

Expanded Supplemental Instruction (SI) Program Narrative

The major purpose of the Expanded Supplemental Instruction (SI) Program is to embed the use of supplemental instruction in the bottleneck courses identified in the Active Learning Interventions initiative. One of several intervention strategies utilized and assessed as part of the UHD Learners' Community, SI has been shown to be one of the most successful. The UHD Learners' Community (LC) was established in Fall 2000, through the assistance of a U.S. Department of Education Title V grant, to aid entering students in their transition to the university experience. Designated by the U.S. Department of Education as an "Exemplary Educational Program," SI is one of the best known and documented intervention strategies. SI targets courses that are traditionally difficult and have high attrition. The traditional emphasis in SI is on historically difficult courses (those classes with a 30% rate of grades of "D", "F", and withdrawals) rather than on high-risk students. The program's goals are improvement of student course grades, reduction of attrition rates in historically difficult college courses, and student persistence toward graduation. The traditional SI model involves two additional hours of class or lab time held outside of the scheduled weekly meetings for a given course section. In these additional hours, students meet with a peer leader (i.e. peer tutor) who facilitates a discussion of the concepts introduced in the preceding class. The role of the SI student leader is to provide structure to the study session, not to re-lecture or introduce new material. The peer leader acts as a "model student" who demonstrates how successful students think critically about course content. Moreover, they may model other behaviors indicative of responsible college students. Most SI sections at UHD have been devoted to developmental courses or core math and English courses, but nearly all academic departments have participated in SI at one time or another. Retention rates and academic performance as measured by GPAs are now consistently higher for first-year students using SI services than for those first-year students not enrolled in SI.

As an added benefit, SI leaders appear to gain from the program. These peer leaders offer academic support for a course in which they have demonstrated high competence. The SI experience offers them an opportunity to cultivate further expertise in an academic subject they already find compelling, and to hone their own teaching skills. In addition, at UHD they typically maintain a 3.7 or higher GPA while working within the program, consistently indicate their intention to attend graduate school, and frequently indicate an intention to pursue a career in education.

Based on discussions with faculty from several disciplines who have participated in the SI program, it appears to be perceived as steadily growing in efficacy. This is probably because the Learners' Community program has gained much practical experience with conducting the SI program since its beginning, and because faculty have become increasingly skilled in utilizing SI and adapting it to UHD's distinctive academic culture. Therefore, one of the important aspects of the QEP is to encourage department program committees to continue to adapt and modify the traditional SI model to their courses in ways that make SI more affordable and effective for their disciplines.

Table V: Timeline for SI Program and Related Administrative Tasks

*Task repeated in each subsequent year

Year	Tasks	Responsible Person or Unit
2006-07 Year 1	Recruit and train SI leaders (Summer 2006)*	Coordinator of SI and QEP Director
	Provide SI leaders for selected sections of initial bottleneck courses taught by full-time faculty (the initial bottleneck courses are Eng 1302 and Math 1301)	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Continue to provide SI leaders for Learners' Community sections, as funds permit*	Coordinator of SI and QEP Director
	Conduct sessions with full-time faculty teaching initial bottleneck courses to inform them about the UHD SI model (Fall)*	Coordinator of SI, Lead Teachers, QEP Director
	Review and revise student and faculty surveys used for collecting data and feedback about SI (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
	Review and revise surveys used for collecting data and feedback from SI leaders (Fall)	Department Program Committees, QEP Director, QEP Council
	Collect baseline data for SI according to sample survey instruments (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Devote part of joint mid-year "formative" symposium to sharing and comparing SI results and strategies (Spring)*	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director, QEP Council
	Conduct discussion sessions to consider adapting and modifying the UHD SI model in ways that make SI more affordable and effective at UHD (Spring)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Implement revised student and faculty surveys used for collecting data and feedback about SI (Spring)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Implement revised surveys used for collecting data and feedback from SI leaders (Spring)	Coordinator of SI and QEP Director
	Provide guidance to Coordinator of SI regarding appropriate qualifications and training for SI leaders (Spring)*	Department Program Committees and Lead Teachers
	Review, reflect on, and assess yearly SI activities (Summer)*	Coordinator of SI, QEP Director, QEP Council
	Submit annual written status report to QEP Director (Summer)*	Coordinator of SI
2007-08 Year 2	Begin executing the UHD SI model in Hist 1305 (Fall)	Department Program Committee, Lead Teacher, Department Chair, Coordinator of SI, QEP Director
	Provide SI leaders for an expanded number of sections of bottleneck courses taught by full-time faculty	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Recommend changes to the UHD SI model based on the previous year's discussion (Fall)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Summarize SI data and feedback from the previous year (Fall)*	Coordinator of SI and QEP Director

	Continue using revised student and faculty surveys for collecting data and feedback about SI*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
	Continue using revised surveys for collecting data and feedback from SI leaders*	Coordinator of SI and QEP Director
	Approve and implement recommended changes to the UHD SI model (Spring)*	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
2008-09 Year 3	Provide SI leaders for an expanded number of sections of bottleneck courses, including sections taught by part-time faculty*	Department Program Committees, Lead Teachers, Department Chairs, Coordinator of SI, QEP Director
	Conduct sessions with part-time faculty teaching bottleneck courses to inform them about the UHD SI model (Fall)*	Coordinator of SI, Lead Teachers, QEP Director
	Evaluate and update assessment procedures for SI, as needed	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director, QEP Council
2009-10 Year 4	Implement updated assessment procedures for SI (Fall)	Department Program Committees, Lead Teachers, Coordinator of SI, QEP Director
2010-11 Year 5	Review, reflect on, and assess SI activities over the life of the plan (Summer)	Coordinator of SI, QEP Director, QEP Council
	Submit five-year written report to QEP Director, analyzing the overall results of the SI Program and recommending future directions (Summer)	Coordinator of SI