OUTCOME
SI leaders will gain and develop skill sets necessary to facilitate effective group learning.

OUTCOME SUPPORTS
☐ University: Goal 1
☐ Division: Goal 4
☐ Department:
☐ Other: ULG 4

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
• 60% 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
• 60% 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
• 60% of SI leaders will respond that they acted as a model student
• 60% of SI leaders will report that they thoughtfully planned for their SI sessions and spent an hour or more doing so, for each session
• 50% of SI leaders will report they were conscious of student’s different learning styles, and modified sessions accordingly
• 50% of SI leaders will report that they actively promoted their sessions throughout the semester
• 60% of SI leaders will report they consistently attended the weekly department SI meetings

DATA COLLECTION AND ANALYSIS
In wanting to ensure that the SI Program and leaders at CSUF follow the model of SI, as developed by the International Center of SI at UMKC, modifications were made to the two sets of surveys that are provided to all Supplemental Instruction (SI) leaders at the beginning and end of the fall and/or spring semesters. The original pre-semester survey (SI leader training survey) previously asked only general and satisfaction based questions. The new survey was divided in order ask specific questions
regarding training day 1 (for new leaders) and training day 2 (new and returning leaders). Questions moved beyond satisfaction based questions to go deeper into determining what leaders 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.

In regards to the original end of semester SI leader survey, several changes were also made to it. The previous survey asked the SI leader reflective questions regarding the support they received from the SI supervisors, faculty liaisons, and associated professor, as well as questions on what skill sets they had developed as a result of their experience as being an SI leader. In administering this survey for several years, we learned that the majority of our leaders had these skill sets already developed (which is perhaps why they did well in their course work and were selected to be SI leaders). Thus, we decided to omit these questions, and instead ensure that the end of semester survey tied back to the pre-semester survey more effectively and accurately. Our intention with the two new surveys was to make sure that we were 1) providing SI leader 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: 99% of the New SI Leaders and 95% of the Returning SI Leaders; Post Semester: 89% of the SI leaders (fall 16: 80%; spring 17: 98%).

The survey results reveal the following relevant data about the Supplemental Instruction Program: The results attached below, reveal that the Supplemental Instruction Program has met the 50%-60% “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.

- 98% 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 (96% in fall; 100% in spring)
- 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% in fall; 98% in spring)
- 99% of SI leaders reported that they acted as a model student (99% in fall; 99% in spring)
78% of SI leaders noted that they thoughtfully planned for their SI sessions and spent an hour or more doing so, for each session (75% in fall; 80% in spring)

94% of SI leaders reported they were conscious of their students’ different learning styles, and made modifications to their sessions accordingly (93% in fall; 94% in spring)

42% of SI leaders reported that they actively promoted their SI sessions throughout the semester (46% in fall; 38% in spring)

97% of SI leaders reported they consistently attended the weekly department SI meetings (98% in fall; 97% in spring)

89% of SI leaders rated their satisfaction with the SI Program 8 or higher for the 2016-2017 academic year

Qualitative survey comments indicated that new SI leaders especially enjoyed the SI leader panel and meeting the 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 on the many changes made to the pre-semester SI leader training. The second day of the pre-semester training was revamped, with the intention of getting the leaders to interact with different departments of leaders, have them move about campus, along with keeping them focused and motivated throughout the day. There was a theme for the SI training days (Harry Potter for fall, and Star Wars for spring). The SI leaders were divided into small groups, and provided with a “class schedule” of breakout sessions to rotate through, throughout the day. Each senior SI leader was responsible for creating and facilitating the various breakout sessions. Thus, the training became a series of SI sessions; as the leaders were developing their skill sets, and learning how to effectively create and facilitate sessions, they themselves, were modeling the behavior. In making the training a competition between groups, thematic, interactive, and take place across campus, the SI leaders not only gained valuable insight, but had a fun time as well. Additionally, in looking at the qualitative survey comments, many SI leaders found that the strongest component of the program was 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, 2016. In assessing the survey responses and comments, it will be suggested to the team that we will continue to add/change activities to the pre-semester training to keep the second day of training relevant, fun, and informative for returning leaders. In having 130+ SI leaders, we are also exploring the idea of having small breakout rooms during the training. A third training day will be added to assist leaders with completing the online training that is required of all university employees. We will be reserving computer labs/classrooms, in order to make it easier for leaders to find a time and location to complete this portion of their training in a timely manner. New leaders also requested that they receive more training and supervision when developing and planning for their first SI sessions. Additionally, new SI leaders commented that they would like to conduct 3-4
peer observations during their first few weeks of the semester, as they found them to be extremely helpful in their development as SI leaders, in order to watch and learn from the more experienced leaders. We currently have new leaders complete a total of four observations peer semester. We are currently working on developing an action plan to incorporate this additional support and training into the program for the upcoming 2016-2017 academic year.