ASSESSABLE OUTCOME
SI leaders will facilitate effective group learning and development.

OUTCOME SUPPORTS
☑ University: Goal 1
☑ Division: Goal 5
☐ Department: 
☐ Other: 

DATA COLLECTION TIMEFRAME
July 1, 2014 – June 30, 2015

OUTCOME TYPE
☑ Performance Outcome
☑ Student Learning Outcome

DATA COLLECTION METHODS
Survey

ASSESSMENT APPROACH
☐ Direct assessment
☑ Indirect assessment
☐ Both direct and indirect assessment

METHODS AND MEASURES
A survey will be sent out to all SI leaders, regarding their experience and satisfaction with the SI leader training and interactions. The survey will also ask SI leaders about how they have changed or developed certain skills as an SI leader. The questions asking SI leaders about their development will be used to measure whether SI leaders feel they can facilitate effective group learning. Ability to facilitate effective group learning will consist of:
1) understanding diverse backgrounds
2) understanding various learning styles, and
3) effectively communicate with peers

CRITERIA OF SUCCESS
• 60% of SI leaders will report an understanding of diverse backgrounds.
• 50% of SI leaders will report an understanding of various learning styles.
• 50% of SI leaders will report the ability to effectively communicate with peers.
DATA COLLECTION AND ANALYSIS

Surveys were provided to all Supplemental Instruction leaders for the fall and/or spring semester. SI leaders were asked questions regarding their experience and satisfaction with the SI leader training and interactions. The survey additionally asked SI leaders if they were confident in their ability to facilitate effective group learning and development of their students as a result of the pre-semester and ongoing SI leader training they receive. Questions focused on their understanding of diverse backgrounds and various learning styles, as well as their ability to communicate with peers. Moreover, SI leaders were asked to rate their overall satisfaction with the SI Program on a scale of 1 (not satisfied) to 10 (very satisfied). The survey was administered at the end of the semester, and consisted of a combination of qualitative and quantitative questions. For fall 2014, we received 76 survey responses and in spring 2015, we received 92% survey responses (84% of the employed SI leaders). The survey results reveal the following relevant data about the Supplemental Instruction Program:

The results below, reveal that the Supplemental Instruction Program has met the 50%-60% “considerably” or “a great deal” criteria of success when SI leaders were asked if they were confident in their ability to facilitate effective group learning and development of their students.

- 86% of the SI leaders noted that the pre-semester orientation and training prepared them to work as an SI leader (88% of fall leaders; 84% of spring leaders)
- 91% reported that the weekly SI leader meeting and trainings provided them with additional skills, activities, and information necessary to be an effective SI leader
- 92% of SI leaders responded that, they improved their ability to work with others of diverse backgrounds “considerably” or “a great deal” as a result of their experience as an SI leader (89% for fall; 92% for spring)
- 77% of SI leaders responded that, they improved their ability to deal with student conflict “considerably” or “a great deal” as a result of their experience as an SI leader (76% for fall; 78% for spring)
- 92% of SI leaders responded that, they improved their ability to communicate effectively with peers “considerably” or “a great deal” as a result of their experience as an SI leader (96% for fall; 88% for spring)
- 98% of SI leaders rated their satisfaction with the SI Program 8 or higher for the 2014-2015 academic year

Qualitative survey comments also suggested SI leaders found the peer observations and weekly meetings to be especially beneficial in their development of facilitation and communication skills, as well as their ability to deal with student conflict and passivity. Moreover, SI leaders noted that they found all members of the SI Program (SI faculty liaisons, other SI leaders, the SI Coordinator, and Implementation Team) to be supportive in their development; many commented that the SI Program was very “team oriented” and “like a family.” Please refer to the complete list of comments attached below.

These results indicate that the pre-semester and on-going training provided by the SI Program is highly effective in the successful development of our SI leaders.
IMPROVEMENT ACTIONS
SI leader survey findings will be discussed with our SI Implementation Team at our next meeting in August, 2015. In assessing the survey responses and comments, it will be suggested to the team that we add a few activities to the pre-semester training. One would be to provide more information on ways in which to deal with student conflict. Secondly, we will be inviting a Title IX representative to speak with our SI leaders at the pre-semester training. New leaders also requested that they receive more training and supervision when developing and planning for their first SI sessions. Additionally, SI leaders commented that they find observations to be extremely helpful in their development as SI leaders, as they currently receive direct feedback from supervisor observations. However, they requested that they be provided with anonymous copies of the peer observations for further insight and feedback on their facilitation skills. We are currently working on developing an action plan to incorporate this additional support and training into the program for the upcoming fall 2015 semester.