# Supplemental Instruction International Conference 2014

**Your Name:**  Elissa Tobin **Name of Conference:**  Supplemental Instruction International Conference  **Location of Conference:**  Chicago, IL  **Dates of Conference:**  May 23-25, 2014

**List at least 3 sessions you attended and provide a description of each (Title and Description)**

* **Online and Mandatory SI** – Ali Saadat and Farhad Ghamsari, University of California-Riverside, Riverside, CA, USA

*The presenters introduced and discussed the implementation and details of two programs that are specific to UCR: an online-based Supplemental Instruction initiative, and an elective first-year college component-Learning Community, that includes Supplemental Instruction as a mandatory portion.*

* **Professor Involvement: Utilizing Faculty Support for Program Strength** – Ethel Swartzendruber, David Bos, Chelsea Hunter, and Luke Shumaker, Purdue University, West Lafayette, IN, USA

*A supportive professor can be the catalyst for greater student participation in weekly SI study sessions. This presentation showcased the correlation between the involvement of a student-focused faculty member and students’ perceptions and participation. Two SI leaders and their professor shared their perspectives of a pedagogical improvement from this type of student leader/faculty relationship.*
* **Collaborative SI: Creating Partnerships in Funding, Training, and Managing SI Programs Across Campus** – Amy Besa and Leticia Villarreal, Texas A&M University-Corpus Christi, Corpus Christi, TX, USA

*This was an interactive session full of tips and tricks to run a successful SI partnership. Participants learned three main things: (1) similarities and differences in management practices for SI programs; (2) ideas for training new and returning SI leaders; and (3) different funding sources available for SI programs.*
* **Incorporating Online and Blended SI Review Sessions into your Supplemental Instruction Program** – Johanna Dvorak, University of Wisconsin-Milwaukee, Milwaukee, WI, USA

*This session was focused on individuals interested in increasing access and attendance for SI sessions. The presentation describes how to use an online synchronous web conferencing platform and interactive whiteboards to conduct online and blended SI review sessions. The presenter discussed program organization, funding, administration, training, evaluation, and featured clips of SI sessions.*
* **The “University Diner” Analogy: Serving Up Student Success by Mirroring Best Practices in Restaurants** – Brittany Biancalana, Tulane University, New Orleans, LA, USA

*The buzz of a busy Academic Success Center can be eerily similar to that of a crowded restaurant – jam-packed with staff, customers, and high expectations. This presentation explored the best practices of how to manage the logistics of an Academic Success Center through the lens of a well-oiled restaurant.*
* **What’s Equity Got to Do With It? Why Anti-Bias Work is Essential in Your Training Curriculum** – Mae Stephenson, Tacoma Community College, Tacoma, WA, USA

*This interactive workshop outlined what one Supplemental Instruction program does to embrace the equity element of the campus mission statement. The presenter discussed several training strategies designed to create a more inclusive program.*
* **A Regression Analysis of Student Motivation and the Effect of SI on Student Success** – Dave Carlson and Kathryn Beck, University of Wisconsin-Rock County, Janesville, WI, USA

*The presenters explained how they controlled for student motivation in a study to show that the correlation between attending SI sessions and receiving a higher course grade is not accidental. The presenters assisted audience members in planning how to do similar studies of their SI Programs.*
* **SI and the Flipping Classroom: Combining Pedagogy and Practice** – Kevin Miller, Stacy Collins, and Alicia Schultheis, Stetson University, DeLand, FL, USA

*This presentation focused on the implementation of an SI program in multiple sections of an introductory Biology course taught with a ‘flipped classroom’ pedagogy. The presenters offered insight into the successes and challenges of implementing SI in a ‘flipped’ classroom.|*
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**One significant item you learned from the conference that you were unaware of and would like to share with colleagues.**

I was not aware that universities are holding online SI sessions, making it accessible to students who are unable to attend in person. While in-person SI sessions are still the primary means, leaders are recording their sessions and streaming them live via tools like Blackboard Collaborate which allows people to log in from home and still participate and engage. While I’m not sure this is something that would be successful here at OHC, given some access concerns, I think it is an interesting option we might be able to pilot with a tech savvy SI Leader in a future semester.

**What one activity would you recommend we implement immediately?**

Something I recommend we implement immediately is more regular observations of new SI leaders and a creation of the SI Mentor role. In the UMKC model, new SI leaders are observed every session for the first two weeks (mainly because there are so many students attending and an observer can help make the leader feel more comfortable easing into their role. Since our classes are much smaller and therefore attendance is lower than a 4-yr, I think we should at least observe one session a week for the first few weeks, or meet more often with those new leaders.

**What one activity would you recommend we implement in FY 15 budget (Long Term)**

One of the next-step goals I would recommend is getting a magnetic card reader to assist with attendance tracking. I would like us to be able to move to a paperless program and sign-in sheets can be an easy start to this.

**If we had available funds what would you recommend we implement?**

If we had the funds, I would like to see **all** Biology, Chemistry, and Physics courses, along with select Math courses such as Pre-Calculus and Calculus, be supported with an SI Leader. The challenge we have, aside from money, is finding quality leaders who are still students but understand the student-struggle as well as the importance of SI in student success. There is a science to selecting good SI leaders, and its something all the schools struggle with. Especially in a 2-year college, with talent leaving us after just a few semesters, it is hard to maintain a successful program.

**Additional comments pertaining to how this conference supports the grant objectives or KPIs of the District**

I thought this was an incredibly impactful conference that helps to show our staff and leaders (when funds are available for them to attend) just how “big” the SI program is nationally and internationally. It shows that its bigger than just our school and how so many other institutions have found it to be successful in increasing their success and retention rates.

***Lastly, please include any photos, links, resources, hand-outs, or other materials when you submit your report***