

## SI Program Review 2017 – Action Plan

### A - Mission, Goals, and Outcomes

	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timeline</b>
A1	Specific student learning outcomes should be developed for all three of the overarching goals to measure goal attainment.	Goals will be examined learning outcomes that are consistent with NADE and G3 and G4 will be formulated.	Summer, 2018
A2	Consider changing the term “study skills” to “learning skills and strategies” (CAS wording) for both the mission and overarching goal statements. Learning skills and strategies are typically underpinned by theory and research.	All “study skills” are now termed “learning skills and strategies”. Theory and research is already the basis of these learning skills strategies.	✓

### B - Program and Services

	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timeline</b>
B1	The data supporting the effectiveness of SI should be highly visible on both campuses via a marketing campaign (e.g. that, on average, students who regularly attend SI sessions earn a half to a full letter grade higher and earn D’s, F’s, and withdraw from courses less frequently than students who do not attend SI sessions.	The advertising and marketing campaign that is being created by the Tutoring Program to reach all departments could include data about SI as well.	2018/2019
B2	When approaching faculty members about allowing SI support for their courses, the directors should consider showing them the training agendas and supervision materials (recruitment and selection methods, observation sheets, rehire standards, etc.).	This will be done for all future courses that are considered for SI.	Every time SI is offered for a new course
B3	SI Program’s use of <i>Starfish</i> for data collection will likely be an asset once mastery of the software is learned.	The capabilities of <i>Starfish</i> for the purposes of SI are being examined.	In progress
B4	SI Program’s web designers should use the <i>National College Learning Center Association’s (NCLCA)</i> website award criteria (rubric) to facilitate the web portal redesign efforts.	Many of the features of the tutoring website are already in sync with the NCLCA rubric. The rubric will be shared with the SA web designer for further consideration.	✓
B5	The directors of SI should strongly consider applying for the <i>International Center for Supplemental Instruction Certification</i> . Advantages include: <ul style="list-style-type: none"> <li>•Directors receive additional training and support by the International Center.</li> </ul>	Review the requirements of certification and make a decision regarding the necessity to add yet another certification process to the existing one with NADE.	2018/2019

	<ul style="list-style-type: none"> <li>•SI leader training and support</li> <li>•Strong focus on planning</li> <li>•Strong focus on class attendance and data collection</li> </ul>		
B6	The directors must continue to develop strong relations and collaborate with colleagues and departments across the institution to promote their programs.	The directors have developed relationships with the Women's Center, LGBT, etc. This collaboration will continue.	✓
B7	To increase SI participation in SI-supported classes, the SI Program could create a digital recording (video) advertising the benefits of attending SI. Faculty members could select to assign students to watch that video.	SI leaders currently do a live presentation extolling the benefits of SI sessions. Directors talk to the professors periodically during the semester.	✓
B8	In addition to an end of semester class report, many SI programs offer faculty members immediate feedback on the mean exam scores of SI attendees versus non-SI attendees after each exam. For example, Texas State University offers this service to all faculty members using SI. Contact Lindley Workman Alyea, Assistant Director of Student Learning Assistance Center and Director of SI ( <a href="http://www.txstate.edu/slac/about/staff-contacts.html">http://www.txstate.edu/slac/about/staff-contacts.html</a> ). She can describe how her center developed a user-friendly statistical program.	This will be piloted with a limited number of classes if the professors are amenable.	Fall 2018
B9	<p>Many programs around the country are also experimenting with mandatory and/or embedded SI models. For example:</p> <ul style="list-style-type: none"> <li>•The University of Arkansas offers mandatory SI in chemistry. (Ann Raines is the learning center contact that coordinates their SI efforts with a chemistry faculty member (<a href="https://class.uark.edu/about-us.php">https://class.uark.edu/about-us.php</a>).</li> <li>•Structured Learning Assistance was developed at Ferris State University in Michigan. This program is voluntary; however, if an enrolled student's grade falls below a 2.0, attendance becomes mandatory. This is an especially helpful program for students on probation.</li> <li>•Video-based Supplemental Instruction (VSI) has been successful helping students</li> </ul>	<p>This is happening currently in one Principles of Chemistry class. A Zoology professor has expressed interest in this kind of an approach for her class in Fall of 2018.</p> <p>The possibility of conducting SI using other models will be explored for future implementation. Embedding SI in the classroom is of great</p>	<p>✓</p> <p>2018/2019</p>

	in high-risk courses and especially students enrolled in developmental education. Video-based Supplemental Instruction (VSI) professors record their lectures digitally. SI leaders use the recorded lectures to guide students through the learning cycle. The lectures are stopped at key places for clarification, practice, and discussion. For more information, contact Video-based Supplemental Instruction, University of Missouri-Kansas City ( <a href="http://www.umkc.edu/vsi">www.umkc.edu/vsi</a> ).	interest and will be explored vigorously.	
B10	The SI Program's directors should research and visit other successful SI programs to help them with continuous improvement.	A visit to local universities is included in the itinerary at national conferences. A visit to a couple of Utah universities will be scheduled.	2018/2019

### C - Leadership and Staffing

	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timeline</b>
C1	Workload of the two directors should be examined to ensure an even distribution of responsibilities and to ascertain that sufficient support staff is in place.	The workload of the two directors will be reviewed. A request for an administrative assistant is being considered.	2018/2019
C2	Program directors should consider obtaining <i>National College Learning Center Association Leadership Certification</i> (four levels available). Obtaining this certification will help meet the challenge of more professional development—especially for the newer coordinators.	The directors plan to attend the national conference of NCLCA to determine the requirements and advantages of obtaining such certification.	2018/2019
C3	Stronger efforts are needed to recruit SI leaders—especially SI leaders from underrepresented populations. Program directors should consider working with campus student organizations and faculty to advertise positions, create a marketing strategy for recruitment, and increase the pay scale to become more competitive.	Will coordinate with directors of such programs as Access and Diversity to advertise SI and recruit SI leaders.  Pay scale increase has been approved.	2018/2019  ✓
C4	To meet the ongoing issue of tutor recruitment and retention, the directors and coordinators should conduct ongoing SI focus groups and interviews to better understand SI leaders': <ul style="list-style-type: none"> <li>•Resource and training needs;</li> <li>•Time constraints and other barriers;</li> </ul>	A focus group addressing most of the bulleted topics was held in Spring of 2017. Another focus group addressing all the criteria will be held in Spring of 2019 and then periodically after that.	✓

	<ul style="list-style-type: none"> <li>•Administrative support needs;</li> <li>•Training gaps; and</li> <li>•Incentives, pay, rewards and meaningful recognitions</li> </ul>		
C5	Program directors should continue to develop more faculty training partnerships.	Will request faculty members to train SI leaders in content during their second one-on-one meeting.	Fall 2018
C6	SI leaders suggested that the more experienced SI leaders should serve as mentors to those with less experience in a more formalized fashion.	Currently one SI leader serves as mentor. The possibility of designating one for every discipline will be explored.	2018/2019
C7	Student leadership positions should be developed to assist the directors—especially on the Ogden campus.	Currently one SI Aide helps the director on the Ogden campus. An admin person will be of further help.	2018/2019
C8	To encourage more faculty participation with the SI Program, directors should establish faculty liaison from the departments that have the greatest SI needs. These liaisons could also serve as members of a SI Program Advisory Board.	The directors work with every faculty member individually. The need for an Advisory Board is not apparent.	✓
C9	The SI Program should provide yearly certificate awards for “Faculty Friends” of the SI Program.	The Division of Student Affairs currently has a similar award.	✓
C10	The SI Program should consider scheduling a multi-campus end of the year Awards Banquet combining tutors, SI leaders, and faculty friends. This would also help tie the two programs together more as the SI Program and Tutoring program seemed very separated.	For three years in a row, a banquet was held for tutors and SI leaders. Attendance was sparse. A survey of tutors revealed a preference for a “Thank You” note.	✓
C11	A number of SI leaders asked for more discipline-specific training.	Will request faculty members to train SI leaders in content during their second one-on-one meeting.	Fall 2018
C12	SI leaders do spend time creating lesson plans, activities, and other types of preparation and should be paid for this time.	Starting in Spring semester of 2018, the SI leaders are being paid for two hours of prep time per week.	✓

#### D - Financial Resources and Budget

	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timeline</b>
D1	Investigate more options for SI leaders to “volunteer” to attend conferences without pay. This is common throughout the country and is a best practice for SI leaders’ professional development.	The Executive Director will meet with HR again to determine if there have been any changes in the issue of having to pay SI Leaders for attending conferences.	2018-2019

D2	Increase the pay of SI leaders by searching for additional funding. Academic Affairs could also participate in financial assistance to help meet the demand for academic support programs. At many other institutions, funding for SI is derived from academic departments receiving SI support and provide financial assistance paying partial or total cost for the service they receive.	Executive Director has made a request for additional funding to address SI leader pay increase. He will also talk to SA Development Officer to explore funding possibilities.	In progress
D3	Executive director of ASCP should collaborate with the Development Office, to seek new areas of areas of fundraising, alumni engagement, financial and corporate support, and sponsorship opportunities.	The health Sciences department pays for SI leaders in Summer when there is no budget available for SI.	

### E - Facilities, Equipment, and Technology

	Recommendation	Action Plan	Timeline
E1	Offering SI session during peak times would increase SI attendance.	This is done to the extent possible and is totally dependent on the availability of rooms for SI sessions as well as SI leaders' and participants' availability.	✓
E2	Interactive SMART electronic Whiteboards (connected to computers, printers, projectors), software, and accessories would be helpful for the SI Program. These boards allow students to receive hard copies of their work or digital copies sent to their email addresses	SI sessions are held in different buildings on campus making this impractical.	✓
E3	To increase SI participation in SI-supported classes, the SI Program could create a digital recording (video) advertising the benefits of attending SI. Faculty members could select to assign students to watch that video.	SI leaders currently do live presentations throughout the semester extolling the benefits of SI sessions. Directors talk to the professors periodically during the semester.	✓
E4	Additional campus-wide social media should be explored to advertise and promote SI.	Currently this is being done by SA web designer.	✓
E5	SI should be offered remotely for both online and face-to-face course sections.	The possibility of conducting remote SI sessions is being explored.	✓
E6	Use principles of Universal Design when creating, updating, and redesigning SI facilities. Universal design allows for a broad range of abilities, disabilities, and other characteristics (e.g. students with learning, visual, speech, hearing, or mobility impairments). Universal Design also provides enhancements for all	SI sessions are conducted in various buildings that are under the purview of the individual deans. Changing the way the rooms are designed can be requested for buildings in the future.	Future

	students. For example, place high-contrast, large print signs to and throughout the centers and make sure service counters are accessible from a seated position at all centers.		
E7	<p>SI leaders should learn to use Universal Design principles when creating instructional materials (printed and electronic digital sources and handouts) so that all students can use all resources.</p> <ul style="list-style-type: none"> <li>•Consult the ADA Checklist for Readily Achievable Barrier Removal at <a href="http://www.ada.gov/checkweb.htm">www.ada.gov/checkweb.htm</a> for more suggestions. For computing facilities, consult the Equal Access: Universal Design of Computer Labs video and publication at <a href="http://www.uw.edu/doit/Video/equal.htm">www.uw.edu/doit/Video/equal.htm</a></li> <li>•Consult the National Center for Universal Design for Learning <a href="http://www.udlcenter.org/aboutudl/udlguidelines">http://www.udlcenter.org/aboutudl/udlguidelines</a></li> </ul>	Directors will familiarize themselves with the ADA checklist and train the SI leaders in the use of such principles when creating their instructional materials.	2018-2020

## F – Ethical and Legal Responsibilities

None Identified

## G – Assessment and Evaluation

	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timeline</b>
G1	To measure study skills attainment, consider also using standardized pre- and post-assessment such as Weinstein, Palmer and Acee’s (2017) <i>Learning and Study Strategies Inventory</i> (LASSI, 3 <sup>rd</sup> ed) or other low or no cost instruments. LASSI is available online.	Will pilot with selected classes.	Fall 2018
G2	Avoid the term “study skills” and use the term “learning skills and study strategies” the preferred term from CAS. Incorporate theoretical underpinning for each learning skill and study strategy that are promoted during training. Helping your SI leaders to help students understand the “why” and not just tell students “what to do,” should be helpful (and this approach is supported by research)	All “study skills” are now termed “learning skills and strategies”. Theory and research is already the basis of these learning skills strategies.	✓
	When developing future goals, the SI Program directors should use CAS recommendations from among the nine recommended areas:		

G3	<ul style="list-style-type: none"> <li>• “Ensure students are the central focus of the program;</li> <li>• Assist students in achieving their personal potential for learning;</li> <li>• Help students develop positive attitudes toward learning and confidence in their ability to learn;</li> <li>• Foster students’ personal responsibility and accountability for their own learning;</li> <li>• Provide a variety of instructional approaches appropriate to the skill levels and learning styles of students;</li> <li>• Introduce students to the academic expectations of the institution, the faculty members, and the culture of higher education;</li> <li>• Assist students in applying newly learned skills and strategies to their academic work; and</li> <li>• Support the academic standards and requirements of the institution” (Learning Assistance Programs: CAS Standards and Guidelines, 2016, p. 5).</li> </ul>	Directors will meet with the Assessment Director and Coordinator to get a clear understanding of how the goals of Weber State University, NADE, CRLA and the SI Program can be modified to be consistent with CAS standards.	Summer 2018
G4	<p>The SI Program directors should create specific learning and program outcomes for all goals, aligned with CAS six domains and dimensions:</p> <ul style="list-style-type: none"> <li>• Knowledge acquisition, integration, construction, and application.</li> <li>• Cognitive complexity</li> <li>• Intrapersonal development</li> <li>• Interpersonal competence</li> <li>• Humanitarianism and civic engagement</li> <li>• Practical competence (CAS Standards and Guidelines, 2016, p. 7)</li> </ul>	Learning outcomes will then be set to align with the six CAS domains and dimensions.	