Supplemental Instruction
California State University, Fullerton

Faculty Partner Guidebook

California State University, Fullerton
Supplemental Instruction Implementation Team

CSUF | **Supplemental Instruction**
UNDERGRADUATE ACADEMIC PROGRAMS

Overview and History of Supplemental Instruction (SI)

Supplemental Instruction (SI) was first developed in 1973 at the University of Missouri at Kansas City by Dr. Deanna Martin.SI is an academic assistance program that provides weekly, peer-led group study sessions for students taking historically difficult, gateway, and bottleneck courses. SI sessions bring students together in a collaborative learning environment where they improve their understanding of course material, review and discuss important concepts, develop study strategies, and prepare for exams.

In SI, students connect *what to learn* with *how to learn*. SI is provided for all students who want to improve their understanding of course material and improve their grades; SI is *not* a remedial program for struggling or failing students. Students, who attend SI sessions on a consistent basis, traditionally earn a half to full letter grade higher than those students who do not participate in SI.

CSUF piloted its SI Program, adopted after UMKC model, in 2007 in several Calculus and Introductory Biology courses for majors. The Program grew steadily each year, funded by National Science Foundation and Department of Education grants. In 2009, The University Learning Center (ULC) began a parallel SI program, linked to the EOP and ECS Learning Communities, providing additional SI support in the Colleges of Humanities & Social Sciences, and Engineering & Computer Science. In 2010, the College of Natural Sciences & Mathematics and the ULC began a partnership in order to provide additional support to the department of Mathematics. In August 2013, Fullerton received funding through the Chancellor's Office's Academic & Student Success Initiatives to strengthen student achievement, through centralizing and institutionalizing the SI Program. In 2014, CSUF students recognized the benefits of SI as a high impact practice, and voted in favor of providing additional support to the SI Program through the Student Success Initiative (SSI). As a result, the SI Program was able to further expand its offerings across campus and begin to offer SI during Summer Intersession. In 2015, the Fullerton campus was designated as the Center of Excellence for SI across the California State University system.

CSU Fullerton's SI Program is a campus-wide effort involving meaningful collaboration between faculty, staff, administrators, and students within and across colleges. In particular, there is a strong positive working relationship between Academic Affairs and Student Affairs. The SI program at CSUF provides support to over 40 courses (160+ course sections), across 14 departments, and 5 colleges each semester. The Fullerton SI Program employs between 90-120 SI leaders during the fall and spring semesters and 5-10 leaders during the summer session. Departments that are currently supported by SI include: Accounting, Biology, Chemistry, Computer Science, Economics, Geology, Public Health, Finance, Information Systems & Decision Sciences, Kinesiology, Math, Physics, Political Science, and Psychology.

Purposes of SI
- To reduce rates of attrition within targeted historically difficult courses.
- To improve student grades in targeted historically difficult courses.
- To increase the graduation rates of students.

Goals and Objectives of SI
The goal of SI is to help students become independent learners. Objectives include:
- Increasing the number of students earning letter grades of C or better in targeted historically difficult courses.
- Reducing letter grades below a C and withdrawals in targeted historically difficult courses.
- Increase re-enrollment and persistence of participating students.
- Ultimately, improving the graduation rates at CSUF.

By encouraging regular attendance, SI aims to help students improve their class standing by one-half to one full letter grade. To accomplish this, SI helps students:
- Understand and plan for the demand of college-level courses.
- Gain problem-solving experience through trial and error.
- Develop analytical and critical thinking skills.
- Become more actively involved in the course.
- Develop more effective study skills
- Understand *what to learn* and *how to learn.*
- Articulate their learning style(s)
- Develop transferable study skills

Supplemental Instruction:
Effectively and directly addresses CSUF's Strategic Planning Goal No. 2:
- ❖ *To improve student persistence, increase graduation rates University wide, and narrow the achievement gap for underrepresented students.*

Key Elements of the SI Program

❖ The SI program targets traditionally difficult academic courses—those that have a high rate of C-, D, or F grades and withdrawals--and provides regularly scheduled, out-of-class, peer-facilitated sessions.

❖ SI does not identify high-risk students, but rather identifies historically difficult classes.

❖ Assistance begins the first week of the semester.

❖ SI sessions normally occur in classrooms near the course classroom instead of in a learning center.

❖ SI sessions are open to all students in the course, not just to those who are struggling.

❖ The SI leaders are the key people in the program. SI leaders are students who have demonstrated competence in the course.

❖ SI sessions are comprised of students of varying abilities, and no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, SI is not viewed as remedial.

❖ SI leaders are trained. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance, data collection and management details.

❖ SI leaders attend all class sessions, take notes, read all assigned material, and conduct two to three 50-75 minute SI sessions each week. SI sessions integrate *how-to-learn* with *what-to-learn*.

❖ Students who attend SI sessions discover appropriate application of study strategies, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation, as they review content material.

❖ Students have the opportunity to become actively involved in the course material as the SI leaders use the text, lecture notes, and supplementary readings as the vehicle for refining skills for learning.

❖ The SI Assistant Director is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring the quality of SI sessions, and evaluating the program.

❖ The SI leaders meet weekly as a group with their department SI Faculty Liaison throughout the semester for follow-up, development of skill sets, and problem-solving.

❖ SI participants earn higher course grades and withdraw less often than non-SI participants. Also, data demonstrate higher reenrollment and graduation rates for students who participate in SI.

Research and Assessment

In each course, the final grades and passing rates of the SI participants are compared with those of non-participants. Moreover, the final course grades of the SI participants are further broken down by the number of SI sessions attended. In addition, a survey will be distributed asking respondents about their interaction and perspectives associated with the SI program. Respondents will be asked to identify themselves: students participating/not participating in SI, faculty participants (courses linked to SI), and SI leaders. Survey questions focus on three constructs: awareness/prior knowledge of the SI program, experience with the SI program, and beliefs about the SI program
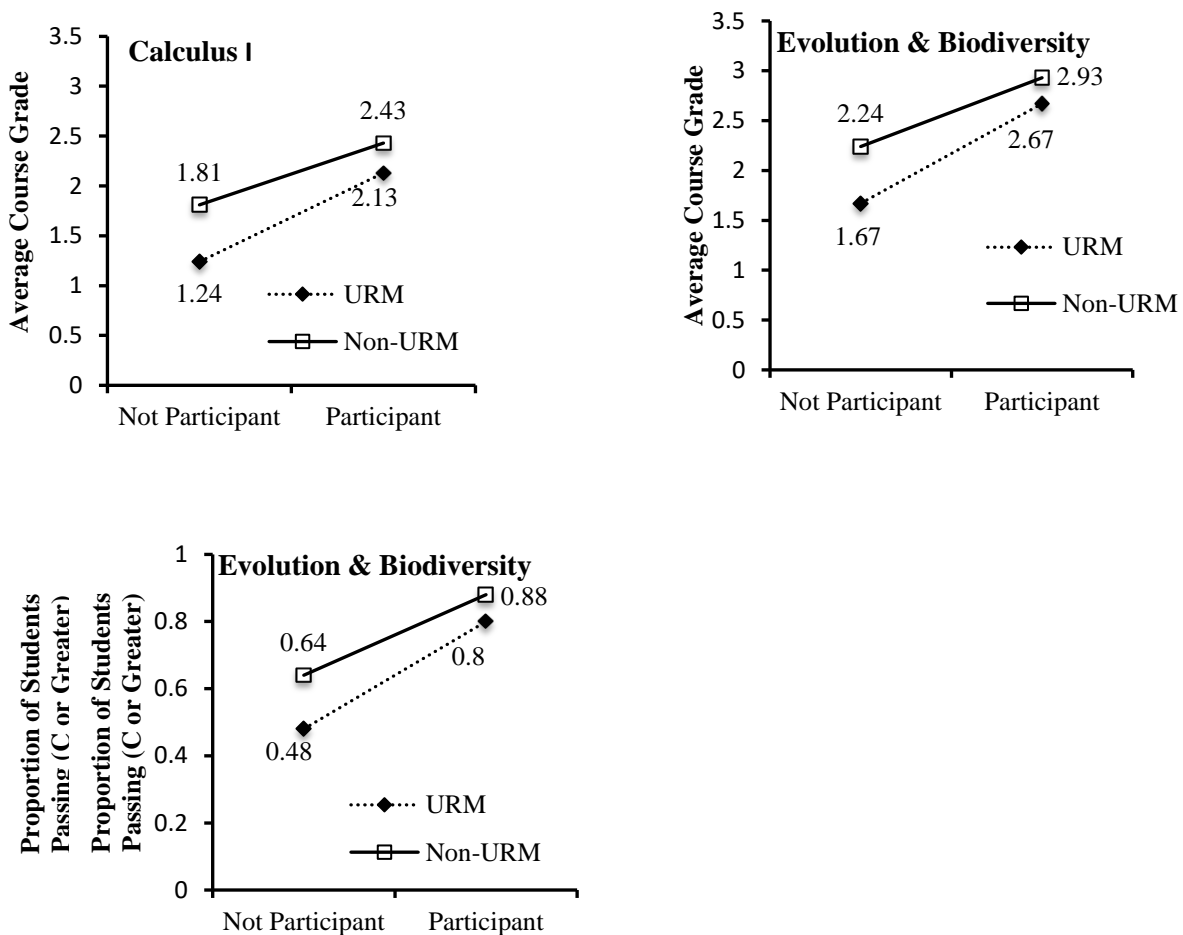
Data collected by the SI programs at CSUF, UMKC, and around the world, demonstrate that:
1. Students who participate in SI earn a half to full grade higher and withdraw less often than non-participants.
2. The more sessions a student attends, the higher the final course grade.

The academic scope of work centers on Supplemental Instruction as a high-impact practice. The impact of SI on student achievement at CSUF has been well-documented and shows the effect that a well-conceived and well-implemented program can have on student success in key gateway courses.

SI results at CSUF consistently indicated positive effects on all students, especially underrepresented minority (URM) students, with significant improvements in GPA and passing rates in gateway and bottleneck courses. For example, performance of students participating in SI was compared with that of non-participants in Calculus I (MATH 150A) and Evolution and Biodiversity (BIOL 171), two key STEM courses with traditionally high failure rates. In these two courses, students who participated in SI (n=943) had almost a 30% increase in success and a corresponding positive shift in GPA of more than 0.75 grade points compared to students who did not (n=692). Perhaps most important was narrowing of the "achievement gap" between URM (more than 40% of the students in Calculus I and Biology 171) and non-URM students in these courses. As shown in figure 2, differences in both the average course grade and the success rate between URM and non-URM students were much smaller for SI participants than for non-participants.

Figure 2. Student performance in two courses based on SI participation

Calculus I chart — Average Course Grade by SI participation (Not Participant, Participant) for URM and Non-URM. Non-URM: 1.81 → 2.43; URM: 1.24 → 2.13.

Evolution & Biodiversity chart — Average Course Grade. Non-URM: 2.24 → 2.93; URM: 1.67 → 2.67.

Evolution & Biodiversity chart — Proportion of Students Passing (C or Greater). Non-URM: 0.64 → 0.88; URM: 0.48 → 0.8.

While Supplemental Instruction is widely viewed as a positive force in achieving the goals of national and state initiatives, questions have been raised in the research and local communities about whether the results are skewed by self-selection of the student participants. In the data presented above, there were no significant differences in academic predictor variables, such as incoming GPA or SAT/ACT score, between the treatment and control groups. This is a robust finding in the SI literature: while various factors may play a role in SI selection, there is strong evidence of "value-added" in terms of student achievement.

The SI Team

The key participants in the SI model at CSUF are: the SI Assistant Director, SI Coordinator, SI Faculty Liaisons, faculty partners (whose classes are supported by SI), SI Leaders, and the student participants.

SI Assistant Director

The SI Assistant Director possesses a strong understanding of the UMKC SI model, and provides leadership in developing, implementing, and promoting an exemplary and comprehensive SI Program at CSUF. Bringing together the divisions of Academic Affairs and Student Affairs, the SI Assistant Director, works closely with administrators and Faculty Liaisons in various colleges across the campus to meet the needs of the greater campus community.

SI Coordinator

The SI Coordinator provides valuable support to the SI Program, by assisting with the recruitment, interviewing, training, oversight, and evaluation of the SI Leaders. The Coordinator collaborates in planning and facilitating pre-semester SI Leader orientations and trainings. They work closely with the Assistant Director and Implementation Team to sustain a quality program.

Faculty Liaisons

The SI Faculty Liaisons are selected from the existing pool of faculty SI participants who have proven successful in supporting the SI Program. SI Faculty Liaisons lead a group of SI Leaders that are department specific, and are the link between the SI Leaders and the SI Assistant Director. Their leadership role is significant in that they assist the SI Assistant Director with the hiring, training, mentoring, and evaluation of SI Leaders.

Faculty Partners

Faculty partners are the professors who teach courses that have been determined to be gateway or bottleneck courses; those courses that have a high percentage of non-pass grades. These professors support the SI Program by having their course section(s) linked to an SI leader. They work closely with their SI leader(s), SI Faculty Liaison, and SI staff to ensure the success of the program.

Senior SI Leader

Senior SI leaders are outstanding SI leaders that have been selected to represent and mentor their peer SI leaders. They contribute much to the inner workings of the SI Program, by assisting in the training, mentoring, and evaluation of the SI leaders for their department. Senior SI leaders also help coordinate SI leader outings and events, and often represent the CSUF SI Program at conferences across the country.

SI Leader

SI sessions are led by a SI Leader who is an exceptional student and has already mastered the course material; the SI Leader has been trained to facilitate group sessions wherein students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. The SI Leader provides two or three 50-90 minute sessions a week during which course readings, content, and material are brought together with effective learning strategies in a collaborative learning environment. Through the process of leading SI sessions, SI Leaders gain content knowledge as well as communication and leadership skills.

Supplemental Instruction Program

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Differences Between SI Leaders & Tutors

Supplemental Instruction and tutoring are academic support programs that focus on student success through peer learning, however, there are many differences between the programs and roles. The purpose of each position leads to a different approach to serving students. The chart below compares some differences between the positions of SI Leader and Tutor:

There are clear benefits for each program, and students are encouraged to use either program (or both) in order to best meet their needs.

SI Leader & Program	Tutor & Tutoring Centers
Identifies historically difficult courses and provides group learning sessions with a leader that has successfully completed the course.	Identifies and helps individual students that need additional assistance in specific general course topics.
Focuses SI session on the content in a specific course.	May focus on a subject or a course.
Typically works with lager groups at a time, but divides the large groups into smaller groups.	Works with one student.
Attends class with students	Does not attend lectures with students
Leader prepares activities, games, handouts, etc. for the SI sessions based on the course content	Tutor asks students to explain their needs at the onset of tutoring sessions
Focuses on collaborative learning.	Focuses on learning for the individual student's preferences.
Set specific session times that are available to students on a voluntary basis.	Students schedule appointments to meet with tutors.
Provide on-going assistance to all students enrolled in the course throughout the semester.	Assist students by an individual case-by-case need request
Focuses on content, learning/study strategies, and internalization of course content to ensure a passing grade in the class.	Focused on helping students to understand general course content.
Communicates regularly with the course instructor, and the instructor is aware of the SI session content.	Little or no communication with students' instructor(s).

Students should not view Supplemental Instruction as one option to develop learning. SI is not designed to replace attending class lectures, reading textbooks, or completing other course work. Like tutoring, learning communities, and instructor office hours, SI sessions are just one of many resources available for students.

Comparison based on the Iowa State University, Texas A&M, and Angelo State University SI Program Faculty Guides

Differences Between SI Leaders & Teaching Assistants

Supplemental Instruction (SI) Leaders and Teaching Assistants (TA) support student learning, however, the purpose of each position leads to a different approaches to serving students. The chart below compares some differences between the positions of SI Leader and TA:

SI Leader	Teaching Assistants
Primarily supports the students.	Primarily supports the professor.
Attends class like a student and takes notes.	Assists the professor in class with activities or materials.
Is a model student: leaders do not profess to know all answer; will refer to instructors and their resources.	Is a content specialist: TAs have demonstrated knowledge in the field of study.
Is a peer student or mentor: leaders are able to relate to students on their level of learning.	Students see TAs as an authority figure, as they may grade homework, assignments and exams.
Does not proctor exams.	May assist with exam proctoring.
Is focused on what is going on in the class from the students' perspectives; what types of questions are being asked, non-verbal cues of students' understanding, etc.	Assists with administrative tasks during class, such as taking attendance, collecting homework, or passing back exams/quizzes.
Leads students towards success by facilitating collaborative learning and group participation.	Leads students towards success by teaching subject matter.
Is oriented towards serving students' needs.	Is oriented towards meeting the instructor's expectations.
Facilitates study sessions throughout the course of the semester. Sessions focus on course content and study skills, through active learning.	May re-lecture or present new material. May hold office hours to assist students with homework.
Is hired, trained, and supervised directly by the SI Program Staff and Faculty Liaison. Receives initial and on-going training.	Is supervised directly by the faculty.

Students should not view Supplemental Instruction as one option to develop learning. SI is not designed to replace attending class lectures, reading textbooks, or completing other course work. Like tutoring, learning communities, and instructor office hours, SI sessions are just one of many resources available for students.

Comparison based on the Iowa State University, Texas A&M, and Angelo State University SI Program Faculty Guides

Frequently Asked Questions: Faculty

What Will I be Required to Do?
The faculty part of our collaboration is critical to the SI Program's success; however, we understand the busy schedules of our faculty partners. With that, we do not expect instructors to be involved any more than they are willing.

- <u>In-class announcements:</u> Allow the SI leader to make a introductory announcement (3-5 minutes) during the first week of class
- <u>Promotion throughout semester:</u> Continue to allow the SI leader to make brief 5 minute announcements throughout the semester to encourage student attendance. If space allows, allow the SI leader to write their SI session time, location, etc. on the classroom whiteboard.
- <u>Faculty announcements:</u> You can support SI by granting time for occasional in-class announcements and be supportive of the program by encouraging *all* students to take advantage of SI. Faculty should avoid the suggestion that only those who do poorly will benefit.
- <u>Meet with your SI leader.</u> The relationship between the faculty member and SI leader should be professional and collaborative. It is recommended that faculty meet with their SI leader for at least 10-15 minutes a week, to discuss course content, upcoming exams, the progress of the SI sessions and participants, and any other additional questions or concerns that may come up.
- <u>Assessment.</u> Additionally, faculty members are asked to send the final course grades for the entire course section(s) at the end of the semester. *Institutional approval has been given to collect this data and students' rights to privacy regarding this information will be fully protected.* This information enables us to determine to what extent students who regularly attend the SI sessions are benefiting from the sessions. At the end of the semester, a full report will be provided to the faculty member. All SI Leaders are required to sign a confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information.

May I visit an SI session?
SI sessions are instructor free zones. The dynamic of the SI session changes immediately, when an authority figure (such as the professor or an administrator) enters the classroom. The tone of the session, along with the behavior of the students alters and the focus shifts to the instructor and away from the SI leader and collaborative learning environment. Instructors who are curious about the content of sessions should contact the SI Assistant Director or SI Faculty Liaison for their department.

What is the Role of the SI Leader?
The SI leaders function as "processors" of course material. Their role is not to re-lecture, re-teach, or give students the answers. The SI Leader has been trained to facilitate group sessions wherein students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. The professor first delivers course content and material; the SI leader then helps students process that information. SI leaders bring structure to the SI session and keep students on task. Moreover, they act as model

students by exhibiting successful learning behavior and strategies. They attend class punctually and regularly, and are attentive and take notes while sitting in on class lectures. Prior to conducting SI sessions, SI leaders, themselves, must have taken and received high grades for the same courses. Additionally, they are required to undergo SI training at the beginning of and throughout the course of the semester, during which they gain an understanding of teaching and learning styles and strategies.

What Should I Expect from the SI Leader?
The SI leader will:
- Attend all class meetings and act as a model student
- Maintain a professional attitude about matters such as class standards, grades, and student complaints.
- Discourage students from attending SI as a substitute for class meetings.
- Share SI materials with the cooperating faculty member before use, if requested.
- Provide feedback to the cooperating faculty member if requested to do so.

The SI leader will not:
- Grade or review assignments, homework, exams, etc.
- Proctor exams
- Lecture or fill in as a substitute teacher for the instructor

Is SI a Remedial Program?
No. SI is not remedial for following reasons:
- SI targets high-risk courses rather than high-risk students.
- All students enrolled in SI-supported courses are invited and encouraged to attend – not just those who are struggling.
- SI starts with the first day of classes and continues to the end of the term.
- Studies show that students of all academic and learning abilities and levels benefit from participating in SI sessions and earn on average a half to full grade higher than those who do not participate

Why was My Class Selected for SI?
SI targets historically difficult subjects. In other words, this subject contains content that students consider to be challenging. SI is designed to support faculty teaching and is assigned to a subject because of what is being taught, not because of the manner in which it is being taught.

Do students work on Homework during SI sessions?
No. SI is not for homework, nor is to be considered a study hall.

The goal of SI is to create independent learners. The beauty of SI is that if students do analogous problems and focus on understanding the concepts, they are equipped to do the homework by themselves at the end of the session. The SI leader will create analogous problems for students to work through in SI, which will challenge them to verbalize and demonstrate what they are doing and WHY. SI provides students with the tools to complete homework, and take exams.

What Should I Expect from the SI Program?
The SI Program will:
- Place SI leaders only in courses with the approval of the cooperating faculty member.
- Train all SI leaders according to established guidelines and standards set forth by the University of Missouri, Kansas City.
- Monitor the activities and presentations of SI leaders for as long as necessary by attending class with them, helping plan sessions and supervising their performance.
- Provide supplies, training, in-service experiences and consultations for SI leaders.

How can I encourage my students to take advantage of SI?
Here are some things that faculty members have done in the past to help encourage students to attend SI sessions:
- Promote SI to all students, not just those who are struggling. Students of all levels gain, and learn from each other, by attending SI
- Include information on SI in their course syllabi
- Post announcements on Titanium about SI sessions
- Add their SI leaders to Titanium, so that they can connect with students
- Announcing SI results and encouraging students to attend sessions

What type of training does the SI leader receive?
In addition to meeting the eligible requirements, and undergoing the interview process, selected SI leaders must attend the mandatory two-day orientation and training their first semester they are hired. Returning SI leaders are required to attend the second day of training, each semester they are employed in the program. The pre-semester trainings are collaborative in nature, like that of the SI sessions they will run during the semester. SI leaders gain an understanding of SI strategies, learning styles, and skill sets that will enable them to facilitate effective group learning. Additionally, SI leaders receive ongoing training through attending weekly meetings with their respective SI department leaders, faculty liaison and/or the SI Assistant Director. Moreover, leaders conduct multiple peer observations throughout the semester in order to further develop and strengthen their skill sets.

Why do the SI leaders attend class lectures?
It is important the SI leaders attend all class lectures for the class they are assigned to, regardless of how long they have been an SI leader and/or worked with the professor. SI leaders attend class lectures for a multitude of reasons. First, they attend in order to remain current on course content and material. It is important for them to hear the material the same way the students are receiving it, and at the same time. Moreover, SI leaders attend class in order to model appropriate student behavior, including taking class notes. SI leaders maintain a positive, visible presence in class to also promote their SI sessions, and bond with the students. The SI leader, however, is not there to participate in class discussions; they are instead to be quiet observers, and also refrain from any disruptive or rude behavior.

Who do I contact if I notice that my SI leader is not attending my lectures and/or is not modeling appropriate behavior?
SI leaders should always inform their associated faculty partner of any absence from class and/or SI session ahead of time. If you notice that your SI leader is canceling SI sessions, arriving late/leaving early or missing class lectures, demonstrating behavior that is disruptive or inappropriate, please contact your department SI faculty liaison, or the Assistant Director (listed in this guidebook) as soon as possible.

Why can't my SI leader proctor exams or help me with grading and going over homework?
We have a strict no grading/authority policy, where SI leaders are not allowed to grade, proctor exams, do outside work, etc. for the instructor. The role of an SI leader is similar to that of a TA, in that they attend class lectures; however, the SI leader attends class more like a student and takes notes, whereas a TA assists the professor in class with activities or materials. The SI leader's role is to primarily support the students, whereas, the TA's is to support the instructor. As SI revolves around peer learning, we need to adhere to the no authority policy, in order to maintain the peer aspect of the leaders, and reduce confusion as to their role. We don't want to convey in any manner that the SI leader is an "authority' over the students, nor do we want the students to feel as though the leader has any influence over their grade in the class.

May I give out the SI leader's email and/or phone number to students?
Please do not give out the SI leader's email or phone number to students. We try to discourage leaders from sharing personal information with students, as some students tend to abuse the leaders' willingness to help them out. The leaders work 10 hours a week and we do not want them to end up spending their hours answering emails, or questions on Canvas. We would rather that the students instead attend SI sessions. If your leader decides to share their campus email with students, we would still prefer that you do not include it on your syllabus, etc. without their prior consent. If you have any questions, please contact your department SI faculty liaison or the SI Assistant Director.

Can I offer extra credit and/or find out which students are attending SI sessions?
We strongly prefer that students do not receive any extra academic credit for attending SI sessions. The reason why we don't share the names of participating students with faculty during the semester, is that we don't want to create an unfair advantage between those students who attend SI and those who don't, especially for those students who wish to attend, but are unable to do so, due to class, work, or personal schedules. Moreover, offering extra credit for participating in SI could have negative effects on the SI sessions, as students focus on the "extra points" instead of the learning experience. The voluntary aspect of SI is important, in that students who show up for SI are engaged and vested in learning. Providing extra credit could also alter the final course grade that students receive, whereupon, the effectiveness of SI is difficult to measure.

How do I refer a student to apply to become an SI leader?
If you have any current or former undergraduate students who you think would make a good SI leader, please encourage them to apply. They need to be an undergraduate student, have received a B or A in the course, and have a cumulative GPA of 3.0. We also prefer that they will not be graduating at the end of the following semester so that we may have them work with you/us for

multiple semesters if possible. We are always accepting applications, and begin the interview and selection process around midterms, the semester before. Application materials and instructions may be found on our website at: http://www.fullerton.edu/si/become.php. In addition to the application, the faculty reference form may also be found on the website, which faculty may submit in lieu of a letter of recommendation. For a current list of courses we are hiring for, please consult the website, the Assistant Director, or the SI faculty liaison for your department.

How do I add my SI leader to my class Canvas?
1. Log into Canvas
2. On your course Canvas page select the "People" tab on the left
3. In the top right corner of the page click the "+ People" button
4. Here you can enter the leaders email or CWID (make sure you select the correct option at the top)
5. Change your leaders "Role" to "designer" This will allow your SI leader to add materials to your Canvas page if you allow it but will not allow them to see student grades.
6. When you have done that click next and then "Add Users"
7. Your SI leader should now have access to your Canvas page!

Where can I learn more about Supplemental Instruction (SI)?
- CSUF SI Program: www.fullerton.edu/SI
- SI within the CSU System: www.fullerton.edu/si/become.php
- The International Center for SI, University of Missouri, Kansas City: www.umkc.edu/si

SI Blurb for Syllabi

We recommend that SI faculty partners include a brief "blurb" on SI in their course syllabi. This is entirely optional, as we know that your syllabi may be already completed. I have included a brief description of SI that can be modified or simply cut and pasted. Again, this is purely optional.

To demonstrate your support of the SI program, and to encourage your students to attend SI sessions, we ask that SI faculty partners include a brief "blurb" on SI in their course syllabi. The following description of SI can be modified or simply cut and pasted:

Supplemental Instruction (SI)

Supplemental Instruction (SI) study sessions are offered for this course. SI sessions meet two to three times a week, throughout the semester. Supplemental Instruction is an academic assistance program which provides peer-led group study sessions to assist students in traditionally difficult courses.

SI sessions are led by a SI leader who has already mastered the course material and has been trained to facilitate group sessions where students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. *SI is for everyone, and open to all students enrolled in this class; not just those students who are struggling*. Attendance at SI sessions is free and voluntary. Students, who attend SI sessions weekly, typically earn higher final course and exam grades than students who do not participate in SI. Please bring your lecture notes, books, and questions with you.

SI sessions for this class will meet at the following days/times: _____

SI location: _____

SI leader for this class: _____

For additional information on the SI Program at CSUF, please visit our website at:
http://www.fullerton.edu/SI