SI Program Review – Action Plan

Recommendations Already in Place

	Recommendation	Action Plan	Timeline
1	Establish an orientation program for professors new to SI.	Already do this on an individual basis	NA
2	Establish a semester-based schedule for SI leaders to meet with their faculty members.	Already do this.	NA
3	Replace "extroversion" with a more performance-relevant predictor of success for SI leaders.	The word "extrovert" was only used in the self-study. It is not in the job description as a requirement.	NA
4	When attendance at SI sessions is low, reduce to twice each week.	Already do this.	NA
5	Increase SI leaders' pay using criteria that assess their effectiveness as a facilitator and role model instead of basing it on the number of students who attend their sessions.	Pay raise is based on completion of training and satisfactory performance.	NA
6	Invite experienced SI leaders into training sessions only to make or be part of a presentation. Training for *new* SI leaders is for new staff.	Already do this.	NA
7	Increase training sessions to 1.5 hours and reduce the number of training sessions.	Training and staff meetings are combined.	NA
8	Establish a set weekly or biweekly (2x/month) staff meeting for all SI leaders and SI supervisors to meet and discuss successes, challenges, and opportunities that have arisen.	Training and staff meetings are combined.	NA
9	Create a welcome gift bag for new SI leaders to be distributed at student staff orientation.	Give gifts, just not in form of bag.	NA
10	Look into the pay of SI leaders being comparable to other student jobs on campus that require equivalent training.	Pay is comparable to that of other students on campus.	NA
11	Work more closely with departmental staff in areas where SI sessions are held, to ensure that scheduled rooms are always open.	Already do this.	NA
12	Reiterate the purpose of Supplemental Instruction and that it is open to *all* students enrolled in the targeted course.	Already do this on first day of class.	NA
13	Hire and train all SI leaders at the start of the semester.	This is generally the practice except in extenuating circumstances when SI leaders drop out.	NA

Recommendations for Implementation

	Recommendation	Action Plan	Timeline
1	Clarify to faculty SI is for *high risk* classes and not *high risk* students.	Will meet with faculty individually and give them a fact sheet which will include this point.	Fall 2011 ✓
2	Clarify it is SI Leaders' affective skills that are being assessed.	Will change this goal.	Fall 2011 ✓
3	Eliminate third goal or specify what domain skills and assess them.	Will change this goal.	Fall 2011 ✓
4	Replace fourth and fifth goals with goals targeting academic development of students.	Will rewrite goals to include academic development.	Fall 2011 ✓
5	Replace the overarching goal "Help students to become independent learners…" with "Improve the academic performance of SI participants as compared to students in the same courses who did not participate in SI." (p.24) Include meta-cognitive skills development in this goal.	Will keep the goal to make students independent learners but will also include academic performance of students as a goal.	Fall 2011 ✓
6	Establish a concrete goal of recruitment for each SI course 25% of enrolled students.	Will work with faculty on recruitment methods.	Fall/Spring 2011/2012
7	Clearly state the purpose of the SI program and differentiate it from tutorial services.	Fact sheet will given to students and faculty.	Fall 2011 ✓
8	Develop a list of expectations and responsibilities expected of students who attend SI sessions.	Will develop the list.	Spring 2012 ✓
9	Establish and articulate clear criteria for choosing which courses are picked for SI.	Will discuss criteria and articulate to designated audiences. **Need flexibility in criteria**	Fall/Spring 2011/2012 ✓
10	Work with faculty to determine what actions they can take to encourage students to attend the SI session.	Will work with faculty on recruitment methods. Work with Registration to insert the line that says "SI offered for this class".	Fall/Spring 2011/2012 ✓
11	Only have professional staff conduct observations and evaluations of all SI leaders.	Professional staff will conduct two observations, and assistant staff will conduct additional observations. Professional staff will conduct observations of new leaders	Fall 2012 ✓
12	Monitor the demographic make-up of SI leaders to ensure it is reflective of the overall campus community.	SI Leaders are appointed from pool recommended by faculty members. Will discuss with individual faculty members the importance of demographic make-up.	Fall 2011 ✓
13	Establish an awards party at the end of each semester to recognize excellence.	Will do once a year.	**Spring 2013**

14	Conduct surveys to find out why students attend or would not attend an SI session.	This will be incorporated into end of semester evaluations.	Spring 2012 ✓
15	Recruitment and hiring of SI leaders takes place only at the start and end of every semester; no new hiring takes place after the SI training starts.	Will hire and train SI Leaders at the beginning of the semester. **Most of the SI Leaders are hired at the beginning, but some hiring does take place after semester starts. This is unavoidable as SI Leaders are difficult to find in some subjects and others face a change in schedule.**	Fall 2011✓
16	Establish a policy restricting SI leaders from communicating with students via their personal cell phones, e-mail, and social media.	SI Leaders are discouraged from sharing their personal information. They will now be required to use GW e-mail system. Policy will state this.	Fall 2011✓
17	Contact other similar-size universities that offer Supplemental Instruction and inquire as to what system and software they use to track attendance.	RFP is out to acquire suitable software.	July 2012✓
18	Require that the SI professional staff conduct SI leader observations and follow-up meetings with the student within 48 hours to discuss the facilitator's successes, challenges, and opportunities.	The policy has always been to observe SI Leaders at least twice every semester and give immediate feedback. There will be an attempt to make sure the feedback happens within 48 hours.	Fall 2012✓
19	Perform appropriate analysis (e.g., chi-square) on performance data to test for significance.	Will request Assessment coordinator to perform appropriate analyses periodically.	Fall 2011✓
20	SI leaders are more effectively trained in using other strategies besides lecturing or teaching course material.	Orientation training focuses heavily on strategies and methods of conducting SI sessions. If first observation reveals the use of lecturing, supervisors will plan the subsequent SI session with the leader and follow-up with observation of the planned session. The SI leader will be observed frequently throughout the semester.	Fall 2011✓
21	Establish a maximum number of 15 students per session and a minimum of 4.	Not feasible to establish a minimum. Will break up students in larger sessions into small groups. Ways of doing this is still being examined	Fall 2013
22	Work with academic chairs to allocate appropriate space and time for SI leaders to facilitate their sessions.	Some chairs have been approached and have worked with the supervisors. A more concerted effort will be made.	Fall 2011✓
23	Self-evaluation by SI leaders is unreliable and, therefore, unnecessary. Discontinue.	Will consider the value of the self-evaluation and consider ways of making this assessment more meaningful.	July 2012✓

Other Recommendations

	Recommendation	Action Plan	Timeline
1	Require students to sign up for SI at the beginning of the semester and restrict access right before exams to those students who have been attending the sessions regularly.	Difference in philosophy. SI attendance is voluntary.	NA
2	Conduct surveys to find out why students attend or would attend an SI session.	Purpose of this recommendation is not clear.	NA
3	Establish a policy whereby students who sign up for SI and miss more than, for example, three sessions are no longer eligible to attend.	Difference in philosophy. SI attendance is voluntary.	NA
4	It is not recommended that students supervise their peers except in the area of administrative tasks and follow-through.	Difference in philosophy. Outstanding peers with considerable SI experience are chosen as Assistant Supervisors.	NA
5	Achieve greater financial efficiency by establishing a minimum number of students (4) necessary to hold SI sessions. Refer smaller groups of students to tutorial services.	When attendance is low, SI is cancelled for that particular class from the following semester.	NA
6	Dedicate space in buildings where SI can be held during peak class periods.	Currently not possible. Davis Campus has requested dedicated space in plans for new building.	NA
7	Establish more broad-based goals concerning SI attendance, especially concerning at-risk students.	SI attendance is voluntary. SI is for students in *high risk* classes and not *high risk* students.	NA
8	Reframe assessment so that it is based on withdrawals/failures/incompletes, not grade performance.	Currently data is collected for all categories. Will continue to do the same.	NA
9	Require students to register for SI at the start of the semester. Implement policies that empower the SI leader to perform their responsibilities effectively and inform the participants about the value of their attendance and the benefits they will receive when they participate and follow program policies.	SI is voluntary. The value of regular attendance at sessions is announced on first day of class and reiterated throughout the semester.	NA
10	Ideally, the students benefiting the most from SI would attend the session, and the students who do not attend would not need to attend.	Yes, that is an ideal situation; however, no action item is suggested.	NA