Dear Colleagues,

Academic Development had a very productive and rewarding year across all programs. We work consistently throughout the year to improve our current offerings, while always striving to provide stellar programs. The Academic Development team comprised of Ms. Donora Craighead, Mr. John Lanyon, Ms. Jessica Owens, and Mr. Michael Poljak serve as exemplary role models for the entire Academic Development student staff. I am pleased to thank them for their hard work, their dedication to our students, and their commitment to the university.

Highlights for the year included:

- The Academic Development Team actively participated in the 50th annual conference of the College Reading and Learning Association (CRLA) held in Pittsburgh for the first time.
  - Conference Title: Celebrating 50 Years of Building Bridges
- Mr. John Lanyon and Ms. Jessica Owens were presenters at the conference which highlighted their programs within Academic Development.
  - Mr. John Lanyon’s workshop title: Establishing a Successful Walk-In Tutoring Program in Residence Halls/University Libraries
  - Ms. Jessica Owen’s workshop title: Enhancing Self-Directed Learning in SI Leaders
- In AY 2017 – 2018, the Academic Coaching Program continued to increase the support for graduate students and saw an increase of 436% since the introduction of this program in AY 2015-2016.
- The Peer Tutoring Program filled 444 weekly tutoring requests for 93 courses in 21 different academic departments, and 5 requests unrelated to a specific course. Principles of Imperative Computation, 15-122, was the course with the highest number of appointments.
- The EXCEL Collaborative Learning Program set new program records across multiple data points as such:
  - Courses supported: 32 courses/20% increase
  - No. of groups: 178 groups/38% increase
  - No. of sessions: 2,869 sessions/76% increase
  - Student participants: 1,618 students/36% increase
  - Contact hours: 19,243 contact hours/37% increase
  - No. of leaders: 55 Leaders/34% increase

During the past nine months, we were pleased with the opportunity to have open discussions and dialogue about our processes and technology issues with IT Solutions Consulting. Matt Miller met extensively with each program coordinator and observed ways in which we could use central information technology solutions to achieve our goals. He identified strategic opportunities, defined potential solutions, and provided us with a report that outlined his observations and recommendations. We had many “quick wins” as a result of our meetings with Matt.

In closing, I would like to recognize the Academic Development student staff. We couldn’t do our work without the many talented and passionate undergraduates who are...
employed as coaches, tutors, and leaders. I would also like to recognize 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 in Peer Tutoring (See Appendix A)
99-251 Seminar in Supplemental Instruction (See Appendix B)
99-252 Seminar in Academic Coaching (See Appendix C)

During the spring 2017 term, 34 Peer Tutors, 36 SI/EXCEL Leaders, and 8 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.

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 and staff
- 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
EXCEL Leaders plan and facilitate formalized small group collaborative learning sessions as an academic enrichment program for traditionally difficult courses. Joseph Zoller served as an EXCEL Leader for 21-260, Differential Equations for four semesters. Because of Joseph’s outstanding work as an EXCEL Leader, he was promoted to the role of Mentor and Student Supervisor for the SI & EXCEL Programs where he has continued to contribute to the training and development of his peer SI/EXCEL Leaders.

Joseph was a very caring, invested leader. He contributed a lot of time and effort in his students and mentees, continually helping them grow and succeed. Many leaders go through the motions of their sessions, but Joseph recognized it as an opportunity and designed an activity to engage the students deeply in metacognitive tasks. It was the best approach I have ever seen. Joseph’s passion is not lost on his students, who provide feedback about the quality of his work such as:

- “Joseph has been enthusiastic, very knowledgeable, approachable, and a great resource. He’s very likable, but also incredibly patient. You can really tell he wants to help us and make sure we do well. You can also tell he’s very passionate about math. I never had any hesitations in asking him as many questions as I needed to in order to understand something. He also helped cultivate a safe, comfortable learning space for our group. Joseph is the best!!!!!”
“Joseph has always been super enthusiastic about differential equations and learning in general, which raises the overall level of enthusiasm in the sessions. He understands the material extremely well and can explain it in simple terms. He frequently explains what concepts on our worksheets correspond to what we’re learning in lecture. His worksheets follow a very helpful format: conceptual overview, then practice problems. All of which is done collaboratively.”

“Joseph created a collaborative learning environment that made me feel comfortable asking him and my peers questions. The material he gave us reflected the class well and helped me do well on exams. He is a very reliable leader who makes me look forward to EXCEL.”

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

Staff
Linda Hooper is the Director of Academic Development. In addition to Linda, John Lanyon serves as the Peer Tutor Coordinator. Jessica Owens serves as the Supplemental Instruction (SI) and EXCEL Coordinator and Michael Poljak serves as the Coordinator for the Academic Coaching (AC) Program. Donora Craighead serves as our Administrative Assistant. In addition to the five full-time positions, Academic Development employs the following: Dr. George Klein for 8 hours per week as an assistant to the Peer Tutoring Coordinator, 4 graduate student (PT) supervisors, 7 undergraduate student supervisors, 4 undergraduate work-study students, 35 SI/EXCEL Leaders, 17 Academic Coaches, 100 plus Peer Tutors, and 76 additional students who were enrolled into our training classes. They will replace our graduating seniors.

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 attended, presented and volunteered at the College Reading and Learning Association’s 50th Annual Conference in Pittsburgh from Wednesday, November 1 thru Friday, November 3, 2017.
  - Celebrating 50 Years of Building Bridges

- The Peer Tutor Program Coordinator and a group of experienced Peer Tutors presented on Academic Development’s walk-in tutoring program at the College Reading and Learning Association’s 50th Annual Conference.
  - Establishing a Successful Walk-in Tutoring Program in Residence Halls/University Libraries

- The SI/EXCEL Program Coordinator presented at the 2017 College Reading and Learning Association’s 50th Annual Conference.
  - Enhancing Self-Directed Learning in SI Leaders

- Joseph Zoller was named 2018 Student Employee of the Year at Carnegie Mellon for his work with the SI/EXCEL programs.

- **2,869 EXCEL Group sessions** were held during the Academic Year, with 1,317 sessions held in F17 and 1,552 held in S18.

- The Academic Coaching Program assisted:
  - 76% - undergraduate students
  - 24% - graduate students

- The Academic Development staff met with Patience Whitworth (Vice Provost for Education’s office), Matthew Blazevich (Computing Services), and Matthew Miller (Computing Services) on Tuesday, January 23, 2018 to discuss ways in which Academic Development could use technology to improve processes and maximize efficiency. This initial meeting led to several follow-up sessions in which Matthew Miller met with each member of the Academic Development staff separately to map out work flow and processes for all of Academic Development’s programs. These meetings are continuing into fall 2018 with a final report being reviewed in September.

- The Academic Development staff met with Melanie Lucht of Enterprise Risk Management to help develop a business continuity/disaster recovery plan for our area. This involved identifying and documenting our current processes, technology, and third party vendors so that we could continue our work in the case of an emergency.

NEW INITIATIVES and FUTURE CONCERNS
NEW INITIATIVES
2018 - 2019/FUTURE CONCERNS

Peer Tutoring Goals

Adapting Walk-in Tutoring to Accommodate Housing Services New Community Model

As part of Housing Services and the Office of Residential Education’s new initiative to implement a community model for housing and residential life, Academic Development has been informed that most student-desk attendant positions will be eliminated beginning F18. Academic Development has also been told that for security reasons, students living off campus will not be granted access to the residence halls without special permission. This creates a great challenge for Academic Development and the Peer Tutoring Program because we strive to keep our tutoring services easily accessible and available to all students. We are currently in conversation with Housing Services and the Office of Residential Education to collaborate on ways to balance security concerns in the residence halls with the need to keep our tutoring services open to all students.

Utilizing Technology to Optimize Performance and Eliminate Material Waste

The Peer Tutoring Program will strive to utilize technology more effectively to improve the efficiency of our intake, data collection, and data reporting processes while eliminating material waste. As part of this new initiative:

- Peer Tutors will use Google Forms and/or Google Sheets to track their students’ attendance at weekly tutoring appointments (thereby eliminating the need for paper log sheets).
- As the Peer Tutors update the attendance data for their weekly tutoring appointments, the cumulative data will be available on a master spreadsheet in real time visible only to Academic Development professional staff.
- The Peer Tutor Program Coordinator will now use Academic Development’s Access database to update the Peer Tutors’ hours of actual tutoring experience for the College Reading and Learning Association.

Training a New Peer Tutor Supervisor

With the departure of Sasimas Katanyutanon in the summer of 2018, Academic Development has begun the process of training Preeti Sar to become the new graduate student Peer Tutor Supervisor beginning in the fall of 2018. Preeti was involved in observing, evaluating, and conferencing with new tutors to help prepare her for her new role. Now that Preeti has committed to the position, a major goal for the upcoming academic year will be to continue training and orienting her to the position so that she can continue contributing to the overall growth of the Peer Tutor Program and conduct one section of the CMUS 99-250 Seminar in Peer Tutoring in S19.
EXCEL Collaborative Learning Goals

- Recruit, hire, and train a new Assistant SI & EXCEL Program Coordinator
- Maintain Supervisor Team by hiring Bria Persaud as Student Supervisor as well as Kylee Santos and recruiting four or more 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.
- Add EXCEL support for 21128 Mathematical Concepts and Proofs.
- Continue to collaborate with Eberly to conduct educational research on student and leader learning experiences within the SI & EXCEL Programs.
- Improve the 99-251 Canvas platform.
- Continue to work with Nitsan Shai to release updates to the CMU Balance website and determine a succession plan.
- Incorporate more content to address stress management during ongoing training through guest speakers and by using measures of stress and stress perception.
- Continue to seek to establish and maintain work/life balance for the Program Coordinator and SI/EXCEL Leaders.
- Pursue more leader-ownership of ongoing training through incorporation of feedback and suggestions, modifications to forms/procedures and increased involvement and feedback.
- Look for further ways to expand the Leader Mentor role to build off of the momentum of the 2017-2018 ongoing training.
- Maintain initiatives from previous academic years while creating the infrastructure to ensure the continued quality of the programs while matching student demand.
Academic Coaching Goals

- **Academic Coaching Group Sessions**
  - During the 2017 - 2018 AY, the program created the framework to support at-risk students with a 4 to 5 week program. The program consists of collaborative group work and individualized support and targets students struggling academically.

- **Academic Coaching Student Management System (AC SMS)**
  - The Academic Coaching program is working to digitize a large portion of its processes through the use of an internally constructed digital management system. This system will replace various manual record keeping and data collection processes and allow for more accurate and up-to-date information to be accessible throughout the semester. This system will also act as a central hub to collect and track valuable information based on our “definition of success”, which is broken into three categories:
    - What makes a student successful?
    - What makes an Academic Coach successful?
    - What makes the Academic Coaching Program successful?
  - Proof of Impact
    - Our definitions of success are complex and have many elements, but they are derived from both research and experience and can be seen as our learning objectives. They exist for the purpose of both positively impacting the lives of students and having the necessary information to prove that such an impact exists.
  - Eberly Center Collaboration
    - We have partnered with the Eberly Center to implement the proper valid assessment instruments and evidence-based data collection criteria, in order to identify observable and measurable results for each of our definitions of success, or learning objectives.
  - Targeting Trends
    - This system will allow us to recognize trends in student usage, student needs, and student performance, while also allowing us to recognize blind spots in support.
The Peer Tutoring Program

John Lanyon | Peer Tutor Program Coordinator
Sasimas Katanyutanon | Peer Tutor Supervisor
Aaron Tian | Peer Tutor & PT Supervisor
June Williams | Peer Tutor & PT Supervisor
Julia Carter | Peer Tutor & PT Supervisor
Dr. George Klein | Peer Tutor Supervisor
THE PEER TUTORING PROGRAM

Student Comments

- Probably one of the best tutors I’ve ever had. He’s so knowledgeable on the subject and makes hard-to-understand concepts so clear and easy to understand. His brain is just so good. Physics is normally so hard for me, but with him, it’s manageable and I’m actually doing well.

- My tutor has a great deal of patience. Even when I struggle to understand concepts after a few explanations, he doesn’t give up trying to help me.

- He has been really great at helping me review the course material. I’m definitely understanding more just by going through the problems with him.

- My tutor is very helpful! It is really nice having someone to ask all of my questions to. He is good at explaining things and answering my questions. Very helpful at walking me through problems.

- I really appreciate the Peer Tutor Program! It is a relief to know that this form of support exists.

- Tutors are very helpful! They are knowledgeable and fun to talk to.

General Peer Tutoring Highlights

- The Peer Tutor Program Coordinator and a group of experienced Peer Tutors presented on Academic Development’s walk-in tutoring program at the College Reading and Learning Association’s 50th Annual Conference in Pittsburgh on Friday, November 3, 2017.

- The Peer Tutor Program Coordinator, SI/Excel Coordinator, and Academic Coaching Coordinator attended a Canvas training session on Monday, June 12, 2017 to discuss how the university’s switch from Blackboard to Canvas would impact Academic Development’s academic support services.

- The Peer Tutor Program Coordinator met with Dr. Ross O’Connell of the Statistics Department to discuss the possibility of Academic Development supporting 36-217 Probability Theory and Random Processes in F17. As a result of this meeting, Academic Development offered one night of walk-in tutoring for the course in the Hunt Library. The new initiative was a great success and generated 51 contacts in the fall.

- The Peer Tutor Program Coordinator accepted an invitation to serve on the newly-created Committee to Review Academic Disciplinary Actions Procedures beginning Thursday, February 8, 2018. The committee’s work is ongoing.

- The Peer Tutor Program Coordinator and Supervisors selected 10 experienced Peer Tutors to conduct content-based breakout sessions in physics, calculus, chemistry, computer science, economics, and Concepts of Math for the CMUS 99-250 trainees.
• The Peer Tutor Program Coordinator held an orientation session for Coordinating and Assisting Coordinating Tutors to brief them on their roles and responsibilities before the start of walk-in tutoring.
• The Peer Tutor Program Coordinator interviewed 77 candidates for CMUS 99-250 Seminar in Peer Tutoring during the first five weeks of the spring semester and selected thirty-four candidates to participate in the S18 training class.
• The Academic Development staff met with Patience Whitworth of the Vice Provost for Education’s office and two architects to discuss Academic Development’s needs for space when the department moves to the GSIA Building in 2019

Spring 2018 Break-Out Sessions

Thirty-five Peer Tutors upgraded their CRLA certification level during the academic year, bringing the total number of certified trained tutors to 85.

Level 1 – Regular (training + 25 hours of tutoring) 9 Tutors
Level II – Advanced (training + 50 hours of tutoring) 68 Tutors
Walk-in Tutoring Highlights

- **Walk-in tutoring** generated 3,029 contacts. This is a decrease of 25% over last year. The expansion of the SI/EXCEL Program and the reduction of tutoring services for calculus and chemistry in S18 may be partially responsible for the decrease in attendance. As an example, Academic Development added EXCEL for 15-151 (Mathematical Foundations of Computer Science) and 21-128 (Mathematical Concepts and Proofs) which, in the past, were both high demand subjects in the Peer Tutoring Program. We also cut calculus and chemistry from four nights a week to three nights a week.

<table>
<thead>
<tr>
<th>Location</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mudge Reading Room</td>
<td>1391</td>
</tr>
<tr>
<td>Donner Reading Room</td>
<td>900</td>
</tr>
<tr>
<td>Cyert Afternoons</td>
<td>192</td>
</tr>
<tr>
<td>E &amp; S Library</td>
<td>180</td>
</tr>
<tr>
<td>Res on Fifth</td>
<td>117</td>
</tr>
<tr>
<td>Finals in the CUC</td>
<td>39</td>
</tr>
<tr>
<td>Hunt Library</td>
<td>210</td>
</tr>
<tr>
<td>Faculty Office Hours</td>
<td>39</td>
</tr>
</tbody>
</table>

- **Evaluation**: A survey of student-client satisfaction was administered in the walk-in tutoring rooms at the end the term. Additionally, all students attending walk-in tutoring were given an opportunity to complete a survey electronically. On a scale of 1 – 5 with five representing the most positive rating, the average evaluation for all survey items as 4.70 in F17 and 4.50 in S18. The average for the item “Overall, tutors assisted the students with their course work” was 4.70 for F17 & 4.48 in S18.

Weekly Tutoring Appointment Highlights

- **449 requests were filled for weekly tutoring appointments**
- **449 requests generated 1.978 contact hours**
- Weekly Tutoring appointments were filled for 93 courses in 21 different academic departments. The greatest number of requests was for Computer Science (97 appointments for 9 different courses) and the course with the highest number of appointments was 15-122, Principles of imperative Computation with 24 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, eurhythmics, 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 39 appointments for seven different courses.**
Here is our list of ‘top ten’ courses for weekly tutoring appointments in AY Summer 2017 – Spring 2018:

15-122 – 24 Requests Filled
21-120 – 20 Requests Filled
15-110 – 18 Requests Filled
15-150 – 17 Requests Filled
TIE - 09-217 – 16 Requests Filled; 21-122 – 16 Requests Filled
21-256 – 15 Requests Filled
21-127 – 13 Requests Filled
09-105 – 12 Requests Filled

A survey of student-client satisfaction was administered 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 4.91 in F17 and 4.73 in S18 and the average for the item ‘Overall, tutors helped to improve the students’ performance in their courses’ was a 4.92 in F17 and a 4.66 in S18.
Summary

In AY 17-18, the Peer Tutoring Program focused on three goals as follows:

- Raise the national and international visibility of Carnegie Mellon’s Peer Tutoring Program
- Collaborate with members of the campus community with the aim of enhancing the quality of our academic support services
- Provide additional leadership opportunities for high-achieving, senior Peer Tutors

The program has been successful in accomplishing these goals.

Academic Development and the Peer Tutoring Program increased awareness of our services and highlighted the quality of our paraprofessional training programs by actively engaging in the 50th annual conference of the College Reading and Learning Association (CRLA), which was held in Pittsburgh from Wednesday, November 1st thru Saturday, November 4th. Every member of the professional staff and several Peer Tutors and Supplemental Instruction/Excel Leaders represented Carnegie Mellon at the conference. The Peer Tutor Program Coordinator and a panel of experienced Peer Tutors gave a presentation on establishing a walk-in tutoring program in remote locations (i.e. residence halls and university libraries as opposed to a centralized ‘learning center’) and facilitated a dialogue on best practices for the implementation, administration, and evaluation of such a service. The session was very well attended and highly evaluated by the attendees. As a result of Academic Development’s participation in the conference, the department has formed collaborative and ongoing relationships with colleagues from around the country and the world, including Akhawayn University in Morocco.

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, The Peer Tutor Program Coordinator met with Dr. Ross O’Connell of the Statistics Department on Friday, August 25 to discuss the possibility of Academic Development supporting 36-217 Probability Theory and Random Processes in F17. As a result of this meeting, Academic Development offered one night of walk-in tutoring for the course in the Hunt Library. The new initiative was a great success and generated 51 contacts in the fall. In addition, the program worked with the Music Department to recruit a new group of Peer Tutors to support the department’s music theory courses. Academic Development was able to provide tutoring for Harmony, Solfege, Eurhythmics, and Counterpoint via weekly tutoring appointments; the service was extremely well-utilized by students and generated 39 appointments.

Building off the success of last year’s initiative, the program also sought to increase the number of leadership opportunities for Peer Tutors by promoting more highly qualified candidates to assist the Peer Tutor Program Coordinator with formal observations and to offer advice on improving Academic Development’s services.
Mechanical engineering masters students June Williams and Aaron Tian and senior biological sciences major Julia Carter became Peer Tutor Supervisors to serve in this capacity. June, Aaron, and Julia observed tutoring sessions, conferenced with Peer Tutors, attended weekly supervision meetings and assisted the program coordinator as needed. Academic Development plans to continue this initiative next year and is currently exploring ways to expand the roles that experienced Peer Tutors play in the program.

Despite these accomplishments, student usage of walk-in tutoring and weekly tutoring appointments decreased as Academic Development continues to adjust our modes of support for high-demand subjects. For example, some of the high demand courses have transitioned from Walk-in Tutoring to EXCEL Collaborative Learning Groups in an effort to be cost effective. Tutoring attendance also fluctuates based on changes to the curricula of the courses we support. Nonetheless, in AY F17-S18 the program generated 3029 contacts of walk-in tutoring and filled 449 weekly tutoring appointment requests for 93 different courses in 21 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 F17 and S18. The average of all survey items for walk-in tutoring was 4.70 in F17 and 4.59 in S18 (1 = least positive and 5 = most positive); the average for all survey items for weekly tutoring appointments was 4.91 in F17 and 4.73 in S18.
The Supplemental Instruction Program

Jessica Owens | SI/EXCEL Program Coordinator
Ani Sridhar | Head Student Supervisor
Apeksha Atal | Leader & Mentor
Joseph Zoller | Leader & Mentor
Omkar Kelkar | Leader & Mentor
Madhura Rao | Graduate Student Supervisor
Akshay Vijayaraghava | Graduate Student Supervisor
THE SUPPLEMENTAL INSTRUCTION PROGRAM

Student Comments

- I really liked how interactive and open this SI session is— you are learning with your peers and can utilize all of the people and resources in the room.

- While I feel that lecture is essential for this class, the SI sessions were an invaluable resource that allowed us to narrow down the important concepts and formulas and really get some challenging practice problems in.

- SI was a fantastic way to refine and consolidate my understanding of the concepts discussed in lecture well enough to begin practice applying them to problems. It was great preparation for the homework and the exams.

- I used SI sessions to enhance my knowledge of topics, apply them to sample problems, and practice explaining them to better my understanding.

- The SI sessions broke down the topics into more understandable terms and at a slower pace. The professor's lecture style is quick-paced, with a lot of information at once. I really appreciated SI because it helped me work at my own pace.

- I used the SI sessions to get a brief overview of the concepts I was unsure about, have more practice with the material, and get a good idea of what topic(s) I needed to prioritize when studying.

- SI allowed me to gain a better and quicker understanding of the course material. The opportunity to explain some concepts I understood better to some of my peers also helped strengthen my knowledge.

- SI provided very useful, comprehensive concept review and a space to do practice problems and ask questions.

- SI allowed me to better collaborate with classmates, do practice problems, and gave me the expertise of an able upperclassman.

- I appreciated the open forum to discuss problems with other peers in the same class and mentors to guide us into the right approaches.

- SI simplifies everything and extracts the main ideas of the content.

- I appreciated the group stud atmosphere as it helped me focus and really learn the material.

- There should be SI's for every class.
Supplemental Instruction Highlights

- 7 courses supported in Fall 2017
  - 09-105 Modern Chemistry I (Vuocolo)
  - 09-217 Organic Chemistry I (Silva)
  - 18-100 Introduction to Electrical and Computer Engineering (Bain/Carley/Sullivan)
  - 21-128 Mathematical Concepts and Proofs (Mackey)*
  - 24-221 Thermodynamics I (Malen)
  - 24-261 Statics (Steif)
  - 33-141 Physics I for Engineering Students (Anderson)

- 4 courses supported in Spring 2018
  - 09-105 Modern Chemistry I (Vuocolo)
  - 18-100 Introduction to Electrical and Computer Engineering (Sullivan)**
  - 24-262 Stress Analysis (Steif)
  - 33-141 Physics I for Engineering Students (Collins)***

*21-128 SI Support was added midway through the semester at the request of the professor, students, parents and administration since personnel limitations prevented EXCEL support, but it was only possible by having an established EXCEL leader split time to support this as well as a post-doctoral student recommended by the professor.

**33-141 in spring 2018 saw a significant change in curricular structure and instructional policies, which drastically affected the SI sessions and attendance.

- Support for the following courses was changed to EXCEL:
  - 03-121 Modern Biology support was changed to EXCEL both semesters due to diversification of the curriculum as the department offered 2 distinctly different versions of the course in the fall and 3 distinctly different versions of the course in the spring.
  - 03-220 Genetics support was changed to EXCEL in fall 2017 at the request of the professor to encourage healthier student utilization of the support service.
  - 06-221 Thermodynamics support was changed back to EXCEL for fall 2017.
  - 42-202 Physiology support was changed to EXCEL for both semesters to encourage healthier student utilization of the support service.

- Total course enrollment for 11 SI supported courses: 1,563
  - By semester:
    - Fall 2017: 1,129
    - Spring 2018: 434
Compared to previous academic years:
- 1,679 in AY 16-17
- 1,866 in AY 15-16
- 1,715 in AY 14-15
- 1,780 in AY 13-14

418 SI Sessions were held during the Academic Year. The decrease is most likely due to 21-128 SI being added midway through the term in the fall and 24-262 SI and 33-141 SI both being reduced to one session per week in the spring term. Therefore, only 8 courses were fully supported over the academic year.

- By semester:
  - Fall 2017: 263
  - Spring 2017: 155

- Comparison with previous academic year:
  - 484 SI Sessions in 2016-2017
  - 499 SI Sessions in 2015-2016
  - 489 SI Sessions in 2014-2015
  - 541 SI Sessions in 2013-2014
  - 538 SI Sessions in 2012-2013
  - 470 SI Sessions in 2011-2012

Total number of students attending SI from the 11 supported courses: 932 or 60% of students enrolled in SI supported courses
- Fall 2017: 696 or 62%
- Spring 2018: 236 or 55%

- Comparison with previous academic years:
  - 1,287 or 77% of students enrolled in 12 SI supported courses in AY 16-17
  - 1,366 or 73% of students enrolled in 12 SI supported courses in AY 15-16
  - 1,308 or 76% of students enrolled in 12 SI supported courses in AY 14-15
  - 1,255 or 71% of students enrolled in 13 SI supported courses in AY 13-14
  - 1,242, or 66% of students enrolled in 13 SI supported courses in AY 12-13
  - 1,229, or 61% of students enrolled in 12 SI supported courses in AY 11-12
• Number of student contacts for 11 supported SI courses: 6,877
  o By semester:
    ▪ Fall 2017: 5,629 (increase over previous fall 4,884)
    ▪ Spring 2018: 1,248 (decrease from previous spring 1,372)
  o Comparison with previous academic years:
    ▪ 6,256 in 2016-2017
    ▪ 8,098 in 2015-2016
    ▪ 8,702 in 2014-2015
    ▪ 7,265 in 2013-2014
    ▪ 5,515 in 2012-2013
    ▪ 5,616 in 2011-2012
• Number of student contact hours for 11 supported SI courses: 7,486
  o Fall 2017: 5,661 (decrease over previous fall 8,326)
  o Spring 2018: 1,825 (decrease over previous spring 2,328)
  o Comparison with previous academic years:
    ▪ 2016-2017 academic year: 10,654
    ▪ 2014-2015 academic year: 15,147
    ▪ 2013-2014 academic year: 12,673
    ▪ 2012-2013 academic year: 10,337
    ▪ 2011-2012 academic year: 10,098

Note: Contact Hour data was not collected prior to the 2006-2007 Academic Year

• 77% of regularly scheduled SI sessions were conducted in the Academic Development classrooms, B6A and B6B, while 5 SI sessions, or 23%, were held in university classrooms or IDeATe Studio A in Hunt Library. Exam review sessions were held in university classrooms across campus.

Evaluations
• Mid-semester surveys were conducted for each SI supported course.
  o Fall 2017: 199 responses out of 1129 enrolled students, or an 18% response rate
  o Spring 2018: 99 responses out of 434 enrolled students, or a 23% response rate
• End of term surveys were conducted for each SI supported course.
  o Fall 2017: 267 responses out of 1129 enrolled students, or a 24% response rate (a 6% increase from the previous fall).
- Spring 2018: 88 responses out of 434 enrolled students, or a 20% response rate
- Evaluation results showed mean student satisfaction with SI Leader at a 3.4 (4-point scale) for the Fall 2017 term and Spring 2018 term.

**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 maintain a high level of SI Observations for the year. They also made it possible for the Program Coordinator to continue to provide individual consultations for each SI Leader before their first sessions.

---

**SI Sessions & Observations by Academic Year**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Weekly SI Sessions</th>
<th>Supervisor Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>2014-15</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>2015-16</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>2016-17</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>2017-18</td>
<td>22</td>
<td>29</td>
</tr>
</tbody>
</table>

**Supervisor Observations by Academic Year**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>SI</th>
<th>EXCEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td>2014-15</td>
<td>88</td>
<td>25</td>
</tr>
<tr>
<td>2015-16</td>
<td>112</td>
<td>31</td>
</tr>
<tr>
<td>2016-17</td>
<td>136</td>
<td>30</td>
</tr>
<tr>
<td>2017-18</td>
<td>143</td>
<td>29</td>
</tr>
</tbody>
</table>
Supplemental Instruction Program Summary

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

The Supplemental Instruction Program, experienced a strong year as follows:

- 20th Anniversary of the Program at Carnegie Mellon University
- Highest mean size of an SI Session in the history of the program
- Increase in percentage of regular SI attendees over the previous academic year
- Program Coordinator presented at the 2017 CRLA Conference
- Joseph Zoller named the 2018 Student Employee of the Year for Carnegie Mellon University for his work with the SI & EXCEL Programs
- Program Coordinator conducted SI/EXCEL training for the ARC staff at the CMU-Q campus
- Program Coordinator attended the 10th Annual UMKC Conference on Supplemental Instruction
- Program Coordinator participated in the 2017 Leadership for Emerging Women program through Tepper

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

- Adding SI support mechanical engineering courses: 24-221 Thermodynamics I and 24-261 Statics in the fall and 24-262 Stress Analysis in the spring
- Adding SI support midway through the fall 2017 term for 21-128 Mathematical Concepts and Proofs
- Holding large SI sessions in IDeATe Studio A in Hunt Library
- Transitioned the SI/EXCEL online resource platform from Blackboard to Canvas
- Created a Canvas site for 99-251 Seminar in Supplemental Instruction

The SI program supported 11 courses in the 2017-2018 academic year, 7 in the fall semester and only 4 in the spring. This is only one fewer course than the previous year because although 6 courses were transitioned to EXCEL, 5 courses were added to the SI schedule. However, one of the new fall courses was instituted halfway through the fall term and two courses in the spring were reduced to one session per week due to low attendance. Therefore, only 8 courses were fully supported over the academic year, 1 was partially supported, and 2 were reduced due to low student utilization.

Because of this decrease in supported courses, the SI Program only offered 418 sessions for the academic year and there was only a total of 1,563 students enrolled in the SI-supported courses, which is a 7% decrease or 116 fewer students than in the
previous academic year and the third lowest number of enrolled students over the past ten years. Of the students enrolled in SI supported courses, 932, or 60%, attended SI sessions at least once, accumulating 7,486 contact hours. Even so, the total number of student contacts for 2017-2018 was 6,877, which is in fact a 10% increase over the previous year.

Of those attending, 487 students, or 47% of SI participants and 28% 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. This is an 8% increase of regular SI participants over the previous academic year. Data was collected to see the impact of attending regularly on the mean final grade of participants. Regular SI attendees for all 11 courses earned a mean grade point average .23 grade points higher than students who did not attend SI and .23 grade points higher than students who attended SI once. This reinforced national SI data that shows a direct correlation between consistent SI attendance and grade achievement of the participants.

In the 2017-2018 Academic Year, the Supplemental Instruction Program set a new record for the highest mean numbers of sessions attended by SI participants in any course. Also, in the fall 2017 semester, the SI for 18-100 Introduction to ECE had a mean session size of 52 students, which is the highest mean session size in the history of the SI Program. The SI Leader’s sessions were so large that the Program Coordinator had to relocate them to IDeATe Studio A in Hunt Library to accommodate the number of students and work with the SI Leader to adapt the room and identify strategies to ensure collaborative learning with such a large group on a weekly basis.

Even with the large size, the students were able to benefit from collaborative review, with 82% of the SI group reporting that they always or often worked on problems with
their peers and 84% stating that the session size did not have a negative influence on the sessions. In fact, the students found the collaborative sessions extremely helpful providing feedback such as:

“The SI Sessions for 18100 are so helpful that I don't consider them 'supplemental' in the sense that they are optional. They are mandatory for me and many other students who have never seen these concepts before.”

“SI is actually the survival guide for 18-100 students.”

“I most valued the open forum to discuss problems with other peers in the same class with mentors to guide us into the right approaches.”

“SI allowed me to gain a better and quicker understanding of the course material. The opportunity to explain some concepts I understood better to some of my peers also helped strengthen my knowledge.”

“I liked getting to work with others to help my understanding.”

“This was an interactive experience where I could explore my curiosities freely.”

“Our SI Leader was very good at getting students to learn together through group activities and others. Many SI sessions were more open-ended and allowed students to ask questions related to the week's material.”

In addition to seeing the largest mean size of sessions, the year also featured the addition of SI support for a number of courses. The first was 21-128 Mathematical Concepts and Proofs. Because EXCEL support was introduced for 15-151 Mathematical Foundations for Computer Science and was taught by the same professor with a very similar curriculum as 21-128, students in 21-128 attempted to sign up for 15-151 EXCEL. However, there were not enough EXCEL Leaders to accommodate both course enrollments, in fact, the Program Coordinator had to reassign a leader from 21-127 to 15-151 to keep up with the demand. Then two weeks into the semester, Professor John Mackey met the Program Coordinator to ask about adding support for 21-128.

The Program Coordinator determined to have Alan Menaged, a current 15-151 EXCEL Leader, reallocate his time to offer one SI session per week for 21-128 on Sundays in addition to his EXCEL sessions. Alex Rudenko, whom the professor had identified as having strong content knowledge and teaching experience, was willing to offer a second session on a weeknight for the course.

Given that the support started halfway through the term, the SI Leaders were only able to offer 18 session hours for the students. As a result, 77% of the SI participants
attended only 1-4 times, potentially for reasons such as those noted in the following student’s feedback:

“Since SI for 21-128 started fairly late, and since the Sunday SI sessions coincided with my 03-121 EXCEL sessions, I only attended some SI sessions. However, I used this as an opportunity to have more practice questions.”

Even so, 39 students, or 48% of the class, attended the SI sessions, accumulating 127 contacts and spending 133 contact hours in the sessions. The students gave the support a mean satisfaction rating of 3.4 (4-point scale) and provided feedback such as:

“Alex clearly had experience when it came to talking about material on the exam, and he tried to make the SI sessions fun by making us play games/solve problems against each other.”

“Alex’s 21-128 SI sessions were really valuable because he never told us the answer to problems, but constantly questioned our answers to help us think through the process of solving problems.”

“Alan was very knowledgeable on the subject, and did a great job explaining concepts.”

Because of the student utilization and extremely positive professor feedback, the Program Coordinator committed to recruiting EXCEL Leaders to support 21-128 every fall starting in the 2018-2019 academic year.

In addition to 21-128, the SI Program also added support for 3 second year mechanical engineering courses over the 2017-2018 academic year:

- 24-221 Thermodynamics I (F17)
- 24-261 Statics (F17)
- 24-262 Stress Analysis (S18)

These courses were added at the direct request of the department during a meeting with the undergraduate advisors, Eva Mergner and Lauren Warden-Rodgers.

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Participation Rate</th>
<th>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>F17</td>
<td>58%</td>
<td>73</td>
<td>5</td>
<td>354</td>
<td>358</td>
<td>3.6</td>
</tr>
<tr>
<td>24-261</td>
<td>F17</td>
<td>45%</td>
<td>60</td>
<td>5</td>
<td>273</td>
<td>280</td>
<td>3.2</td>
</tr>
<tr>
<td>24-262</td>
<td>S18</td>
<td>48%</td>
<td>61</td>
<td>4</td>
<td>228</td>
<td>278</td>
<td>3.2</td>
</tr>
</tbody>
</table>

The 33-141 SI program experienced similar low attendance in the spring semester. In fact, the session attendance was extremely low with a mean number of sessions
attended at 3 sessions and so 78% of the SI participants attending fewer than 5 sessions in the entire semester. The mid-semester feedback for the course showed issues with students complaining about everything from the exam reviews being too crowded, to the question difficulty, to the pace being both too slow and too fast.

Only 28.57% said they invested “A great deal” in the course compared to the F17 33-141 students, of whom 41.46% said they invested “A great deal.” In other words, while in the F17 semester the majority of students, or 92.68%, were investing significant time into their physics course, in the S18 semester, slightly more than half the class, or 57.14% were investing significant time into studying for this course.

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>A fair amount</th>
<th>Some</th>
<th>A Little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>F17</td>
<td>41.46%</td>
<td>51.22%</td>
<td>4.88%</td>
<td>2.44%</td>
<td>0%</td>
</tr>
<tr>
<td>S18</td>
<td>28.57%</td>
<td>28.57%</td>
<td>42.86%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

This is also confirmed by the students other self-reported investment in the class compared to the past three semesters.

<table>
<thead>
<tr>
<th></th>
<th>Always Attended Lecture</th>
<th>Always Attended Recitation</th>
<th>Always Used AD Tutoring</th>
<th>Always Studied Informally with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>S17</td>
<td>47.62%</td>
<td>90.48%</td>
<td>14.29%</td>
<td>20%</td>
</tr>
<tr>
<td>F17</td>
<td>68.29%</td>
<td>70.73%</td>
<td>7.32%</td>
<td>17.07%</td>
</tr>
<tr>
<td>S18</td>
<td>28.57%</td>
<td>57.14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
At the end of the term, the decision was made to discontinue SI support for this course in future semesters.

In the 2017-2018 Academic Year, the SI Program celebrated its 20th Anniversary with a feature in the student newspaper. It set a new record in mean session size, saw an increase in regular attendees over the previous year, and explored new course offerings. 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. Taken together, all of these initiatives and achievements helped to further the program in its endeavor to continually enrich the learning environment at Carnegie Mellon University. (See Appendix G)
The EXCEL Collaborative Learning Program
THE EXCEL COLLABORATIVE LEARNING PROGRAM

Student Comments

• EXCEL is always my favorite way to study for a class as the groups are small, the problems are representative of the difficulty expected, and the sessions are fun.

• Really just felt like an open space to ask anything I was confused about, which is something I don’t always feel comfortable doing during lecture.

• The EXCEL sessions helped me study for exams and really understand the topics. It was also really effective to work with peers in small groups and explain to each other what we learned.

• EXCEL is great for broadening an understanding of the concepts covered in class.

• EXCEL is more in-depth and individualized because of the smaller class sizes and is therefore more tailored to the needs of the students.

• My EXCEL Leader is great. He is SOOOO patient with me because I struggle a lot with this class, and it was so nice feeling like he was willing to help me out until I had a much stronger grasp on whatever concept I was struggling with.

• These sessions and my EXCEL Leader saved my life.

• I chose to participate mostly to get extra practice even though I felt like I was doing fine in the course. This turned out to be a super great option because a lot of the practice problems we did in EXCEL helped me more for understanding how to approach homework and exam problems….EXCEL is super helpful even if you are confident in the material because it's a great way to make sure you can do a wide variety of problems.

• EXCEL enabled me to interact with peers that I don't know being a freshman.

• I really liked being surrounded by other students in my same class. This helped give me resources for group work and collaboration.

EXCEL Collaborative Learning Highlights

The 2017-2018 Academic Year was the EXCEL Collaborative Learning Group Program’s tenth full year as part of Academic Development.

• Ms. Jessica Owens, the SI/EXCEL Program Coordinator participated in the following:
  o Presented at the 2017 College Reading and Learning Association Conference
  o Attended the 10th International Supplemental Instruction Conference
  o Trained the Academic Resource Center Staff in Qatar
- Attended the Women’s Leadership Conference through Tepper with financial support from Dr. Amy Burkert

- **32 courses supported with EXCEL, which is the highest number of supported courses in the history of the program**
  - 15 courses supported in Fall 2017
    - 03-121 A, C Modern Biology (Lopez/Brasier)
    - 03-151 A Honors Modern Biology (Mccartney)
    - 03-151 B Honors Modern Biology (D'Antonio/Campanaro)
    - 03-220 Genetics (Lopez/Mcmanus)
    - 06-221 Thermodynamics (Domach)
    - 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 (Gheorghiciuc)
    - 21-241 Matrices & Linear Transformations (Handron/Zielinski/Howell/Ervin)
    - 21-259 Calculus in 3D (Flaherty/Radcliffe)
    - 21-260 Differential Equations (Thompson/Cristoferi)
    - 33-121 Physics I for Science (Garoff)
    - 33-142 Physics II for Engineering & Physics (Klein)
    - 42-202 Physiology (Campbell)

  - 17 courses supported in Spring 2018
    - 03-121 A Modern Biology (Jarvik/Lanni)
    - 03-121 B, C Modern Biology (Brasier/Wong)
    - 03-231 Biochemistry I (Hackney/Lee)
    - 06-261 Fluid Mechanics (Anna)
    - 06-262 Math Methods (Whitehead)
    - 09-218 Organic Chemistry II (Das)
    - 18-100 Intro to ECE (Carley/Sullivan)
    - 18-290 Signals & Systems (Sankaranarayanan/Stern)
    - 21-127 Concepts of Math (Johnson/Radcliffe)
    - 21-241 Matrices & Linear Transformations (Flaherty/Xu)
    - 21-259 Calculus in 3D (Schimmerling/Ervin)
    - 21-260 Differential Equations (Mihai)
    - 24-231 Fluid Mechanics (Mcgaughey)
    - 33-121 Physics I for Science Students (Ghosh/Walker)
    - 33-122 Physics II for Biology & Chemistry (Garoff/Vogel)
    - 33-142 Physics II for Engineering & Physics Students (Klein/Gilman)
    - 42-202 Physiology (Campbell)
• Total course enrollment for 32 EXCEL supported courses: 4,452
  o This is an increase of 961 students over the previous academic year

• Total EXCEL Groups: 178
  o There were 89 groups in F17 and 89 groups in S18 for a total of 178 groups
    ▪ The fall and spring each set a new record for the highest number of EXCEL Groups in a single semester
    ▪ This represents a 38% increase in groups from the previous year and sets a new record for the highest number of EXCEL groups in an academic year for EXCEL Program
  o Compared to previous academic years:
    ▪ AY 2016-2017: 129 groups (27 supported courses)
    ▪ AY 2015-2016: 113 groups (25 supported courses)
    ▪ AY 2014-2015: 79 groups (26 supported courses)
    ▪ AY 2013-2014: 61 groups (19 supported courses)
    ▪ AY 2012-2013: 65 groups (26 supported courses)
    ▪ AY 2011-2012: 43 groups (21 supported courses)
    ▪ AY 2010-2011: 31 groups (20 supported courses)
    ▪ AY 2009-2010: 27 groups (17 supported courses)
• **2,869 EXCEL Group sessions** were held during the Academic Year, with 1,317 sessions held in F17 and 1,552 held in S18.
  
  o **This represents a 76% increase over the previous year and the highest number of EXCEL sessions in the history of the EXCEL Program**
  
  o Comparison with previous academic years:
    - AY 2016-2017: 1,633 EXCEL Sessions
    - AY 2015-2016: 1,477 EXCEL Sessions
    - AY 2014-2015: 1,600 EXCEL Sessions
    - AY 2013-2014: 1,160 EXCEL Sessions
    - AY 2012-2013: 1,071 EXCEL Sessions
    - AY 2011-2012: 562 EXCEL Sessions
    - AY 2010-2011: 361 EXCEL Sessions
    - AY 2009-2010: 294 EXCEL Sessions

• In July 2018, it came to light that CMU Balance was not reporting the participation of a significant subset of the EXCEL students. In working with the Administrative Assistant, the Program Coordinator confirmed that the site was not reporting the participation or attendance of students who did not finish the semester as active members. In other words, if a student dropped out of a group before the end of the term, their participation and attendance were not included in the total.

• The Program Coordinator and Administrative Assistant worked to correct the data, and the Program Coordinator reached out to Nitsan Shai, the site administrator, who was able to identify and rectify the issue.

• Nitsan Shai stated that the data collection issue was most likely occurring in previous academic years as well, explaining why there were 224 students in 2016-2017 not included in the final numbers. This means that the numbers for at
least the previous year if not more have most likely been undercut and need to be reexamined now that the data collection issue on the site has been addressed.

- Therefore, until the data can be retroactively corrected, the most accurate indicator of the growth of the program is the number of students who registered to join EXCEL rather than the graded participants.

* Further assessment needed to determine the final number of participants from 2016-17 within the range of 985-1209 students.

- Total number of students who registered to join EXCEL: **1,618** or **36%** of 4,452 students enrolled in 32 EXCEL supported courses.
  - This a **34% increase over the previous academic year**, and is the highest number and percentage of students to register for EXCEL in the history of the EXCEL Group Program.
  - Comparison with previous academic years:
    - AY 2016-2017: 1,209, or 35% of 3491 enrolled students in 27 courses
    - AY 2015-2016: 889, or 27% of 3302 enrolled students in 25 courses
    - AY 2014-2015: 746, or 22% of 3409 enrolled students in 26 courses
    - AY 2013-2014: 596, or 24% of 2463 enrolled students in 19 courses
• Total number of graded students participating in EXCEL: **1,566** or **35%** of all students enrolled in 32 EXCEL supported courses.
  
  o **This is the highest number and percentage of graded students to use EXCEL in the history of the EXCEL Group Program.**
  
  o This is 582 more participants or a 59% increase over the previous year. Further investigation is needed into the data reported from CMU Balance from this year to determine whether participants who separated from the program before the end of the term were included in the original numbers. The numbers from the 2016-2017 academic year could increase by up to 224 students, resulting in a minimum increase of 357 students or a 30% increase over the previous year.
  
  o Comparison with previous academic years:
    - AY 2016-2017: 984* or 28% of enrolled students in 27 courses
    - AY 2015-2016: 863, or 26% of enrolled students in 25 courses
    - AY 2014-2015: 700, or 21% of enrolled students in 26 courses
    - AY 2013-2014: 553, or 22% of enrolled students in 19 courses
    - AY 2012-2013: 571, or 18% of enrolled students in 26 courses
    - AY 2011-2012: 359, or 13% of enrolled students in 21 courses
    - AY 2010-2011: 256, 10% of enrolled students in 20 courses
    - AY 2009-2010: 186, 8% of enrolled students in 17 courses
* Further assessment needed to determine the final number of participants from 2016-17 within the range of 984-1209 students.

- Number of student contact hours for 32 supported EXCEL courses: 19,243 with 9,319 in the fall and 9,924 contact hours in the spring
  - This is 5,204 more student contact hours or a 37% increase over the previous academic year and the highest number of student contact hours in the history of the EXCEL Program.
  - Comparison with previous academic years:
    - AY 2016-2017: 14,039
    - AY 2015-2016: 11,922
    - AY 2014-2015: 10,017
    - AY 2013-2014: 6,461
    - AY 2012-2013: 4,617
    - AY 2011-2012: 2,543
    - AY 2010-2011: 1,385
    - AY 2009-2010: 942
• Number of student contacts for 32 supported EXCEL courses: **13,221**
  o **This 3,852 more student contacts or a 41% increase over the previous year and the highest number of student contacts in the history of the EXCEL Group Program.**
  o Comparison to previous years (note that this data set has only been collected since the 2014-2015 academic year):
    ▪ AY 2016-2017: 9,369 (27 supported courses)
    ▪ AY 2015-2016: 7,735 (25 supported courses)
    ▪ AY 2014-2015: 6,389 (26 supported courses)

**Evaluations:**
• Mid-semester surveys were administered in hard copy by the EXCEL Leaders to their EXCEL groups with the following response rate:
  o Fall 2017: 429 responses out of 835 total participants, or a 51% response rate
  o Spring 2018: 409 responses out of 735 participants, or a 56% response rate
• End of term surveys were sent electronically to all EXCEL group enrollees in the fall 2017 term and spring 2018 term with the following response rate:
  o Fall 2017: 610 responses out of 835 participants, or a 73% response rate
  o Spring 2018: 298 responses out of 735 participants, or a 41% response rate
• Evaluation results were high with the mean student satisfaction with EXCEL Leader a 3.6 (4-point scale) in the fall 2017 term and a 3.7 (4-point scale) for the spring 2018 term.
EXCEL Collaborative Learning Summary

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

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

- Highest number of courses supported
- Highest number and percentage of total registered students
- Highest number of student contacts
- Highest number of student contact hours
- Highest number of EXCEL Groups in a single semester
- Highest number of sessions
- Highest number of supervisor observations
- Program Coordinator presented at the 2017 CRLA Conference
- Joseph Zoller named the 2018 Student Employee of the Year for Carnegie Mellon University for his work with the SI & EXCEL Programs
- Program Coordinator conducted SI/EXCEL training for the ARC staff at the CMU-Q campus
- Program Coordinator attended the 2018 UMKC Conference on Supplemental Instruction
- Program Coordinator participated in the 2017 Leadership for Emerging Women program through Tepper

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

- Discovered that CMU Balance was not counting the attendance and participation of students who dropped out before the end of the term
- Provided fall support for 15-151 Mathematical Foundations of CS
- Adding spring support for 24-231 Fluid Mechanics
- Changed support for the following courses to EXCEL:
  - 03-220 Genetics
  - 42-202 Physiology

The EXCEL Program supported **32 courses** in the 2017-2018 academic year, 15 in the fall and 17 in the spring, which is a 20% increase over the previous year. This increase in courses came from transitioning 03-220 Genetics to EXCEL at the request of the
professor, transitioning 42-202 Physiology to EXCEL, and adding support for 15-151 Mathematical Foundations for CS in the fall and for 24-231 Fluid Mechanics in the spring.

There were a total of 4,452 students enrolled in the EXCEL-supported courses which is 951 students or 28% more than in the previous year. Of the students enrolled in EXCEL supported courses, 36% or 1,618 signed up to join an EXCEL Group during the academic year, and 1,566, or 35% of enrolled students, finished the year as graded EXCEL participants. This is the highest number of total registered students, graded participants, and percent of enrolled students participating in EXCEL in the history of the EXCEL Program.

These 1,566 graded participants attended EXCEL 13,221 times through the academic year, which represents 3,852 more student contacts or a 41% increase over the previous year. The graded participants spent a total of 19,243 hours in their EXCEL sessions, which represents 5,204 more student contact hours or a 37% increase over the previous year.

There were a total of 178 EXCEL Groups in the 2017-2018 academic year, which is a 38% increase from the previous year and the highest number of groups in the history of the EXCEL Program. There were 2,869 EXCEL sessions in the 2017-2018 academic year, which is a 76% increase over the previous year and the highest number of sessions in the history of the EXCEL Program.

One factor that contributed to the growth of the EXCEL Program in the 2016-2017 academic year was the addition of support for 15-151 Mathematical Foundations of Computer Science in the fall and support for 24-231 Fluid Mechanics in the spring term as well as the transition of 03-220 Genetics and 42-202 Physiology to EXCEL support. All of these courses were added into or transitioned to EXCEL at the direct request of the professors and/or department, with the exception of 42-202 Physiology, which was at the request of the SI/EXCEL Leaders but with the agreement of the course professor. Student utilization of these new EXCEL supported courses was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Participation Rate</th>
<th>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>03-220</td>
<td>F17</td>
<td>57%</td>
<td>62</td>
<td>16</td>
<td>608</td>
<td>965</td>
<td>3.8</td>
</tr>
<tr>
<td>15-151</td>
<td>F17</td>
<td>52%</td>
<td>106</td>
<td>13</td>
<td>1050</td>
<td>1375</td>
<td>3.7</td>
</tr>
<tr>
<td>24-231</td>
<td>S18</td>
<td>30%</td>
<td>37</td>
<td>13</td>
<td>319</td>
<td>469</td>
<td>3.1</td>
</tr>
<tr>
<td>42-202</td>
<td>F17</td>
<td>46%</td>
<td>29</td>
<td>15</td>
<td>285</td>
<td>424</td>
<td>3.8</td>
</tr>
<tr>
<td>42-202</td>
<td>S18</td>
<td>65%</td>
<td>52</td>
<td>14</td>
<td>475</td>
<td>719</td>
<td>4.0</td>
</tr>
</tbody>
</table>
In addition to new EXCEL supported courses, there has been a recent increase in population-specific or specialized lectures, particularly within the Mellon College of Science courses. One excellent example of this is 21-241, Matrices & Linear Transformations, which since academic year 2015-2016 has offered 5 different lectures taught by 4 different professors in the fall term. Occasionally some of these professors will follow a similar syllabus and schedule, but more often than not, each professor teaches very distinctive content meant for specific populations whether that be first year computer science students, engineering majors or the general student population. These differences have been so extreme that it has meant that while 21-241 is technically only one course, each of the professors' lectures must in fact be treated as though they are completely different courses, with students tracked into support for that specific section and leaders assigned to one professor, ideally by specialization area.

There was a similar situation in the fall 2017 semester for Modern Biology. The EXCEL Program has supported both the regular (03-121) and honors (03-151) versions of the course for many years, but in the fall 2017 semester there were four distinct versions of these courses. And similarly to 21-241, the different lectures had enrollments ranging from 30-100 students, which made allocating support between the lectures more of a challenge and led to leaders having to cover more than one course prep.

Another situation related to course specialization took place with Concepts of Math. In the fall of 2016, School of Computer Science advisor Jacobo Carrasquel met with the Academic Development staff to request EXCEL support for 15-151, Mathematical Foundations for Computer Science, which had just been reintroduced. The SI/EXCEL Program Coordinator proceeded to recruit candidates to support the course, train them in the spring 2017 term, and then offer support starting in the 2017 fall semester. Because of the high demand from the 207 students enrolled in 15-151, the Program Coordinator had to reassign one leader from 21-127 to 15-151 to keep up with the demand. Then about two weeks into the semester, Professor John Mackey met the Program Coordinator to ask about adding support for 21-128. In the end, Alan Menaged, an EXCEL Leader for 15-151, and Alex Rudenko, a post-graduate mathematical sciences student each led one SI review session per week for students enrolled in 21-128. Going forward, The Program Coordinator committed to recruiting EXCEL Leaders to support 21-128 every fall starting in the 2018-2019 academic year.

There were other departments requesting EXCEL support. One example of this was School of Computer Science professor Iliano Cervesato, who was requesting EXCEL support for 15122 Principles of Imperative Computation. The difficulty of the course, student interest, and leader feedback confirmed it could benefit from EXCEL support; however, the size of the class was over 400 students each semester and would need from 7 – 12 EXCEL Leaders to support this course.

The 2017-2018 Academic Year was a record breaking year for the EXCEL Collaborative Learning Group Program. It set new records in every area: number of supported courses, number and percentage of total registered students, graded participants,
percent of enrolled students participating, student contacts, student contact hours, EXCEL Groups, sessions, number of leaders 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.

SI/EXCEL TRAINING: 99-251 – SEMINAR IN SUPPLEMENTAL INSTRUCTION

36 candidates were offered positions in the 99-251 Seminar in Supplemental Instruction training course. This is the highest number of SI/EXCEL Leader trainees in the history of the program. As a result of the large size and the students’ schedules, three separate training sections were offered and still one student had to be accommodated separately. The 36 trainees were recruited and trained in the spring 2018 term with the explicit understanding that they were committing to work for a minimum of two consecutive semesters. (See Appendix D)

- Compared to previous semesters:
  - AY 2016-2017: 27 trainees
  - AY 2015-2016: 23 trainees
  - AY 2014-2015: 19 trainees
  - AY 2013-2014: 21 trainees
  - AY 2012-2013: 14 trainees
  - AY 2011-2012: 17 trainees
  - AY 2010-2011: 8 trainees
  - AY 2009-2010: 10 trainees
Collaborative Learning Techniques (CLT) Olympics

The capstone event of the training course was the *CLT Olympics* event held on the last Sunday in April and hosted by the current SI & EXCEL Leaders. The training leaders had to draw on all that they had learned over the course of the training class to complete the rapid challenges. Participation in the *CLT Olympics* was strong and feedback positive that trainees were successfully integrated into the SI/EXCEL Leader team as can be seen below: (See Appendix F)
Supervisor Observations
The Supervisor Team met weekly to debrief and schedule observations holding 25 meetings throughout the year. The team completed a total of 172 total SI/EXCEL observations, which is a 4% increase in overall observations over the previous year and a new record for the SI/EXCEL Program as illustrated in the chart below. Including the Program Coordinator, this number results in 29 observations per Student Supervisor/Program Coordinator, an increase from the 23 observations per person in 2016-17 (22 observations per person in 2015-16, but an improvement from the 44 observations per person in 2014-15). As usual, the leaders expressed that they found the Supervisor Observations and Debriefs extremely helpful, giving them a mean helpfulness rating of 4.46 (on a 5-point scale).
SI Sessions & Observations by Academic Year

Supervisor Observations by Academic Year
CMU-Q TRAINING SESSIONS
The day after the conclusion of the spring 2018 training class, the Program Coordinator was invited to the Doha campus to conduct SI/EXCEL training for the Academic Resource Center (ARC) at CMU-Q. Using a condensed, adapted version of 99-251 Seminar in Supplemental Instruction, she conducted 5 days of intensive training for 10 student employees and staff of the ARC. Feedback was extremely positive with a helpfulness rating of 4.0 (on a 4-point scale).
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 cover the Yerkes-Dodson Law and how the Peak Performance Curve intersects with leaders’ highly self-directed roles as leaders.

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

![Stress Curve Diagram]

In order to better support the leaders in their positions, the Program Coordinator collaborated with Professor Kody Manke to expand the stress survey questions. One result of the previous year’s study was that women reported unhealthy stress more than men, so the Program Coordinator wanted to determine whether there could be a difference in their perception of stress. Therefore, in 2017-2018, the monthly check-in questions were expanded to capture a more in depth view of the leader’s experience of stress, the source of this stress, and their perception of that experience.

Therefore, in addition to 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 Rethinking Stress: The Role of Mindsets in Determining the Stress Response (Crum, Salovey, & Achor, 2013), and how often...
they found they could not cope with all they had to do (see Appendix G). One notable improvement over the previous year was the reduction of survey bias with the majority of SI/EXCEL Leaders participating in the monthly check-in surveys with higher regularity (In 2016-2017, a range of up to 9 leaders did not participate). This improvement was most likely the result of shifting the response time frame earlier, clearly communicating the deadline and sending targeted reminders.

However, interestingly, in addition to higher regularity of participation, there was also more frequent and higher rate of reported unhealthy stress in the 2017-2018 academic year than the previous academic year. There was also a quicker peak in the reported stress than in the previous year, with the most leaders reporting unhealthy stress in October as opposed to November in the previous year. However, in the spring term, there was a noticeable decrease in the percent of leaders reporting unhealthy stress than in the fall of the same year. This raises the question as to whether the interventions put in place during the fall 2017 term may have positively impacted the leaders’ approaches to their spring semester.
Note that although it appears that the spring 2018 term had higher percentages of unhealthy stress than the previous year, survey bias may account for some of the reduced rate from spring 2017.

However, the leaders’ experience of unhealthy stress was significant. In fact, only 7 out of 55 SI/EXCEL Leaders never reported experiencing unhealthy stress throughout the 2017-2018 academic year. In other words, 87% of SI/EXCEL Leaders reported experiencing unhealthy stress at least once during the 2017-2018 academic year. This is a 2% increase over the previous year. 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 2017-2018 academic year, the SI/EXCEL Leaders’ 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 2018 term. 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 since 94% of first year women reported unhealthy stress in October and 88% of first year men reported unhealthy stress in April.

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, 64% identified their academics as their primary source of stress, 14% identified other employment, 9% an undefined combination of sources, 7% social sources, and 4% personal or 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, in the fall
2017 term, the majority of first year women were juniors 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.

Because the fall semester had a higher percentage of leaders reporting unhealthy
stress than the spring term, the question remains as to whether the leaders’ self-efficacy
plays a factor. Therefore, the Program Coordinator compared the percentage of leaders
reporting unhealthy stress to the percentage of leaders reporting monthly goal
attainment. However, as demonstrated in the chart below, the percent of leaders
attaining their monthly goals may not be a mitigating factor on the percent of leaders
experiencing unhealthy stress as the highest goal attainment occurred when the fewest
leaders experienced unhealthy stress and the most leaders experienced unhealthy
stress. However, it could be an interesting question to examine whether unhealthy
stress does not directly impact their performance as SI/EXCEL Leaders.

The SI/EXCEL Leaders perception of their stress was more complex. They were asked
to rate the extent to which they agreed with the statements, and their responses were
reverse coded for the negative perception measures. While there was no direct
correlation found among their responses to the four measures, as the charts below
demonstrate certain trends could be observed. In October, when 70% of the SI/EXCEL
Leaders were reporting unhealthy stress, they also agreed the strongest with both
measures that their stressor contributed to their growth and disagreed the strongest that
it should be avoided, but agreed that it was depleting their health and vitality. However,
the SI/EXCEL Leaders’ opinions plummeted to their lowest level quickly afterward in
November, showing that they were no longer certain that their stressor was in fact
enhancing their performance and productivity. It remained at a similar level until the end of the spring term, when the leaders seemed to have a more positive view again.

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
Mikaela Lewis | Academic Coaching Student Supervisor
Roman Kaufman | Academic Coaching Student Supervisor
THE ACADEMIC COACHING PROGRAM

Student Comments

- I really enjoyed meeting with her and found that her suggestions were quite beneficial. I do believe that after a short period of time I’ve already begun to see differences in my productivity and performance in school. Thanks so much.

- I honestly couldn’t have gotten through the semester without my coach’s help and advice. Even though we are in completely different majors, she worked well to bridge between the gaps and tried to put herself into my shoes. I very much appreciate the time spent helping get my life on track. Thank you!!

- Even though I still feel like I have a long way to go in the fields I came to Academic Coaching for help in, I’ve come a long way as well. And Julian was very understanding of the issues I was having, even when they actively interfered with his job—like when I forgot pieces of advice he’d given me, or showed up late to meetings. His patience was incredibly helpful throughout the process.

- I really enjoyed having an academic coach. She was always very supportive and knowledgeable about everything I asked her. I would highly recommend this service to others and I especially loved the fact that her major is similar to mine and she was able to give me very specific advice that related to my classes since she also took them.

- It was really helpful to have a space where I lay out everything from the past and for the next week. The advice I got was useful because they were small doable things that would start taking me in the right direction. Had they been drastic changes or too hard to do, I would not have taken the advice.

Academic Coaching Highlights

- The program supported 208 unique students (undergraduate and graduate) with Individual Academic Coaching Appointments, which is the highest number of unique students supported in the program’s history.
  - This is a 12% increase from the 2016 – 2017 AY and a 48% increase from the 2015 – 2016 AY.

- Forty-two (42) students returned for Individualized Academic Coaching Appointments, creating a total of 250 students receiving support, which is the highest number of students supported in the program’s history.
  - This is an 8% increase from the 2016 – 2017 AY.

- One hundred and seventy-seven (177) graduate students received individualized support (Individual Academic Coaching Appointments or Consultations).
  - This is a 65% increase from the 2016 - 2017 AY.

- Fifty-six (56) unique graduate students were supported with Individual Academic Coaching Appointments.
  - This is a 211% increase from the 2016 – 2017 AY.

- Seventy-seven (77) PhD students utilized the Academic Coaching program.
- This is a 157% increase from the 2016-2017 Academic Year.
- 28 attended Workshops, 42 attended Consultations, and 7 attended Academic Coaching Sessions.
  - There were a total of 1,370 Individual Academic Coaching Appointments.
  - The program offered 15 Traditional Study Skills Workshops and 6 Consultation Workshops to a total of 588 students.

These efforts resulted in a total of 2,175 total student contacts for the 2017–2018 Academic Year.

**Individual Academic Coaching Appointments**

Individual Academic Coaching Appointments are offered each term to all admitted students. These one-on-one meetings consist of intensive support in the area of study strategies and are tailored to fit the needs of each individual student. All meetings are recorded, and progress is tracked and reviewed by the Academic Coaching Coordinator. The Academic Coaching Coordinator and the Academic Coaches regularly conference and collaborate, in person and via notes, in order to ensure that at-risk students are constantly under a watchful eye and successful students are given every opportunity for growth and advancement. This Academic Coaching service has continued to grow over the last several years in response to a new full-time Academic Coaching Coordinator.

![Individual Academic Coaching Appointments](chart.png)

*Unique vs Returning Students (Fig.1)*
Highlights of Individual Academic Coaching

- The AC Program supported a record-setting 208 unique students (undergrad and graduate) with individual Academic Coaching appointments.
  - This is a 12% increase from the 2016 – 2017 AY and a 48% increase from the 2015 – 2016 AY.
- Forty-two (42) students returned for individualized Academic Coaching appointments, creating a program record-setting total of 250 students receiving support.
  - This is an 8% increase from the 2016 – 2017 AY and a 41% increase from the 2015 - 2016 AY.
- Two hundred and fifty-five (255) students requested an Academic Coaching appointment
  - This is a 5% increase from the 2016 – 2017 AY and a 40% increase from the 2015 – 2016 AY.
- The following represents the percentage breakdown of students attending individual Academic Coaching sessions by specific colleges and class levels for 2017-2018 AY:

<table>
<thead>
<tr>
<th>College Breakdown</th>
<th>Class Level Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>38% CIT</td>
<td>28% First-Years</td>
</tr>
<tr>
<td>14% SCS</td>
<td>26% Sophomores</td>
</tr>
<tr>
<td>14% DC</td>
<td>20% Masters</td>
</tr>
<tr>
<td>11% CFA</td>
<td>14% Juniors</td>
</tr>
<tr>
<td>13% MCS</td>
<td>9% Seniors</td>
</tr>
<tr>
<td>5% HC</td>
<td>3% PhDs</td>
</tr>
<tr>
<td>3% TSB</td>
<td></td>
</tr>
<tr>
<td>1% CMU</td>
<td></td>
</tr>
<tr>
<td>1% Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Academic Coaching Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Appointments per Student</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>AY 2013 / 2014</td>
</tr>
<tr>
<td>AY 2014 / 2015</td>
</tr>
<tr>
<td>AY 2015 / 2016</td>
</tr>
<tr>
<td>AY 2016 / 2017</td>
</tr>
<tr>
<td>AY 2017 / 2018</td>
</tr>
</tbody>
</table>

Appointment Totals (Fig. 2)
Evaluation of Individual Academic Coaching Appointments

○ Ninety-two (92) of the 208 unique students attending individual appointments, or 44.23%, completed evaluations of their Academic Coaching sessions.

○ Reflecting on the overall helpfulness of the sessions, 87% of students indicated that the program was “Very” helpful, while the remaining 13% indicated that the program was still “Somewhat” helpful.
  ■ 0% of students indicated that sessions with an Academic Coach were “Not at all” helpful.

○ Reflecting on their experience with an Academic Coach, the following percentage of respondents chose a rating of either “good” or “excellent”, on a scale of poor, fair, average, good, and excellent, for the listed characteristics of their Academic Coach:
  ■ Ability to create a comfortable learning atmosphere 98%
  ■ Display of genuine concern 98%
  ■ Knowledge of study skills 97%
  ■ Ability to communicate ideas and give clear examples 98%

Consultations and Workshops

In an effort to offer individualized support to students who are unable to commit to a weekly Academic Coaching appointment, we continue to offer Study Skills Consultations. Study Skills Consultations allow students the opportunity to sign up for a private, one-on-one meeting with an Academic Coach. These meetings are 30 minutes in length and act as a study skills/self-management assessment, as well as the first step towards implementing the necessary strategies needed for academic success. We have also been able to support other CMU campuses via Google Hangouts sessions.

- Two hundred and eighteen (218) students received individualized support via Consultations during the 2017 - 2108 AY
  ○ This is a 22% increase from the 2016 - 2017 AY
- The Academic Coaching Program fielded a mid-semester request to offer time management and productivity support to Masters students at Carnegie Mellon University’s Silicon Valley campus.
  ○ 11 students had individualized sessions with an Academic Coach via Google Hangouts.
- The following represents the percentage breakdown of students attending Consultations by specific colleges and class levels for 2017-2018 AY:
College Breakdown
29% CIT
8% SCS
12% CFA
12% DC
9% CMU
5% MCS
4% HC
1% TSB

College Level Breakdown
35% Masters
28% First-Years
19% PhD
11% Sophomores
4% Juniors
2% Seniors
1% 5th Years

Workshops
A large portion of the program’s resources are aimed at supporting CMU students on an individual level and working to make a substantial impact on their academic success. However, it is still a priority to offer information in a collaborative format in the form of group workshops. Workshops act as an informative introduction to study skills and self-management strategies, with the primary target audience being First-Year students. A large majority of our Workshops in the 2017 -2018 AY (66%) stemmed from:

- Fielding a request from a specific college, program, or campus entity
- Supporting a specific population of students with a specific need.

In previous years, the Academic Coaching Program accepted requests to embed workshops within large classes, for roughly 80 to 200 students. Because our materials are designed to be engaging, we found that these audiences were never engaged enough to advance beyond a lecture style workshop, which is not our goal. Therefore, we have had to reject multiple requests for large, in-class workshops. We adjusted these requests and instead offered brief presentations on our services. This provided the Academic Coaching Program both visibility and awareness amongst the students.
The decision to reject workshop requests for large groups has greatly impacted our overall total numbers for this AY.

- 10 of the 15 Workshops held were requested by the campus community.
  - 4 Workshop requests were unable to be filled and were converted to brief presentations.
- 370 students attended the following workshops in the 2017 - 2018 AY:

<table>
<thead>
<tr>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success in</td>
<td>TM for Morewood Residents</td>
<td>TM for INI</td>
</tr>
<tr>
<td>College</td>
<td>First-Year Success</td>
<td>- Productivity for CYLAB</td>
</tr>
<tr>
<td>Academic Success in</td>
<td>Architecture First-Year Seminar</td>
<td>- Tutor Training</td>
</tr>
<tr>
<td>College</td>
<td>TM and Productivity for Graduate Students</td>
<td>- Tutor Training</td>
</tr>
<tr>
<td>PPIA TM and Productivity</td>
<td>TM and Mid-Term Prep</td>
<td></td>
</tr>
<tr>
<td>ICC Summer Program</td>
<td>Morewood Floor Event</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finals Prep</td>
<td></td>
</tr>
</tbody>
</table>

- The following represents the percentage breakdown of students attending Workshops by specific colleges and class levels for 2017-2018 AY:

<table>
<thead>
<tr>
<th>College Breakdown</th>
<th>Class Level Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% CIT</td>
<td>41% First-Years</td>
</tr>
<tr>
<td>18% CFA</td>
<td>21% Other</td>
</tr>
<tr>
<td>14% SCS</td>
<td>17% Masters</td>
</tr>
<tr>
<td>12% Other</td>
<td>8% Sophomores</td>
</tr>
<tr>
<td>9% MCS</td>
<td>8% PhD</td>
</tr>
<tr>
<td>8% DC</td>
<td>4% Juniors</td>
</tr>
<tr>
<td>8% HC</td>
<td>3% Seniors</td>
</tr>
<tr>
<td>6% CMU</td>
<td></td>
</tr>
<tr>
<td>4% TSB</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Highlights - Consultations and Workshops

○ Consultation and Workshop Evaluation Highlights
  ■ Workshop evaluations were completed by 21% of attendees, which is a 4% increase in evaluation participation when compared to our previous academic year.
  ■ 100% of respondents indicated that the workshop or consultation either completely or somewhat met their expectations.
  ■ 96% of respondents indicated that they were either “satisfied” or “very satisfied” with the workshop or consultation they attended.
  ■ 96% of respondents gave a rating of 4/5 or better to the Academic Coach’s knowledge of topic.
  ■ 94% of respondents gave a rating of 4/5 or better to the Academic Coach’s ability to communicate ideas and give clear examples.
  ■ 97% of respondents gave a rating of 4/5 or better to the Academic Coach’s ability to create a comfortable learning environment.
  ■ 91% of respondents gave a rating of 4/5 or better when describing their overall experience attending the workshop or consultation.
Graduate Student Support

While carefully exploring the needs of the graduate student population over the past two academic years, it was determined that **individualized support for graduate students** would be a primary focus for the 2017-2018 AY. Supporting students via Academic Coaching sessions and Consultations was carried out by graduate student Academic Coaches, experienced undergraduate Academic Coaches, and the Academic Coaching Coordinator.

- Fifty-six (56) unique graduate students attended Individual Academic Coaching sessions.
  - This was a 146% increase from the previous academic year and a 436% increase from the 2015-2016 AY.
- There were a total of 226 Individual Academic Coaching sessions held for graduate students during the 2017-2018 AY.
  - This was a 111% increase from the previous academic year and a 450% increase from the 2015-2016 AY.
- One hundred and eighteen (118) Graduate students attended Consultations during the 2017-2018 AY.
  - This was a 42% increase from the previous academic year and a 219% increase from the 2015-2016 AY.

**Individualized Support for Graduate Students**
Group Support for Graduate Students

The Academic Coaching Coordinator has been tracking graduate student use across all programs in an effort to find the most useful format for this population.

We experimented with a new scheduling initiative during the 2017 - 2018 AY. A Workshop was offered through Graduate Studies and strategically scheduled one week before a Consultation event. Upon completion of the workshop, participants were encouraged to implement new learning strategies into their academic work, plus they were given early registration access to the upcoming Consultation event. Students were informed in the workshop advertisement that this workshop was tied to an individualized session which would allow them early registration. This format gave the participants the opportunity to process new information presented during the workshop, potentially implement the new information into their academic work, and then refine their approach and get questions answered with an individualized session.

- This initiative played a part in yielding the second highest workshop attendance (50 Graduate students) and the highest consultation attendance (54 Graduate students) of the 2017 -2018 AY.
- This strategy, along with specific elements of the strategy, will be integrated into our scheduling process for the 2018 - 2019 AY.
PhD students are one of the largest growing populations for the Academic Coaching Program. As support on a group level has stayed consistent over the last two academic years, attendance and requests for individualized support has seen an increase. We have come to learn that a majority of PhD students that come in for assistance are in need of an organization or a workflow system, motivation, time management strategies, and some level of supportive accountability. These students are balancing a large amount of high level content work, research, work duties, and general life responsibilities. All of which is done without the structure that was previously established for them in their academic careers.

<table>
<thead>
<tr>
<th></th>
<th>PhD Students Individual Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016 AY</td>
<td>0</td>
</tr>
<tr>
<td>2016–2017 AY</td>
<td>7</td>
</tr>
<tr>
<td>2017-2018 AY</td>
<td>42</td>
</tr>
</tbody>
</table>

This is a 950% increase from the previous academic year.
In Summary:

**Academic Coaching Program**

2017 - 2018 AY Student Usage by Class Level (Fig. 8)

**Academic Coaching Program**

2017 -2018 AY Student Usage by College (Fig. 9)
Total Student Usage of the Academic Coaching Program

- Undergraduate students represent approximately 60%, Graduate students represent approximately 31%, while student’s categories as “Other” make up the last 10%.
- The following represents a breakdown of students categorized by specific colleges and class levels for 2017-2018 AY:

<table>
<thead>
<tr>
<th>College Breakdown</th>
<th>College Level Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>28% CIT</td>
<td>33% First-Years</td>
</tr>
<tr>
<td>18% SCS</td>
<td>23% Masters</td>
</tr>
<tr>
<td>14% CFA</td>
<td>14% Sophomores</td>
</tr>
<tr>
<td>11% DC</td>
<td>10% Other</td>
</tr>
<tr>
<td>9% MCS</td>
<td>9% PhD</td>
</tr>
<tr>
<td>6% HC</td>
<td>7% Juniors</td>
</tr>
<tr>
<td>6% Other</td>
<td>4% Seniors</td>
</tr>
<tr>
<td>5% CMU</td>
<td>&lt; 0.25% 5th Years</td>
</tr>
<tr>
<td>~ 3% TSB</td>
<td></td>
</tr>
</tbody>
</table>

- Individual Academic Coaching Sessions:
  - 75%: undergraduate students
  - 24%: graduate students
- Consultation Attendance:
  - 46%: undergraduate students 46%
○ 54%: graduate students
• Workshop Attendance:
  ○ 55%: undergraduate students
  ○ 24%: graduate students
  ○ 21%: “other” students
  ○ Students within the “Other” category are generally high school students, but can also be students from another university participating in a variety of campus programs, in which they are not always given a specific class level designation by the university.

**Academic Coaching Coordinator Highlights – Mr. Michael Poljak**

• Conducted 134 Initial Consultation appointments during the 2017-2018 AY.
• Met with 53 students on a regular to semi-regular basis for a total of 201 Individual Coaching Appointments.
  ○ 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. The students selected to meet with the coordinator as needed were selected based on the level of support required.
  ○ These are also students who were deemed too challenging to be placed with an Academic Coach or who had previously connected with the Academic Coaching Coordinator.
• Created and facilitated 8 Workshops, for both Graduate students and Undergraduate students, with a total attendance of 216 students.
• The Coordinator reviews each student’s folder and gives suggestions and advice to the Academic Coach about their students’ progress. If the Academic Coach is having a difficult time getting through to the student and/or the student is not responding well to the guidance after much persistence, alternative forms of assistance will be explored. Often times, the Academic Coaching Coordinator will intervene and meet with the student (one-on-one or with the Academic Coach present).
• Often, the Academic Coaches will schedule times to periodically meet with the Academic Coaching Coordinator throughout the course of the semester to discuss their academics, emotional status, social life, future plans, and several other topics related to being a college student. This open door policy and support structure is introduced on day one of their training and is used regularly by the Academic Coaches.
Academic Success in College: Starting Off on the Right Foot

Academic Development offered a two-day workshop for the 13 children of faculty and staff who recently graduated from high school and had plans to attend college in F18. The workshop was conducted by the Coordinator of Academic Coaching, Michael Poljak, a graduate student supervisor, TC Eley, and Noah Lee, an undergraduate Academic Coach.
Academic Coaching Summary

The Academic Coaching Program supports the academic and personal growth of students through the acquisition of effective and efficient study skills and self-management strategies. The program is designed to assist students:

- in academic turmoil and/or personal difficulty
- looking to prepare for the rigors of work outside of the classroom
- who hope to build upon their previous academic success

The Academic Coaching Program began the 2017 – 2018 academic year with 24 undergraduate Academic Coaches. During the Fall 17 semester, the Coordinator was able to interview, hire, and train three qualified graduate students to become Academic Coaches for our growing graduate student population. The primary focus of the Academic Coaching Program for this academic year included:

1. scaling the graduate student support offerings
2. enhancing program visibility
3. expanding individualized support offerings
4. advancing the level of quality and effectiveness of the services provided.

A major growth area within the Academic Coaching Program has been the development and expansion of our Individualized Study Skills Consultations. These Consultations were an explorative initiative during the 2015 - 2016 AY and have proven to be a continued success. Students have the opportunity to register for a private, one-on-one consultation with an Academic Coach within a certain time frame. Consultations were developed because students were expressing the need for more individualized instruction when evaluating our coaching services.

During the 2017 - 2018 AY, the Academic Coaching Program enrolled 588 students who attended six Consultation events and 15 Workshops. Approximately 60% of the Workshops and Consultations conducted in the 2017 - 2018 AY were requested by specific colleges, programs, or campus entities to support a specific population of students with a specific need. The requester of each Consultation/Workshop often met with the Academic Coaching Program Coordinator to discuss the needs of their population and how the Academic Coaching program could be tailored to satisfy that particular need. Our Consultation services not only served the Pittsburgh campus, but, also assisted students from CMU’s Silicon Valley campus, who participated in a series of one-on-one video chat sessions with their graduate students. The other 40% of Workshops and Consultations were initiated by the Academic Coaching Program and were scheduled strategically to reflect the natural progression of each semester. The Workshops and Consultations initiated by the Academic Coaching Program were all held in the same location within Hunt Library, which accomplishes a previous program goal to provide predictability and consistency for services that are held outside of the Office of Academic Development.

We also recognized that the ever-growing graduate student population at CMU was in need of study skills and self-management related support. During the 2017 - 2018 AY, three graduate students were hired to be Academic Coaches. They were trained to
support the needs of graduate students, which greatly differ from the needs of our undergraduate students. An effort was made to foster relationships with a variety of graduate student programs and services in order to raise campus awareness of our newly established services. Throughout the academic year, we provided graduate students with Academic Coaching services in the following ways:

- creating multiple graduate student specific individualized Consultation events
- providing individualized Academic Coaching appointments – a preference for graduate students
- responding to workshop requests

As a result, the program supported 177 graduate students in a one-on-one manner, which is a 65% increase in one-on-one support from the previous academic year. PhD students are our largest growth population, with 157% increase in overall participation when compared to the previous academic year. This growth can be attributed to enhanced program visibility, the nature of PhD work, and the value of formal self-management support, among other factors.

The Academic Coaching Program selected 8 undergraduate students to participate in CMUS 99-252, Seminar in Academic Coaching, during the Spring 2018 term. Experienced Academic Coaches were recruited to assist in the development and facilitation of the class, as well as tasked to create and research new and applicable course materials. The experienced Academic Coaches were a valuable asset to the class and were able to share experiences and field questions throughout the semester. Experiential learning and coaching skills were integrated into the curriculum for the purpose of developing the student’s interpersonal abilities and facilitation skills in order to operate as confident academic leaders. CMUS 99-252 trainees learned these skills through readings, presented materials, activities, observing current Academic Coaching sessions, interacting with current Academic Coaches and participating in mock sessions during class. Trainees met with the Academic Coaching Program Coordinator individually to set personal learning objectives that were tracked throughout the training class. Trainees were required to master a vast amount of study skills/self-management information and applicable activities for the purpose of developing a strong base of content knowledge. They were also required to explore relevant research as it relates to learning. Current Academic Coaches also participated in ongoing training and group meetings.

Overall, the Academic Coaching Program continues to provide a quality support service that assists students experiencing academic turmoil and/or personal difficulty, students looking to prepare for the rigors of work outside of the classroom, and students who simply desire to build upon their previous success.
University Outreach
UNIVERSITY OUTREACH

Orientations
Welcome to CMU Summer Orientation
Admissions Staff Orientation
New Faculty Orientation
Freshmen Orientation Resource Fair
OC Orientation
Information Systems Orientation
Office of Disability Resources Orientation
Dietrich College Resource Fair – 2 sessions
Resident Assistant Resource Fair
Advisors “Did You Know” kick-off event and other breakfast meetings
Middle States reaccreditation meetings
ECE Sophomore Welcome Event
School of Architecture – first-year workshop
SCS First Year Seminar
FERPA Training
Green Dot Bystander Training
Senior Leadership Reception
Student Employee of the Year Lunch
Holiday Lunch with the Office of Disability Resources
Tutor Trac Presentation
50th Celebration of CMU
Provost All Hands Gathering
Volunteers at the Take Our Daughters and Sons to Work Day

Collaborative Efforts on Campus
Ms. Donora Craighead, Mr. John Lanyon, and Ms. Jessica Owens are all members of Staff Council.
Participated in the interview process for the Executive Director of the Center for Diversity and Inclusion
Academic Success Workshop for 13 students who are the children of CMU faculty/staff and attending college in the fall of 2016.
Middle States Standard 5 Committee and Reception
Task force group – Ecosystem of Support for Health, Well-Being and Resilience
Linda Hooper and Jessica Owens serve as Floor Marshalls for Cyert Hall B level
Vice Provost for Education Leadership Team
Senior Leadership Reception
Provost All Hands Gathering

Participated in an interview for a TCC position at CAPS

Ms. Jessica Owens - Women’s Leadership Conference

The Peer Tutor Program Coordinator, SI/Excel Coordinator, and Academic Coaching Coordinator met with Scott Levitt of the Community Standards and Integrity Office on Friday, March 30, 2018 to discuss the Academic Review Board process and Academic Development’s role in this process.

Dr. Kris Dahl: Discussion on incorporating “soft skills” into her teaching curriculum for Intro. to Chem E (06-100)

Angie Lusk, Program Director for Student Affairs Wellness Initiatives offered a workshop on Stress Hardiness for the Academic Development student staff

Eva Mergner: Mechanical Engineering

School of Drama Mentor Tour

Jamie Rossi: Academic Coaching for graduate students

Ana Maria Ulloa-Shields: Collaboration on a coaching group for at-risk students

Ellio Walters: workshop for summer ICC program

Melissa Cicozi, Dick Block, Amy Nichols, Sharon Johnston: Discussion of the AC Program and how to best meet the needs of students in CFA

Rebecca Oreto: Intercultural Communication Center – strategies for ESL

Scott Levitt: Discussed a process for student support for students sanctioned by the Student Conduct Board

Dr. Iliano Cervesato: Computer Science Department to discuss support for 15-122 with Excel Collaborative Learning Groups

Jennifer Wagner: Tepper School of Business orientation to AD

Becky Melville: Disability Services new employee orientation to AD

Julie Schultz: Associate Dean for Parent and Family Engagement and First-Year Orientation

Elizabeth Bischof: Parent Engagement Team

Dr. Ahmed Khallaayoun and Dr. Mhammad Chraibi: Center for Learning Excellence at Al Akhawayn University in Morocco

Margaret Usdansky from Syracuse University: Center for Learning and Student Success

Selma Liman Mansar from CMUQ: helping students in biology at the Qatar campus
Information Sharing/meetings with:

Patience Whitworth
Melanie Lucht
Department of Athletics
Admissions Counselors
Catherine Getchell – Director of Disability Services
Ken Hovis – MCS
Dietrich College Advising Staff
University of Rochester's Center for Excellence
Sarah Emory
Joanna Dickert
Eva Mergner
Bruce Gerson
Vickie Woodhead
DC Advisor
Emily Weiss, Ph.D. - Eberly Center

The AD staff participated in numerous other campus events and collaborated with faculty and staff across campus and in many forums.
Appendices

A. CMUS 99-250 Seminar for Peer Tutors Syllabus
B. CMUS 99-251 Seminar for Supplemental Instructors Syllabus
C. CMUS 99-252 Seminar for Academic Coaches Syllabus
D. Organizational Chart
E. Sample of Basic Math Computations for the SI Summary Report
F. Capstone Event – CLT Olympics
G. Stress Monitoring Monthly Check-in Survey
SPRING 2018
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

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 19
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 26
The Roles and Responsibilities of a Peer Tutor
- Administrative Items (The practicum begins in week two.)
- Review the Readings
  o What is MacDonald’s definition of a tutor?
  o What are MacDonald’s six goals of tutoring?
  o Are there any other points from the readings relevant to tutoring at CMU?
- Pair Work Activity (Do’s & Don’ts of Tutoring & Tutoring Scenarios)
- Group Consolidation
- Referrals to Other Support Services on Campus

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

Session Three: March 5
The Tutoring Cycle
- Practicum Discussion
  o Are you getting a chance to work with students during your practicum?
  o Is the experience what you expected? Why or why not?
  o Are there any problems or issues that you want to troubleshoot?
- Review the Readings
  o What are the twelve steps of the Tutoring Cycle?
  o What does it mean to emphasize process over content? Why is this important and how can a tutor facilitate this?
(Week Three, Continued…)

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

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

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

Session Four: March 19

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

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

Session Five: March 26

Tutoring Options
Practicum Discussion
- Are you getting a chance to work with students during your practicum?
- Is the experience what you expected? Why or why not?
- Are there any problems or issues that you want to troubleshoot?

Review the Readings
- What are the six tutoring options mentioned by MacDonald? Give an example of each.
- What is Bloom’s Taxonomy (BT)? Provide an example of questions or initiations that address each aspect of BT.
- Are there any other points from the readings relevant to tutoring at CMU?
(Week Five, Continued...)

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

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

Session Six: April 2
Managing Standing Tutoring Appointments
Practicum Discussion
   o Are you getting a chance to work with students during your practicum?
   o Is the experience what you expected? Why or why not?
   o Are there any issues or problems you want to troubleshoot?
Small Group Discussion
   o What difficulties did you encounter in observing three standing appointments?
   o For each appointment, did the tutor meet your expectations? Why or why not?
   o For each appointment, what did the tutor do well? What would you have done differently?
   o Compare and contrast walk-in tutoring with standing tutoring appointments.
Group Consolidation

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

Session Seven: SATURDAY, APRIL 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 9

Visiting Academic Coaches – Study Skills Presentation

- Academic Coaches’ Presentation
  - Individual Appointments & Group Workshops
  - Sample Workshop
  - Identifying Students With Study Skills Issues
  - Making Referrals

- Group Consolidation

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

Session Nine: April 23

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

Teaching Assistants: Anirudh Sridhar, Student Supervisor, asridha1@andrew.cmu.edu
Joseph Zoller, Student Supervisor, jaz@andrew.cmu.edu
Omkar Kelkar, Student Supervisor, ouk@andrew.cmu.edu
Apeksha Atal, Student Supervisor, aatal@andrew.cmu.edu
Bria Persaud, Training Student Supervisor, briap@andrew.cmu.edu

Day/Time/Location: Section 1 – Tuesdays, 4:30pm-6:30pm Cyert Hall B6B
Section 2 – Tuesdays, 6:45pm-8:45pm Cyert Hall B6B
Section 3 – Wednesdays, 7:30pm-9:00pm Cyert Hall B6B

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

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

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

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

Practicum:
1. One SI/EXCEL Mentor Interview (.5 hour minimum)
2. Two Simulated Sessions (1 hour total with preparation time)
3. Three Observations
   a. Specifics:
      i. Observe 2 regularly scheduled SI or EXCEL sessions (1 hour each)
      ii. Observe 1 SI or EXCEL Exam Review session (2 hours)
      iii. Debrief each observation with the SI/EXCEL Leader (.5 hour minimum)
   b. What else is involved:
      i. Conduct 1 Follow-up Discussion with the session leader per observation
      ii. Write 1 Reflective Essay per observation, specific prompts provided

4. Two Co-lead Sessions
   a. Specifics:
      i. Session planning with assigned SI/EXCEL Leader per co-lead (1 hour each)
      ii. Lead part of a regular SI/EXCEL session with current leader (1 hour)
      iii. Lead all of 1 regular SI/EXCEL session with current leader (1 hour)
   b. What else is involved:
      i. One Session Plan Conference with Coordinator/Student Supervisor per co-lead
      ii. 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday, February 20</td>
<td>Introductions Class &amp; Practicum Overview SI &amp; EXCEL Model - SI for Leaders - Proof that SI works - The Dependency Cycle - SI Credo &amp; SI Compared to other models Collaborative Learning Ideal SI Leader &amp; Sessions</td>
<td>Training Binder - LRM &amp; Guide - Syllabus - Practicum Form</td>
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<td>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.</td>
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<td>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.</td>
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<td>Practicum Scheduling:</td>
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<tr>
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<td></td>
<td>• Co-lead Session dates (between March 25-April 17) scheduled with Mentor(s)</td>
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<td></td>
<td>• Exam Review Observation</td>
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<td></td>
<td>Reading Assignment: Theoretical Backgrounds LRM 16-17</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>SI-EXCEL Learning Process Ideal SI Leader &amp; 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</td>
<td>Training Binder</td>
<td></td>
</tr>
<tr>
<td>Tuesday, February 27</td>
<td></td>
<td></td>
<td>Due: Observation 1 of Mentor SI/EXCEL Session: complete an observation form.</td>
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<td>Due: Mentor Interview Completed Interview Questionnaire, and one-page reflection</td>
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<td></td>
<td>Due: Co-lead Dates (and Exam Review Observation)</td>
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<td>Reading Assignment: Intro to Processes LRM 39-40, Planning for SI Sessions LRM 26-27, Prerequisite Knowledge LRM 106-107</td>
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<td>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?”</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>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 Simulated Session 1 Planning</td>
<td>Training Binder</td>
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<tr>
<td>Tuesday, March 6</td>
<td></td>
<td></td>
<td>Due: “What Kind of Leader Will I Be? - How Leader’s Learning Styles Impact their Sessions and Ultimately the Students” Reflection Paper</td>
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<td></td>
<td>Due: Observation #2 of SI/EXCEL Session completed observation form and one-page reflection</td>
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<td>Reading Assignment: Opening &amp; Closing Sessions LRM 82-83, Student to Student Interactions LRM 84, General Tips for Conducting Sessions LRM 92</td>
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<td></td>
<td>Simulated Session 1: Simulated Sessions planned with group for Tuesday, March 20. Develop Session Plan and Activities.</td>
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<td>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.</td>
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<td>Practicum: Schedule Co-lead 1 and 2 Session Plan Conferences with Program Coordinator or Student Supervisors</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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<tr>
<td>Tuesday, March 13</td>
<td>No Class – Spring Break</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Monday, March 19</strong></td>
<td><strong>Send Simulated Session 1 Preview Email</strong></td>
<td><strong>Assignments Due Next Class Period</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Structuring Sessions</strong></td>
<td><strong>Simulated Session 1</strong></td>
<td><strong>Due: Simulated Session Plan and Session Materials</strong></td>
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<td></td>
<td><strong>Due Monday, March 19 at 5:00pm: Simulated Session 1 Preview Email</strong></td>
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<td></td>
<td><strong>SI Learning Process</strong></td>
<td></td>
<td><strong>Practicum:</strong> Fill out a session planning rubric from LRM pg. 137-138 along with a session plan for your Co-lead 1 Session Conference</td>
</tr>
<tr>
<td></td>
<td><strong>Activities: Divide &amp; Conquer, Concept Mapping and Matrices</strong></td>
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<td></td>
<td><strong>Co-lead Conference</strong></td>
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<td></td>
<td><strong>Scheduling</strong></td>
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<tr>
<td><strong>Tuesday, March 20</strong></td>
<td><strong>Structuring Sessions</strong></td>
<td><strong>Training Binder</strong></td>
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<td>Create a <em>Divide and Conquer</em>, <em>Concept Mapping</em> and a <em>Matrices</em> exercise based on the models in the LRM, pgs. 65 &amp; 70-74. Be sure to include an explanation of when (i.e. during what part of a session) and for what educational purpose you would use these techniques in a session.</td>
</tr>
<tr>
<td></td>
<td><strong>Simulated Session 1</strong></td>
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<td></td>
<td><strong>SI Learning Process</strong></td>
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<td>Complete Simulated Session 1 Self and Peer Evaluation and Reflection</td>
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<td></td>
<td><strong>Activities: Divide &amp; Conquer, Concept Mapping and Matrices</strong></td>
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<td><strong>Co-lead Conference</strong></td>
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<td><strong>Scheduling</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Tuesday, March 27</strong></td>
<td><strong>Classroom Management - Arrangements &amp; Facilitating Discussion/Interaction</strong></td>
<td><strong>Assignments Due Next Class Period</strong></td>
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<td><strong>Due:</strong> Simulated Session Self and Peer Evaluation</td>
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<td></td>
<td><strong>Scenarios</strong></td>
<td></td>
<td><strong>Due:</strong> Divide &amp; Conquer Exercise, Concept Mapping Exercise, Matrices Exercise</td>
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<td></td>
<td><strong>Constructing Handouts</strong></td>
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<td><strong>For in-class use</strong></td>
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<td><strong>For take-home use</strong></td>
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<td></td>
<td><strong>Peer and Self Evaluation of SI Plan, Handouts, and Communication</strong></td>
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<td><strong>Creating Effective Communication</strong></td>
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<td><strong>Training Binder</strong></td>
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<td><strong>Due:</strong> Simulated Session Self and Peer Evaluation</td>
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<td><strong>Due:</strong> Divide &amp; Conquer Exercise, Concept Mapping Exercise</td>
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<td><strong>Reading Assignment:</strong> Types of Questions LRM 29-32, Reciprocal Questioning LRM 75-76, Wait Time/Check for Understanding LRM 85-89</td>
</tr>
<tr>
<td>Timeline</td>
<td>Topic</td>
<td>Materials Needed</td>
<td>Assignments Due Next Class Period</td>
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<tr>
<td><strong>Week 6</strong></td>
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</tbody>
</table>
| *Tuesday, April 3* | Communication: - Questioning Techniques - Redirecting Questions & Wait Time - Reciprocal Questioning - Higher Level Questioning Techniques - Nonverbal Communication | Training Binder     | **Observation #3 of Exam Review Session Due April 17**: 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.  

**Simulated Session 2**: Simulated Sessions planned with group for *Tuesday, April 10*. 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. |

| **Week 7** |                                                                       | Email the training class to preview your Simulated Session 2 by 5:00pm. | **Simulated Session 2** | Complete Simulated Session Self and Peer Evaluation  

**Observation #3 of Exam Review Session Due April 17**: complete an observation form and write a one-page reflection on the strengths/weaknesses of the session and techniques you can use as a future leader.  

**Practicum**: Complete All Practicum elements for next week, *Tuesday, April 17*. |

| *Monday, April 9* | Send Simulated Session 2 Preview Email                               | Training Binder     | **Simulated Session 2** | Complete Simulated Session Self and Peer Evaluation  

**Observation #3 of Exam Review Session Due April 17**: complete an observation form and write a one-page reflection on the strengths/weaknesses of the session and techniques you can use as a future leader.  

**Practicum**: Complete All Practicum elements for next week, *Tuesday, April 17*. |

| *Tuesday, April 10* | Simulated Session 2                                                  | Training Binder     | **Simulated Session 2** | Complete Simulated Session Self and Peer Evaluation  

**Observation #3 of Exam Review Session Due April 17**: complete an observation form and write a one-page reflection on the strengths/weaknesses of the session and techniques you can use as a future leader.  

**Practicum**: Complete All Practicum elements for next week, *Tuesday, April 17*. |
<table>
<thead>
<tr>
<th>Week 8</th>
<th><strong>Tuesday, April 17</strong></th>
<th><strong>SI-EXCEL Co-Lead Session Recap</strong></th>
<th><strong>Metacognition and Reflection: Exam Review Sessions &amp; Post-Exam Review Sessions</strong></th>
<th><strong>Planning Exam Review Sessions</strong></th>
<th><strong>Marketing your SI &amp; EXCEL Session</strong></th>
<th><strong>- PowerPoint</strong></th>
<th><strong>- Blackboard</strong></th>
<th><strong>- Email Communication</strong></th>
<th><strong>Training Binder</strong></th>
<th><strong>Due:</strong> Simulated Session 2 Self and Peer Evaluation and Reflection</th>
<th><strong>Due:</strong> Observation #3 of SI/EXCEL Exam Review Session completed observation form and one-page reflection</th>
<th><strong>Due:</strong> Practicum and all corresponding materials</th>
<th><strong>Practicum Due</strong></th>
<th><strong>Assignments Due Next Class Period</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Tuesday, April 24</strong></td>
<td><strong>SI/EXCEL Leader Mission Statement</strong></td>
<td><strong>AD Office Scavenger Hunt Small Group Collaborative Learning (Academic Development Office Procedures and Scavenger Hunt)</strong></td>
<td><strong>Beginning of Fall 2018 Semester Checklist</strong></td>
<td><strong>SI/EXCEL Training Class Final Exam Prep</strong></td>
<td><strong>Completed Scavenger Hunt</strong></td>
<td><strong>Training Binder</strong></td>
<td><strong>Due:</strong> SI &amp; EXCEL Training Course Concept Map</td>
<td><strong>CLT Olympics</strong></td>
<td><strong>Training Class Final &amp; Course Evaluation</strong></td>
<td><strong>F18 SI &amp; EXCEL Orientation Meeting will be held Tuesday, August 28, 2017 from 4:30-6:30pm in Cyert B6A &amp; B6B</strong></td>
<td><strong>The instructor reserves the right to adjust the schedule as needed.</strong></td>
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</table>
Purpose

The purpose of this training course is to provide you with the skills necessary to become an Academic Coach (AC).

- You will be exposed to the mission and goals of Academic Development
- You will gain experience in effective and efficient study strategies, productivity techniques, communication skills, group dynamics, campus referral resources and how to create a supportive learning environment
- You will adopt the appropriate interpersonal skills and /or develop your existing interpersonal skills in order to best assist, support, and connect with a variety of students
- You will gain practical experience through both individual and group engagement
- You will become a Facilitator of Change

Course Objectives

Upon completion of this course, you will be able to:

- Showcase a strong understanding of Academic Coaching content
- Apply Academic Coaching policies and procedures
- Initiate the process of understanding your Academic Coaching style, strengths, and weaknesses
- Complete Academic Coaching reports and related paperwork
- Demonstrate understanding and ability to properly utilize effective communication skills
- Plan and conduct work autonomously and in a group setting when needed

AC Training Competencies

Connection:
- Establish rapport with students and Academic Development employees
- Differences in connecting with individual students versus groups
- Showcase competence and confidence with position
- Session balance: casual vs formal – both have their uses

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

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

We Are:
- Facilitators of Change
Additional Skills:
- Critical Thinking
- Understanding Boundaries
- Balancing You as a Student and You as an AC
- Gaining personal confidence
- Gaining comfort challenging a student
- Finding your way to hold a student accountable
- Learning to seek advice

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

Best Practices/Logistical tips:
- Emails:
  - Respond promptly (24 hours or less) to emails from Mike and/or Linda
  - Send reminder emails or texts to student (text communication must be mutually agreed upon)
- Scheduling appointments:
  - Your availability + students availability = appointment time
  - Appointments must be kept in a Google Calendar that is shared with Mike
    - Existing calendar calendar is preferred -- special permission for an alternative
    - Calendars will be shared during training class to assist with assignments
  - Schedule changes and appointment adjustments must be showcased on calendar
- Folders:
  - Keep track of all appointments in order to know where to go next
  - Use space provided to seek feedback
- Responsibilities:
  - Participation
  - Willingness
  - Availability
  - Communication
  - Teamwork
  - Support
- We will spend a fair amount of time at the end of the 9 weeks understanding office logistics, as well as in the beginning of next semester.
Assignments

Student Directed Information Sessions
- With a partner or partners, students will be asked to direct a small group to learn a portion of the assigned readings
- Groups will be selected at random to facilitate sessions on specific topics
- Partners will change periodically throughout the semester
- Students will be evaluated on their: 1. **Content knowledge** 2. **Preparedness** 3. **Effort** 3. **Ability to engage the audience**
- It is of the utmost importance that we work hard outside of the classroom in order to develop a strong understanding of the Academic Coaching content
- The opportunity to enlist the help of current Academic Coaches to make sure you are making the best presentation possible, if you ask
- **Exploring information outside of the assigned readings is encouraged** *(This helps our program grow!)*
  - Don’t be afraid to get creative and pull information from other fields and disciplines.

Weekly Canvas Discussion - Due the Tuesday before each class
- Students will document feelings, questions, concerns, impressions, and overall understanding of class materials, activities and AC related experiences
- This assignment values quality over quantity, as comments must exhibit thoughtfulness and effort
- Students may add a topic and/or comment on an existing topic
- Canvas discussion trends and topics will guide parts of class discussion
- Every student must contribute to each week, but there is no limited requirement.
- This will be as useful or as useless as we make it.

AC Observation and Reflection
- Students are required to observe two (2) Academic Coaching Session
- The first observation is due **3/7/18** and the second observation is due **4/11/18**
- Students will be assigned an Academic Coach to observe, but the responsibility of scheduling an observation is on the student
  - Contact information will be provided
- Submission of this assignment will be due in class on due date listed

AC Interview Due -- **4/4/18**
- Students are required to interview a current Academic Coach
- Students will be assigned an Academic Coach to interview. **Hint:** It can be time efficient to interview the same AC that you observe, as the observations are due first. It is also helpful to gain perspective as early as possible.
- Students must complete the AC Mentor Interview Sheet **OR** write a detailed summary of your main takeaways from the interview. Effort and thoughtfulness must be evident with either option.

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

<table>
<thead>
<tr>
<th>Week #</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Wed</td>
<td>2/21</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Orientation - Syllabus - Understanding Role - Class Structure - Expectations</td>
<td>1. 1-on1 Meeting with Mike – Schedule Obsrv. 2. Discussion (Tuesday) 3. Read all assigned materials</td>
</tr>
<tr>
<td>Week 2</td>
<td>Wed</td>
<td>2/28</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Coaching Skills - Cultural Awareness</td>
<td>1. 1-on1 Meeting with Mike – Schedule Obsrv. 2. Discussion (Tuesday) 3. Read all assigned materials</td>
</tr>
<tr>
<td>Week 3</td>
<td>Wed</td>
<td>3/7</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>IPSS - Memory - Metacognition - Learning</td>
<td>1. Read All Section Materials 2. First Observation and Reflection Due 3. Discussion (Tuesday)</td>
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<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>Week 4</td>
<td>Wed</td>
<td>3/21</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Workflow – Organization – Planning/Structure - Goal Setting</td>
<td>1. Read All Section Materials 2. Discussion (Tuesday) 3.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Wed</td>
<td>3/28</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Time/Attention Management - Focus - Motivation</td>
<td>1. Read All Section Materials 2. Discussion (Tuesday) 3.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Wed</td>
<td>4/4</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Mindfulness - Stress - Procrastination</td>
<td>1. Read All Section Materials 2. Discussion (Tuesday) 3. AC Interview Worksheet Due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Wed</td>
<td>4/11</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Study Skills - Resources</td>
<td>1. Read All Section Materials Submit 2. Discussion (Tuesday) 3. Second AC Observation Reflection Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Wed</td>
<td>4/18</td>
<td>4:30pm-6:00pm</td>
<td>Cyert B6-B</td>
<td>Exam Prep - TBD</td>
<td>1. Read All Section Materials 2. Discussion (Tuesday)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Wed</td>
<td>4/25</td>
<td>4:30pm</td>
<td>Cyert B6-B</td>
<td>Panel (Q&amp;A with veteran AC’s)</td>
<td>1. Discussion (Tuesday)</td>
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</tbody>
</table>


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.
## Supplemental Instruction Summary Report

**University of Missouri-Kansas City**  
**Coordinator:** Jessica Elam

**Fall 2015**  
**SI and Non-SI Group Comparison**

### Course: Course 100

**Instructor:** First + Last Name

### SI and Non-SI Group Comparison

<table>
<thead>
<tr>
<th>Session N</th>
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<th>1-4</th>
<th>5-9</th>
<th>10+</th>
<th>Total SI</th>
<th>SI+Non SI</th>
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<td>21</td>
<td>18</td>
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<td>10%</td>
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<td>Combined A, B, &amp; C</td>
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<td>39%</td>
<td>18</td>
<td>86%</td>
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<td>Combined D, F, &amp; W</td>
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<td>61%</td>
<td>3</td>
<td>14%</td>
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<td>Grade Point Average</td>
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<td>6%</td>
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<td>5%</td>
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<td>6%</td>
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</table>

### Summary

- **Total Graded Enrollment:** 101
- **Total Audit (AT), Incomplete (I), Non-Credit (NC), and Not Reported (NR):** 3
- **Number of Session Hours Offered During the Term:** 46
- **Total Contact Hours of SI Participating Students:** 70
- **Total Number and Percentage of Graded Students Attending SI:** 65 % 65 %
- **Mean Number of Sessions Attended by SI Participants:** 3
- **Mean Size of SI Sessions:** 2
- **Mean of Student Satisfaction with SI Leader (1=low, 5=high):** 3

### UMKC

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<tr>
<th></th>
<th>4-point scale</th>
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<tbody>
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<td>Difference from SI to Non-SI group</td>
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### Supplemental Instruction Summary Report

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

#### SI and Non-SI Group Comparison

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<th>Professor: John Doe</th>
<th>SI Leader: Jane College</th>
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<th>Non SI Group 20</th>
<th>Total 31</th>
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<td>9%</td>
<td>1</td>
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<tr>
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<td>0</td>
<td>0%</td>
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<td></td>
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<td>91%</td>
<td>16</td>
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<td>9%</td>
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**Totals**

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<th>Non SI Group 20</th>
<th>Total 31</th>
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</thead>
<tbody>
<tr>
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<td>Number</td>
<td>Percent</td>
<td>Number</td>
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<td>Total Number and Percentage of Graded Students Attending SI</td>
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<tr>
<td>Mean Number of Sessions Attended by SI Participants</td>
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<td></td>
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<tr>
<td>Mean Size of SI Sessions</td>
<td></td>
<td></td>
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<tr>
<td>Mean of Student Satisfaction with SI Leader (1=low, 5=high)</td>
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#### Mean Final Grade

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<th>UMKC 12-point scale</th>
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<tr>
<td>Mean Final Grade of Non-SI Participants</td>
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<tr>
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</table>
Basic Math Computations for the Summary Report

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

Step #1: Collect the Raw Data

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Final Course Grade</th>
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<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>
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<td>Kevin Blast</td>
<td>C</td>
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<tr>
<td>Lora Blount</td>
<td>B</td>
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<tr>
<td>Betty Bowers</td>
<td>C</td>
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<td>Donny Brooke</td>
<td>A</td>
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<tr>
<td>Viola Carson</td>
<td>A</td>
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<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>
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<td>Martha Jones</td>
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<td>Shirley Kaplan</td>
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<td>Mary Laws</td>
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<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>
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<tr>
<td>Aboud Andura</td>
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<tr>
<td>Karl Arthur</td>
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<td>Brent Barker</td>
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<td>Jean Barlow</td>
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<td>Karol Bent</td>
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<tr>
<td>Lisa Bistle</td>
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<tr>
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<td>B</td>
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<tr>
<td>Betty Bowers</td>
<td>8</td>
<td>C</td>
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<tr>
<td>Donny Brooke</td>
<td>0</td>
<td>A</td>
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<tr>
<td>Viola Carson</td>
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<td>A</td>
</tr>
<tr>
<td>Darlene Coleman</td>
<td>0</td>
<td>C</td>
</tr>
<tr>
<td>Carla Davis</td>
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<tr>
<td>Cynthia Doll</td>
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<td>Jenny Farmer</td>
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<td>B</td>
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<td>Steve Gambol</td>
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<td>Barb Hassner</td>
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<td>Polly Houseman</td>
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<td>Jetta Koehler</td>
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<td>C</td>
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<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])
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

**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>
<th>Final Course</th>
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<tbody>
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<td>C</td>
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<td>B</td>
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</tr>
<tr>
<td>Brent Barker</td>
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<td>B</td>
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<tr>
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<tr>
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<td><strong>31</strong></td>
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</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.

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<th>Non-SI Group</th>
<th>Class Total</th>
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<tr>
<td>B</td>
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</tr>
<tr>
<td>Totals</td>
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<td>20</td>
<td>31</td>
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</tbody>
</table>

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<th># (N= 20)</th>
<th># (N= 31)</th>
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</thead>
<tbody>
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<td>4[divide by N] 20</td>
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</tr>
<tr>
<td>B</td>
<td>8[divide by N] 11</td>
<td>4[divide by N] 20</td>
<td>12[divide by N] 31</td>
</tr>
<tr>
<td>C</td>
<td>2[divide by N] 11</td>
<td>8[divide by N] 20</td>
<td>10[divide by N] 31</td>
</tr>
<tr>
<td>D</td>
<td>0[divide by N] 11</td>
<td>2[divide by N] 20</td>
<td>2[divide by N] 31</td>
</tr>
<tr>
<td>F</td>
<td>1[divide by N] 11</td>
<td>1[divide by N] 20</td>
<td>2[divide by N] 31</td>
</tr>
<tr>
<td>W</td>
<td>0[divide by N] 11</td>
<td>1[divide by N] 20</td>
<td>1[divide by N] 31</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SI Group</th>
<th>Non-SI Group</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>B</td>
<td>72.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td>C</td>
<td>18.2%</td>
<td>40.0%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
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<td>F</td>
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<td>W</td>
<td>0%</td>
<td>5.0%</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>
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<tr>
<th></th>
<th>SI GROUP</th>
<th></th>
<th>NON-SI GROUP</th>
<th></th>
<th>TOTAL CLASS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>_____</td>
<td>X4= _____</td>
<td>A</td>
<td>_____</td>
<td>A</td>
<td>X4= _____</td>
</tr>
<tr>
<td>B</td>
<td>_____</td>
<td>X3= _____</td>
<td>B</td>
<td>_____</td>
<td>B</td>
<td>X3= _____</td>
</tr>
<tr>
<td>C</td>
<td>_____</td>
<td>X2= _____</td>
<td>C</td>
<td>_____</td>
<td>C</td>
<td>X2= _____</td>
</tr>
<tr>
<td>D</td>
<td>_____</td>
<td>X1= _____</td>
<td>D</td>
<td>_____</td>
<td>D</td>
<td>X1= _____</td>
</tr>
<tr>
<td>F</td>
<td>_____</td>
<td>X0= _____</td>
<td>F</td>
<td>_____</td>
<td>F</td>
<td>X0= _____</td>
</tr>
</tbody>
</table>

|             | _____    | _____       | _____        | _____      |             | _____       |

### Example

<table>
<thead>
<tr>
<th></th>
<th>SI Group</th>
<th></th>
<th>Non-SI Group</th>
<th></th>
<th>Total Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>X4= 0</td>
<td>A</td>
<td>4</td>
<td>X4= 16</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>X3= 24</td>
<td>B</td>
<td>4</td>
<td>X3= 12</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>X2= 4</td>
<td>C</td>
<td>8</td>
<td>X2= 16</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>X1= 0</td>
<td>D</td>
<td>2</td>
<td>X1= 2</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>X0= 0</td>
<td>F</td>
<td>1</td>
<td>X0= 0</td>
<td>F</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 2018 SI & EXCEL CLT Olympics! Station leaders will give a brief 2-3 minute introduction of their signature CLT, best practice, or innovative technique and then facilitate the CLT challenge that they have designed for 7 teams of training SI & EXCEL Leaders. Stations are:

Sophie, Nan, Debi – Affinity Grouping
Alan, Jeremy, Matt, Jessica L. – Amazing First Line Only Race
Angela, Tanushree, Zach, Shruti – Around the World with Variations
Justyn, Miranda, Yasmene, Isabel, Emily – Concept Toolbox
Kylene, Kai, Serris, Jacob – Create Your Own Meta Adventure
Apeksha, Omkar, Nathalie, Olly – Jeopardy!
Hyunji, Richard, Becky, Suraj, Lily – Jigsception
Ani – Notable Notecards
Bria, Bam, Ally – Speed Dating
Sunjeev, Rachel, Farreltin, Kathy, Oliver, Cari – STP/SPS

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

Affinity Grouping .................................................. pg.2
Amazing First Line Only Race--------------------------pg.3
Around the World with Variations -------------------pg.4
Concept Toolbox.................................................pg.5
Create Your Own Meta Adventure--------------------pg.6
Jeopardy! .......................................................... pg.7
Jigsception .........................................................pg.8
Notable Notecards ...............................................pg.9
Speed Dating ..................................................... pg.10
STP/SPS................................................................pg.11

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

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

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

Station leaders will record the team’s score on the score card that matches the color of the team’s handout. Judges will collect the score cards after each round to keep a running tally of the scores. At the end of the event, each team’s 8 event scores will be tallied and the highest overall scores will determine who places first, second, and third and receives the gold, silver, and bronze medals, respectively.
2018 CLT Olympic Schedule of Events

- **Arrive & Set Up** – 9:30am-9:50am
  - Help yourself to coffee and bagels
  - Locate and make any necessary preparations to your station
  - Leader Overview
- **Contestants Arrive** – 9:50am
  - Contestants help themselves to coffee and bagels
  - Each will receive a handout and the color of their handout will determine their team
  - Trainees will be divided into teams of 3 or 4
- **Opening Ceremonies** – 10:00am
  - Welcome Message – Overview of the Event
  - Station Leaders Introduce their CLT in alphabetical order by CLT (2-3 minutes each) as the trainees follow along in their handouts to take notes
    1. Sophie
    2. Alan
    3. Angela
    4. Justyn
    5. Kylee
    6. Apeksha
    7. Hyunji
    8. Ani
    9. Bria
   10. Sunjeev
- **Start of the Games** – 10:30am
  - 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** – 11:50am
  - Total scores will be tallied and medalists announced
  - Closing Remarks
- **Tear Down** – 12:05pm
  - Tear down of B6A and closing of the wall to prepare for sessions
  - Any conversations or socializing can take place in B6B
  - Trainees will be completing their final in B6A

2018 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 2018 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 2018 Trainees!*
4. Over the past month, where have you spent the majority of your time on the Peak Performance Curve? *

![Peak Performance Curve Diagram]

Choose

5. 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:

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates my learning and growth.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Depletes my health and vitality.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Is negative and should be avoided.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Enhances my performance and productivity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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