Supplemental Instruction – Student Support and Retention

1. Program Purpose
Supplemental Instruction provides academic support for courses with high drop, fail, and withdraw (DFW) rates through peer-led, collaborative, group study sessions. SI Leaders (student peers) attend the course they support and collaborate with faculty to create learning activities that target the most difficult content. Participation in SI is voluntary and open to all students in the course (i.e. it is non-remedial).

2. Courses Supported for Spring 2019
- College of Business (2 courses): ACC 2010, ECO 2010
- College of Letters, Arts, and Sciences (16 courses): BIO 1080, BIO 2310, BIO 3050, CHE 1800, CHE 1810, CHE 2100, CHE 3110, CHE 3260, MTH 1120, MTH 1210, MTH 1320, MTH 1410, MTH 2410, MTH 2420, PSY 1001, PSY 2330
- College of Professional Studies (6 courses): CET 1215, CET 2150, EET 1140, MET 1210, MET 3160, NUT 2040

3. Program Fast Facts (as of 4/15/19)
- Staff: 2 full-time employees; ~60 student employees.
- Students Served: 645 unique students (29% participation of 2,230 enrolled in SI courses)
- Student Contact Hours: 2,148 hours (total for all students participating in SI sessions)

4. Unique Program Attributes/Characteristics
The program's effectiveness inevitably relies upon collaboration with academic affairs: deans, departments, faculty, and other academic resources.

5. Noteworthy Accomplishments/Highlights
In SI-supported courses for Fall 2018, the average DFW rate for all students participating in SI was *24.7% lower* than non-participants, or 18.2% as compared to 42.9%.

SI-Supported Courses	1-4 SI Sessions	5-9 SI Sessions	10+ SI Sessions	All SI Participants	All Non-Participants
# of Students	232	59	50	341	1154
# of DFWs	46	11	5	62	495
DFW Rate	19.8%	18.6%	10.0%	18.2%	42.9%

6. Most Salient Program Challenges
(1) Meeting accessibility needs for students to participate in SI with busy schedules and off-campus responsibilities, and providing adequate space as the program grows; (2) effectively navigating partnerships with Academic Affairs as an academic program within Student Affairs; (3) ensuring students/faculty understand the program's purpose and can distinguish it from other programs; (4) accurately measuring the program's impact and efficacy as a voluntary academic support with no true "control" group for comparison.

7. Brief Description of how Program Impact/Efficacy is Assessed
Supplemental Instruction assesses efficacy by measuring (1) student participation in SI sessions to gauge accessibility and usage; (2) DFW rates of students participating in SI compared to non-participants in the same courses. In addition, in Spring 2019 the program is establishing baseline measures of effectiveness for Supplemental Leaders against a rubric of Leader competencies.