporting CMU students on an individual basis, it is still a priority to put forth informative and collaborative learning opportunities in the form of group Workshops. In the spectrum of services offered by the Academic Coaching Program, Workshops act as an informative and collaborative introduction to vital study skills and self-management strategies. We have described Workshops as the following:

- Exposure to important ideas and topics
- Inspiration, motivation, and normalization
- Connection with resources
- Starting point for future change

Number of Workshops and Average Workshop Attendance

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<th>Academic Year</th>
<th>Number of Workshops</th>
<th>Average Workshop Attendance</th>
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Our primary target audience is First-Year students and Graduate students. A large majority of our Workshops in the 2018-2019 AY (66%) stemmed from fielding a request from a specific college, program, or campus entity to support a specific population of students with a specific need. The number of workshop requests is the same as the previous academic year. In previous years, the Academic Coaching Program accepted requests to embed workshops within large classes, for roughly 80 to 200 students. As our formats and materials are designed to be engaging and impactful, we found that these audiences were never engaged enough to advance beyond a lecture style Workshop. Therefore, we rejected multiple requests for large, in-class workshops for such audiences of students who were not attending under their own volition or under the recommendation of a trusted advisor or mentor. We supplemented these requests with brief presentations on our services and relevant strategies, in order to maintain visibility and awareness. As the Academic Coaching Program recognizes that the decision to reject Workshop requests for large groups greatly impacts our overall total numbers, the desire to have a meaningful impact preponderates.

- 8 of the 12 Workshops held were requested by the campus community.
- Supported 378 total students with 368 being unique students
  - This is a 2% increase from the previous academic year with 3 less Workshops offered
    - An average of 32 students attending each Workshop
      - This is a 28% increase from the previous academic year

Summer 2018 Workshops
- Academic success: Starting off on the Right Foot
  - A two-day workshop to support the daughters and sons of faculty and staff that are attending college in the Fall.

Fall 2018 Workshops
- First-Year Success Workshop
- Time Management and Productivity for Architecture First-Year Seminar
- Time Management, Productivity, and Motivation for PhD Students
- Time Management, Productivity, and Motivation for all Graduate Students
- Finals Prep Workshop

Spring 2019 Workshops
- Strong Start
- Time Management and Productivity for Graduate Students
- Time Management for Civil and Environmental Engineering Honors Society
- Time Management and Program Overview for Tutoring Training Class (2 separate sessions)
- Time Management and organization as an SI/EXCEL Leader for the SI/EXCEL Training Class (3 separate sessions)

Evaluation Highlights - Workshops

All students who attended a Workshop were asked for feedback via an electronic survey. This is an important opportunity to formally collect information around the perspective, needs, and experience of the students at CMU. Workshop feedback, along with individual session feedback, is used to shape what we provide and the way we provide it.

- Of the 378 total students in attendance, we received 52 survey responses.
  - Approximately 14% response rate
    - Getting a higher response rate will be a crucial step to receiving meaningful feedback.
- 83% of students rated the usefulness of the content presented as “Highly Useful” and “Very Highly Useful”
- 85% of students rated the helpfulness of the Academic Coaches that facilitated the Workshop as “Highly Helpful” and “Very Highly Helpful”
- 79% of students rated the helpfulness of the Workshop as “Highly Helpful” and “Very Highly Helpful”
- 98% of students reported that they would consider attending another Workshop

We asked students for feedback, thoughts, and questions regarding their experience at one of our Workshops and received 18 total response.

- “I am really grateful that such resources exist; thank you so much.”
- “Great workshop! I am already seeing positive improvement.”
- “Excellent workshop with amazing activities. More time would have been better”
- “Really enthusiastic presenters with helpful information!”
Graduate Student Support

While carefully exploring the needs of the Graduate student population over the last three academic years, it has become clear that CMU Graduate students are seeking one-on-one time to work through their own personal needs. Therefore, individualized support for Graduate students was a primary focus during the 2018-2019 AY, which was realized through Individual Academic Coaching Sessions and Consultations. Supporting students via Academic Coaching sessions and Consultations was carried out by the five graduate student Academic Coaches, experienced Academic Coaches, and the Academic Coaching Coordinator.

In an effort to plan for the specific needs of Graduate students, we set out to have specific, Graduate Student only individualized opportunities. Our purpose was to provide the best possible information and support and see a greater impact for the students. As resources continue to be limited, we also needed to make adjustments (see section “Program Innovation and Optimization” for more details).

- Supported **98 total Graduate students** with Individual Academic Coaching Sessions.
  - This is a **66% increase** from the previous academic year and a **308% increase** from the 2017-2018 AY.
  - Of the 98 total Graduate students, 80 were Masters students and 18 were PhD students.
- This represents a **54% increase** in Masters students and **157% increase** in PhD students.

- We decreased the total number of Graduate students supported in Consultations by 24%, but we increased the average attendance of a Graduate student to a Consultation event from 20 students to 45 students.
  - This represents a **125% increase** in average attendance.

- Our efforts to sections Graduate student support from Undergraduates has proof of concept and can be scaled moving forward.

- Due to limited resources, the number of sessions per student was intentionally throttled back so that we could support more students with the same resources (See section “Program Innovation and Optimization” for more details).
  - Graduate students averages approximately 2 sessions per student
  - Several Graduate students were supported by professional staff (Academic Coaching Coordinator), in order to provide efficient support with less use of resources.

Group support for Graduate students in the form of Workshops is the easiest way to reach the most students. It is an integral part of enhancing program visibility and awareness across campus, as well as providing students with useful information and a spark of motivation. A key difference with the Graduate population, when compared to the undergraduate population, is the trajectory of Workshops. As we are still working our way into a new market with Graduate students, exposure and execution during that exposure with large groups is proving necessary.
- Trending growth in all areas of Graduate student support will require more resource support and efforts to increase staffing of Graduate Student Academic Coaches.
  - The only decline is in total students supported via Consultation, but this is a product of less events, as mentioned previously.
- There was an increase of 80% in the number of Graduate students attending workshops when compared to the previous academic year.

**PhD Student Growth**

PhD students are one of the largest growth populations utilizing the Academic Coaching Program. As support on a group level has stayed relatively constant, attendance and requests for individualized support has seen dramatic increases. We have come to learn that a majority of PhD students come in for assistance for the following areas:

- Navigating the PhD advisor relationship and responsibilities
- Balancing life and work
- Creating their own structure for a productive experience
- Developing and maintaining an organizational system
- Motivation and future direction clarity
- Self-Management and time-management
- Discipline, focus, and accountability

**YOY PhD Student Growth**

There were a total of 18 PhD students enrolled in Individual Academic Coaching sessions and 86 PhD students attending Consultations during the 2018 - 2019 AY.
• This is an increase of 157% and 105% respectively.
• This is also an increase of 800% for individual sessions and 2050% in Consultations since the 2016 - 2017 AY, which points to the great effects of a gentle increase in program awareness and recognition.

Academic Coaching Coordinator Highlights – Mr. Michael Poljak

• Conducted **157 Initial Consultation** and **133 Individual Coaching Sessions** for a total of **290 total individual sessions** with students
  ○ This represents over **20% of the total individual sessions** conducted during the 2018 - 2019 AY.
• Met with **68 students** on a regular to semi-regular basis
  ■ Those students were efficiently supported with an average of approximately 2 sessions per student
  ■ If those 68 students were assigned to a student employee:
    ● 68 student at the program average of approximately 3.4 sessions per student would have led to an additional student salary cost range of **$2,310 to $3,234**, depending on the class rank and experience level of the student employee.
  ○ A portion of these students were supported by the Academic Coaching Coordinator on an “As Needed” basis, in order to keep the workload of the Academic Coaches at a sustainable level.
  ○ These are also students that were deemed too challenging to be placed with an Academic Coach.
• Created and facilitated **6 Workshops** to a total attendance of 226 students.
• Responsible for **516 of the 2012 total student contacts**
  ○ This represents **26%** of the Academic Coaching Programs **total contact output**.
• Presented information about the Office of Academic Development’s services and various study skills strategies 10 times to a total attendance of roughly 865 students, faculty, and staff.
• Accepted to present on the Academic Coaching Programs innovations at The Association for The Coaching and Tutoring Profession (ACTP) 2019 conference.

Program Innovation and Optimization

Throughout the 2018 - 2019 academic year, the Academic Coaching Program made great efforts and achieved tremendous progress within the domain of innovation and optimization. These advancements were the product of necessity, opportunity, hard-work, and passion. Guiding our progress in these areas were the following needs:

• The ability to understand and prove that our program positively impacts students
• Evolution to a model of progress and decision-making that was driven by data
• Optimization of current processes to best support and maintain growth, without sacrificing quality
• Collecting and generating meaningful data for the purpose of advancing the quality of our efforts and understanding of the university experience.
• Redefine what it means to properly support a university student
  ○ Developing models for repeatable executing of support

These areas were advanced through the creation of our own student survey, redesigning the training class, and developing a digital Academic Coaching Student Management System (ACSMS) and standardizing the processes that live within the system.

Survey

Last summer, 2018, Mike Poljak and TC Eley, at the time a graduate student summer intern, worked with the Eberly Center to develop a pre- and post-assessment for the students that used Academic Coaching’s services. We worked with Chad Hershock and Soniya Gadgil to initially develop the assessments and Michael Melville to analyze the data at the end of the year.

The goal of the collaboration with the Eberly Center was to learn about the effect, or impact, of our services by getting feedback from the students who use them. We had to reflect on what success meant for the program, Academic Coaches, and the students that use our services. The Eberly Center helped us synthesize our goals into four psychologically validated measures:

• Mindset
• Self-efficacy
• Belongingness
• study skills

These measures align with Provost Jim Garrett’s goals of cultivating a growth mindset, belongingness, and self-authorship in CMU’s student population.

The implementation of the assessment has allowed for real-time feedback regarding our students needs and an assessment of the program’s impact on our students. Students are not generally aware of all of the factors impeding their success and the assessment has allowed for those factors to be brought to the surface. The pre- and post-assessments give us valuable information on the population we are serving, the needs of that population, how well we are serving that population, and areas that we can improve our services.

We are also able to assess the program’s overall impact through the studies we have conducted with support from the Eberly Center. These studies are a way to show the impact our program is having by studying the statistical significance of the changes in each of the measures for the students that we supported. Soniya Gadgil analyzed the data from Fall 2018 and produced a report detailing the initial findings (see Appendix H).
Thirty-nine total respondents showcased a statistically significant improvement in self-efficacy for students who used our services from the pre-assessment to the post-assessment.

In the year-end study, Michael Melville analyzed the data from Fall 2018 and Spring 2019 (final report pending), with two surprising demographic findings:

- Sixty-two total respondents showcased a statistically significant improvement in self-efficacy and mindset
- Female students had much stronger gains across all measures than male students
- International students showed very strong gains across all measures compared to domestic students

Moving forward, we will continue this research and move to better understand its findings, while making programmatic adjustments guided by our aforementioned findings. As these findings are based on a small sample size, approximately 20% of our total supported students, we look to increase our survey completion rate with an optimized process.

The benefits of conducting this assessment:

- Reducing the overall cost of our program and student support
- Proving statistically significant impact on student
- Identifying the needs of the population
  - Contributing to the DNA of our services and the marketing of our services
- Laying the foundation for an evidence-based program
  - Intentionality with all services (Group and Individualized support)

We have saved money and the use of human resources for the department by switching to a digital system and by no longer using the Learning And Study Strategies Inventory (LASSI). Previously, Academic Coaching used LASSI to assess students when they entered the program. These cost $4 for one assessment. This year, with 350 students taking the pre-assessment that we developed in-house, that would have cost $1,400 plus supplies and human resources. These savings will continue moving forward.

From these initial studies, we have learned that we have a statistically significant positive impact on the student population that we support. This is a very positive finding and demonstrates the importance of our services in supporting students. We hope to present our research at the Eberly Center’s Teaching and Learning Summit and publish an article in a higher education journal. This is the first step in understanding how we can create the conditions for students at CMU to succeed, which should result in an increased graduation rate and a more positive student experience.
We have identified and learned key problems that students commonly come to Academic Coaching to work on and are finding and using evidence in scientific literature about the best ways to ameliorate these problems.

This research has helped us understand the current condition of the program and the students who are supported by the program, which has resulted in evidence-based decision-making at a program level. In the future, we will be trying to create an evidence-based approach for the student level as well. By measuring what we are doing and why students have come to us, we can improve our services to meet the needs of the student body. We can compare future years’ data this year to see the changes in the results of the program.

**Training Class**

The Seminar in Academic Coaching course was redesigned by Mr. Michael Poljak and Mr. TC Eley to enhance the development of future Academic Coaches and to give them opportunities to practice the necessary skills and knowledge of being a coach. A report created by Solutions Consulting’s Matt Miller recommended the standardization of the coaching programs teaching processes. We made a clear syllabus with materials on Drive and quizzes on Canvas. Improvements were made at the end of the course and minimal adjustments will need to be made next year.

To achieve our goal of developing Academic Coaches’ knowledge and skills, we applied learning science principles to the course through TC’s partnership with the Eberly Center to develop the syllabus for the course and attendance to CMU’s course on applied Learning Science. Examples of a few of the class enhancements (see Appendix C for the syllabus for our course):

- Weekly quizzes before the beginning of class to assess how well they understood the key takeaways
- Rotating active learning activities to practice the knowledge they had gained.
- Students practiced all of the activities that they will do as coaches, in multiple forms on a variety of topics.
  - Conducting sessions, using the student management system, and using a whiteboard

The progress of the course was assessed at multiple points via Early Course Feedback, Faculty Course Evaluations, and an end-of-class survey. Jessica Harrell from the Eberly Center conducted the Early Course Feedback (see Appendix I), and helped with the development and analysis of the end-of-class survey (see Appendix J). We were able to improve the rest of the course and future iterations because of the Early Course Feedback we received from students, while giving students authorship of their class. This represents one of the many examples of the programs inherent and intentional effort to utilize Self-Authorship as a success contributor.
The Faculty Course Evaluation and the end-of-class survey showed very positive results.

- This was the first year in Academic Coaching’s history that a Faculty Course Evaluation has been conducted
- 100% of students scored the course and its instructors as “Excellent” in 8 of 9 categories
  - One category (The instructor provides feedback to students to improve) received 86% “Excellent” and 14% “Above Average”
- All responses ranged from half a point to a full point higher than the university average
- The end-of-class survey saw 100% of students agreed or strongly agreed that this course prepared them to be an Academic Coach.

**Student Management System**

The impetus for the creation of the student management system was the report generated by Matt Miller from Solutions Consulting. Matt Miller analyzed the different processes within Academic Coaching and found that the intake and initial scheduling of session processes were too slow and cumbersome. They were bottlenecks which reduced the capacity of Academic Coaching to timely support students in need. The manual paper process was unable to deal with the high demand of students requests without significant negative repercussions. Matt Miller recommended using a digital system to reduce the amount of time and resources necessary for the intake and scheduling processes.

During the summer of 2018, Academic Development hired a part-time graduate student intern, TC Eley, to work on increasing the efficiency of the intake and scheduling process using a digital tool. Mike Poljak and TC Eley found that Google Suite provided everything that was needed to create a digital system to increase efficiency. In the process, we collaborated with the Eberly Center to measure the success of the program. This led to the creation of the pre- and post-assessment that students take, which assesses the psychological constructs of mindset, belongingness, self-efficacy, and study skills. We discussed this in greater detail in the section titled “Survey”.

Using Google Forms and Google Sheets, we were able to create a digital intake, pre-test, post-test, session report (for the Academic Coaches to document what occurred in a session and other relevant information), and dashboards (for the Academic Coaches to track the progress of their students and review their student’s information before the next session). This led to the real-time collection of data and the ability to surface the data to understand the current state of the organization, improve services, and reduce the security risk of private information being taken or seen. Previously, this had all been done with paper and required manually inputting the information into a computer, which was time consuming, error prone, and an added cost, as it was often delegated to a student employee.
Digitizing these processes, and adding pre- and post-assessments, has led to a number of benefits for Academic Coaching. It achieved the original goal of increasing the efficiency of the intake and scheduling procedures by lowering the barrier to entry and streamlining processes.

- Previously, it took roughly 5-12 days from the point of requesting an Academic Coach to having the first meeting (Initial Consultation).
  - This often led to cancellations and/or no shows
  - Putting this into perspective, **5 to 12 days is roughly 7% to 15% of a student’s semester**. Time is a valuable resource in the short lifespan of a semester and the ability to not waste time is an asset.

- Our current process allows students to sign up for their first meeting as early as today. Meaning, if a student needs the support of the program, they can begin receiving that support without delay
  - Most Initial Consultations were scheduled within 3 days of the request.
  - This is important because students often come to Academic Coaching when they are in need, so a delay in service can have a large negative impact on that individual student.
  - This is mostly and automated process, with very few manual actions required.

With an increase in efficiency, there has also been an increase in saving money. The first example is no longer using the Learning and Study Strategies Inventory (LASSI). We saved $1,400 this year by working with the Eberly Center to create a digital study skills assessment and not having to pay for LASSI, as we did in the past (see section “Survey” for more detail). We also saved money by reducing the hours that we spent by staff members on administering and processing the data. Student workers were used to manually input the data into a spreadsheet, which is no longer necessary, so all of that time and money is saved. Since the processes are digital, less paper and printing is needed. This results in financial and environmental savings. Digitizing the processes have also increased the security of the sensitive information that Academic Coaching collects. Previously, these physical files were unlocked and could easily be taken or stolen.

Another benefit of increased efficiency is the increase in the number of students using Academic Coaching’s services this year. As you can see in the below graph, last year the number of unique students going to individual sessions grew less than the previous years. This year we returned to the trend. We believe this occurred because the administrative processes of Academic Coaching had reached capacity and were not suited to support the programs growing popularity. Students were processed slowly and not all students who were in need were supported, which was mostly rectified with the first experience with the new system.
As shown in this graph, the capacity to support students was leveling out during the 2017-2018 academic year. Our previous process was overwhelmed and not suited to support the numbers that our redesigned program and new initiatives were generating. With a change in processes and the development of a system, we have currently returned to the previous rate of growth, while allowing for a variety of other necessary improvements.

Another component of the successful growth and capacity for growth is a more intentional and standardized process for fielding requests. Previously, students were left to request a meeting if they needed it and relied on to attend if they requested. Minimal to no steps were taken to secure the students attendance and therefore their participation in the reception of support. As this is still partially part of our policy, where we aim to empower students to take control, but we realized that we must interact with them in order to empower them. Below is a representation of the “Old Process” versus the “New Process”. The processes are from the same time period, but are different total numbers due to the aforementioned growth.
Highlights from the process change:

- Our capacity to support more students with the same resources is clear.
- The “Old Process” had a success rate of 72%
  - If we continued with the old process at the success rate of 72% for the 354 students that requested support, we would have unsuccessfully supported approximately 100 students, or nearly 3 out of every 10 students.
- The “New Process” has a success rate of 94%

The student management system allows the Academic Coaching program to assess its effectiveness and learn from these results. The organizational data we are collecting has allowed for evidence-based decision making and will allow Academic Coaching to increase this capacity. Previously, there wasn’t real-time digital collection of data. Once a year, the data was manually processed to produce the annual report. Now, we have collected organizational data that can help us make better decisions in the moment. For example, this past year, we noticed that we weren’t supporting students from the College of Fine Arts as much as we were the other Colleges. We therefore took action to increase the number of students from the College of Fine Arts by reaching out to their Department Heads, Deans, and Advisors. This proved successful and now CFA students represent the highest concentration of students per college on campus. Just as the system allowed us to identify that we were not supporting CFA students, system has given us real-time information regarding the growth of our CFA reach. This led to targeted recruiting and the successful training of seven CFA Academic Coaches to properly support the growth. We have modeled our approached (shown below) and are working to utilize it with other colleges and organizations on campus.

**Identify → Connect → Learn/Inform → Support**

In the future, we hope to use the organizational data with other sources of evidence using an evidence-based management framework: organizational data (which we are collecting due to the student management system), scientific literature (which we will start researching and collecting in Academic Year 2019–2020), stakeholders, and practitioners (experts). This also means that we can learn about the service we are providing and what is and isn’t effective based on the pre- and post-assessments. One example is surfacing the data that coaches record about students for each session via their student dashboards. This allows coaches to easily remember important information and allow each session to properly support the previous session. This also provides an opportunity to look at historical information about the student that they are meeting and supporting. Below is a screenshot of an example Dashboard.
Lastly, we have started efforts to be able to prove the impact that Academic Coaching has on the students that it supports. In the past, some people have questioned the usefulness of Academic Coaching. We have evidence that Academic Coaching statistically significantly improves students’ mindset (increasing their growth mindset) and self-efficacy. Additionally, belongingness is positively affected and will need a larger sample size to represent statistically significant result. We hope to present our findings and/or publish our results in a journal.

Data-Driven Efficiency Efforts

Due to the fact that there has been consistent growth in the number of students attending Individual Academic Coaching Appointments, it was in the program’s best interest to intentionally throttle, or restrict, the total number of individual appointments. This intentional restriction allowed the program to support more students with our current resources. As we operate under the belief that it generally takes at least one month to make worthwhile progress in the process of learning a new skill, adapting and committing to a new system, and/or progressing in a meaningful behavioral and/or attitudinal change, our goal was to gently adjust the average number of times a student meets with an Academic Coaching, in order to limit costs and free up resources to properly support growth. This initiative was driven by data we have collected and our growing level of understanding regarding what it takes to effectively impact a student. We were extremely successful with this initiative

- Throttling was achieved in three ways:
  - During the Initial Consultation, the Academic Coaching Coordinator would recognize that a particular student’s needs did not warrant full participation in ongoing appointments and would suggest that the student stay connected with the coordinator on an as needed basis.
  - As student progress is constantly observed, assessed, and tracked throughout their participation in the program, students are transitioned, when appropriate,
from weekly appointments to bi-weekly appointments and so on. Eventually, students move to an as needed status when mutually agreed upon, which occurs within a different timeframe for each individual. This progression creates open availability in the schedules of our Academic Coaches.

- We are simply getting better at supporting students.

- There were a total of 1,185 Individual Academic Coaching Appointments
  - A small drop in total sessions (185) from the previous academic year allowed the program to **successfully support 100 more students.**
  - Average sessions per student were throttled back from approximately **5.4 sessions per student** to **3.4 sessions per student.**
    - If we would have maintained 5.4 sessions per student, with 354 total students, we were faced with a projected Total of **1,912 sessions.**
  - The additional **727 individual sessions** would have led to an additional student salary cost range of $7,270 to $10,178, depending on the class rank and experience level of the student employee

This graph simply shows that we were able to support more students with the same resources, which was a product of data-driven decision making and changes to multiple processes.
University Outreach
UNIVERSITY OUTREACH

Orientations
Welcome to CMU Summer Orientation
Freshmen Orientation Resource Fair
Office of Disability Services Orientation
Dietrich College Resource Fair
Resident Assistant Resource Fair
Advisors “Did You Know” kick-off event and other breakfast meetings
ECE Sophomore Event
Tepper Undergraduate Sneak Peak

Collaborative Efforts on Campus
Ms. Donora Craighead, Mr. John Lanyon, and Ms. Jessica Owens are all members of the CMU Staff Council.
Ms. Jessica Owens served as the Chair of Staff Council.
Provost All Hands Gathering
New Faculty Orientation
Senior Leadership Reception
Student Employee of the Year Lunch
Take our Daughters and Sons to Work Day
Jessica served on a committee to choose the Student Employee of the Year
Worked with Mr. Matthew Miller of the Computing Solutions Group
The staff attended several meetings related to CMU Balance with our supervisor, Jen Gilbride-Brown, Matt Miller and the staff from Computing Services, as well as Mr. Nitsan Shai, the owner of the CMU Balance platform.
David Chickering
Met with the following colleagues during the AY:
  Matthew Miller – Consulting Solutions Group
  Glenn Clune and Samantha Nielson
  Angie Lusk on wellness initiatives
  Dr. Ross O’Connell - Statistics
  Kumail Lassi and Hillary George, new housefellows
Bruce Gerson
Lauren Warden-Rodgers – Tartan Scholars Program
Dr. Paul Steif – offerings for Mech E students
Kody Manke
Jason D’Antonio
Susan Finger and Marti Louw – to discuss a training class for IDeATe on teaching/learning
John Mackey
David Anderson
Kris Dahl
Chad Hershock, Soniya Gadgil and Michael Melville – Eberly
Patience Whitworth – Strategic Initiatives
Eric Grotzinger – Persistence
Heather Workinger Midgley, Dick Block, Sharon Johnston, Amy Nichols – CFA
Hilary George – Community Standards
Erin O’Brien – Tepper

Phi Beta Kappa ceremony
Office of Disability Services
Allison Jednak – CAPS
Intercultural Communication Center
Graduate Student Assembly
Tartan Scholars – interview panel
John continues to participate on the Academic Disciplinary Actions Procedures Committee
Floor Marshall emergency responder training
Three members of the staff served on the HPP Interview Panel
Retirement events for Dr. Kurt Kumler, Ms. Ty Walton, and Ms. Peggy Heidish

Academic Development staff met with Jennifer Wegner of the Tepper School of Business on August 2, 2019 to take a tour of the newly opened Tepper Quadrangle and to discuss the possibility of holding walk-in tutoring, SI/Excel sessions, and academic coaching workshops in the new building.

Academic Development staff attended a ‘Meet and Greet’ with the staff of the Undergraduate Research Office, the Leonard Gelfand Center, and Computing at Carnegie Mellon on Monday, November 12, 2018 to learn more about each of their offices and to brainstorm ways we can work together to improve the quality of the services we provide to our students.

Academic Development staff attended a presentation given by the office of Institutional Research and Analysis on Wednesday, October 10, 2018 to review the results of the latest
Student Experience Survey (SES) and to participate in a discussion on how the results can improve our programming moving forward.

The Peer Tutor Program Coordinator and SI/Excel Program Coordinator presented at the School of Computer Science first-year seminar class on Tuesday, September 25, 2018. The purpose of the presentation was to brief first-year SCS students on Academic Development’s services and to address any questions or concerns they had about reaching out for help.

Academic Development staff met with Dr. Paul Steif of the Mechanical Engineering Department on Wednesday, February 27, 2019 to discuss the possibility of increasing Academic Development’s support of -200 and -300 level Mech-E courses.
Appendices

A. CMUS 99-250 Seminar for Peer Tutors Syllabus
B. CMUS 99-251 Seminar for Supplemental Instruction Syllabus
C. CMUS 99-252 Seminar for Academic Coaching Syllabus
D. Organizational Chart
E. Sample of Basic Math Computations for the SI Summary Report
F. CLT Olympics
G. Stress Monthly Check-in Survey
H. Academic Coaching Survey Findings
I. Academic Coaching Early Course Feedback Survey
J. Academic Coaching End-of-Class Survey
**Spring 2019**  
**Seminar in Peer Tutoring**  
99-250  
*Academic Development, Carnegie Mellon University*

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

**Time/Location:** Monday 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

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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 18

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 25

The Roles and Responsibilities of a Peer Tutor

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

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

Session Three: March 4

The Tutoring Cycle

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

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

- 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 weekly tutoring appointments by week six and complete an observation form for each appointment.

Session Four: March 18

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 weekly tutoring appointments by week six and complete an observation form for each appointment.

Session Five: March 25

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?
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 weekly tutoring appointments by week six and complete an observation
   form for each.

Session Six: April 1
Managing Weekly Tutoring Appointments
- Practicum Discussion
  - Are you getting a chance to work with students during your practicum?
  - Is the experience what you expected? Why or why not?
  - Are there any issues or problems you want to troubleshoot?
- Small Group Discussion
  - What difficulties did you encounter in observing three weekly appointments?
  - For each appointment, did the tutor meet your expectations? Why or why not?
  - For each appointment, what did the tutor do well? What would you have done
differently?
  - Compare and contrast walk-in tutoring with weekly tutoring appointments.

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: Sunday, April 7
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 15
Visiting Academic Coaches – Study Skills Presentation
• Academic Coaches’ Presentation
  o Individual Appointments & Group Workshops
  o Sample Workshop
  o Identifying Students With Study Skills Issues
  o Making Referrals
• Group Consolidation

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

Session Nine: April 22
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.
CMUS 99-251: Seminar for Supplemental Instruction
SI & EXCEL Leader Training Class Syllabus

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

Instructional Staff: Christine Ricci, Assistant SI & EXCEL Coordinator, cricci@cmu.edu
Bria Persaud, Student Supervisor, briap@andrew.cmu.edu
Sophie Halpern, Teaching Assistant, sahalper@andrew.cmu.edu
Sunjeev Kale, Teaching Assistant, sjkale@andrew.cmu.edu
Wei Jin Oh, Teaching Assistant, oweijin@andrew.cmu.edu
Kylee Santos, Teaching Assistant, ksantos@andrew.cmu.edu

Day/Time/Location: Section A – Tuesdays, 4:30pm-6:30pm Cyert Hall B6B
Section B – Tuesdays, 6:45pm-8:45pm Cyert Hall B6B
Section C – To Be Determined

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


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

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

Practicum:
1. One SI/EXCEL Mentor Interview (.5 hour minimum)
2. Two Simulated Sessions (1 hour total with preparation time)
3. Three Observations
   - Specifics:
     i. Observe 2 regularly scheduled SI or EXCEL sessions (1 hour each)
     ii. Observe 1 SI or EXCEL Exam Review session (2 hours)
     iii. Debrief each observation with the SI/EXCEL Leader (.5 hour minimum)
   - 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
   - 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)
   - What else is involved:
     i. One Session Plan Conference with Coordinator/Student Supervisor per co-lead
     ii. One Self-Assessment and Reflective Essay per co-lead
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.

Research Study Notification:
For this course, I am conducting research on the impacts of teaching strategies on student learning. This research will involve analyzing student coursework. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU.

If you choose not to participate in the research, you must still complete all required coursework, but your data will not be included in the research analyses. Participants will not receive any compensation. The data collected as part of this research will include student grades. All analyses of data from participants’ coursework will be conducted after the course is over and final grades are submitted.

The Eberly Center may provide support on this research project regarding data analysis and interpretation. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. Please contact Dr. Chad Hershock (hershock@cmu.edu) or me at jaowens@andrew.cmu.edu if you have questions or concerns about your participation.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Topic</th>
<th>Materials Needed</th>
<th>Assignments Due Next Class Period</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Tuesday, February 19</strong></td>
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</table>
|               | Introductions Class & Practicum Overview                                                                  | Training Binder<br>- LRM & Guide<br>- Syllabus<br>- Practicum Form                                                | **Mentor Interview:** complete the questionnaire form and write a one-page reflection on what you learned about being an SI/EXCEL Leader and leading sessions from your mentor.  
**Observation #1 of Mentor SI/EXCEL Session:** complete the observation form and write a one-page reflection about ways the leader tried to break the dependency cycle and fulfill the SI Credo.  
**Practicum Scheduling:**  
- Co-lead Session dates (between March 20-April 16) scheduled with Mentor(s)  
- Exam Review Observation  
**Reading Assignment:** Theoretical Backgrounds LRM 16-17 |
|               | SI & EXCEL Model - SI for Leaders - Proof that SI works - The Dependency Cycle - SI Credo & SI Compared to other models |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|               | Collaborative Learning                                                                                   |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|               | Ideal SI Leader & Sessions                                                                              |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
| **Week 2**    | **Tuesday, February 26**                                                                                 | Training Binder<br>**Due: Observation 1 of Mentor SI/EXCEL Session:** complete an observation form.  
**Due: Mentor Interview** Completed Interview Questionnaire, and one-page reflection  
**Due: Co-lead Dates (and Exam Review Observation)** | **Reading Assignment:** Intro to Processes LRM 39-40, Planning for SI Sessions LRM 26-27, Prerequisite Knowledge LRM 106-107  
**Observation #2 of SI or EXCEL Session:** complete an observation form and write a one-page reflection 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?”  
**One-page Reflection Paper:** “What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” |
|               | SI-EXCEL Learning Process                                                                                |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|               | Ideal SI Leader & Sessions                                                                              |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|               | What Kind of Leader will I be?  
- Learning Styles Inventory - Gardner                                                                        |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
|               | CLT Exercises: Informal Quiz, LRM 62-64, Vocab Development LRM 47-50, One Minute Paper LRM 77            |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
| **Week 3**    | **Tuesday, March 5**                                                                                      | Training Binder<br>**Due: “What Kind of Leader Will I Be?” - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” Reflection Paper**  
**Due: Observation #2 of SI/EXCEL Session** completed observation form and one-page reflection | **Reading Assignment:** Opening & Closing Sessions LRM 82-83, Student to Student Interactions LRM 84, General Tips for Conducting Sessions LRM 92  
**Simulated Session 1:** Simulated Sessions planned with group for **Tuesday, March 19.** Develop Session Plan and Activities.  
Plan to send your group’s preview email by **5:00pm on Monday, March 19.** Create an email similar to the one you would send your class about your SI/EXCEL Session.  
**Practicum:** Schedule Co-lead 1 and 2 Session Plan Conferences with Program Coordinator or Student Supervisors |
|               | SI-EXCEL Session Planning  
- Hunter’s Model  
- Bloom’s Taxonomy  
How to Plan SI sessions LRM 33 How Learning Works, Prior Knowledge – Scaffolding – Schema (Piaget and Anderson)  
CLT Exercises: Think-Pair-Share, Jigsaw, and Incomplete Outline |                                                                                                                               |                                                                                                                                                                                                                                                                                           |
<p>|               | Simulated Session 1 Planning                                                                             |                                                                                                                               |                                                                                                                                                                                                                                                                                           |</p>
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<th>Timeline</th>
<th>Topic</th>
<th>Materials Needed</th>
<th>Assignments Due Next Class Period</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, March 12 – No Class – Spring Break</td>
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| **Week 4**  
*Monday, March 18* | Send Simulated Session 1 Preview Email | Email the training class to preview your Simulated Session 1 by 5:00pm. | Simulated Session 1  
(Email the training class to preview your Simulated Session 1 by 5:00pm.) |
| **Tuesday, March 19** | Structuring Sessions  
Simulated Session 1  
SI Learning Process Activities: Divide & Conquer, Concept Mapping and Matrices  
Co-lead Conference Scheduling | Training Binder  
(**Due Monday, March 18 at 5:00pm:** Simulated Session 1 Preview Email)  
**Due:** Simulated Session Plan and Session Materials  
(**Due:** Practicum co-leading Session Plan, Planning Rubric, and Session Materials for Co-lead 1 Session Conference as scheduled with Program Coordinator or Student Supervisor) |  
Create a *Divide and Conquer*, *Concept Mapping* and a *Matrices* exercise based on the models in the LRM, pgs. 65 & 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  
**Practicum:** Fill out a session planning rubric from LRM pg. 137-138 along with a session plan for your Co-lead 1 Session Conference |
| **Week 5**  
*Tuesday, March 26* | Classroom Management - Arrangements & Facilitating Discussion/Interaction  
Scenarios  
Constructing Handouts  
For in-class use  
For take-home use  
Peer and Self Evaluation of SI Plan, Handouts, and Communication  
Creating Effective Communication | Training Binder  
**Due:** Simulated Session Self and Peer Evaluation  
**Due:** Divide & Conquer Exercise, Concept Mapping Exercise | Reading Assignment: Types of Questions LRM 29-32, Reciprocal Questioning LRM 75-76, Wait Time/Check for Understanding LRM 85-89 |
<table>
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<tr>
<th>Timeline</th>
<th>Topic</th>
<th>Materials Needed</th>
<th>Assignments Due Next Class Period</th>
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<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Tuesday, April 2</strong></td>
<td></td>
<td><strong>Observation #3 of Exam Review Session Due April 16</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>
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<td>Communication:</td>
<td>Training Binder</td>
<td><strong>Simulated Session 2</strong>: Simulated Sessions planned with group for <strong>Tuesday, April 9</strong>. Develop Session Plan, Handout, and Activities. Plan to send your group's preview email by 5:00pm on Monday, April 9. Create an email similar to the one you would send your class about your SI/EXCEL Session.</td>
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<tr>
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<td>-Questioning Techniques</td>
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<td>-Redirecting Questions &amp; Wait Time</td>
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<td>-Reciprocal Questioning</td>
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<td>-Higher Level Questioning Techniques</td>
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<td>-Nonverbal Communication</td>
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<td>Case Study</td>
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<td>Integrating study skills into SI and EXCEL Sessions</td>
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<td></td>
<td>Simulated Session 2 Planning</td>
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<td><strong>Week 7</strong></td>
<td><strong>Monday, April 8</strong></td>
<td></td>
<td><strong>Simulated Session 2</strong></td>
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<tr>
<td></td>
<td>Send Simulated Session 2 Preview Email</td>
<td>Email the training class to preview your Simulated Session 2 by 5:00pm.</td>
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<td></td>
<td><strong>Tuesday, April 9</strong></td>
<td>Training Binder</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 16</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>
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<td></td>
<td>(Due Monday, April 8 at 5:00pm: Simulated Session 2 Preview)</td>
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<td><strong>Practicum</strong>: Complete All Practicum elements for next week, <strong>Tuesday, April 16</strong>.</td>
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<tr>
<td>Timeline</td>
<td>Topic</td>
<td>Materials Needed</td>
<td>Assignments Due Next Class Period</td>
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| **Week 8**
*Tuesday, April 16*

SI-EXCEL Co-Lead Session Recap  
Metacognition and Reflection: Exam Review Sessions & Post-Exam Review Sessions  
Planning Exam Review Sessions  
Marketing your SI & EXCEL Session  
- PowerPoint  
- Blackboard  
- Email Communication  

Training Binder  
**Due:** Simulated Session 2 Self and Peer Evaluation and Reflection  
**Due:** Observation #3 of SI/EXCEL Exam Review Session completed observation form and one-page reflection  
**Due:** Practicum and all corresponding materials  

Practicum Due  

Reading Assignment: Academic Development Office Procedures and Administrative Items.  
Create a Concept Map for the all of the topics of the entire SI & EXCEL Training Course  
Draft Four Emails as if you were the SI/EXCEL Leader  

**Week 9**
*Tuesday, April 23*

SI/EXCEL Leader Mission Statement  
AD Office Scavenger Hunt  
Small Group Collaborative Learning *(Academic Development Office Procedures and Scavenger Hunt)*  
Beginning of Fall 2019 Semester Checklist  

Training Binder  
**Due:** SI & EXCEL Training Course Concept Map  

SI/EXCEL Training Class Final Exam Prep  
Completed Scavenger Hunt  

**Sunday, April 28**  
10:30am-1:00pm  

Training Leader Capstone—CLT Olympics  
Sunday, April 28 from 10:30am-1:00pm in Cyert B6A & B6B  
Final Exam  
Training Class Evaluation  

CLT Olympics  
Training Class Final & Course Evaluation  

F19 SI & EXCEL Orientation Meeting will be held Tuesday, August 26, 2017 from 4:30-6:30pm in Cyert B6A & B6B  

The instructor reserves the right to adjust the schedule as needed.
Seminar in Academic Coaching
99252

Information

Instructors
Mike Poljak, M.Ed. (mpoljak@andrew.cmu.edu)
TC Eley (tce@andrew.cmu.edu)

Course meetings
Wednesdays
4:30–6:30 PM
Academic Development Room B
Cyert Hall B6-B

Office hours
Office hours are by appointment. Please e-mail Mike (mpoljak@andrew.cmu.edu) and/or TC (tce@andrew.cmu.edu) to set up an appointment at the Academic Development office in the basement of Cyert Hall.

Course content
Everything that you need is on Canvas or in Google Drive and will be shared with you. You will not need to purchase any materials.

Last edit
02/22/2019
Course Description

In the Seminar in Academic Coaching class you will practice some of the skills and knowledge used in Academic Coaching to support students at Carnegie Mellon University. This is a required course to become an Academic Coach. The course has been designed to give students the information and skills that they will need to be successful Academic Coaches. Successful Academic Coaches are early to sessions and meetings, are present physically and mentally for sessions, connect with students, take clear notes during sessions, and follow-up with students.

To aid students in becoming successful Academic Coaches, the course has been organized into units on preparing for, conducting, and reflecting on Academic Coaching sessions. In each area, students will learn the information and practice the skills that are relevant to that section of an Academic Coaching session. At the end of the course, students will have the opportunity to synthesize what they learn through running mock sessions and creating a group presentation. To be able to achieve this, the course is a hybrid of lecture and lab. This means that during class time students will often be participating in experiential and project-based learning with short lectures by the instructors. No prior knowledge of these subjects is assumed by the professors.

Learning Objectives

At the end of the course, you should be able to...

- **Prepare** for Academic Coaching sessions
  - Explain the intake process and Academic Coaching
  - Create a plan for your next session using the session report
- **Conduct** Academic Coaching sessions
  - Know the resources on campus and how to support students
  - Run effective sessions with students
- **Reflect** on Academic Coaching sessions
  - Understand different frameworks for reflecting
  - Identify salient points
  - Record them for your future use and for others to comprehend what occurred
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Theme</th>
<th>HW due for this class</th>
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<tbody>
<tr>
<td>1</td>
<td>2/20</td>
<td>Getting to know the role of an Academic Coach and each other</td>
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<tr>
<td>2</td>
<td>2/27</td>
<td>What makes a successful Academic Coach, student, and program?</td>
<td>Observation 1: debrief with coach and reflection, syllabus quiz, define defining success in 1–2 sentences in your reflection journal</td>
</tr>
<tr>
<td>3</td>
<td>3/6</td>
<td>Preparing for a session</td>
<td>Class 3 readings and quiz Submit a request for AC and the intake</td>
</tr>
<tr>
<td>4</td>
<td>3/20</td>
<td>Early Course Feedback Focus Group Conducting sessions: Carnegie Mellon University</td>
<td>Class 4 readings and quiz Academic Development scavenger hunt</td>
</tr>
<tr>
<td>5</td>
<td>3/27</td>
<td>Conducting sessions: Skills</td>
<td>Class 5 readings and quiz</td>
</tr>
<tr>
<td>6</td>
<td>4/3</td>
<td>Conducting sessions: Knowledge</td>
<td>Class 6 reading and quiz Specific group learning videos and short in-class presentation</td>
</tr>
<tr>
<td>7</td>
<td>4/10</td>
<td>Reflecting on sessions</td>
<td>Observation 2: debrief with coach and reflection Personal productivity reflection</td>
</tr>
<tr>
<td>8</td>
<td>4/17</td>
<td>Practice (Shark Tank)</td>
<td>Group project outline</td>
</tr>
<tr>
<td>9</td>
<td>4/24</td>
<td>Graduation</td>
<td>Group project presentations</td>
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</tbody>
</table>
Grading

The goal of the class is to help you become effective Academic Coaches. Assessments in this class reflect what the instructors think are most important for helping you learn how to become an Academic Coach. Grading is a way of giving feedback to help you improve as a potential Academic Coach.

50% Participation
15% Projects
15% Reflections
7% Shark tank
7% Attendance
4% Quizzes and Academic Development resource scavenger hunt
2% Observations

Your final grade will be assigned according to the below absolute scale:

A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 0-59.9%

Assessments

Participation

Participation, and therefore attendance, are extremely important for this class. Students will be learning the necessary knowledge outside of class through readings, videos, and projects and will be practicing the skills of an Academic Coach during the class time. If you will be missing a class for any reason, please e-mail both of the instructors (their e-mails are listed above).

Participation will be assessed by the frequency and quality of students’ contributions. If the professors observe that the frequency and quality of a student’s contributions are low, then they will provide feedback to the student. If you are physically and mentally present, make an effort every class, and share your opinions, then you will do well.

Project 1

Project 1 is a short group project. Students will be divided into teams and given a video about learning and study skills. Each group will take the material in the video and create their own
presentation to teach the rest of the class in an engaging way the most important points from the content in their video. Project 1 is worth 5% of the total grade for the course.

**Project 2**

Project 2 is a group project. Students will be divided into teams and assigned a specific tool or area of content that they will be tasked to teach to the rest of the class in an engaging and collaborative manner. These tools and areas of content are frequently used in individual coaching sessions and require a strong understanding of their purpose and application. Students will be assessed by the quality of the content and the presentation. Project 2 is worth 10% of the total grade for the course.

**Reflections**

At the end of every class and after completing observations, you will be asked to reflect in writing about what occurred. This is to give you practice succinctly describing what occurred and metacognitively thinking about what you are learning, which will be helpful in Academic Coaching sessions because after every session you will need to complete a session report.

We are not looking for length in the reflections, but they should be long enough to explain your takeaways and describe what you learned and some of the thoughts that they sparked. The instructors will leave comments in your Google Doc reflections. You will be assessed on completing every reflection and the quality of the reflection. Please take the time to slow down and think through what you are reflecting on. Reflections are worth 15% of your grade for this class and they are an important part of being a successful Academic Coach.

**Shark tank**

The Shark Tank activity is a mock-session that is observed by the professors, classmates, and current Academic Coaches. The current Academic Coaches will play the student role by mirroring the responses of one of their previous students. Each session will be based on a previously determined topic or prompt and will last a few minutes.

This activity is designed to allow students the opportunity to apply the knowledge, skills, and principles that they have learned over the course of the semester. Students will receive feedback from the observers during the class time and from the instructors after the class. The Shark Tank activity is worth 7% of the total grade for the course.

**Attendance**

Your attendance is critical for the Seminar in Academic Coaching class because in class we will be developing the skills necessary to become a successful Academic Coach through in-class exercises, discussions, lectures, and mock sessions. Students are expected to arrive to class early. If a student enters the classroom one to 15 minutes after the start of class, they will be marked late. Arriving
later than 15 minutes will result in an absence. Students are required to notify the professors when they will be late. **Missing more than two classes without an excused absence and finding a time with the instructors to make up for the absence will result in a failing grade.** If you will be missing a class for any reason, please e-mail both of the instructors (their e-mails are listed above). Attendance is 7% of your total grade.

**Quizzes**

Before most classes you will need to complete a quiz on Canvas. These quizzes are intended to focus your attention on the readings, help you remember the content we think is most important, and inform us about what needs to be reviewed during the lesson. You will be able to take a quiz two times. Quizzes compose 3% of your final grade. These quizzes are not weighted heavily because the instructors are more interested in the learning outcome and not on how correctly you can answer questions. In other words, the quizzes are learning tools and not assessments of your ability.

**Academic Development resource scavenger hunt**

Academic Coaches are required to have a strong understanding of the resources embedded within the Office of Academic Development. The Academic Development resource scavenger hunt is an individual assignment where students will explore the resources, programs, and personnel that make up the Office of Academic Development. The Academic Development resource scavenger is worth 1% of your final grade.

**Observations**

Each student will conduct two observations of Academic Coaching sessions during the class. Students should arrive 5–10 minutes before the meeting so that they can meet with the coach whom they will be observing. During the session, students will take notes on what they observe. After the session, students will talk with the coach and review the session with the coach asking the coach any questions that the students have. After the debrief with the coach, students will complete an observation form via Google Forms. Students will be assessed on their completion of the observation, the quality of their reflections, and the feedback from the coaches that they met with. Observations are 2% of your total grade.
Student Expectations

Do original work

Any form of plagiarism can earn you a failing grade for the entire course. For more information you can refer to CMU’s policies on academic integrity. For this class, we prefer APA style for your citations. If you are unsure, cite your sources (this includes photographs). You will not be penalized for too many citations.

Attend class and participate

Class time is where you will get to develop the skills necessary to be an effective Academic Coach, so please be present physically and mentally. Missing classes will have a negative impact on your grade in this course and your learning experience. You can make up absences by contacting the instructors and finding a time to meet with one of them.

Turn in all assignments on time

Unless otherwise noted, assignments should be submitted by 4:00 PM EST on the due date. Assignments submitted within 2 hours after the deadline will receive 90% of the raw score. Assignments submitted within 24 hours will receive 80% of the raw score. Assignments that are more than 24 hours late will not be accepted without prior arrangements.

Use technology only for learning purposes

You will need to bring internet connected technology to class to be able to fill out the in-class reflections and other in-class activities. Attention is required for learning, so we need you to be physically and mentally present. As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience when your phone, laptop, etc. makes noise or is visually distracting during class. Therefore, there is absolutely no in-class e-mailing, web browsing, or texting. Your instructors will tell you when it is okay to use your electronic devices and for which tasks. If technology detracts from your engagement in the class (or the engagement of other students) you will lose participation points. If you must text or call someone, please go outside. If you are interested in what educational research says about technology use in class, and multi-tasking more generally, you can reference the below studies:

Care for yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This can help you cope with stress. Everybody benefits from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call (412) 268-2922 or visit their website. Over 25% of students reach out to CaPS some time during their time at CMU.

Instructors’ Commitments

Create an inclusive environment for learning

Carnegie Mellon University is a diverse institution of higher learning and it is Academic Coaching’s role to be able to support all of its members. Therefore, it is necessary to attempt to have a representative sample of students become Academic Coaches. The diversity that students bring to this class is a resource and benefit because it will prepare the students and the instructors for working with the larger community. It is the instructors’ intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions for improving the class are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups by submitting your feedback at any time through this Google Form and/or through e-mailing one or both of the instructors. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements with you.

Be accessible

We will happily schedule one-on-one meetings with students outside of class.

Quickly respond to e-mails

One of the instructors will respond to all e-mails within 24 hours, except on weekends.

Promptly return grades and feedback

Grades and feedback will be provided for all assignments within one week of delivery.
Solicit student feedback

We strive to improve the course and our ability to teach. We have scheduled an Early Course Feedback Focus Group through the Eberly Center to receive feedback so we can improve this class for you and future students. In addition, feel free to submit your feedback at any time through this Google Form.

Help to provide necessary accommodations

If you have a disability and require accommodations, please contact Catherine Getchell, Director of the Office of Disability Resources at getchell@cmu.edu or (412) 268-6121. If you have an accommodations letter from the Office of Disability Resources office, I encourage you to discuss your accommodations and needs with us as early in the course as possible. We will work with you to ensure that accommodations are provided as appropriate.
Sample of Basic Math Computations for the SI Summary Report

Beginning in April 2017, the International Center for SI changed its definition of SI/non-SI groups, breaking down SI attendance further to report GPA/DFW outcomes in terms of students who attended 1-4 SI sessions, 5-9 SI sessions, and 10+ SI sessions.

The next page is a sample of the new SI Summary Report template that UMKC requires all programs (including Certified Programs) to use to report their data to the International Center for SI. Using this template gives UMKC a common form to use to add data to their national database.

The pages that follow provide a step-by-step guide on how to do the basic math computations necessary to generate an SI Course Summary Report. Included are 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 and so on.
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<td>6%</td>
<td>8</td>
<td>26%</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>4</td>
<td>13%</td>
<td>1</td>
<td>5%</td>
<td>2</td>
<td>11%</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>9</td>
<td>29%</td>
<td>1</td>
<td>5%</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>6</td>
<td>19%</td>
<td>1</td>
<td>5%</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Total Enrollment: 104

### Mean Final Grade of SI Participants
- Course: Course 100
- UMKC: 1.60
- Difference from SI to Non-SI group: 1.44

### Mean Final Grade of Non-SI Participants
- Combined: 2.76
- Difference from SI to Non-SI group: 1.42
Supplemental Instruction Summary Report  
University of Missouri – Kansas City  
Campus SI Coordinator: Santa Claus  
Winter 2007

SI and Non-SI Group Comparison

<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></td>
<td>Combined A, B, &amp; C</td>
<td>10</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Combined D, F, &amp; W</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.5</td>
<td>2.4</td>
<td>2.5</td>
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</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th>AU, I, NC, NR</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

UMKC 4-point scale        12-point scale
Mean Final Grade of SI Participants 2.5 2.6
Mean Final Grade of Non-SI Participants 2.4 1.6
Difference from SI to Non-SI group 0.1 1.0
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 Weatherlie</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])
SAMPLE

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>

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

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

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

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

Sample Formula

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

Example

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

11 28 19 46 30 74

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)
Welcome to the Spring 2019 SI & EXCEL CLT Olympics! Station leaders will give a brief 1 minute introduction of their signature CLT, best practice, or innovative technique and then facilitate the CLT challenge that they have designed for 11 teams of training SI & EXCEL Leaders. Stations are:

- Sophie, Nan, Shruti – Affinity Grouping
- Alan, Chlo, Elias – Amazing Race
- Marie, Cec, Sam – Choose Your Own Adventure
- Ishaan, Kristin – First Line Only
- Angela, Lexie, Jennifer, Jiwon – Gallery Walk
- Suraj, Brooke, Cassie, Richard – Jigsaw XL Starring Grab Bag
- Aisha, Jeffrey T, Jason, Cathy – Paired Problem Solving & Think Aloud
- Kylee, Richard D., Minji – Send a Problem
- Sunjeev, Matthew, Andrew – Speed Dating with Grab Bag
- Justyn, Oliver, James, Bryan – SPS/STP
- Bria, Maureen, Janice – Taboo with Grab Bag

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

1. Affinity Grouping
2. Amazing Race
3. Choose Your Own Adventure
4. First Line Only
5. Gallery Walk
6. Jigsaw XL Starring Grab Bag
7. Paired Problem Solving & Think Aloud
8. Send a Problem
9. Speed Dating with Grab Bag
10. Structured Problem Solving/ Summarize the Procedure
11. Taboo with Grab Bag

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 11 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.
2019 CLT Olympic Schedule of Events

- **Arrive & Set Up – 9:45am-10:10am**
  - Help yourself to coffee and bagels
  - Locate and make any necessary preparations to your station
  - Leader Overview

- **Contestants Arrive – 10:15am**
  - 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 – 10:30am**
  - Welcome Message – Overview of the Event
  - Station Leaders Introduce their CLT in alphabetical order by CLT (1 minutes each) as the trainees follow along in their handouts to take notes
    1. Sophie
    2. Alan
    3. Marie
    4. Ishaan
    5. Angela
    6. Suraj
    7. Aisha
    8. Kylee
    9. Sunjeev
   10. Justyn
   11. Bria

- **Start of the Games – 10:45am**
  - Teams 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 – 12:20pm**
  - Total scores will be tallied and medalists announced
  - Closing Remarks

- **Tear Down – 1:00pm**
  - 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

2019 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 2019 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 innovate technique for the 2019 Trainees!*
SI/EXCEL Leader – Stress Monthly Check-in Survey Questions

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

2. Is the primary source of stress in your life right now... *
   - Academic
   - Social
   - Work related to SI/EXCEL
   - Other work (not related to SI/EXCEL)
   - Other:

3. In considering this particular stressor, please rate the extent to which you agree or disagree with the following statements: "Experiencing this stress... *

4. In the last month, how often did you find you could not cope with all of the things you had to do? *

5. Comments/Concerns?

SUBMIT
OVERVIEW
A survey was given to students who signed up for academic coaching at the beginning and towards the end of the semester during which they attended Academic Coaching sessions. 144 students took pre-survey and 73 students took the post-survey in Fall 2018. Of these, 39 took both the pre and the post survey. Data from these students were analyzed to assess change from pre to post. The following report presents quantitative findings from the survey.

COLLABORATORS
Academic Coaching
- Michael Poljak, Program Coordinator
- TC Eley, Program Assistant

Eberly Center for Teaching Excellence & Educational Innovation
- Chad Hershock, Director of Faculty and Graduate Student Programs
- Soniya Gadgil, Data Science Research Associate

1. Mindset
   Question: What is the impact of attending coaching for one semester on students’ mindset? (i.e., are they more likely to endorse a growth mindset over a fixed mindset?)
   Students took a 3-item survey, rated on a scale of 1-6. Rating 3 or lower are indicative of a growth mindset and 4 and above are indicative of a fixed mindset.

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<tr>
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<th>Mean</th>
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<th>St. Dev</th>
<th>St. Err</th>
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</thead>
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<td>39</td>
<td>1.41</td>
<td>0.23</td>
</tr>
<tr>
<td>Posttest</td>
<td>2.80</td>
<td>39</td>
<td>1.38</td>
<td>0.22</td>
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</table>

Scores on the pre and post don’t suggest a strong fixed or a growth mindset, however, students moved towards a more growth mindset from pre to post. This difference was not statistically significant, based on a paired samples t-test; \( t(38) = 1.58, p = .12 \).
2. **Self-Efficacy**  
**Question:** What is the impact of attending coaching for one semester on students’ self-efficacy?  
Students took a 8-item survey, rated on a scale of 1-7 with higher ratings indicating a higher sense of self-efficacy.

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<th>St. Dev</th>
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</thead>
<tbody>
<tr>
<td>Pretest</td>
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<td>39</td>
<td>1.11</td>
<td>0.18</td>
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<tr>
<td>Posttest</td>
<td>4.46</td>
<td>39</td>
<td>1.22</td>
<td>0.20</td>
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</table>

Students reported a higher sense of self-efficacy on the pre compared to the post. A paired samples t-test showed that this difference was statistically significant; \( t(38) = 2.18, p = .03 \).

3. **Belongingness**  
**Question:** What is the impact of attending coaching for one semester on students’ sense of belonging?  
Students answered a 17-item questionnaire based on Walton’s Sense of Social and Academic Fit scale. Each item was rated on a scale of 1-7 with some items (items #s 2,3,5,6, and 13) reverse-coded.

<table>
<thead>
<tr>
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<th>Mean</th>
<th>N</th>
<th>St. Dev</th>
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<td>Posttest</td>
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</table>

While average scores on the scale moved towards a more belongingness, this difference was not statistically significant, based on a paired samples t-test; \( t(38) = 1.49, p = .14 \).
To: Confidential to Mike Poljak, Academic Counseling Coordinator, and TC Eley, PhD
Student in Design
From: Jessica Harrell, PhD, Teaching Consultant
RE: Early Course Feedback, Focus Group Report
Date: March 26, 2019

Fourteen students participated in the student feedback session for 99-252: Seminar for Academic Coaching on March 20, 2019. After assigning students to small groups, I briefly explained the process to the class. One person from each group wrote down the students' responses to the following two general questions. What are the strongest features of this course and my teaching? What specific suggestions do you have for changes that I can make to improve your learning?

As individual students suggested feedback, group members checked whether all of the students in the group agreed with each point raised. Students wrote down the points upon which they agreed; other points were discussed and clarified in the group. Dissenting views in each group could also be recorded. After 8 minutes of small group discussion, I asked for the key points from each group, and – by a show of hands and further whole class discussion – determined whether each point had agreement. A clear majority agreed upon the key points unless indicated otherwise below. On the following pages, the main points listed (in no particular order) are generated in the whole class discussion (represented by percentage agreement) or from group worksheets (represented by number of students in agreement). Additional supporting and clarifying bullet points came from the group worksheets and whole class discussion.
Summary of Student Feedback:

Strengths that assist in learning:

Working on white board and in small groups encourages students to be more involved and engaged. (100% agree)
- “They’re engaging and can make the class productive and time efficient.”
- Example: “Mock session as Academic Coach; student was really useful in both roles.”
- “TC and Mike always make it easy to talk to them. Always open for questions, and lots of activities.”

Introductory activities helped the diverse group of students build community. (100% agree)
- “Introductions helped us learn who is who; everyone is NICE and diverse.”

Readings (though they are sometimes long) have provided students with useful information. (100% agree)

Reading quizzes provide a guide to the readings and help students prioritize information. (75% agree)

Miscellaneous Comments:
- “Very helpful to have the current Academic Coaches come in to help guide discussion.” (10 students)
- Because the in-class exercises are somewhat vague, they make you think critically and talk to each other. (9 students)
Summary of Student Feedback:

Suggestions to improve learning:

Use class time more efficiently and spend less time on some topics. (100% agree)
- Students would like to spend more time on what to do during coaching sessions.
- “Reflections could maybe be done outside of class.”

When debriefing the quiz, go deeper into the material and connect to other topics. (90% agree)
- “Readings are too long! And quizzes cover all readings. Highlight what we should focus on.”
- “I don’t understand what the purpose of a quiz review is. Instead of discussing how many people got it right, discuss the material.”

Balance small and large group activities for more variety. (70% agree)
- “The ‘speed dating’ exercise was useful but some of the small group stuff could just be a whole class discussion.”
- “Have more debriefing after activities.”
- Create a better “balance between generating ideas time and presentation time.”

Arrange room with seats in a circle rather than rows.
- “This class could be better if our ideas bounced off each other in a more discussion-based environment.”

Miscellaneous Comments
- “Would like to be more engaged with the AC that we observe.” (2 students)
- “Be more specific on some info; Not just time management skills, but also how to convey time management.” (2 students)
- Provide more theoretical knowledge, e.g. teaching and learning styles. (5 students)
Ten students completed the online Google form we used to collected end of semester feedback from students for 99-252: Seminar for Academic Coaching in Spring 2019. After you created the survey, you were removed as editors so only I was able to see responses attached to individual students. This was done to ensure students remained anonymous and to motivate open and honest responses. You gave students the link and asked them to complete the survey during a class session at the end of the term.

The following graphs present aggregated data related to the course structure and student perceptions of their mastery of course knowledge and skills. Selected comments from students are also included under 2 questions: “What aspects of this course were most useful or valuable to your learning?” and “How would you improve this course to better support your learning?”
Course Structure

- **This course prepared me to be an Academic Coach**

- **The beginning of the course (first 4 classes) laid the foundation for my success.**

- **I was NOT confused by the structure of the class.***
You are able to...

- Explain the reason and importance of the pre-session survey
- Know the components of a successful Academic Coach, student, and Academic Coaching program
- Explain the process of setting up your first appointment to a student
- Create a plan for your next session with a student
- Know the components of a successful Academic Coach, student, and Academic Coaching program
- Know about proven studying and test-taking strategies
- Use problem-solving techniques to get to the root causes of students' problems
- Use a whiteboard effectively with a student
- Decompose a task and/or problem into its component parts
- Summarize what occurs in a 15–60-minute conversation in a way that is useful for others and your future self
What aspects of this course were most useful or valuable to your learning?

Interactive in-class time and related course activities, including mock sessions (4 students), feedback from peers (2 students), observations (1 student), and readings (1 student), were all noted as helpful.

• “The phases of learning within the class (reading first and then implementing skills).”

Seeing different perspectives and approaches to coaching expanded students’ views of the task.

• “I think the in-class sessions were incredibly helpful to see and interact with the other members as well as understand how other people apply the same information in the context of a coaching session. I also really enjoyed the one class where each group taught their own information.”

• “The interactive exercises were useful especially in this class because of the diverse backgrounds each student has. It was interesting to hear how people approach tasks differently.”

Opportunities to engage with techniques and strategies for coaching provided useful practice.

• “Provided techniques to get to know the students and discover the roots of the problem”

• “I think building an understanding of how I am with supporting students. It just kind of gives perspective on the type of coach I can be.”

How would you improve this course to better support your learning?

Provide more opportunities for practice and observation.

• “Maybe alternating between learning about a skill and then getting a chance to implement that specific skill could be helpful.”

• “More one-on-one practice sessions if the time is allowed.”

• “More observation sessions with current ACs.” … “I feel as if there were 4-5 coaches I never really ended up talking with.”

• “It may be helpful to let us keep the same partners for the mock session for at least 2 times because the hardest part was pretending like we had already had a couple sessions.”

Provide opportunities to engage with why particular approaches are advocated.

• “I think having more analysis of why we’re doing stuff the way we are might be helpful.”

Miscellaneous suggestions:

• “It would be helpful to collate all of the ppt slides and worksheets into a folder that we can access in the future.”

• “Maybe add at the very beginning to restate everyone's name (for the first couple classes).”