**Creation and Implementation of a Holistic Student Success Program**

* Determining Need and Defining Success
* Building Support
* Defining Requirements
* Key Elements of the TWU CSSP and SIT
* Location of SIT sessions

**Determining Need and Defining Success**

For the purpose of the TWU CSSP success was defined as course completion with a grade of A, B, or C; grades of D, F, and W were lack of success. The course averages were examined and courses with a low success rate were identified. The goal of the TWU CSSP was to raise success rates to at least 75% in each course. In addition, the program looked at each student in the program holistically to determine academic and other risks which might adversely affect the student’s ability to be successful (Carlsen-Landy, Falley, Wheeler, and Edwards, 2014, p. 8).

**Building Support**

It is crucial to build support between departments involved in supplemental instruction and across the campus. Faculty, staff, and students need to understand what supplemental instruction is, and how it will benefit the students in these courses. Research indicates faculty who actively support SI and present it as a positive aspect of the class increases student buy-in and attendance for supplemental instruction (Hurley, Jacobs, & Gilbert, 2006). The “face” of an SI program is the SI Leader, or what the TWU CSSP calls Course Assistants. They are the facilitators of the SI sessions and, because they are students’ peers, the students are more likely to ask questions when they do not understand course content and share information about other potential risk-factors.

**Defining Requirements**

Initially to satisfy the terms of the CSSP grant, the TWU CSSP had required SIT sessions. Mandatory supplemental instruction is contrary to the original UMKC model for SI. However, there was a significant increase in course success and there was predominantly positive feedback from students, so the mandatory attendance requirement remains in place in the SIT program. To distinguish TWU’s program variations from UMKC’s SI model we use the term Course Assistant instead of UMKC’s SI Leader.

Requirements should be uniform for all SIT sessions in all courses. Students often seek out another course with SIT after experiencing the benefits of SIT in a course. If the requirements vary, then students become confused about the program.

**Key Elements**

The key elements of the TWU CSSP are our Course Assistants, the Coordinator, the Faculty, the Students, and an enhanced Early Warning System. The SIT program shares the same key elements without the enhanced Early Warning System.

* Course Assistants:
	+ Have successfully completed the course or an equivalent course with an A
	+ Are model students
	+ Attend class and take notes during class
	+ Monitor grades and other risks
	+ Are responsible for class and SIT attendance
	+ Interact with students during class activities
	+ Conduct in-class exam reviews in some classes
	+ Grade quizzes and track SIT attendance (in some classes)
	+ Facilitate SIT sessions
	+ Act as peer mentors as needed
	+ Promote positive attitudes
	+ Mentor good time management and study skills
	+ Assist with data collection
* Coordinator:
	+ Meets with at-risk students
	+ Oversees all aspects of SIT program
	+ Trains Course Assistants, Mentors, and Faculty/Staff
	+ Tracks academically at-risk students
* Research Assistant
	+ Assists with collection, tracking, and analysis of data
* Faculty:
	+ Positive Promotion of SIT
* Students:
	+ Success = positive perceptions
	+ Positive student outcomes help with buy-in
	+ Successful students may be the best source of promotion
	+ Take skills learned in SIT to all courses
* MAP-Works©:
* Piloted for TWU during the TWU CSSP, MAP-Works© is a tool for increasing persistence and retention
* Identified additional factors which may adversely impact a student’s ability to succeed
* Supplemented existing early warning system
* Facilitated a campus-wide, interactive network of support for students

**Locations for SIT**

Finding a home for SIT or SI sessions is a challenge for most colleges and universities. A permanent location works best, but that is not always possible. Make sure the SIT schedule clearly shows the location of the SIT sessions. If, for any reason, the location must change, then email all students, instructors, and CAs. Post announcements inside Blackboard (or whatever LMS your University uses), and have the CAs make in-class announcements about the change.

If you hold multiple SIT session in one location simultaneously, then make sure you know when exams occur and make plans, in advance, to relocate some of the sessions.