OUTCOME
SI leaders facilitate effective group learning.

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

OUTCOME TYPE
□ Performance Outcome
☒ Student Learning Outcome

ASSESSMENT APPROACH
□ Direct assessment
☒ Indirect assessment

DATA COLLECTION METHODS
• Survey

METHODS AND MEASURES
All SI leaders (both new and returning) are required to attend the mandatory pre-semester SI Leader Orientation & Training, weekly SI meetings, and conduct peer observations throughout the semester. At the end of the pre-semester training, all SI leaders will be asked to complete a survey, and reflect upon their experience and satisfaction with the SI leader training and interactions. Additionally, at the end of the semester, the SI leaders will be asked to complete a second survey that will ask SI leaders about how they have implemented the various SI strategies that were learned at the pre-semester training, as well as how they demonstrated an understanding of the duties and expectations of being an SI leader. The questions ask SI leaders to reflect upon how they interacted with their associated instructor and students, along with how they promoted, prepared, and facilitated their SI sessions.

CRITERIA OF SUCCESS
• 85% of SI leaders will respond that they understand how to “redirect questions,” utilize “wait-time,” and “check for understanding” as a result of attending the pre-semester training
• 85% of SI leaders will respond that they have a strong understanding of their role and duties as an SI leader, as a result of attending the pre-semester training
• 85% of SI leaders will respond that they acted as a model student
• 75% of SI leaders will report they were conscious of student’s different learning styles, and modified sessions accordingly
• 75% of SI leaders will report that they used a variety of activities and games in their sessions
• 75% of SI leaders will report that they actively promoted their SI sessions throughout the semester

DATA COLLECTION AND ANALYSIS
Two sets of surveys were provided to all Supplemental Instruction (SI) leaders at the beginning and end of the fall and/or spring semesters, in order to measure the extent to which they were following the model of SI as developed by the International Center of SI at UMKC. The pre-semester survey (SI leader training survey) asks specific questions regarding training day 1 (for new leaders) and training day 2 (new and returning leaders). Leaders are asked questions to
determine what they gained in terms of understanding of how to utilize and demonstrate strategies and methods to conduct effective SI sessions. Additionally, leaders were asked about their understanding and comprehension of the duties and responsibilities of being an SI leader, along with the 3 pillars of SI (as defined by the UMKC SI model): redirecting questions, wait-time, and checking for understanding. Leaders were also asked if they gained ideas about how to run effective SI sessions, as well as the overall usefulness of the training and materials provided. Overall, we wanted to know if they had a clear understanding of program expectations, and if we provided them with the tools to succeed.

The end of semester SI leader survey asks the SI leader reflective questions regarding the support they received from SI supervisors, faculty liaisons, and their associated professor, as well as questions on what skill sets they had developed as a result of their experience as being an SI leader. Our intention with the two surveys is to ensure that we are 1) providing SI leaders with the appropriate training, materials, strategies, and tools to be successful leaders in facilitating collaborative SI sessions, and 2) to see if they in fact demonstrated those methods, strategies and skills throughout the semester, along with demonstrating an understanding of the many duties and responsibilities of begin an SI leader. Overall, we wanted to see if they modeled appropriate successful student behavior, and followed the pillars of SI. Questions were divided into categories that explored: behavior in associated class and communication with associated professor, preparation for sessions, facilitation of SI sessions, promotion of sessions, and additional responsibilities. 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. Survey responses received: Pre-Semester: 91% of the employed SI Leader; Post Semester: 90% of the employed SI leaders. The survey results reveal the following:

- The results attached below, reveal that the Supplemental Instruction Program has met the 75%-85% “strongly agree” or “moderately agree” criteria of success, for most categories, when SI leaders were asked if they were confident in their understanding of the fundamental strategies of SI and responsibilities of being an SI leader, along with the ability to facilitate effective group learning, as a result of the training they received.
- 95% of the new SI leaders noted that they understand how to “redirect questions,” utilize “wait-time,” and “check for understanding” as a result of attending the pre-semester training (91% of fall leaders; 99% of spring leaders)
- 99% of SI leaders noted that they have a strong understanding of their role and duties as an SI leader, as a result of attending the pre-semester training (99% of fall leaders; 99% of spring leaders)
- 94% of SI leaders reported that they acted as a model student (89% of fall leaders; 99% of spring leaders)
- 91% of SI leaders reported they were conscious of their students’ different learning styles, and made modifications to their sessions accordingly (91% of fall leaders; 91% of spring leaders)
- 62% of SI leaders reported that they used a variety of activities and games in their sessions throughout the semester (64% of fall leaders; 60% of spring leaders)
- 55% of SI leaders noted that they actively promoted their SI sessions throughout the semester (57% of fall leaders; 53% of spring leaders)
• 91% of SI leaders rated their satisfaction with the SI Program 8 or higher for the 2017-2018 academic year

Qualitative survey comments indicated that new SI leaders enjoyed the SI leader panel and meeting other returning SI leaders; many commented that they benefited from hearing from experienced leaders, about what to expect and how to handle certain situations. Moreover, the returning SI leaders overwhelmingly provided positive feedback regarding the second day of the pre-semester training. The SI leaders were divided into small groups, and provided with a “class schedule” of breakout sessions to rotate through, throughout the day. The themes for the SI training days this year were Disneyland for fall and Pirates for spring. Each breakout session was created and facilitated by two senior SI leader. Several modifications were made for the 2017-2018 year. Leaders were still divided into groups/teams by department, however, we decided to have mix the teams so that each team had one leader from every department represented. This change worked well on two levels; one, it kept the leaders focused and on task (as they weren’t with their friends); second, as the leaders were coming from different departments, they were able to share activities and ideas that others had not previously tried. They inspired each other, and many commented in the survey that they “liked learning new ideas” from others outside their discipline. Based upon feedback from fall 2017, we also decided to incorporate time for them to get to know leaders within their respective departments. As such, the spring 2018 training provided two opportunities for leaders to do so; the first being a working lunch with their SI faculty liaison, and the second being an afternoon team building activity. Many leaders commented that they enjoyed getting to know other leaders, as well as spend time with their departments. One commented that they “had fun in the team building activity as it allowed me to get to know my department peers better.” Several other returning leaders noted that the trainings were “the best ever,” that they “loved” it, and found it to be “fun and informative; one leader commented that he/she “never felt bored or restless.”

Additionally, in looking at the qualitative survey comments, SI leaders continued to comment that they found the strongest component of the program to be the constant support and sense of community they found and received with one another, the senior SI leaders, SI faculty liaisons, and SI staff. SI leaders additionally noted that they found the peer observations and weekly meetings to be especially beneficial with their ongoing training, support, and development. Please refer to the complete list of comments attached below. These results indicate that the pre-semester and on-going training (including observations and weekly department SI meetings) 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, 2018. In assessing the survey responses and comments, it will be suggested to the team that we will continue to have a thematic approach, have senior leaders facilitate the breakout sessions, and add/change activities to the pre-semester training to keep the second day of training relevant, fun, and informative for returning leaders. As we did not meet our desired criteria for success for leader creativity of activities and promotion of SI sessions, we will continue to articulate the importance of creative and active promotion of SI sessions to the SI leaders, and that this should be done throughout the semester in order to increase participant numbers, and consistency of attendance.