*Supplemental Instruction & CUNY*

**Gina Rae Foster, PhD**  
Director, Teaching & Learning Commons, Lehman College  
Co-Chair, CUNY Centers for Teaching & Learning

**Mari Watanabe-Rose, PhD**  
Director of Undergraduate Education Initiatives and Research,  
CUNY Central OAA
* “Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI is a non-remedial approach to learning enrichment that increases student performance and retention. SI offers regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. SI study sessions are informal seminars in which students review notes, discuss readings, develop organizational tools and prepare for examinations. Students learn how to integrate course content with reasoning and study skills.”

(International Center for Supplemental Instruction
http://info.umkc.edu/si/faq/)

* Supplemental Instruction: Definition
* Students participating in SI within the targeted high-risk courses earn higher mean final course grades than students who do not participate in SI. This finding is still true when analyses control for ethnicity and prior academic achievement.

* Despite ethnicity and prior academic achievement, students participating in SI within targeted high-risk courses succeed at a higher rate (withdraw at a lower rate and receive a lower percentage of [fail] final course grades) than those who do not participate in SI.

* Students participating in SI persist at the institution (reenroll and graduate) at higher rates than students who do not participate in SI[4]

* A more recent review of all published SI research between 2001 and 2010 found studies in support of all three of these claims, and no studies contradicting them.[4]

1. Insider’s Knowledge
2. Significant Training
3. Qualified Supervision
4. Open Source/Open Access
5. Peer-Facilitated
6. Peer Modeling
7. Faculty Support
8. Continuity of Sessions
9. Integration of Content and Skills
10. Term-to Term Evaluation

(David Arendale, 1996)
* Nearly all CUNY colleges (both senior and community) offer some form of supplemental instruction or SI
* Frequently offered through SEEK and Academic Support Services offices (or partnered with these)
* Few CUNY colleges seem to offer traditional, certified SI programs
* Facilitation
* Supervision/Mentoring
* Professional Development
* Faculty Development
* STAR Model
* Resiliency Principles

*STAR Mentoring & Coaching: SI Enhanced*
* Train service providers effectively and repeatedly
* Supervise and mentor SI Leaders weekly
* Provide training and mentoring in learning theory
* Provide training and mentoring in facilitation skills
* Set specific learning and success objectives for programs, departments, and staff
* Assess qualitatively and quantitatively
* Close the loop(s) quickly as standard practice
* Encourage and support continuous capacity development for all participants

* Lessons Learned
- Mainstreaming so-called “remedial students” into college-level course
- Providing additional academic support outside regular class meetings (e.g., SI, PLTL workshops, etc.)
At three CUNY community colleges, students assessed as needing elementary algebra were randomly assigned to:

- **Group EA**: Traditional remedial elementary algebra
- **Group EA-WS**: Traditional remedial elementary algebra with a **weekly workshop**
- **Group Stat-WS**: Introductory, college-level, statistics with a **weekly workshop**

**Fall 2013 Mainstreaming RCT**
(Logue, Watanabe-Rose, Douglas, 2015)
- Two hours per week per section
- Led by advanced undergraduates (workshop leaders)
- Intensive training and supervising before and during the semester
- Leaders required to observe all class meetings
- Communications with instructors
- Included individual and group work on topics students found difficult, plus student reflection

*Workshops in Mainstreaming RCT*
Fall 2013 (Mainstreaming RCT Research Sections)

Course Pass Rates

- **EA**: n=244, 39.3%
- **EA-WS**: n=227, 44.9%
- **Stat-WS**: n=246, 55.7%
Which components of Supplemental Instruction and similar workshops are necessary for student success?

Design workshops differently for remedial and non-remedial courses?
Resource Information

- The International Center for Supplemental Instruction at the University of Missouri, Kansas City (UMKC)
  Main URL: http://info.umkc.edu/si/
- SI Certification: http://info.umkc.edu/si/certification/
- SI Certified Trainings: http://info.umkc.edu/si/training-in-kansas-city/
- 9th International Conference on Supplemental Instruction, May 25-27, 2016, Kansas City, Missouri:
  http://info.umkc.edu/si/2016-2/

Research:


Gina Rae Foster  
Phone: 718-960-5631  
Email: gina.foster@lehman.cuny.edu

Mari Watanabe  
Phone: 646-664-8049  
Email: mari.watanabe@cuny.edu

*Contact information*