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Weber State University
Academic Support Services and Programs
Supplemental Instruction Program

Mission Statement

The mission of the Supplemental Instruction Program at WSU is to improve student retention, enhance academic achievement, and help students become independent learners by providing collaborative, peer-facilitated study sessions designed to help students master course content while learning transferable, long-term study skills.

Overarching Goals

- Help students become independent learners by stressing how to learn as well as what to learn.
- Develop students' study skills which will contribute to their academic success.
- Help SI participants achieve higher grades in the targeted classes than students who do not attend SI.

History of Supplemental Instruction Program

The Supplemental Instruction (SI) Program is an internationally recognized academic support program based on the model developed by Dr. Deanna Martin at the University of Missouri at Kansas City. In 1990, Dr. Marie Kotter, the Vice President of Student Affairs, gave Don Jensen, Director of Support Services, the charge of starting the SI Program at Weber State University. Marlene Cuzins, who ran the tutoring and Student Support Services, hired Karmen Thurber to start the program.

In the 1990's, the WSU SI Program grew to become the largest in the nation. It was operated first as a separate service overseen by a single supervisor, then transferred for a time to Student Support Services (SSS). Supervisors of the SI Program were trained in best practices at the SI Supervisor Workshop held at the University of Missouri at Kansas City.

Courses for which SI has been offered have varied through the years. In the early years, math was a staple subject for which SI was held. Experience as well as national data showed, however, that students preferred individual help for math courses. On the other hand, SI was very effective in the sciences, and SI for courses like Anatomy and Physiology grew.

In 2000, Prasanna Reddy was hired as the Assistant Director of the Testing Center, Supplemental Instruction Program, and Math Tutoring Lab. In 2003, the decision was made to offer SI to classes at the Davis Campus since the Davis Campus had moved from a small building into a large, new building with state-of-the-art classrooms. Leslie Loeffel, who had previously overseen SI through the SSS program, was hired as the Assistant Director of the Learning Center that housed the SI component of the Davis Campus. Leslie and Prasanna are now directors of their respective areas and continue to manage the SI Programs on each of their campuses.

In fall of 2008, at the initiation of Dr. Brenda Kowalewski, Director of the Community Involvement Center, a pilot program was designed to offer SI for Music 2010, Communication 2010, and Dance 2010. SI leaders worked with students on the service learning portion of the class, particularly helping them think critically about their experiences in preparation for the reflective writing required by the courses. Although quite successful, this collaboration stopped in 2014 as the person who took charge of the Center was not in favor of it.

Currently, SI is offered to more than 40 class sections every semester at the Ogden Campus with about 30 SI leaders in charge of these classes. At the Davis Campus, SI is offered to 6-12 sections with about 4-6 SI leaders. Two hourly positions were created in fall 2008 to help with the program at the Ogden Campus. Called SI Aides, these positions were filled with experienced SI leaders. The name has since been changed to SI Aide with one student filling the position.

Core Program and Service

Description of Core Program and Service

SI coordinates facilitated study groups to reinforce course concepts, bridge gaps between teaching and learning, and offer strategies to promote problem-solving skills. Three 50-minute sessions using collaborative learning methods are held each week by undergraduate students who are selected based on a set of criteria including grades, recommendations, and communication skills.

Called SI leaders, these students are chosen because they have previously taken the course and have demonstrated academic competency in the subject area. Students who have taken the course from the same faculty member who is teaching the current class are given preference over students who have taken the course from a different faculty member.

An interview process before hiring the students reveals the students' personalities, their passion for their subjects, and their enthusiasm for taking the lead in arranging sessions and preparing for them. SI leaders are generally recommended by faculty members who are teaching the course and want the most impressive performers to fill the position of SI leader. Positions are also advertised through Human Resources. In order to qualify as SI leaders, students must have completed the class with an A- or better. In addition, during the interview, they need to demonstrate a high level of confidence and interpersonal communication skill because they will be in charge of leading a group of peers.

After they are hired, leaders are trained in best practices. An initial all-day orientation training session is held before the semester starts. Subsequent trainings occur every week for the first ten weeks of the semester. Leaders are paid to attend training, and pay raises are tied to attendance as well as performance to provide an incentive. SI leaders are required to attend all training sessions for the first two semesters. The SI Aide, who is an experienced SI leader, is sometimes invited to share his or her experiences and help train new leaders.

SI leaders are trained to prepare thoroughly for sessions and conduct the sessions in a collaborative and inclusive atmosphere. Repeated emphasis is placed on encouraging SI participants to be independent, lifelong learners by stressing such skills as time management, note taking, concentration and memorization techniques, test preparation, and other study skills tailored to each particular course.

After the initial all-day training or orientation day, SI leaders attend the class on the first day and take permission from the professor to address the students in the following class period. That is the day they introduce themselves to the class, explain what SI is, how often they meet, and what national research shows about the grades of those students who attend SI sessions on a regular basis.

They then distribute a survey that indicates the interest level of each student in attending SI sessions and tells the SI leader when the student is free to attend. The SI leader then chooses three times during the week when most of the students can attend sessions and e-mails the supervisors with the times and days. The supervisors are responsible for finding rooms and making bookmarks to be distributed to the class. All this happens by the end of the first week. Sessions start generally during the second week of class.

Sessions are conducted thrice a week, and an extra session is allowed before an exam. Extra sessions are restricted to four in the semester. During training sessions supervisors emphasize the efficacy of planning ahead to use different methods such as timelines, informal quiz, jeopardy games based on subject content, etc. to help students learn the material in a variety of ways.

SI leaders are required to meet with their professors at least twice in the semester and more often if they can. Observations of their sessions are conducted at least twice in the semester and more if the SI leader demonstrates a lack of ability in any of the areas that the training emphasizes such as good questioning, listening, and explanation skills.

Core Purpose of Program and Service

As expressed in the mission statement, the core purpose of the SI Program is to improve student retention, enhance academic achievement, and help students become independent learners by providing collaborative, peer-facilitated study sessions designed to help students master course content while learning transferable long-term study skills.

Alignment with the Mission and Goals of WSU, Division of Student Affairs, and Academic Support Centers and Programs

- The SI Program serves the mission of Weber State University by providing "excellent educational experiences for its students through extensive personal contact among…staff and students…out of the classroom" while "encouraging freedom of expression and valuing diversity."
- The SI Program is well aligned with the mission of the Division of Student Affairs Division because it "serves the needs of a diverse population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students."
- All the activities conducted by the SI Program serve the mission of the Academic Support Centers and Programs which is **"**to promote students' academic success and life-skills development by providing tutoring, testing, technology, and college-readiness initiatives. Through collaborations on and off campus and implementation of best practices, we deliver effective learning support for all student populations."

Alignment with WSU Core Theme Objectives

The ASCP Supplemental Instruction Program supports WSU's Core Theme of "Learning," especially the objective that "students receive effective educational support."

Theoretical Foundations

The Supplemental Instruction Program (SI) at Weber State University is based on the framework provided by empirical research and theories in social learning and constructivism, especially theories of A.W. Astin, Kenneth Bruffee, and SI researcher David Arendale.

Educational psychology stresses the need for peer collaborative learning groups. It is the contention of scientists and educators like Jean Piaget and R.J. Light that collaborative learning helps students construct their own knowledge so that they can understand the material and apply it. Students "who form study groups report that they both enjoy their work more, and feel they learn more, because of the academic discussions within these groups" (Light 18). Acquiring and understanding knowledge in collaborative groups has been termed "Social Construction." K.A. Bruffee points out that:

> In a heterogeneous group that includes diverse experience, talent, and ability, people's "zones of proximal development" overlap. The distance between what the group as a whole already knows and what its members as a whole can't make sense of for love nor money--the area of what as a whole they can learn next--is likely to be fairly broad. As a result, I may be ready to understand a good deal more as a member of a working group than I would be ready to understand by myself alone.

Rooted in these theories of social learning, the SI Program provides peer SI leaders every semester to form collaborative learning groups in historically-difficult classes. Many of these classes are large and rely exclusively on lecture. SI creates the opportunity for a "working group" like the one Bruffee describes in which students can learn from each other.

The SI Program strives to create groups that meet David Arendale's criteria for best practices:

Factors that Make Peer Collaborative Groups Effective

- Academic tasks help to focus group efforts;
- Peer support aids in learning the content material;
- Development of social support networks provides additional resources for learning;
- The environment is non-threatening since it is informal, non-graded, and surrounded with peer support;
- All students are active participants and contributors to the task;
- Students receive immediate non-threatening feedback on academic performance; and
- Students receive comprehensive checkpoints on their own comprehension levels of the material.

The factors listed above drive the agenda set at the regularly held training sessions for SI leaders. As Arendale points out, for collaborative groups to be effective, not only are academic tasks important but so is the active participation of all students attending the sessions. Making sure that all students participate can be a challenging task. Rita Smilkstein has conducted innumerable studies involving thousands of students and shares the fact that, "when students come to the groups with different learning styles and preferences, backgrounds, knowledge, beliefs, perceptions, they will have a profound experience learning from and teaching each other – if they can understand each other" (155). It is the "if they can understand each other" that needs to be closely monitored by the SI leaders. Training on effective questioning and listening techniques, in addition to concepts such as using multiple brain pathways to strengthen memory, helps leaders make the collaborative learning process a successful one.

In order to provide a non-threatening environment as Arendale advocates, professors teaching the courses that receive SI help do not attend sessions. Instead, feedback on the level and accuracy of students' understanding of the material is provided by the peers attending the session as well as by the SI leader.

Rita Smilkstein contends that the key to the natural learning process is making one's own discoveries and learning from one's own mistakes. This applies to SI leaders as well as to SI participants. Supervisor observations of sessions conducted by SI leaders provide the supervisors with information on SI leaders' performance and ability to lead sessions effectively. In one-on-one meetings, feedback is provided to the leaders on different ways they can help their sessions be more interactive, engaging, and participative. With supervisor feedback, SI leaders learn quickly from the mistakes they make and find new ways of presenting material. The observation of SI leaders' sessions done later in the semester often shows an improvement from good to excellent in the SI leaders' delivery style.

The learning skills promoted by SI leaders, skills such as time management, note taking, and test preparation among others, benefit the SI participants well into their college careers. As Sandra McGuire pointed out, "…student learning outcomes will not be realized if we do not teach learning strategies to those who come to higher education institutions with little or no understanding of the learning process."

Although not strictly part of the theoretical foundations of the program, the benefits of SI to the faculty and administration have to be acknowledged. These benefits as enumerated by Zerger, Clark-Unite, and Smith and also Arendale include the fact that the feedback faculty members get from the SI leaders helps them understand the difficulty their students are having in understanding certain chapters or concepts. The institution benefits as the cost of helping students is less than for other support services as the student is not supported in a one-on-one scenario. The increased pass rates and retention rates help the institution as well.

In his “Review of Successful Practices in Teaching and Learning,” David Arendale lists the benefits of peer collaborative learning groups to institutions and also the benefits to students themselves. Of the benefits he lists, the ones pertinent to WSU are as follows:

Institutional Outcomes for Students Working in Peer Groups

- Increased involvement with the institution
- Increased student satisfaction with the institution
- Informal multi-cultural education
- Higher success rate of underrepresented populations
- Consideration of teaching careers by peer leaders
- Increased persistence in college
- Increased persistence in "hard" majors (e.g., math, engineering, science)

Student Outcomes from Working in Peer Groups

- Academic growth
- Development of social skills
- Improved critical thinking skills
- Increased satisfaction with the institution
- Longer persistence in college
- Persistence in "hard" majors (e.g., math, engineering, science)
- Creation of social support network
- Willingness to seek help
- Increased self-esteem
- Development of closer ties to faculty for peer leaders
- Growth in knowledge for peer leaders

The WSU SI Program capitalizes on A.W. Astin’s finding that "the student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (398). Most fundamentally, by using theories of social learning and constructivism, the SI Program allows students to develop their own understanding of course content through collaboration with peers.

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Initiation of New Services

At the Davis Campus, which has a small SI program, opportunities are sought each semester to expand SI offerings. The supervisor reviews course offerings seeking new classes appropriate for SI. Professors are then approached to determine their interest in SI.

On the Ogden Campus, faculty members are more likely to proactively request SI. When faculty members call to find out if they can have an SI leader for their course, the director checks to see if the class warrants SI. Pass rates for the class are a primary factor. The difficulty of the course content is another factor that dictates the need for an SI leader for such a course. Courses such as Organic Chemistry and Anatomy are challenging, and students from these classes come to the Appointment Tutoring Center requesting tutoring. Since SI is more cost effective than tutoring, the decision is made to provide SI for such classes.

Outreach, Campus Relations, and Collaborations

Advertisement of Services

At the beginning of the fall semester of every year, The Signpost, the university newspaper, prints a special Orientation Issue. SI is advertised in that issue as part of the academic support services provided by Academic Support Centers and Programs (ASCP).

Details of the classes that have SI attached are available on the SI website which is listed in the index to all web pages on WSU's homepage.

SI leaders make regular announcements in the classes to which they are assigned. SI leaders also distribute bookmarks to the students in the classes with SI. These bookmarks list the days, times, and room numbers for the sessions. Some of the leaders provide additional information such as their e-mail addresses. Some SI Leaders utilize the group e-mail associated with their courses in Canvas. Information about their sessions is posted permanently on the white boards in the classrooms used by the courses.

ASCP color brochures with details regarding the SI program are distributed at different events such as student orientation, the new faculty retreat, and the adjunct faculty retreat.

SI is advertised through displays at Block Party booths during the first week of fall semester and at the Student Services Expo later in the semester as well as at other events.

Collaborations

Collaboration is essential to the SI Program. Working with various different academic departments is the only way to provide SI to classes that have proven to be historically difficult. Partnering with such departments as Chemistry, Zoology, Health Sciences, and others to provide students with academic help is part of the core service; for example, faculty recommend potential SI leaders and also give feedback on leaders' performance.

Every semester, when a day-long orientation training is conducted for new SI leaders, a faculty member from one of the departments for which SI is offered participates by teaching a half hour class. The SI leaders form groups, plan an SI session based on the faculty member's presentation, and conduct it using the rest of the leaders and the supervisors as participants.

In addition to collaborating extensively with academic departments, the SI Program collaborates with Student Affairs areas; for example, the Dean of Students presents a session at the orientation training. He talks about ethical behavior and presents various scenarios for discussion. SI leaders are invited to attend additional workshops by other Student Affairs professionals on topics such as time management and test-taking.

Core Changes to the Program

In the past five years, there has been a change in the method of collection and assessment of SI data. Satisfaction surveys are now entered into *Baseline*, an online survey program which immediately compiles results and produces reports on demand. The switch to *Baseline* eliminated the labor-intensive process of tallying satisfaction results, allowing reports to be reviewed in a more timely manner and providing great flexibility in how results are viewed.

Another change was in the way sessions and participants are tracked. Supervisors depended on Student Affairs Assessment to provide data concerning the number of sessions conducted and the number of unique participants. Now, the software program Accudemia is used to gather the information. Since it is an in-house software program, the supervisors have direct access to the data.

Finally, the payroll procedures used to track SI leaders' hours have changed. Rather than documenting hours on paper, SI leaders now clock in and out through the Weber State student portal online. This change saves data entry time and ensures greater accuracy in tracking staff hours.

Future Changes

In the upcoming year, the university will switch its data collection from Accudemia to a more broad-based retention tool called Starfish. Like Accudemia, Starfish will be used by the SI Program to track sessions and participants; however, it also promises to provide more functionality than Accudemia including new ways to collaborate with faculty to support student success.

Online SI options will be explored. WSU offers more than 600 courses online. For some courses where a face-to-face section is also being offered, online students occasionally attend the SI sessions held for the live version of the course; however, online students as well as some students who take courses on campus may prefer to access SI remotely.

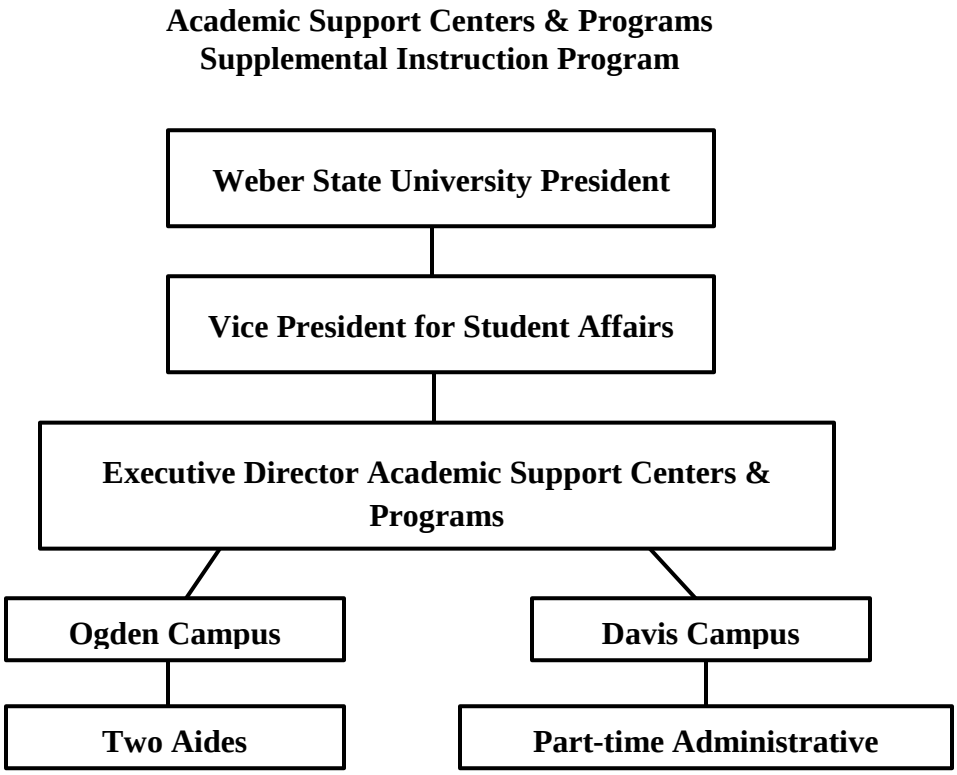
In focus groups that were held recently, experienced SI leaders expressed an interest in participating in advanced training. Currently, leaders are not required to attend training after their first year; however, they would like the opportunity to meet periodically, get new ideas, and even present on techniques that they have found successful in their SI sessions. A schedule of staff meetings for experienced leaders will be established for next year.

SI leaders also expressed their desire to have the supervisor observe their sessions and give them feedback. During the last five years, the SI Aids helped with this function. Going forward, the supervisor will do the observations and provide the feedback, and only one SI Aide will be hired.

Leadership and Staffing

Organizational Reporting Structure

The organizational chart demonstrates the reporting structure of the department, with both the Davis and Ogden Campus components reporting to the Executive Director of Academic Support Centers and Programs.



Decision Making Process within the Department

Ideas may originate from any member of the SI team. Leslie Loeffel is in charge of the SI Program at the Davis Campus and Prasanna Reddy is in charge of the SI program at the Ogden Campus. One SI Aide, who is a student hourly employee and considered part of the staff, reports to Prasanna Reddy. All ideas suggested by any of the personnel, including SI leaders, are discussed as a team and implemented accordingly.

Staff and Responsibilities

Demographic Information Regarding Employees

In general, there are 30-40 SI leaders during any given semester. Of them approximately 40% are female and the rest are male. We have had SI leaders of different ethnicities most of whom tend to be Hispanic. This does not quite reflect the demographic makeup of Weber State University's student population. We are constantly making an effort to hire a diverse set of SI leaders. We have asked our professors to recommend underrepresented students as potential SI leaders.

Recruiting Methods and Challenges

The SI Program recruits for professional staff using the standard WSU protocol established by Human Resources. Open positions appear in listings on the WSU employment website. The hiring manager then puts together a search committee, which often includes at least one student and one member from outside Student Affairs. Using the Applicant Rating System, the committee selects candidates for interview based on the mandatory and preferred qualifications for that position. After the interviews of the top candidates, the committee returns to the rating system to select the appropriate hire. References are checked by members of the committee.

SI leader positions are posted on the Human Resources job site, but applicants must come recommended by the faculty member whose class is being provided with the service or must be approved by that faculty member before hire. Often, SI leaders will recommend their classmates or SI participants who have performed well in the class as potential future SI leaders. Prospective SI leaders provide transcripts to ensure that they meet grade qualifications and are interviewed either by Leslie Loeffel or Prasanna Reddy before they are hired.

One hiring challenge is to find SI leaders who not only excel in the subject but are also motivated, energetic students who have the time and desire to work for the program. Another challenge at the Davis Campus is the difficulty of recruiting students who are majors in their SI subject. Many upperclassmen, particularly in the sciences, take classes exclusively at the Ogden Campus because

they find that their required classes are not offered at WSU Davis. Nevertheless, many WSU students live in Davis County, so the location is convenient for some but not all.

Finally, the SI Program and all Student Affairs departments have been encouraged to hire students eligible for work study; however, the time and effort required for students to complete the process of applying for and receiving work study have been a barrier. Stronger incentives need to be implemented at a division or university-wide level to make application to the work-study program the rule rather than the exception.

Job Responsibilities for Staff

Ogden Campus

Employee and Title	***Job Responsibilities***
Prasanna Reddy, MA, MBA Director, Learning Support Center Ogden Campus	Determine classes that qualify for SI Maintain contact with professors Hire SI leaders Conduct observations Provide feedback Collect and analyze data Help organize training sessions Process payroll Supervise staff
SI Aide Ogden campus 2 semesters of experience as an SI leader	Conduct observations Provide feedback Analyze data Help at training sessions

Davis Campus

Employee and Title	***Job Responsibilities***
Leslie Loeffel, MA Director, Davis Learning Support and Student Services Davis Campus	Determine classes that qualify for SI Maintain contact with professors Hire SI leaders Conduct observations Provide feedback Collect and analyze data Teach at training sessions Process payroll Supervise staff

Qualifications

A Masters Degree is required for directors of the Supplemental Program at both campuses. The SI Aide is required to have at least two semesters of experience as an SI leader and should have proven to be an excellent SI leader. SI leaders must have taken the course in the subject they are going to be SI leaders for and should have earned at least an A- and are required to have a GPA of 3.0 upon hire.

Training and Professional Development

New hires of professional staff attend orientation sessions hosted by WSU Human Resources and by the Student Affairs Division. They are familiarized with their specific job duties and introduced to other staff members by their direct supervisors. A sexual harassment workshop is mandatory. Professional staff members who supervise employees complete mandatory supervisor training organized by the department of Human Resources.

Professional staff members have many opportunities to participate in professional development activities, such as Student Affairs Division meetings and Student Affairs Academy training. All professional staff are expected to serve on Student Affairs committees and/or task forces. Staff members are required to take FERPA training and are encouraged to take relevant Office of Workplace Learning courses, such as Purple Pride (customer service). Employees are also encouraged to take advantage of the Wellness program at WSU. Professional staff members attend either the NADE or CRLA annual conference.

Before the semester starts, all new SI leaders receive training at a day-long orientation. The SI Manual used at this training was designed by The International Center for Supplemental Instruction at the University of Missouri-Kansas City. Relevant Weber State materials have been added to the manual over the years. The training agenda includes an introduction to the SI model, detailed discussions of the responsibilities of the SI leaders regarding their participants, faculty members, and the SI Program, and methods of conducting SI sessions. A faculty member is invited to give a half hour lecture in his or her field. SI leaders are then required to conduct mock SI sessions based on the material presented in the lecture. They are required to use various collaborative methods and questioning techniques to conduct the session.

During the first ten weeks of the semester, one-hour training sessions are conducted each week to cover topics such as marketing SI sessions, exam preparation, study skills, questioning skills, listening skills, and group facilitation. The SI Aide helps with the training. Since the Aide has been an SI leader for a minimum of two semesters, the Aide's experiences are invaluable in emphasizing the effectiveness of the theoretical concepts when these are applied at SI sessions.

Another opportunity for professional development of SI leaders is the one-on-one feedback provided by supervisors after observations of SI sessions are conducted. Feedback may focus on problem situations faced by the SI leader, such as how to handle a student who talks too much, or may help

the leader hone communication or organizational skills. This creates yet another opportunity to train the leaders in the practical application of concepts covered in training.

Evaluation Methods for Professional Staff and Student Employees

As part of the university-wide electronic Performance Review and Enrichment Program (PREP) system, professional staff members are evaluated every year by the supervisor. The Executive Director of Academic Support Centers and Programs conducts the evaluation for the two directors of the SI Program. The employees meet individually with their supervisor to discuss their performance. PREP allows the staff members to set goals and consider individual professional development. Staff member and supervisor create a timeline for these goals to be achieved.

The SI Aide meets with the Director on the Ogden Campus several times a week. Informal feedback is given on a regular basis. An ongoing evaluation is given as and when necessary.

SI leaders are hourly employees who are evaluated both by their supervisor and by their faculty member. Leaders are observed by an SI Supervisor or the SI Aide at least twice every semester as they conduct sessions. An observation form with questions regarding the performance of the SI leader is completed and used for discussion with the SI leader after the session is over. SI leaders are also evaluated by faculty on an "SI Leader Evaluation by Professor" form which is submitted to the SI Supervisor. At the end of the semester, the supervisor considers information from both sources as well as training attendance to make a hiring decision for the upcoming semester.

Feedback Mechanisms

Feedback is an automatic part of the PREP process for professional staff members. Goals and areas of concern are reviewed periodically throughout the year during one-on-one meetings between supervisor and employee.

SI leaders receive feedback soon after observations are completed. Leaders who do not follow best practices or who display poor preparation for sessions are observed more often through the semester, and ongoing support is provided by the supervisor. All data concerning the observation is detailed for data collection and analysis.

Departmental Rewards Program

SI leaders are informally recognized for their good work at each week's training. At the beginning of every training session, SI leaders talk about the sessions they have held and give details of particularly successful strategies for which they receive kudos. They also share feedback from their participants on how much of a difference the SI sessions have made to participants' grades. They are applauded for this by the other SI leaders and the SI supervisors.

During International Tutoring Week, SI leaders are recognized with small gifts like pens and flashlights and treats like candy bars with notes expressing gratitude for their work. Food is offered

at each campus; for example doughnuts and fruit are shared at the end of the week at the Ogden Campus.

At the end of every semester, the department has a luncheon for the SI leaders. We have settled on this small, friendly gathering after experimenting with several kinds of rewards. For several years, tutors and SI leaders together were recognized with a large banquet and entertainment at the end of the academic year. However, a survey indicated that they preferred other kinds of rewards. For a time, the department gave SI leaders letters of appreciation signed by the Vice President of Student Affairs. Ultimately, we have found that SI leaders most appreciate the raises they receive at the end of the semester, and the social time with their colleagues in SI to celebrate the completion of training.

SI Budget Accounts

The SI Program overall is funded primarily through an E & G (Economic and Growth) account. State funds from this account are allocated for a portion of salaries and benefits for full-time staff members. In addition, this budget covers current expenses, travel, and wages and benefits for hourly personnel at the Ogden Campus.

The Davis Learning Center receives E & G funding for part of the Director's and Administrative Specialist's salaries as well as current expenses. The Davis Learning Center is also partially funded by student fees which cover SI leaders' wages at the Davis Campus.

The professional staff members who run the SI program at Weber State University also run other programs and services such as the Testing Centers and Tutoring Programs.

Starting hourly wages for SI leaders are $9.00. SI leaders who return for a second semester receive a $.50 raise for successfully completing training during the previous semester. The cap for SI leaders is set at $10.50. The SI Aide is paid $12.00 per hour for supervising duties.

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Hourly Wages	57,944	51,324	56,317	50,097	42,294
Contract Staff Salaries*	35,151	39,954**	42,306	43,551	44,303
Current Expenses	667	3,217	4,010	3,040	5,652
TOTAL EXPENSES	**93,762**	**94,495**	**102,633**	**96,688**	**92,249**
Number of Sessions	16,737	16,793	13,311	11,146	9,248
Cost per session	**5.60**	**5.63**	**7.71**	**8.67**	**9.98**
No. of Unique Students	2,683	2,794	2,497	2,123	2,183
Cost per Student	**34.94**	**33.82**	**41.10**	**45.54**	**42.26**

*Contract salaries are prorated.
**Davis Campus Supervisor hired and an Administrative Specialist for tutoring and SI. The increase reflects her prorated wages.

Determination of Budget Priorities

Priority is given to classes that are identified as historically difficult classes. Classes that have a high failure rate are typically good candidates. Courses for which SI has been well-attended take priority over those with low attendance although strong faculty support for particular classes can mitigate this factor.

Facilities, Equipment, and Technology

Current Space

Professional staff members at the Davis Campus and the Ogden Campus have offices with computers, printers, and filing cabinets. Access is provided to necessary tools such as projectors, laptops, and DVD machines.

The SI aide has access to a computer, printer, and filing cabinet. A file has been set up in Box for the storage of evaluations. There is enough space for the aide to have one-on-one meetings with SI leaders when necessary.

At the Ogden campus, SI leaders have access to two dedicated rooms. When these are in use, they are assigned rooms in other buildings. At the Davis Campus, SI sessions are held in several study rooms that have been assigned to the department for this purpose. A conference room and classrooms are also sometimes available for larger sessions.

Rooms are equipped with laptops, projectors, and chalk boards/white boards. One person is in charge of scheduling the classrooms on each campus. Once the leaders decide on the days and times of their sessions, the SI Supervisors work with the scheduler to obtain the best possible rooms at the times requested.

Challenges with Space

The SI Program on the Ogden Campus moved to Tracy Hall in the Fall of 2016 where two rooms are provided for SI sessions. This has alleviated the stress of finding rooms to a certain extent. Scheduling rooms for mornings in other buildings is a challenge as most of the rooms are booked for classes. Although SI leaders are warned of this contingency and asked not to schedule sessions at peak times (8:00 am to 12:00 pm), their contention is that students in their classes request those times.

Accessibility of Offices

All offices, classrooms, and conference rooms are in compliance with the Americans with Disabilities Act (ADA) guidelines, such as adequate spacing in regards to turning areas, reaching ranges, doorways, and walking paths. Accommodations for qualified disabled students are available in coordination with the office of Services for Students with Disabilities (SSD).

Safe Environment

Buildings on both the Ogden and Davis Campuses have appropriate egress, good air quality, and a safe workplace environment. First aid kits and fire extinguishers are centrally located. Building evacuation plans are in place, and staff participate in random emergency drills.

Use of Technology

Because SI leaders work independently and do not see their supervisors on a daily basis, SI supervisors use e-mail as an essential form of communication with leaders. Also, SI leaders are strongly encouraged to use e-mail with students in their SI course to send out regular reminders and encourage SI attendance. Many leaders have access to the group email provided in Canvas courses.

Some leaders use text messaging as well to communicate with students. Leaders have used the app *Remind* for this purpose, but better technology that allows two-way communication is desirable. For security reasons, leaders should not to give out their personal phone numbers, so a centralized system is needed. There is hope that Starfish can fill this need.

Starting this fall semester, SI leaders clock in and out of the Time and Attendance System using their phones and connecting via the wireless system to their student portals. The wireless signal is unreliable at some locations, so it is uncertain at this time how well the system will work.

During SI sessions, leaders have the option of using technology in the classrooms to present material. In the Health Sciences, for example, SI participants sometimes watch a portion of a video lecture which is available online and then discuss it. SI leaders have also used YouTube clips to provide visual representations of concepts.

Attendance data for SI sessions is tracked through Accudemia, a program that will be replaced by Starfish in the coming year. Currently, SI participants sign in at the sessions on paper. The data is then manually entered into the computer. At the Davis Campus, an unsuccessful attempt was made some time ago to use a one-step electronic sign-in process for SI participants. A laptop was brought to each SI session, and participants swiped in using their Wildcard or W number. Students were dissatisfied with this system, however, because it took time away from the SI session, and the technology did not work well. If a better system can be found, it would be desirable to bypass the need for time-consuming manual data entry.

Satisfaction surveys for SI participants and non-participants are administered online and tracked in *Baseline*, a survey instrument used university-wide. Toward the end of the semester, students in classes that offer SI receive an email inviting them to take the survey. SI leaders promote completion of the survey and even sometimes take time in an SI session to have students fill it out. The response rate has been lower than desired, but the system is working adequately.

Projected Needs

SI leaders need a way of communicating with the participants via text. We would like to explore the possibility of a two-way text messaging system that can be used at the discretion of the SI leader.

Grade data should be easy to access and analyze. A national best practice for SI Programs is to compare grades of those who attended SI to those who did not. Currently, this analysis takes multiple computer programs and many hours, and results cannot be produced in a timely fashion. Hopefully, these problems will be solved by the implementation of the Starfish program!

Legal & Ethical Responsibilities

Regulations Relating to Department Personnel, Data, Procedures, and Facilities

Adherence to Policies and Procedures Manual, Section 10-1

The SI Program is in compliance with the Information Security Policy as stated by the Policies and Procedures Manual of Weber State University 10.1. Many requirements of Section 10-1 are fulfilled by Student Affairs Technology and WSU's Information Technology Division. Those fulfilled by the SI Supervisors are as follows:

- Access Control. Passwords used for University access are different from those connected to personal accounts. Passwords are not sent in e-mails and are regularly changed.
- Physical Security. The office computers have a screen saver that is password protected and set to go off after 10 minutes, with the option to manually start the screen saver instantly.
- Data Security. Office computers have anti-virus software that is updated regularly per the University's strict policy.
- Data Storage. Paper sign-in sheets containing student names are kept in locked cabinets in locked offices. W numbers are not included. In addition, Wildcat e-mail addresses, physical addresses, and phone numbers of SI leaders are stored electronically on a short-term basis for administrative purposes. These are stored in *Box*, the university's secure cloud storage.

Policies and Procedures Relating to Ethical Practices

Once a year, at the training orientation session of new SI leaders, Dr. Barry Gomberg, Executive Director of Equal Opportunity/Affirmative Action, does a presentation on legal and ethical behavior of students in respect to their SI participants.

Also, supervisors have a detailed discussion with SI leaders about ethical and expected practices as outlined in the Policies and Procedures Manual (Appendix A). The SI Manual has a section on the expectations regarding SI leaders' behavior with participants, faculty members, and supervisors. In training, these expectations are discussed at length. SI leaders are particularly cautioned about the need to keep students' personal information, including grades, confidential. SI leaders are given FERPA training at the day-long orientation and are required to sign a confidentiality form.

An online module on ethical practices has been designed for the SI leaders, but it has not been assigned yet for training. This is on the list of priorities for future implementation.

Assessment and Evaluation

Educational Goals

Core Student Learning Outcomes

The SI Program contributes to the growth and development of two sets of students: SI participants and SI leaders. The Program has goals and conducts assessment with both groups of students.

One of the overarching goals of the SI Program is to "develop students' study skills which will contribute to their academic success." This goal has two student learning outcomes associated with it. The program also tracks a student learning outcome for SI leaders:

1) Students will improve their study skills as a result of their attendance at SI sessions.
2) Students will improve their critical thinking skills as a result of their attendance at SI sessions.
3) SI leaders will improve their communication skills from the beginning to the end of their first semester as SI leaders.

Alignment of Student Learning Outcomes with WSU Core Theme Objectives

The SI Programs' student learning outcomes support WSU's Core Theme of "Learning," especially the objective that "students receive effective educational support." The SI Program aims to help both participants and SI leaders gain transferable skills that will serve them throughout their college careers and beyond. Therefore, it focuses not only on course material but also on skills such as note-taking, reading, and critical thinking for participants and questioning, listening, and explaining for SI leaders.

Methods of Assessment

Supervisor observations of SI sessions and surveys are assessment methods relevant in assessing learning outcomes for both SI participants and SI leaders.

To ensure that participants have the opportunity to improve their study skills, it must first be determined whether study skills are being discussed and practiced in SI sessions. Therefore, when observing SI sessions, supervisors look for the degree to which study skills are being incorporated into the activities by the SI leader. "Discussion of specific study skills" is one of the items rated by supervisors and discussed with leaders throughout the semester. Inclusion of this factor on the

observation form ensures that leaders recognize the importance of including "how to learn" as well as "what to learn" in their sessions.

Then, to evaluate whether SI participants improve their study skills and critical thinking skills as a result of attending SI, participants are surveyed near the end of each semester. They are asked to rate on a 5-point scale the degree to which they have improved in these areas.

To evaluate the student learning outcome for SI leaders--whether SI leaders improve their communication skills from the beginning to the end of their first semester in the position-- assessment is conducted also using two different methods. Supervisor observations and a leader self-evaluation each provide perspectives on this learning outcome.

Supervisors observe the SI sessions of new SI leaders several times. After the first observation in the third or fourth week of the semester, each SI leader receives feedback on all aspects of his/her observed session. SI leaders continue to be observed and coached individually throughout the semester.

Observation results at the beginning of the semester and at the end of the semester are compared to look for improvement in leader skills. Communication skills of questioning, listening, and explaining are judged individually. A sample form is included at the end of Appendix C.

The second method of data collection is the administration of an anonymous self-evaluation survey that each SI leader is asked to complete at the end of every semester. SI leaders are asked to rate their own growth in all three communication skills. A copy of the form used is included at the end of Appendix C.

Findings Based on the Assessment Data

SI Participant Study Skills and Critical Thinking Skills

- Supervisor observations indicate that SI leaders incorporate study skills into their SI sessions, thus providing the opportunity for participants to learn strategies for success in the course. However, ratings for the degree to which study skills are included tend to be lower than ratings for other desired leader behaviors. Leaders at Davis Campus incorporated study skills more than Ogden Campus leaders did.
- In the last 5-year period, about 70% of participants agreed or strongly agreed that "as a result of my SI experience, my study skills such as note-taking, textbook reading, and test-taking have improved." About 71% of participants agreed or strongly agreed that that their critical thinking/problem solving skills improved as a result of SI.
- Sample sizes were fairly low at Davis Campus. However, it was still noticeable that there was a difference in responses between the Ogden and Davis Campuses, with about 67% of Ogden participants responding that they improved their study skills while 86% of Davis participants

responded that they improved. At Ogden, 68% of participants reported that they had improved their critical thinking/problem solving skills while 84% of Davis participants reported improvement.

Detailed assessment data on SI participant learning outcomes are included as Appendix B.

SI Leader Communication Skills (questioning, listening, and explanation)

- Supervisor observation data collected over five years shows that SI leaders improve all three communication skills during their first semester on the job.
- SI leaders share the perception that they have become more skilled in questioning, listening, and explaining. On end-of-semester self-evaluations, the vast majority of SI leaders agreed or strongly agreed that they improved each skill.

Detailed assessment data on SI leader skill development is included as Appendix C.

Use of Information for Program Improvement

Supervisor observations indicate that, in general, Davis SI leaders have been emphasizing study skills more in their sessions than leaders at Ogden Campus have been. This finding correlates with a higher percent of Davis SI participants reporting improvement in their study skills and critical thinking/problem solving skills. Leaders from both campuses are trained together, and training includes a heavy emphasis on study skills. It would be expected that leaders on both campuses would similarly apply their training and be equally committed to the "how to learn as well as what to learn" philosophy.

Several factors may account for the differences in outcomes. First, the wording of the survey question on study skills may have influenced the responses. The question mentions "note-taking, textbook reading, and test-taking" specifically. These are not a perfect match for the study skills most needed in some courses for which SI is offered on the Ogden Campus. The wording on future surveys will be changed to include "memory techniques," for example, rather than "note-taking" and "textbook reading."

Observations show that Ogden SI leaders increase the inclusion of study skills in their sessions as the semester progresses. After each observation, the Ogden SI supervisor or SI Aide give leaders feedback and advice on their use of study skills with participants. The Ogden supervisor and Aide will consider ways they can support leaders even more throughout the semester to strengthen the study skills component in SI sessions. This increased emphasis on study skills by supervisors in their one-on-one with leaders will be pursued at Davis Campus as well since observations show that the inclusion of study skills in Davis SI sessions has actually fallen slightly by the end of some semesters.

SI leaders are achieving the student learning outcomes studied. Several elements of the SI Program are intentionally designed to support growth of leaders' communication skills. The elements of training, observation, and individual coaching in particular are likely contributing to SI leaders' growth. SI supervisors nevertheless seek continuous improvement by reviewing SI leaders' comments on training and program evaluations and by incorporating leaders' suggestions on ways to better support them.

Program Goals

Core Program Outcomes

The SI Program has pursued the following goals for the past five years:

Number of Students Served

- At least 25% of students in each course for which SI is offered will attend SI.

Quality of Services

- At least 90% of SI participants will be satisfied with SI each semester.
- At least 90% of SI leaders will be satisfied with SI training each semester.

Academic Performance of Students

- SI participants will achieve higher course completion rates in the targeted classes than students who do not attend SI.

Alignment of Program Goals with WSU Core Theme Objectives

The SI program goals support WSU's Core Theme of "Engaged Learning," especially the objective that "students receive effective educational support." The goal regarding improved academic performance in particular provides a measure of the effectiveness of the SI Program's educational support.

Methods of Assessment

The program outcomes were assessed using the following methods:

Program Goals	Data
1. At least 25% of students in each course for which SI is offered will attend SI.	Grade reports 2012-2017
2. At least 90% of SI participants will be satisfied with SI each semester.	Participant survey given each semester: "Overall I am satisfied with the SI leader's performance." "I would recommend to other students they attend SI for this course."
3. At least 90% of SI leaders will be satisfied with SI training each semester.	Leader survey given each semester: "I am satisfied with SI weekly training." "My coordinator was helpful in providing feedback on my skills." "The program provides the support I need as an SI leader."
4. SI participants will achieve higher course completion rates in the targeted classes than students who do not attend SI.	Grade reports 2012-2017

Findings Based on the Assessment Data

- The goal that at least 25% of students in each course for which SI is offered will attend SI was met for 62% of the courses with SI over the 5-year period. The percent of courses with 25% SI attendance has fallen each year from a high of 90% in 2012-13 to a low of 33% in Fall 2016. Specific SI usage data is included in Appendix D.
- SI participant satisfaction with the SI leader averaged 88% over the five year period. The goal of 90% satisfaction was met at the Davis Campus (96%) but not at the Ogden Campus (86%). Satisfaction data is found in Appendix E.
- Ninety-five percent (95%) of SI participants would recommend to other students that they attend SI for the course. At the Davis Campus, 99% of participants recommended SI while 94%

recommended SI at the Ogden Campus. Both campuses met the goal of 90% satisfaction on this question. More detail about this survey question is found in Appendix E.

- SI leaders were satisfied with SI weekly training and coordinator feedback, and they agreed that the program provides the support they need. SI leaders rated all three measures above 4.5 on a 5-point scale. SI leader satisfaction data is available in Appendix F.
- In 31 of 37 courses tracked, SI participants had higher pass rates, lower fail rates, and higher completion rates than students who did not attend SI. Pass rates were typically 10% to 25% higher for SI participants than for non-participants. SI proved particularly valuable in the sciences, with excellent results in Chemistry 2310 which had a 35% higher pass rate for SI participants compared to non-participants and several Zoology courses which has pass rates from 25% to 39% higher for participants than non-participants. A summary table of results is found in Appendix G.
- SI participants had higher course completion rates than non-participants in all but one course studied over the 5-year period. In 24 courses, SI participants' completion rates were higher than non-participants by 10% or more. Grade comparisons are included in Appendix G.

Use of Information for Program Improvement

The decreasing percentage of students per course attending SI sessions is a concern. Some courses with low attendance have been dropped and replaced with more promising courses. For example, SI is no longer offered with Political Science 1100, Political Science 2100, Geography 1000, Neuroscience 2050, and Philosophy 1000. Instead, several Physics courses have been added to the roster of courses with SI.

Some courses with many sections and a large number of students have continued to be assigned SI in spite of the low percentage of students attending study sessions. One example is Nutrition 1020 SI which about 13% of students have attended in recent semesters. The course is a general education requirement in which many students don't feel motivated to get a high grade and therefore don't attend. Nevertheless, in spite of the low attendance percentage, both students and SI leaders have benefitted greatly from SI in this subject. SI participants in Nutrition 1020 had a 23% higher pass rate than students who did not attend SI. The faculty are highly supportive and have mentored SI leaders majoring in the field until those leaders have gone on to graduate schools. Multiple students attending SI have become enthusiastic about the subject and have become majors in Nutrition or a related field.

Some courses have had SI assigned to them in support of difficult subjects. Lower level math is a prime example. WSU students, like those around the country, struggle with math needed for the quantitative literacy requirement and find passing it a barrier to graduation. Both tutoring and SI are offered for various math courses, but student attendance has been weak and participants have not done significantly better than non-participants. Math was dropped from the SI Program for some

years in favor of tutoring since students seemed to prefer the one-on-one help and SI theory held that SI was not the preferred method of supporting students in math. However, SI for certain math classes was reinstated at the request of math professors. Once again, attendance was low and grades were not improving, so SI for those courses has been suspended. The exception is Calculus in which SI has been quite successful with SI participants having a higher pass rate, lower fail rate, and higher completion rate than non-participants.

A full review of courses for which tutoring and SI are offered will be taking place this year in conjunction with the university's efforts around student success. Predictive analytics will be available to provide suggestions for shifts in course choices that could be made.

The problem of falling attendance may lie as much with student schedules as with the particular courses with which SI if offered. Eighty-three percent (83%) of WSU students work. Of those, 43% work 21-40 hours and 13% work more than 40 hours a week. In addition, about half of Weber State's students are non-traditional, meaning that they are at least 25 years old, married/divorced/widowed, or a parent. On a recent survey, 45% of students said they would like to be more involved in campus activities, but 56% said that commitments to off campus activities prevented their involvement, and 48% said that family commitments prevented their involvement. Students are not making time to attend activities like SI.

Participant satisfaction is quite good, with satisfaction rates in the 80-90% range, but improvement could be sought to reach the goal of 90% consistently. Attempts will be made to more clearly explain the philosophy of SI to students so that their expectations more closely match the actual nature of the program. Still, it may be that a goal of 90% satisfaction is unrealistic given the wide range of students and the variety of needs that SI serves.

It may be useful to hold focus groups with participants representing various disciplines for which SI is held. Focus group conversations could provide insight into participants' reasons for satisfaction or dissatisfaction. Having more information than is available from a survey could guide changes which might lead to greater satisfaction.

In sum, much of the assessment data on program goals is positive. Although falling attendance is a serious concern, participants recognize the value of SI to such an extent that 95% of them would recommend to other students that they attend SI for the same course. SI Leaders are quite satisfied with training and coordinator feedback and feel that they are sufficiently supported in their position. SI participants show superior academic performance as compared to their peers in the same classes.

Cohort Information

Comparison of Students Who Use the Service to Other Students

As discussed above, the SI Program tracks course grades for SI participants, defined as those who have attended SI three or more times, and students from the same courses who have not attended SI. Grade comparisons between SI participants and non-participants show that participants in the great majority of courses have a higher pass rate, lower fail rate, and higher course completion rate than non-participants. Grade comparisons for thirty seven courses over the five year Program Review period is included in Appendix G. SI has proven effective in supporting academic success for students who attend.

Intentional Programming for Specific Groups of Students

SI is open to all students in selected courses and intentionally does not single out specific groups of students. SI is not meant to be remedial but rather seeks to attract students at all levels to interact and learn together. Intentional programming is provided based on the nature of the course rather than on student characteristics. SI is assigned to classes that are difficult where students are most at risk for high fail rates.

Currently, the university along with Ruffalo Noel Levitz is conducting predictive analytics. This research will provide in-depth information on which classes are most crucial for students to master if they are to persist and graduate in their chosen major. The findings of these studies will influence which courses are served by SI in the future.

Findings Based on Information

Data for SI participants shows that they had higher pass rates, lower fail rates, and higher completion rates than those who did not attend SI. The difference in some cases is striking; for example, Health Science 1110 shows an average pass rate over five years of 89% for SI participants and 66% for non-participants. The fail rate is 9% for participants vs. 21% for non-participants, and the non-completion rate is 2% for participants vs. 13% for non-participants. In other words, non-participants were more than 6 times as likely to drop out or withdraw from the course than were participants. Please check Appendix G for five-year statistics on all courses tracked.

Use of Findings

Cohort data for SI participants shows that students who attend SI sessions perform much better academically than students who do not attend; therefore, methods of improving attendance are discussed at every training session and in one-on-one meetings with SI leaders. In one-on-one

meetings with faculty members whose classes have SI, supervisors discuss the topic of increasing the number of students who attend the respective SI sessions and the different ways professors can help with the issue. Even more needs to be done to increase usage of SI, but results for students who attend are excellent.

Student Needs & Satisfaction

Assessment of Student Needs

The philosophy of the SI Program is to provide study groups for historically-difficult courses. SI does not target under-performing students but is meant for everyone in a particular course, from those who are struggling to pass to those who are excelling and simply wish to deepen their knowledge. Therefore, needs are assessed at the course level rather than at the student level.

SI is provided for many general education courses since these serve the broadest population and often have fairly large class sizes. SI is also provided for challenging pre-requisite courses for some of WSU's most popular majors. Serving both kinds of courses addresses students' needs for hands-on application of the material and provides opportunities to discuss and digest material in a non-threatening collaborative setting.

Assessment of Student Satisfaction with Programs and Services

The SI Program assesses satisfaction with both sets of students with whom it works: SI participants and SI leaders.

SI participants' satisfaction with the help they received for the course is measured using a survey conducted during the last three weeks of each semester. An invitation to complete a survey is emailed to all the students in every class with SI. Two of the items relate to participants' satisfaction: one asks participants to rate satisfaction with the SI leader's performance and the other tests participants' satisfaction with the SI overall.

Question 1: Overall, I am satisfied with the SI leader's Performance.

Over the past five years, satisfaction rates ranged from 83% to 94%.

Question 2: I would recommend to other students they attend SI for this course.

Averages for this question ranged from 91% to 100%. Interestingly, ratings for this question tended to be slightly higher than for question 1: students were willing to recommend SI even if they were not fully satisfied with their own SI experiences.

Further discussion of participant satisfaction results can be found above under "Program Goals" since the SI Program has a goal relating to participant satisfaction.

SI leaders' satisfaction with the program was assessed through their rating of the following statement: I am satisfied with my overall experience as an SI leader. Over the five year period, SI leaders' satisfaction with the program ranged from 81% to 100%, averaging 94% satisfaction. All SI leaders were satisfied with their experiences during four separate semesters, including the entire 2012-2013 academic year.

Findings Based on Surveys

SI participant satisfaction rates are good. Satisfaction varied somewhat from semester to semester, but it is not surprising that some SI's are more successful than others, depending on how the group dynamics develop between a particular leader and group of students. One specific reason for occasional lower scores may be a misperception on the part of some students about what to expect from SI.

Students sometimes think that SI will be another lecture period where the SI leader will provide ready answers to all their questions and not challenge them to think critically. In contrast, the philosophy of SI is to engage students in learning for themselves through discussion and collaborative activities. Students are sometimes focused on short-term success rather than on practicing and slowly developing skills that will benefit them throughout their academic careers. Some students are disappointed that SI is not simply test review.

To correct this misperception, leaders are trained to define roles at the first few SI sessions: they explain that the leader is a facilitator and attendees are expected to be active participants. The SI Program created a handout explaining expectations that leaders can distribute to participants early in the semester. Nevertheless, some students may still hope for a shortcut to success.

Use of Information for Program Improvement

Although SI participant satisfaction rates are good, there is room for improvement. One element to address is making sure that students understand the purpose and nature of SI. As discussed above, leaders are already being trained to set expectations in SI sessions early in the semester. In addition, leaders are given specific language to use in describing SI during class announcements. This language could be revised to include more reference to the interactive nature of SI. Also, leaders occasionally give short demonstrations in class of typical SI activities; this could be done more regularly.

In addition, as mentioned above, focus groups could be held to gather more information about students' attitudes toward SI. A more in-depth understanding of participants' expectations and experiences could lead to improvements which address students' specific concerns.

Basic Student Information

Tracking of Student Usage

At each SI session, SI participants sign in. Attendance information is collected on a weekly basis by the directors and entered into Accudemia, the tracking system used in Student Affairs.

Student Usage of Services and Programs

	Number of Student Contacts	Number of Unique Students
Fall 2012/2013	9404	1496
Spring 2012/2013	7333	1187
Total	**16737**	**2683**
Fall 2013/2014	9343	1521
Spring 2013/2014	7450	1273
Total	**16793**	**2794**
Fall 2014/2015	7086	1278
Spring 2014/2015	6225	1201
Total	**13311**	**2497**
Fall 2015/2016	5905	1082
Spring 2015/2016	5241	1041
Total	**11146**	**2123**
Fall 2016/2017	4718	1102
Spring 2016/2017	4530	1081
Total	**9248**	**2183**

Student Usage Patterns

The number of both student contacts and unique students fell over the five year period. Student contacts decreased from a high of 16,793 in 2013-24 to a low of 9,248 last year. This represents a 45% drop in the number of student contacts.

The number of students served per year also decreased over the five year period but not as precipitously as the number of sessions. In 2013-14, the year of highest attendance, 2,794 unique students attended SI. This number fell to 2,183 last year, a drop of 22%.

Findings Based on Information

Enrollment at Weber State University has been basically flat for the last three years, so an increase in student attendance would not be expected. However, the trend of decreasing attendance is concerning. Fewer students are attending SI, and those who are attending do so less often than previously.

The drop in student contact numbers may not be as dramatic as it seems. Over time, more leaders have begun holding two one-and-a-half hour sessions per week rather than three one-hour sessions. For example, Health Science SI leaders often prefer this schedule because it's needed to address the amount and complexity of the material given each class period. As a result of this shift, students are being counted twice instead of three times per week even though they are spending the same amount of time in SI.

One reason for the drop in student contacts may be a decreased enrollment in some of the courses for which SI is offered. For example, enrollment in a section of Zoology 1020 declined from 120 to 40 when a different faculty member began teaching the course. SI is still offered for the course, but naturally attendance is much lower than it was previously.

Part of the reason for fewer SI sessions is that SI is being offered with fewer courses. At the Davis Campus, for example, a history professor who used SI regularly retired, and the adjuncts who took his place change regularly. They have been either uninterested in including SI with their course or unable to find an SI leader because they have not taught before on the campus. Also, several Health Sciences courses for which SI was a staple have been taught irregularly in the past few years. Even when they have been taught, there have been semesters when an SI leader could not be found. On the Ogden Campus, the number of courses with SI also has declined slightly as some lightly attended SI sections such as those for Political Science and Philosophy 2200 have been eliminated.

Students who attend SI have been coming less frequently than previously, according to the data. WSU students are commuter students, with about half the population being non-traditional students. SI leaders report that students are interested in SI but too busy to attend. More and more it seems that students do not take time for any on-campus activity that is not required. Students who attend SI recognize the benefit to their grades and learning but still may not be able to come regularly. Instead, they can utilize resources such as Khan Academy and other online information which doesn't necessitate a trip to campus.

Another possibility is that, in addition to using online resources, students who do seek help may be gravitating more to tutoring than to SI. SI is offered at only three specific times per week for most courses whereas tutoring appointments are held at a variety of times, and drop-in tutoring for writing and math is available all day. The appointment tutoring center has seen a steady rise is usage, and that center tutors several subjects for which SI is also available. Appointment tutoring has a waiting list each semester for chemistry, anatomy and physiology, and math courses. It's worth exploring whether a slight shift toward tutoring is taking place and, if so, what the implications are for the two programs.

Use of Information for Program Improvement

One way to increase student usage of SI would be to ask professors to incentivize SI attendance or to make it a more integral part of the courses. However, WSU has thus far followed the traditional model of SI which says that SI attendance should be voluntary. Although providing rewards such as extra credit might increase student participation, it would also compromise the nature of the program and potentially change the positive nature of interactions in the sessions.

Although the directors seek courses each semester for which SI would be appropriate, it seems that SI is already offered with the courses in which it's needed. At the Davis Campus, the number of general education courses on the campus has not been expanding, so there are not new options for SI. Instead, the emphasis at Davis Campus has been on courses for particular majors, especially in professional programs.

Perhaps the SI Program needs to consider expanding into offering help with more prerequisite courses or predictor courses for challenging majors or even more courses in particular majors. SI in major-focused courses has been very successful. For example, Health Science SI for students going into Nursing and other health professions is well-attended and much appreciated. SI sessions in the sciences that attract pre-med and pre-dental students also do well. Engineering is an example of a field in which SI has not been offered but in which there may be a need. Focusing on STEM courses could be one possible direction for SI to take.

Finding a way to offer SI online also may be a promising way to boost student usage. One disadvantage of the current SI model is that SI sessions are held at only two to three different times each week. With students' full schedules, many are not able to attend. Posting SI sessions online would make them available to all students at all times. The disadvantage of this approach is that the interactive nature of the sessions is lost, and collaborative learning is a key element of SI. Models for online SI as administered by other universities will be explored.

Dissemination of Assessment Information

How Information is Shared with Stakeholders

Stakeholders of the SI Program include students, faculty, SI leaders, WSU administration, and the taxpayers who fund the university. All stakeholders have access to the SI Program's yearly goals, methods of assessment, results of assessment, and use of results. This information is posted in the 6-Column Model (Appendix G) on the Student Affairs Assessment website and is updated periodically throughout the year.

In addition, SI information and data is contributed to an annual report for the Student Affairs Division. The annual report is shared with the university's President and Board of Trustees and is made public on the Student Affairs Assessment website.

The Davis Learning Center is funded partly by student fees; therefore, Davis Learning Center goals as well as information about student satisfaction and usage are presented yearly to the WSU Student Fee Committee consisting of students, faculty, and administration.

Major Changes

The SI Program at WSU is a well-established program that has adapted to changing needs over the years. Adjustments in the courses supported have been made based on changing demand. For example, low attendance at SI sessions for Political Science 1100 and Philosophy 1000 led to the elimination of SI for these courses. In contrast, there was a demand from both professors and students for support in physics courses because the content of the course material consisted of a lot of math. SI was established for these courses.

A significant change to the SI Program was the way in which surveys are administered. In the past, during the last three weeks of each semester, the supervisors used to visit every one of the 50 plus sections of all the classes to administer the participant survey. Thousands of students spent the last ten minutes of the class period filling out the survey. This system changed when the Division of Student Affairs adopted the *Baseline* platform that sends out electronic surveys to students and collects and houses the results. While this is an extremely useful tool to collect data, the disadvantage is that there was a huge drop in the number of students who actually responded to the surveys. From over 2,500 responses, the number dropped to 200 or so responses. The Assessment Coordinator, however, considers this a good sample size to provide meaningful analysis.

The Division of Student Affairs purchased Accudemia, a web-based academic center management software program, to be used by all departments to store data. The SI Program utilized Accudemia to enter the names of SI participants who attended sessions. This data is used to run attendance reports.

In this time period, the SI Program started to use Box to share files so that the SI leaders could collaborate with each other and share material for their sessions. The SI supervisors at the different campuses use Box as well to share data.

The SI Program was certified in 2012 by the National Association for Developmental Education (NADE). It was the first SI Program to be certified in the nation!

Changes Related to Core Theme Objectives

The changes made to the SI Program each support the Core Theme Objective that "students receive the support services they need."

Shifting the courses for which SI is offered to those where more need exists due to the difficulty of the material ensures that students in hard classes receive support.

Major Accomplishments

WSU has a large and well-respected SI Program. Supported by the administration and faculty, the program offers supplemental instruction to more than 80 course sections every year.

The SI Program makes a major contribution to the growth and development of WSU students. SI participants learn academic skills as well as study skills which can help them succeed long term. SI leaders not only deepen their knowledge of subject matter but also develop personally and professionally. Over the five year study period, SI leaders achieved the program's student learning outcomes that they improve their communication skills from the beginning to the end of their first semester. SI leaders expressed strong satisfaction with their experience in the SI Program.

The operation of the SI Program is an example of effective collaboration between Student Affairs and Academic Affairs. SI leaders are referred by faculty and work closely with their faculty member throughout the semester. SI supervisors solicit faculty input and share assessment information with faculty.

Most importantly, the SI Program contributes to student success. Pass rates in classes for which SI is offered have been consistently higher for participants than for non-participants, thereby demonstrating the benefits of the program. Equally important, SI participants are much more likely to complete the class than their counterparts who do not attend SI.

The SI is accredited by the National Association for Developmental Education (NADE). The accreditation process involved four years of data collection, a year-long self-study, the implementation of action plans to seek program improvement, and the closing of the assessment loop with analysis of the effectiveness of changes. Accreditation testifies that the program follows best practices in the field. The SI Program has been accredited for five years and is currently in the process of writing a five-year interim report.

Areas that Require Improvement

Online training modules on some essential topics, as are available for tutors, are in the process of being developed for the SI Program. The availability of online modules will ensure that late hires do not miss required information, such as FERPA and sexual harassment training, for example. Offering online training also will potentially free up live training time for activities better done in a group. Topics including ethical considerations, resources and referrals, and safety procedures are under consideration as subjects suitable for online modules.

Although participant satisfaction has been in the 80-90% range, it has been surprising that satisfaction has not consistently achieved the goal of 90% satisfaction set by the program, especially given the fact that student grade data has been so positive. It seems that students need to be more clearly informed about how SI works and what it can do for them. As discussed above, efforts to set

realistic expectations on the part of students will be increased. Also, historic grade data for each particular course can be shared more regularly as part of marketing efforts.

The SI Program is very successful for those who use it. The choice of courses for which SI is offered has been refined over the years so that, for the most part, the right courses have SI. However, attendance at SI sessions has been falling. Ways need to be found to boost usage of SI or to shift the means of academic support, perhaps to tutoring. Also, the SI Program can continue to look for opportunities to expand into additional courses where SI can have a high impact, including online courses. The results of current research being done in consultation with Ruffalo Noel Levitz using Hobson's Analytics will help with decisions about which courses, such as predictor courses, should receive SI in the future. Sharing with students, faculty, and administrators the knowledge gained through Hobson's Analytics should help increase the number of students who utilize SI and also increase their satisfaction with a program that helps them succeed in predictor courses, courses they may now feel they only need to pass.

SI is not very well known among the student population at large. Students in courses with SI generally learn about the program through class announcements after the semester begins. It would be desirable to find ways of advertising SI to students before they sign up for their courses. Ideally, students would choose courses with SI for those they anticipate being difficult. When a paper course schedule existed, SI was listed each semester, but even then students did not necessarily understand what it was. SI is advertised at events and in the campus newspaper, but it is difficult to get the word out on a commuter campus. SI needs a stronger marketing plan.

The system currently used for data collection is in the process of being replaced. Accudemia will be replaced by Starfish. An automated rather than manual sign-in process for students attending SI sessions would be desirable. It is unknown at this time whether Starfish has the needed capability. On-site sign-in via cell phone would be ideal and would minimize the need for manual data entry which is a costly and inefficient approach to capturing data.

Recommendations Based on Self-Study

SI Directors will plan the development of online modules for SI leader training and set a timeline for their completion.

SI participant satisfaction will always be variable, depending on the course, SI leader, and SI participants as well as the interaction of all of these. Although satisfaction alone is not the measure of success, it is still desirable that students have a strong recognition of the value of their experience in SI. In setting program goals for the upcoming years, SI supervisors will consider whether a 90% satisfaction rate is an achievable goal. At the same time, a closer analysis of satisfaction results on a class-by-class basis as well as a review of student comments may shed additional light on ways to increase student satisfaction.

The SI Program will take into consideration any recommendations from the Ruffalo Noel Levitz research efforts regarding courses that need SI. If there are courses not currently being served in which student success is strongly linked to persistence and graduation, such as predictor courses that may not currently be recognized, SI resources may need to be shifted toward those courses. Finding additional courses in which there is a proven need may help with increasing usage of SI.

If there is an indication that there are predictor courses that would benefit from SI, the budget necessary to offer this resource would have to be forthcoming as the current offering of SI for difficult classes needs to continue.

Another way to increase usage may be to recruit students who are interested in SI to take the sections which offer it. Continuing efforts can be made to raise the profile of the SI Program among students. For example, SI supervisors can work more closely with advisors to make sure advisors know which courses have SI. Advisors can then encourage students who want a study group to choose those sections. Starfish has a feature that enables advisors to interact with SI supervisors and students to make this possible.

An effort will be made to examine the feasibility of offering SI online. This will capture the section of students who take classes online or do not have time to come to campus for activities like SI but need help with the courses.

Key Issues or Concerns for Site Review Team to Address

Any recommendations by the site review team for improvement of services offered will be welcomed. For example, ideas regarding marketing, assessment infrastructure, and successful online SI models would be of interest. Suggestions about ways to increase SI usage are needed.

Directors attend relevant sessions at the CRLA and NADE national conferences and gather as much useful information as possible to improve the SI Program at WSU; however, an objective view of the delivery of services will be very helpful.

Appendices

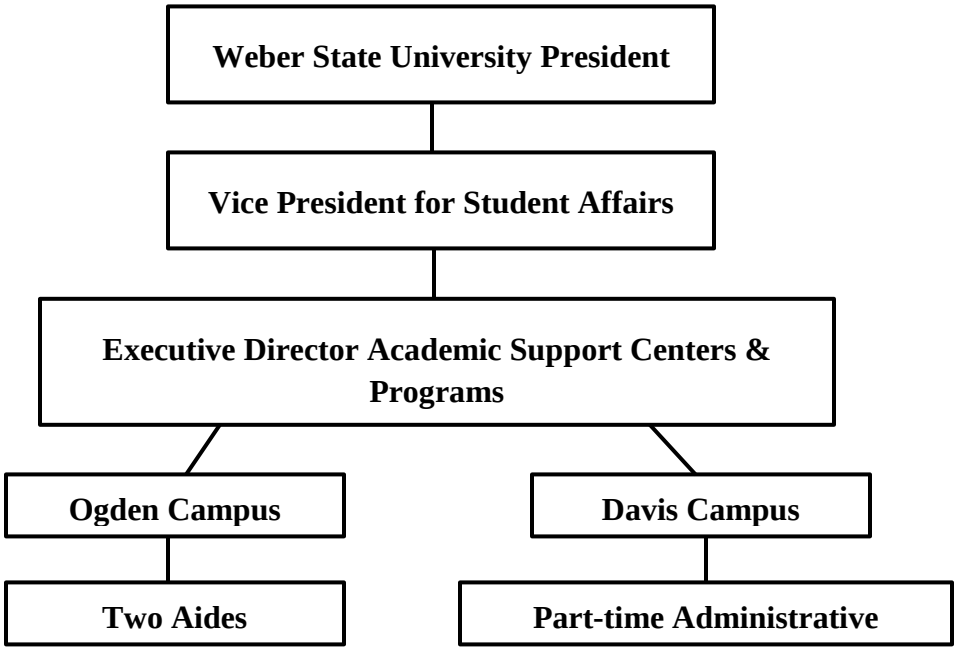
Appendix A

WEBER STATE UNIVERSITY

Academic Support Centers & Programs
Supplemental Instruction
Policies & Procedures Manual

Table of Contents

Academic Support Centers & Programs
Supplemental Instruction Program



Mission and Goals

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	SUPPLEMENTAL INSTRUCTION PROGRAM MISSION AND GOALS	Intro.	Rev.
		Date 10/14/2012	

Mission Statement

The mission of the Supplemental Instruction Program at WSU is to improve student retention, enhance academic achievement, and help students become independent learners by providing collaborative, peer-facilitated study sessions designed to help students master course content while learning transferable, long-term study skills.

Overarching Goals

- Help students become independent learners by stressing how to learn as well as what to learn.
- Develop students' study skills, which will contribute to their academic success.
- Help SI participants achieve higher grades in the targeted classes than students who do not attend SI.

Section 1 – Hiring

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	SI LEADER QUALIFICATIONS	Intro. No. 1-1	Rev.
		Date 10/14/2012	

I. POLICY

1. Academic Support Centers & Programs adheres to the Equal Opportunity and Non-Discrimination Employment Policy as stated in Section 3-1 of the Weber State University Policy & Procedures Manual.

2. Academic Support Centers & Programs adheres to WSU policy of hiring students over non-students when students can appropriately fill a position. Normally, no minor under the age of 17 shall be employed if the position can be filled by a University student. Under no exception may a person employed be under age 16.

3. SI leaders employed by Academic Support Centers & Programs must meet minimum qualifications defined by the program to include:

   A. Upon hire, a cumulative GPA of 3.0 or higher.

   B. Upon hire a A- or better for the subject for which they are SI leaders

   C. Approval of the instructor for the course for which the SI leader is hired.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	NEW HIRE PROCESSING	No. 1-2	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders employed by Academic Support Centers & Programs are processed through Human Resources and through the Payroll office.

II. PROCEDURE

1. In preparation for hiring, supervisors should post job openings with Human Resources (HR) through the People Tracker link in the WSU portal. HR will assign job numbers and require that each applicant is appropriately cleared to work as a WSU hourly employee. SI leaders who apply directly with the SI Program should be directed to also apply online at jobs.weber.edu.

2. Supervisors then fill out the appropriate PAR for each new employee and send it to HR. HR gives final approval on all hires before sending PARs on to the Payroll office for final processing.

3. After hiring a new leader, supervisors should direct the leader to go to the Payroll office for payroll processing. Supervisors should list the information new employees should take with them to the Payroll office: appropriate I-9 identification (either a passport or a combination of driver license plus SS card or birth certificate), and a routing slip for their preferred bank account to set up payroll direct deposit (the Payroll office's preferred method of payment). New leaders will also fill out the W-4 form during their visit to the Payroll office.

4. Pay stubs are available online.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	PAPERWORK AND PAY	No. 1-3	Rev.
		Date 10/14/2012	

I. POLICY

Academic Support Centers & Programs hires both hourly and work study SI leaders. SI leaders are paid for all time worked, including attending lectures, facilitating SI sessions, attending training, preparation & paperwork (normally 1 hr per week), meetings with supervisor and faculty, observation of a peer's SI session.

II. PROCEDURE

1. SI leader wages are as follows:

New hire	=	$9.00/hr
Second semester	=	$9.50/hr
Third semester	=	$10.00/hr
Fourth semester	=	$10.50/hr

2. The supervisors will meet periodically to ensure that leaders are compensated fairly while keeping wage levels within budget constraints.

3. SI leaders must clock in and out for any hours worked using the university's TAS system. Clocking in/out is done via the student portal. SI leaders may access the student portal by cell phone as arranged with supervisor.

4. Paperwork is due weekly. Supervisors make time corrections based on paper tracking submitted by each SI Leader.

5. SI Leaders in good standing who are rehired for a second semester are eligible for a pay raise of $0.50 an hour.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	BENEFITS, TERMS OF SERVICE, HOURS	No. 1-4	Rev.
		Date 10/14/2012	

I. POLICY

1. Hourly students and Work Study students are not eligible for benefits except for Workers' Compensation. Hourly non-students are not eligible for benefits except for Workers' Compensation, unemployment insurance, and Social Security contributions.

2. The term of service for non-salaried employees is subject to the availability of funds, satisfactory performance, and work requirements. Students are not automatically rehired each semester. Unless specifically stated, Weber State University policies related to personnel actions and benefits do not apply to non-salaried employees.

3. The University policy limits the total work hours of each student to no more than 59 hours per pay period. Students may not work in excess of 1500 hours per year

Section 2 – Training

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	SI TRAINING	No. 2-1	Rev.
		Date 10/14/2012	

I. POLICY

All SI leaders must receive initial 8 hour training and attend 8 training sessions during the semester.

II. PROCEDURE

1. SI leaders hired after the initial day of 8 hour training must be trained as soon as they are hired.
2. SI leaders must attend all training sessions held during the semester or talk to the supervisor about making up the missed sessions.
3. SI leaders must conduct an observation of a peer as part of the training
4. SI leaders must do a presentation of their best SI session

SECTION 3 - Ethics

WEBER STATE UNIVERSITY Academic Support Centers & Programs	CONFIDENTIALITY	No. 3-1	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders must maintain the privacy of students' identities and keep confidential any personal information that is revealed as part of the SI session. Generally, the only time confidential information should be discussed is privately with the SI supervisor or other professional staff within the department. Such information should be discussed only for professional reasons directly tied to the welfare of the student.

However, by law, some confidential information must be reported. If a student reveals that s/he intends to harm her/himself or others, the SI leader must report that information immediately to the supervisor. Similarly, if a student reveals actions that violate the student code, such as plagiarism, or if a student admits to actions which are illegal, the SI leader must report that information to the supervisor.

II. PROCEDURE

1. Information which must be kept confidential includes but is not limited to the following examples:

A. The identity of SI participants.
B. Participants' addresses, phone numbers, or other contact information.
C. Confidences revealed by participants. These might include past experiences or current problems.
D. Information about participants' academic performance, including grades.
E. Disability status. SI leaders must not share known information about a student's disability nor should they ask a student about a suspected disability.

2. In the case of a student who reports intent to harm self or others, a leader should:

A. Promptly report the incident to the SI supervisor.
B. If the harm is imminent and the supervisor is not present, leaders should call University Police at 626-6460 and further follow through by calling 911.

3. SI leader information such as personal phone number and address should be kept confidential and not shared with SI participants.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	HONESTY	No. 3-2	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders must maintain integrity in all aspects of the job, using honesty and tact in dealing with participants.

II. PROCEDURE

1. An SI leaders should not do any part of a student's homework. Having an SI leader complete homework which will be graded constitutes cheating. Similarly, a leader should not help with a take-home exam unless the professor has specified in the exam instructions that outside help is allowed.

2. The WSU Student Code of Conduct defines plagiarism as "the unacknowledged (un-cited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers" (Section 6-22-IV-D). SI leaders must work carefully to help students develop their own ideas and give appropriate credit for ideas from which they draw for their writing. SI leaders are obligated to report breaches of this policy to their supervisors.

3. All documentation such as applications for employment, time sheets, and other SI records must be filled out completely and accurately. Misrepresenting facts or falsifying information on any document is grounds for dismissal.

4. An SI leader should honestly acknowledge both the student's and his or her own ability levels. It is important to be encouraging but to not give a student false hope or flattery. SI leaders should know their own limits and admit when they do not know answers.

5. An SI leader must be tactful if a student has complaints about another individual. SI leaders must especially be careful not to comment negatively to students about professors' grading policies, teaching methods, or personalities.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	APPROPRIATE RELATIONSHIP BETWEEN SI LEADER AND PARTICIPANT	No. 3-3	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders should appropriately maintain warm, yet professional relationships with participants, understanding and avoiding discrimination and harassment.

II. PROCEDURE

1. SI leaders must accept participants without judgment and may not use the session to proselytize for personal beliefs or to impose personal value systems or lifestyles on students.

2. SI leaders must continue to act appropriately even if they feel aversion or attraction to a participant. Dating is not allowed between an SI leader and a current participant because of the power imbalance in the relationship. Such a relationship may damage the perception of ASCP's integrity and may also harm the persons involved, especially the participant who depends on the leader for help. An SI leader who wishes to date a participant should speak to his/her supervisor to discuss appropriate options. Participants must not be made to feel that their access to academic help depends on a personal relationship with the leader.

3. It is the SI leader's responsibility to be familiar with Weber State University's policies on discrimination and harassment as explained in the University's Policies and Procedures Manual, Section 3-32 (available online). When working, SI leaders must uphold WSU's commitment to providing an environment free from harassment and other forms of discrimination based on race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender. SI leaders must not allow any of these factors to influence the way they work with students but must treat all with equal respect.

4. It is the SI leader's responsibility to understand what constitutes sexual harassment and to avoid sexually harassing behavior. See the WSU Policies and Procedures Manual, Section 3-32. SI leaders are required to complete the mandatory training on discrimination and harassment.

5. Any SI leader who believes s/he has been harassed or discriminated against by a participant or by anyone else can address the concern through any of the following options:

A. Seek to resolve issue directly with the individual(s) involved.
B. Seek to resolve the issue through supervisory personnel.
C. Consult with Affirmative Action/ Equal Opportunity (AA/EO) office on campus.
D. Register a complaint with the AA/EO office.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	DRUG AND ALCOHOL-FREE WORKPLACE	No. 3-4	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders are trained on WSU's policy of maintaining a drug- and alcohol-free workplace, which stipulates that employees will not work under the influence of drugs or alcohol. This includes refraining from unlawful involvement with drugs or alcohol on campus or at off-campus, University-sponsored functions or events. It also includes refraining from "smoking in unauthorized locations on campus."

SI leaders have the right to expect that the students in their sessions are adhering to WSU drug and alcohol policies.

II. PROCEDURE

1. SI leaders are expected to adhere to University drug and alcohol policies and are subject to discipline and/or termination of employment for violation of those policies.

2. SI leaders should discuss with their supervisor any concerns they have about perceived inappropriate use of substances by participants. The supervisor can help to assess the situation and determine the best course of action.

3. SI leaders should be aware of the possible effects on others of odors from such products as tobacco and perfume and should mitigate or minimize their own use of odoriferous products in the workplace.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	DISCRIMINATION AND HARASSMENT-FREE WORKPLACE (see WSU PPM, 3-32)	No. 3-5	Rev.
		Date 10/14/2012	

I. POLICY

Weber State University and Academic Support Centers & Programs are committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment.

II. PROCEDURE

1. Academic Support Centers & Programs is committed to eliminating incidents of illegal discrimination in personnel policies and practices within the institution through affirmative efforts at education and support. When violations of this policy occur, various forms of disciplinary action, where appropriate, may be imposed within the parameters of protected speech.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	DISCRIMINATION AND HARASSMENT-FREE WORKPLACE (see WSU PPM, 3-1)	No. 3-6	Rev.
		Date 10/14/2012	

I. POLICY

A. Weber State University and Academic Support Centers & Programs are Equal Opportunity/Affirmative Action Employers. As such, it is the policy of ASCP to follow a concept of non-discrimination in the hiring and promotion of employees without regard to their race, religion, sex, age, color, national origin, or veteran or disabled status.

II. PROCEDURE

1. Evaluation of part-time student and non-student employees will be made on the basis of criteria directly related to the position, including education, skills, experience, internal mobility, and affirmative action requirements.

2. ASCP will recruit needed personnel including minority group members on a non-discriminatory basis.

3. An affirmative action hiring program will be continued in an effort to ensure that ASCP will provide employment opportunities on a non-discriminatory basis.

4. ASCP will not discriminate in the compensation of its personnel because of race, color, religion, sex, national origin, age, or veteran or handicapped status.

SECTION 4 - Administrative Duties

WEBER STATE UNIVERSITY Academic Support Centers & Programs	SI LEADER ORIENTATION	No. 4-1	Rev.
		Date 10/14/2012	

I. POLICY

Supervisors should conduct program-specific orientation sessions upon hiring new leaders, and leaders are required to attend these orientation sessions. All supervisors are encouraged to provide employees with access to written guidelines and expectations for their jobs, to include:

1. Semester schedule, holidays off, closed dates.
2. Procedures for recording and reporting time worked.
3. Expectations for tasks to perform and how to handle down time.
4. Procedures for recording and reporting student data for sessions conducted.
5. Procedures for handling appointment cancellations or extra sessions requested by the student (Section 4-3).
6. Procedures for canceling appointments or getting shift substitutes (Section 4-2).

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	SI SUPERVISOR RESPOSIBILITES	No. 4-2	Rev.
		Date 10/14/2012	

I. POLICY

Supervisors have the following responsibilities:

1. Determine courses to which SI will be assigned
2. Oversee budget for SI Program
3. Reserve rooms for SI Sessions
4. Hire and train SI Leaders
5. Handle SI payroll
6. Observe SI sessions
7. Provide feedback to SI Leaders regarding the session observed
8. Cancel or conduct a session when an SI Leader has an emergency and is unable to make it
9. Work with SI Leaders and faculty members to resolve any concerns
10. Conduct assessment of SI Leaders and the SI Program as a whole

WEBER STATE UNIVERSITY Academic Support Centers & Programs	SI FACULTY ROLE	No. 4-3	Rev.
		Date 10/14/2012	

I. Policy

SI is assigned to classes with those faculty members who would like to participate in the program. The following policies must be adhered to:

1. If professors would like to see a grade comparison of SI participants vs. non-participants for their courses, the SI supervisor can provide this information. 2. The identity of students who attend SI sessions should remain confidential. Therefore, professors are not invited to attend SI unless the visit is announced in advance.

3. SI leaders may not have access to upcoming exams or exam questions. Access to past exams is at the professor's discretion.

4. SI leaders may not do grading or teaching for the professor of the assigned class. If asked to do tasks not outlined as responsibilities of an SI leader, the leader must decline and refer the professor to the SI supervisor.

II. Procedures

Participating faculty have the following responsibilities:

1. Recommend SI leaders
2. Allow SI related announcements in class
3. Encourage student attendance at SI sessions4.
4. Communicate regularly with the SI leader about course material and student concerns
5. Work with the SI supervisor on any issues relevant to the success of SI for the course
6. Complete a brief survey on their satisfaction with the program

WEBER STATE UNIVERSITY Academic Support Centers & Programs	SCHEDULING/TIME OFF	No. 4-4	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders are responsible for knowing and keeping their schedules throughout the semester. Time off from one's regular schedule during the semester should be rare and have a valid justification, and the appropriate supervisor should be notified as far in advance as possible.

II. PROCEDURE

1. SI leaders' schedules are generally set by the end of the first week or early in the second week of the semester and generally remain the same for the duration of the semester. It is the SI leaders' responsibility to check their mailboxes or e-mail regularly for changes to training sessions or other changes.

2. SI leaders who are ill, who are running late for a shift, or who know in advance that they must miss a regularly scheduled session should notify the supervisor as early as possible.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	PARTICIPANT NO- SHOWS	No. 4-5	Rev.
		Date 10/14/2012	

I. POLICY

Participants are informed of session days, times ,and rooms. A session is considered a "no-show" if participants fail to show 15 minutes after the scheduled session time.

After the first "no-show," participants will only be paid for the first 15 minutes of the session.

II. PROCEDURE

1. The SI leaders must be informed of this policy at the beginning of the semester. Appropriate paper-work must be submitted so that all no-show sessions are recorded.

2. If no students arrive at the scheduled time for an SI session, the SI leader must wait at least 15 minutes for latecomers. Upon leaving, the leader should post a note with date and time explaining that SI was cancelled due to lack of students.

3. For the first no-show, the leader may stay and be paid for a full hour. It is recommended that the leader use this time for preparation of future sessions. For subsequent no-shows, the leader should stay for 15 minutes and will be paid only for that amount of time.

4. After a first no-show, the leader should reannounce the SI sessions in class and encourage attendance. If another no-show occurs, the leader should consider rescheduling the session time.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	RECORD KEEPING	No. 4-6	Rev.
		Date 10/14/2012	

I. POLICY

SI leaders are responsible for keeping accurate and complete records of all hours worked and of all necessary data related to each student served (SI records). SI leaders are also responsible for the timely submission of these records to the SI supervisor. Paper records should always be filed in the designated location and should never be taken out of the designated area.

Standard SI sessions are fifty minutes long. For payroll purposes, these sessions are recorded as one hour worked.

II. PROCEDURES

1. SI leaders should record all paid time by the means designated by the department on the day the time is worked.

2. SI leaders should be certain each participant has signed the attendance sheet.

3. SI leaders are required to plan each session ahead of time. They must submit the Planning Sheet for that week at the end of every week.

4. SI leaders must have Timesheet initialed by the professor for whose class they are leaders.

5. The Timesheet, Attendance Sheets, and Planning Sheet must be submitted by 4:00 pm on Friday for that week.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	EVALUATIONS	No. 4-7	Rev.
		Date 10/14/2012	

I. POLICY

1. SI leaders will have their job performance evaluated at least twice per semester by supervisory personnel. Evaluations are based on supervisory observations of work performed. In addition, SI leaders will be evaluated periodically by participants, and other systems of tracking SI leader job performance may be employed at the discretion of the individual departments supervisor.

2. SI supervisors will have their job performance evaluated once a semester by the SI leaders and the faculty who receive supplemental instruction for their class.

3. The SI Program will be evaluated by the SI leaders and the faculty who receive supplemental instruction for their class.

II. PROCEDURE

1. Once SI leaders have been observed by their supervisor, SI supervisors should make an appointment to meet with the leader within 48 hours of the observation to discuss the findings of the observation.

2. SI leaders should complete evaluations of the SI program at the end of every semester.

3. Faculty members whose classes receive supplemental instruction should complete an evaluation of the program and the SI leader assigned to their class.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	LOCATION OF SI SESSIONS	No. 4-8	Rev.
		Date 10/14/2012	

I. POLICY

All SI sessions must be held in the rooms assigned to the SI leaders. These rooms could be located in different buildings across campus.

II. PROCEDURE

1. Upon determining the days and times of sessions, SI leaders will submit their request for rooms to the SI supervisors who will then schedule rooms where available. The supervisors will inform the leaders and make bookmarks to be distributed to the class.

2. Under no circumstance are WSU-sanctioned SI sessions to be held outside the designated areas, and off-campus SI sessions are strictly prohibited.

SECTION 5 - Discipline and Termination of Employment

WEBER STATE UNIVERSITY Academic Support Centers & Programs	EMPLOYEE KNOWLEDGE OF RESPONSIBILITIES	No. 5-1	Rev.
		Date 10/14/2012	

I. POLICY

All SI leaders must be made aware of and must understand all aspects of their job responsibilities.

II. PROCEDURE

1. At the time of hiring, each department provides new SI leaders with written job descriptions that detail job responsibilities and expectations. Supervisors review the job description with the leader at the time of hiring.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	EVALUATION OF JOB PERFORMANCE	No. 5-2	Rev.
		Date 10/14/2012	

I. POLICY

In the spirit of continuous improvement, supervisors should give structured and systematic feedback on SI leader performance. Supervisors should give feedback on their strengths as well as on areas in need of improvement.

II. PROCEDURE

1. Supervisors will observe SI sessions periodically. After being observed, the SI Leader and supervisor will meet together within 48 hours to discuss the observation.

2. SI Leaders will observe another Leader's SI session each semester. These observations will be discussed during training.

3. Paperwork should be submitted in a timely manner.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	UNSATISFACTORY JOB PERFORMANCE	No. 5-3	Rev.
		Date 10/14/2012	

I. POLICY

If at any time an SI leader fails to satisfactorily meet the job responsibilities outlined in either the job description or ASCP/departmental policy guidelines, the leader can be terminated. Some reasons for termination include but are not limited to the following: dishonesty, not showing up for sessions, lack of attendance at training sessions, unprofessional behavior, poor punctuality, specific departmental violations, any violation of WSU's student code, and the violation of any item listed under Section 3 of ASCP PPM - Ethics.

II. PROCEDURE

1. According to WSU policy, employment of hourly staff is considered to be at-will; therefore, an SI leader can be terminated based on the supervisor's judgment of many factors, including performance.

Appendix B

SI Leader Study Skills

Question 1 of 1

Supervisor Observations

Baseline Data

Discussion of specific study skills.

gden

	# SI	Beginning 1	2	3	4	5	# SI	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	14	0	7	3	2	2	13	0	1	6	3	3	2.93	3.62	0.69
		0%	50%	21%	14%	14%		0%	8%	46%	23%	23%			
Spring 2013	6	0	2	2	2	0	6	0	0	3	2	1	3.00	3.67	0.67
		0%	33%	33%	33%	0%		0%	0%	50%	33%	17%			
012-2013 Avg	10	0	4.5	2.5	2	1	9.5	0	0.5	4.5	2.5	2	2.96	3.64	0.68
Fall 2013	10	0	3	2	4	1	10	0	2	2	5	1	3.30	3.50	0.20
		0%	30%	20%	40%	10%		0%	20%	20%	50%	10%			
Spring 2014	7	0	2	4	1	0	8	0	1	4	2	1	2.86	3.38	0.52
		0%	29%	57%	14%	0%		0%	13%	50%	25%	13%			
013-2014 Avg	8.5	0	2.5	3	2.5	0.5	9	0	1.5	3	3.5	1	3.08	3.44	0.36
Fall 2014	17	1	3	5	7	1	17	0	2	4	8	3	3.24	3.71	0.47
		6%	18%	29%	41%	6%		0%	12%	24%	47%	18%			
Spring 2015	9	0	1	4	4	0	9	0	1	4	3	1	3.33	3.44	0.11
		0%	11%	44%	44%	0%		0%	11%	44%	33%	11%			
014-2015 Avg	13	0.5	2	4.5	5.5	0.5	13	0	1.5	4	5.5	2	3.28	3.58	0.29
Fall 2015	11	1	0	5	5	0	11	0	2	2	5	2	3.27	3.64	0.36
		9%	0%	45%	45%	0%		0%	18%	18%	45%	18%			
Spring 2016	11	2	1	6	2	0	11	0	1	4	4	2	2.73	3.64	0.91
		18%	9%	55%	18%	0%		0%	9%	36%	36%	18%			
015-2016 Avg	11	1.5	0.5	5.5	3.5	0	11	0	1.5	3	4.5	2	3.00	3.64	0.64
Fall 2016	10	2	3	0	4	1	10	0	2	4	3	1	2.90	3.30	0.40
		20%	30%	0%	40%	10%		0%	20%	40%	30%	10%			
Spring 2017	7	2	0	4	1	0	8	1	0	4	3	0	2.57	3.13	0.55
		29%	0%	57%	14%	0%		13%	0%	50%	38%	0%			
016-2017 Avg	8.5	2	1.5	2	2.5	0.5	9	0.5	1	4	3	0.5	2.74	3.21	0.48
ive Year Avg	10.2	0.8	2.2	3.5	3.2	0.5	10.3	0.1	1.2	3.7	3.8	1.5	3.01	3.50	0.49

SI Leader Study Skills

Question 1 of 1

Supervisor Observations

Baseline Data

Discussion of specific study skills.

Davis

	# SI	Beginning 1	2	3	4	5	# SI	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	5	0	1	1	1	2	5	0	2	2	0	1	3.80	3.00	-0.80
		0%	20%	20%	20%	40%		0%	40%	40%	0%	20%			
Spring 2013	5	0	2	1	2	0	5	0	2	3	0	0	3.00	2.60	-0.40
		0%	40%	20%	40%	0%		0%	40%	60%	0%	0%			
2012-2013 Avg	5	0	1.5	1	1.5	1	5	0	2	2.5	0	0.5	3.40	2.80	-0.60
Fall 2013	1	0	0	0	1	0	1	0	0	0	1	0	4.00	4.00	0.00
		0%	0%	0%	100%	0%		0%	0%	0%	100%	0%			
Spring 2014	5	0	1	1	2	1	5	0	1	3	0	1	3.60	3.20	-0.40
		0%	20%	20%	40%	20%		0%	20%	60%	0%	20%			
2013-2014 Avg	3	0	0.5	0.5	1.5	0.5	3	0	0.5	1.5	0.5	0.5	3.80	3.60	-0.20
Fall 2014	4	0	0	2	0	2	4	0	2	0	0	2	4.00	3.50	-0.50
		0%	0%	50%	0%	50%		0%	50%	0%	0%	50%			
Spring 2015	3	0	0	0	2	1	3	0	0	0	2	1	4.33	4.33	0.00
		0%	0%	0%	67%	33%		0%	0%	0%	67%	33%			
2014-2015 Avg	3.5	0	0	1	1	1.5	3.5	0	1	0	1	1.5	4.17	3.92	-0.25
Fall 2015	3	0	0	1	1	1	3	0	1	0	1	1	4.00	3.67	-0.33
		0%	0%	33%	33%	33%		0%	33%	0%	33%	33%			
Spring 2016	3	0	0	0	2	1	3	0	0	1	0	2	4.33	4.33	0.00
		0%	0%	0%	67%	33%		0%	0%	33%	0%	67%			
2015-2016 Avg	3	0	0	0.5	1.5	1	3	0	0.5	0.5	0.5	1.5	4.17	4.00	-0.17
Fall 2016	0	0	0	0	0	0	0	0	0	0	0	0			0.00
Spring 2017	2	0	0	0	1	1	2	0	0	0	0	2	4.50	5.00	0.50
		0%	0%	0%	50%	50%		0%	0%	0%	0%	100%			
2016-2017 Avg	1	0	0	0	0.5	0.5	1	0	0	0	0	1	4.50	5.00	0.50
Five Year Avg	3.1	0	0.4	0.6	1.2	0.9	3.1	0	0.8	0.9	0.4	1	4.01	3.86	-0.14

SI Leader Study Skills

Question 1 of 1

Supervisor Observations

Baseline Data

Discussion of specific study skills.

Both

	# SI	Beginning 1	2	3	4	5	# SI	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	19	0	8	4	3	4	18	0	3	8	3	4	3.16	3.44	0.29
		0%	42%	21%	16%	21%		0%	17%	44%	17%	22%			
Spring 2013	11	0	4	3	4	0	11	0	2	6	2	1	3.00	3.18	0.18
		0%	36%	27%	36%	0%		0%	18%	55%	18%	9%			
2012-2013 Avg	15	0	6	3.5	3.5	2	14.5	0	2.5	7	2.5	2.5	3.08	3.31	0.23
Fall 2013	11	0	3	2	5	1	11	0	2	2	6	1	3.36	3.55	0.18
		0%	27%	18%	45%	9%		0%	18%	18%	55%	9%			
Spring 2014	12	0	3	5	3	1	13	0	2	7	2	2	3.17	3.31	0.14
		0%	25%	42%	25%	8%		0%	15%	54%	15%	15%			
2013-2014 Avg	11.5	0	3	3.5	4	1	12	0	2	4.5	4	1.5	3.27	3.43	0.16
Fall 2014	21	1	3	7	7	3	21	0	4	4	8	5	3.38	3.67	0.29
		5%	14%	33%	33%	14%		0%	19%	19%	38%	24%			
Spring 2015	12	0	1	4	6	1	12	0	1	4	5	2	3.58	3.67	0.08
		0%	8%	33%	50%	8%		0%	8%	33%	42%	17%			
2014-2015 Avg	16.5	0.5	2	5.5	6.5	2	16.5	0	2.5	4	6.5	3.5	3.48	3.67	0.18
Fall 2015	14	1	0	6	6	1	14	0	3	2	6	3	3.43	3.64	0.21
		7%	0%	43%	43%	7%		0%	21%	14%	43%	21%			
Spring 2016	14	2	1	6	4	1	14	0	1	5	4	4	3.07	3.79	0.71
		14%	7%	43%	29%	7%		0%	7%	36%	29%	29%			
2015-2016 Avg	14	1.5	0.5	6	5	1	14	0	2	3.5	5	3.5	3.25	3.71	0.46
Fall 2016	10	2	3	0	4	1	10	0	2	4	3	1	2.90	3.30	0.40
		20%	30%	0%	40%	10%		0%	20%	40%	30%	10%			
Spring 2017	9	2	0	4	2	1	10	1	0	4	3	2	3.00	3.50	0.50
		22%	0%	44%	22%	11%		10%	0%	40%	30%	20%			
2016-2017 Avg	9.5	2	1.5	2	3	1	10	0.5	1	4	3	1.5	2.95	3.40	0.45
Five Year Avg	13.3	0.8	2.6	4.1	4.4	1.4	13.4	0.1	2	4.6	4.2	2.5	3.21	3.50	0.30

SI Participant Satisfaction

Comparing Academic Years

Baseline Data

As a result of my SI experience, my study skills such as note-taking, textbook reading, and test-taking have improved.

% Satisifed= Ratings of 4 & 5

	#	Ogden					%	#	Davis					%	#	Both					%
	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied
Fall 2012	170	12	12	35	50	61	65%	31	0	1	1	6	23	94%	201	12	13	36	56	84	70%
Spring 2013	121	9	7	23	34	48	68%	20	0	0	4	7	9	80%	141	9	7	27	41	57	70%
2012-2013 Avg	145.5	10.5	9.5	29	42	54.5	67%	25.5	0	0.5	2.5	6.5	16	87%	171	10.5	10	31.5	48.5	70.5	70%
Fall 2013	87	1	5	25	15	41	64%	31	1	0	3	7	20	87%	118	2	5	28	22	61	70%
Spring 2014	72	2	7	14	19	30	68%	33	1	1	4	8	19	82%	105	1	1	18	27	49	72%
2013-2014 Avg	79.5	1.5	6	19.5	17	35.5	66%	32	1	0.5	3.5	7.5	19.5	84%	111.5	1.5	3	23	24.5	55	71%
Fall 2014	84	4	4	18	22	36	69%	15	0	0	1	3	11	93%	99	4	4	19	25	47	73%
Spring 2015	117	9	5	22	28	53	69%	26	0	0	3	4	19	88%	143	9	5	25	32	72	73%
2014-2015 Avg	100.5	6.5	4.5	20	25	44.5	69%	20.5	0	0	2	3.5	15	91%	121	6.5	4.5	22	28.5	59.5	73%
Fall 2015	126	9	11	23	32	51	66%	13	0	0	1	4	8	92%	139	9	11	24	36	59	68%
Spring 2016	73	5	7	15	10	36	63%	11	0	0	1	3	7	91%	84	0	0	16	13	43	67%
2015-2016 Avg	99.5	7	9	19	21	43.5	64%	12	0	0	1	3.5	7.5	92%	111.5	4.5	5.5	20	24.5	51	68%
Fall 2016	108	8	7	21	28	44	67%	17	0	1	2	8	6	82%	125	8	8	23	36	50	69%
Spring 2017	69	6	1	11	17	34	74%	16	0	1	4	4	7	69%	85	6	2	15	21	41	73%
2016-2017 Avg	88.5	7	4	16	22.5	39	70%	16.5	0	1	3	6	6.5	76%	105	7	5	19	28.5	45.5	71%
Five Year Avg	102.7	6.5	6.6	20.7	25.5	43.4	67%	21.3	0.2	0.4	2.4	5.4	12.9	86%	124	6	5.6	23.1	30.9	56.3	70%

SI Participant Satisfaction

Comparing Academic Years

Baseline Data

As a result of my SI experience, my critical thinking/problem solving skills have improved.

% Satisifed= Ratings of 4 & 5

	#	Ogden					%	#	Davis					%	#	Both					%
	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied
Fall 2012	170	12	8	35	55	60	68%	31	0	1	5	5	20	81%	201	12	9	40	60	80	70%
Spring 2013	101	9	6	18	33	35	67%	31	0	1	2	10	18	90%	132	9	7	20	43	53	73%
2012-2013 Avg	135.5	10.5	7	26.5	44	47.5	67%	31	0	1	3.5	7.5	19	85%	166.5	10.5	8	30	51.5	66.5	71%
Fall 2013	87	1	6	19	19	42	70%	31	0	1	2	10	18	90%	118	1	7	21	29	60	75%
Spring 2014	72	2	6	17	20	27	65%	33	1	1	3	10	18	85%	105	1	1	20	30	45	71%
2013-2014 Avg	79.5	1.5	6	18	19.5	34.5	68%	32	0.5	1	2.5	10	18	88%	111.5	1	4	20.5	29.5	52.5	73%
Fall 2014	84	3	5	23	17	36	63%	15	0	0	1	5	9	93%	99	3	5	24	22	45	68%
Spring 2015	117	5	7	20	36	49	73%	26	0	0	3	4	19	88%	143	5	7	23	40	68	76%
2014-2015 Avg	100.5	4	6	21.5	26.5	42.5	68%	20.5	0	0	2	4.5	14	91%	121	4	6	23.5	31	56.5	72%
Fall 2015	126	6	13	21	37	49	68%	13	0	0	2	3	8	85%	139	6	13	23	40	57	70%
Spring 2016	73	6	4	14	16	33	67%	11	0	0	1	2	8	91%	84	0	0	15	18	41	70%
2015-2016 Avg	99.5	6	8.5	17.5	26.5	41	68%	12	0	0	1.5	2.5	8	88%	111.5	3	6.5	19	29	49	70%
Fall 2016	108	9	6	15	30	48	72%	17	0	1	2	8	6	82%	125	9	7	17	38	54	74%
Spring 2017	69	5	0	15	21	28	71%	16	0	0	7	2	7	56%	85	5	0	22	23	35	68%
2016-2017 Avg	88.5	7	3	15	25.5	38	72%	16.5	0	0.5	4.5	5	6.5	69%	105	7	3.5	19.5	30.5	44.5	71%
Five Year Avg	100.7	5.8	6.1	19.7	28.4	40.7	68%	22.4	0.1	0.5	2.8	5.9	13.1	84%	123.1	5.1	5.6	22.5	34.3	53.8	71%

Appendix C

SI Leader Skill Development

Program Goal: To demonstrate that SI leaders have improved their communication skills from the beginning to the end of their first semester as SI leaders.

Data Collected: Supervisor Observations, SI leader Self-Evaluations

Description of Assessment Instruments: Two measures were used to judge SI leaders' growth in communication skills.

Supervisor observations were used to judge SI leaders' abilities to implement the skills needed to be effective facilitators. The supervisor observation form lists each skill to be observed and includes a five-point scale on which skills are rated. An observation done early in the semester for each new SI leader was compared with one done near the end of the semester for the same SI leader.

The second instrument used to determine SI leader skill development is an assessment completed at the end of each semester by each SI leader. This assessment contains self-reflective questions on the same skill areas covered by supervisor observations. A sample of both assessment instruments is included at the end of this appendix.

Organization of Data Presented: Communication skills measured were questioning, listening, and explaining. The following pages detail findings for each communication skill individually over the five year period of 2012-2017. For each skill, results are shown first for supervisor observations, then for SI leaders' self-assessments.

Conclusions: The assessment data shows that SI leaders improved in each skill area during their first semester on the job. Their improvement was reflected in both supervisor observations and in their self-evaluations. The program goal of improving SI leaders' communication skills was met throughout the five year time frame.

SI Leader Communication Skills

Questioning

Supervisor Observations

New SI Leaders

Ability to communicate with participants--- Questioning Skills

Ogden

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	13	0	0	3	5	5	13	0	0	2	5	6	4.15	4.31	0.15
		0%	0%	23%	38%	38%		0%	0%	15%	38%	46%			
Spring 2013	6	0	0	1	4	1	6	0	0	0	1	5	4.00	4.83	0.83
		0%	0%	17%	67%	17%		0%	0%	0%		83%			
2012-2013 Avg	9.5	0	0	2	4.5	3	9.5	0	0	1	3	5.5	4.08	4.57	0.49
Fall 2013	10	0	1	0	3	6	10	0	0	0	1	9	4.40	4.90	0.50
		0%	10%	0%	30%	60%		0%	0%	0%	10%	90%			
Spring 2014	7	0	0	2	3	2	7	0	0	1	2	4	4.00	4.43	0.43
		0%	0%	29%	43%	29%		0%	0%	14%	29%	57%			
2013-2014 Avg	8.5	0	0.5	1	3	4	8.5	0	0	0.5	1.5	6.5	4.20	4.66	0.46
Fall 2014	17	0	0	2	7	8	17	0	0	1	3	13	4.35	4.71	0.35
		0%	0%	12%	41%	47%		0%	0%	6%	18%	76%			
Spring 2015	9	0	0	0	7	2	9	0	0	0	0	9	4.22	5.00	0.78
		0%	0%	0%	78%	22%		0%	0%	0%	0%	100%			
2014-2015 Avg	13	0	0	1	7	5	13	0	0	0.5	1.5	11	4.29	4.85	0.57
Fall 2015	11	0	1	2	4	4	11	0	0	0	4	7	4.00	4.64	0.64
		0%	9%	18%	36%	36%		0%	0%	0%	36%	64%			
Spring 2016	11	0	1	0	5	5	11	0	0	1	2	8	4.27	4.64	0.36
		0%	9%	0%	45%	45%		0%	0%	9%	18%	73%			
2015-2016 Avg	11	0	1	1	4.5	4.5	11	0	0	0.5	3	7.5	4.14	4.64	0.50
Fall 2016	10	0	0	2	4	4	10	0	0	0	5	5	4.20	4.50	0.30
		0%	0%	20%	40%	40%		0%	0%	0%	50%	50%			
Spring 2017	7	0	0	2	3	2	7	0	0	0	3	4	4.00	4.57	0.57
		0%	0%	29%	43%	29%		0%	0%	0%	43%	57%			
2016-2017 Avg	8.5	0	0	2	3.5	3	8.5	0	0	0	4	4.5	4.10	4.54	0.44
Five Year Avg	10.1	0	0.3	1.4	4.5	3.9	10.1	0	0	0.5	2.6	7	4.16	4.65	0.49

SI Leader Communication Skills

Questioning

Supervisor Observations

New SI Leaders

Ability to communicate with participants--- Questioning Skills

Davis

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	4	0	0	1	1	2	5	0	0	0	2	3	4.25	4.60	0.35
		0%	0%	25%	25%	50%		0%	0%	0%	40%	60%			
Spring 2013	5	0	0	0	1	4	5	0	0	0	1	4	4.80	4.80	0.00
		0%	0%	0%	20%	80%		0%	0%	0%	20%	80%			
2012-2013 Avg	4.5	0	0	0.5	1	3	5	0	0	0	1.5	3.5	4.53	4.70	0.17
Fall 2013	1	0	0	0	0	1	1	0	0	0	0	1	5.00	5.00	0.00
		0%	0%	0%	0%	100%		0%	0%	0%	0%	100%			
Spring 2014	5	0	0	2	3	0	5	0	0	0	2	3	3.60	4.60	1.00
		0%	0%	40%	60%	0%		0%	0%	0%	40%	60%			
2013-2014 Avg	3	0	0	1	1.5	0.5	3	0	0	0	1	2	4.30	4.80	0.50
Fall 2014	4	0	0	1	1	2	4	0	0	1	1	2	4.25	4.25	0.00
		0%	0%	25%	25%	50%		0%	0%	25%	25%	50%			
Spring 2015	3	0	0	2	0	1	3	0	0	1	0	2	3.67	4.33	0.67
		0%	0%	67%	0%	33%		0%	0%	33%	0%	67%			
2014-2015 Avg	3.5	0	0	1.5	0.5	1.5	3.5	0	0	1	0.5	2	3.96	4.29	0.33
Fall 2015	3	0	0	0	2	1	3	0	0	0	1	2	4.33	4.67	0.33
		0%	0%	0%	67%	33%		0%	0%	0%	33%	67%			
Spring 2016	3	0	0	0	2	1	3	0	0	1	1	1	4.33	4.00	-0.33
		0%	0%	0%	67%	33%		0%	0%	33%	33%	33%			
2015-2016Avg	3	0	0	0	2	1	3	0	0	0.5	1	1.5	4.33	4.33	0.00
Fall 2016	0	0	0	0	0	0	0	0	0	0	0	0			0.00
Spring 2017	2	0	0	1	0	1	2	0	0	0	1	1	4.00	4.50	0.50
		0%	0%	50%	0%	50%		0%	0%	0%	50%	50%			
2016-2017 Avg	1	0	0	0.5	0	0.5	1	0	0	0	0.5	0.5	4.00	4.50	0.50
Five Year Avg	3	0	0	0.7	1	1.3	3.1	0	0	0.3	0.9	1.9	4.22	4.53	0.30

SI Leader Communication Skills

Questioning

Supervisor Observations

New SI Leaders

Ability to communicate with participants--- Questioning Skills

Both

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	17	0	0	4	6	7	18	0	0	2	7	9	4.18	4.39	0.21
		0%	0%	24%	35%	41%		0%	0%	11%	39%	50%			
Spring 2013	11	0	0	1	5	5	11	0	0	0	2	9	4.36	4.82	0.45
		0%	0%	9%	45%	45%		0%	0%	0%	18%	82%			
2012-2013 Avg	14	0	0	2.5	5.5	6	14.5	0	0	1	4.5	9	4.27	4.60	0.33
Fall 2013	11	0	1	0	3	7	11	0	0	0	1	10	4.45	4.91	0.45
		0%	9%	0%	27%	64%		0%	0%	0%	9%	91%			
Spring 2014	12	0	0	4	6	2	12	0	0	1	4	7	3.83	4.50	0.67
		0%	0%	33%	50%	17%		0%	0%	8%	33%	58%			
2013-2014 Avg	**11.5**	**0**	**0.5**	**2**	**4.5**	**4.5**	**11.5**	**0**	**0**	**0.5**	**2.5**	**8.5**	**4.14**	**4.70**	**0.56**
Fall 2014	21	0	0	3	8	10	21	0	0	2	4	15	4.33	4.62	0.29
		0%	0%	14%	38%	48%		0%	0%	10%	19%	71%			
Spring 2015	12	0	0	2	7	3	12	0	0	1	0	11	4.08	4.83	0.75
		0%	0%	17%	58%	25%		0%	0%	8%	0%	92%			
2014-2015 Avg	**16.5**	**0**	**0**	**2.5**	**7.5**	**6.5**	**16.5**	**0**	**0**	**1.5**	**2**	**13**	**4.21**	**4.73**	**0.52**
Fall 2015	14	0	1	2	6	5	14	0	0	0	5	9	4.07	4.64	0.57
		0%	7%	14%	43%	36%		0%	0%	0%	36%	64%			
Spring 2016	14	0	1	0	7	6	14	0	0	2	3	9	4.29	4.50	0.21
		0%	8%	0%	58%	50%		0%	0%	14%	21%	64%			
2015-2016 Avg	**14**	**0**	**1**	**1**	**6.5**	**5.5**	**14**	**0**	**0**	**1**	**4**	**9**	**4.18**	**4.57**	**0.39**
Fall 2016	10	0	0	2	4	4	10	0	0	0	5	5	4.20	4.50	0.30
		0%	0%	20%	40%	40%		0%	0%	0%	50%	50%			
Spring 2017	9	0	0	3	3	3	9	0	0	0	4	5	4.00	4.56	0.56
		0%	0%	33%	33%	33%		0%	0%	0%	44%	56%			
2016-2017 Avg	9.5	0	0	2.5	3.5	3.5	9.5	0	0	0	4.5	5	4.10	4.53	0.43
Five Year Avg	13.1	0	0.3	2.1	5.5	5.2	13.2	0	0	0.8	3.5	8.9	4.18	4.63	0.45

SI Leader Self-Evaluation

Comparing Academic Years

Baseline

I have improved my questioning skills as a result of being an SI Leader.

	# SI Leaders	Ogden 1	2	3	4	5	Avg	# SI Leaders	Davis 1	2	3	4	5	Avg	# SI Leaders	Both 1	2	3	4	5	Avg.
Fall 2012	21	0	0	0	10	11	4.52	5	0	0	1	0	4	4.60	26	0	0	1	10	15	4.54
		0%	0%	0%	48%	52%			0%	0%	20%	0%	80%			0%	0%	4%	38%	58%	
Spring 2013	17	0	0	2	4	11	4.53	5	0	0	0	2	3	4.60	22	0	0	2	6	14	4.55
		0%	0%	12%	24%	65%			0%	0%	0%	40%	60%			0%	0%	9%	27%	64%	
2012-2013 Avg	19	0	0	1	7	11	4.53	5	0	0	0.5	1	3.5	4.6	24	0	0	1.5	8	14.5	4.54
Fall 2013	18	0	0	1	8	9	4.44	5	0	0	0	2	3	4.60	23	0	0	1	10	12	4.48
		0%	0%	6%	44%	50%			0%	0%	0%	40%	60%			0%	0%	4%	43%	52%	
Spring 2014	20	0	2	2	5	11	4.25	2	0	0	0	1	1	4.50	22	0	2	2	6	12	4.27
		0%	10%	10%	25%	55%			0%	0%	0%	50%	50%			0%	9%	9%	27%	55%	
2013-2014 Avg	19	0	1	1.5	6.5	10	4.35	3.5	0	0	0	1.5	2	4.55	22.5	0	1	1.5	8	12	4.38
Fall 2014	29	0	0	2	9	18	4.55	5	0	0	0	1	4	4.80	34	0	0	2	10	22	4.59
		0%	0%	7%	31%	62%			0%	0%	0%	20%	80%			0%	0%	6%	29%	65%	
Spring 2015	24	0	2	0	10	12	4.33	5	0	0	1	0	4	4.60	29	0	2	1	10	16	4.38
		0%	7%	0%	34%	41%			0%	0%	20%	0%	80%			0%	7%	3%	34%	55%	
2014-2015 Avg	26.5	0	1	1	9.5	15	4.44	5	0	0	0.5	0.5	4	4.7	31.5	0	1	1.5	10	19	4.48
Fall 2015	13	0	0	1	4	8	4.54	2	0	0	0	1	1	4.50	15	0	0	1	5	9	4.53
		0%	0%	8%	31%	62%			0%	0%	0%	50%	50%			0%	0%	7%	33%	60%	
Spring 2016	15	0	1	2	5	7	4.20	3	0	0	0	0	3	5.00	18	0	1	2	5	10	4.33
		0%	7%	13%	33%	47%			0%	0%	0%	0%	100%			0%	6%	11%	28%	56%	
2015-2016 Avg	14	0	0.5	1.5	4.5	7.5	4.37	2.5	0	0	0	0.5	2	4.75	16.5	0	0.5	1.5	5	9.5	4.43
Fall 2016	23	0	0	0	3	20	4.87	4	0	0	0	1	3	4.75	27	0	0	0	4	23	4.85
		0%	0%	0%	13%	87%			0%	0%	0%	25%	75%			0%	0%	0%	15%	85%	
Spring 2017	23	0	0	3	8	12	4.39	3	0	0	0	2	1	4.33	26	0	0	3	10	13	4.38
		0%	0%	13%	35%	52%			0%	0%	0%	67%	33%			0%	0%	12%	38%	50%	
2016-2017 Avg	23	0	0	1.5	5.5	16	4.63	3.5	0	0	0	1.5	2	4.54	26.5	0	0	1.5	7	18	4.62
Five Year Avg	20.3	0	0.5	1.3	6.6	11.9	4.46	3.9	0	0	0.2	1	2.7	4.63	24.2	0	0.5	1.5	7.6	14.6	4.49

SI Leader Communication Skills

Listening

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Listening Skills

Ogden

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	13	0	0	1	11	1	13	0	0	0	7	6	4.00	4.46	0.46
		0%	0%	8%	85%	8%		0%	0%	0%	54%	46%			
Spring 2013	6	0	0	0	5	1	6	0	0	0	3	3	4.17	4.50	0.33
		0%	0%	0%	83%	17%		0%	0%	0%	50%	50%			
2012-2013 Avg	9.5	0	0	0.5	8	1	9.5	0	0	0	5	4.5	4.08	4.48	0.40
Fall 2013	10	0	0	0	3	7	10	0	0	0	1	9	4.70	4.90	0.20
		0%	0%	0%	30%	70%		0%	0%	0%	10%	90%			
Spring 2014	7	0	0	1	3	3	7	0	0	0	3	4	4.29	4.57	0.29
		0%	0%	14%	43%	43%		0%	0%	0%	43%	57%			
2013-2014 Avg	8.5	0	0	0.5	3	5	8.5	0	0	0	2	6.5	4.49	4.74	0.24
Fall 2014	17	0	0	2	6	9	17	0	0	0	4	13	4.41	4.76	0.35
		0%	0%	12%	35%	53%		0%	0%	0%	24%	76%			
Spring 2015	9	0	1	0	5	3	9	0	0	1	3	5	4.11	4.44	0.33
		0%	11%	0%	56%	33%		0%	0%	11%	33%	56%			
2014-2015 Avg	13	0	0.5	1	5.5	6	13	0	0	0.5	3.5	9	4.26	4.60	0.34
Fall 2015	11	0	1	2	3	5	11	0	0	1	4	6	4.09	4.45	0.36
		0%	9%	18%	27%	45%		0%	0%	9%	36%	55%			
Spring 2016	11	0	1	1	5	4	11	0	0	0	5	6	4.09	4.55	0.45
		0%	9%	9%	45%	36%		0%	0%	0%	45%	55%			
2015-2016 Avg	11	0	1	1.5	4	4.5	11	0	0	0.5	4.5	6	4.09	4.50	0.41
Fall 2016	10	0	0	2	3	5	10	0	0	0	5	5	4.30	4.50	0.20
		0%	0%	20%	30%	50%		0%	0%	0%	50%	50%			
Spring 2017	7	0	0	1	3	3	7	0	0	0	2	5	4.29	4.71	0.429
		0%	0%	14%	43%	43%		0%	0%	0%	29%	71%			
2016-2017 Avg	8.5	0	0	1.5	3	4	8.5	0	0	0	3.5	5	4.29	4.61	0.31
Five Year Avg	10.1	0	0.3	1	4.7	4.1	10.1	0	0	0.2	3.7	6.2	4.24	4.59	0.341361

SI Leader Communication Skills

Listening

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Listening Skills

Davis

	# SI Leaders	Beginning 1	2	3	4	5	# SI Leaders	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	4	0	0	1	2	1	5	0	0	0	1	4	4.00	4.80	0.80
		0%	0%	25%	50%	25%		0%	0%	0%	20%	80%			
Spring 2013	5	0	1	0	2	2	5	0	0	1	0	4	4.00	4.60	0.60
		0%	20%	0%	40%	40%		0%	0%	20%	0%	80%			
2012-2013 Avg	4.5	0	0.5	0.5	2	1.5	5	0	0	0.5	0.5	4	4.00	4.70	0.70
Fall 2013	1	0	0	0	1	0	1	0	0	0	1	0	4.00	4.00	0.00
		0%	0%	0%	100%	0%		0%	0%	0%	100%	0%			
Spring 2014	5	0	0	3	1	1	5	1	0	1	1	2	3.60	3.60	0.00
		0%	0%	60%	20%	20%		20%	0%	20%	20%	40%			
2013-2014 Avg	3	0	0	1.5	1	0.5	3	0.5	0	0.5	1	1	3.80	3.80	0.00
Fall 2014	4	0	0	0	1	3	4	0	0	1	0	3	4.75	4.50	-0.25
		0%	0%	0%	25%	75%		0%	0%	25%	0%	75%			
Spring 2015	3	0	1	1	0	1	3	0	1	0	1	1	3.33	3.67	0.33
		0%	33%	33%	0%	33%		0%	33%	0%	33%	33%			
2014-2015 Avg	3.5	0	0.5	0.5	0.5	0	3.5	0	0.5	0.5	0.5	2	4.04	4.08	0.04
Fall 2015	2	0	0	0	2	0	1	0	0	0	0	3	4.00	5.00	1.00
		0%	0%	0%	100%	0%		0%	0%	0%	0%	100%			
Spring 2016	3	0	0	1	1	1	3	0	0	0	1	2	4.00	4.67	0.67
		0%	0%	33%	33%	33%		0%	0%	0%	33%	67%			
2015-2016 Avg	2.5	0	0	0.5	1.5	0.5	2	0	0	0	0.5	2.5	4.00	4.83	0.83
Fall 2016	0	0	0	0	0	0	0	0	0	0	0	0			0.00
Spring 2017	2	0	0	0	1	1	2	0	0	0	0	2	4.50	5.00	0.50
		0%	0%	0%	50%	50%		0%	0%	0%	0%	100%			
2016-2017 Avg	1	0	0	0	0.5	0.5	1	0	0	0	0	1	4.50	5.00	0.50
Five Year Avg	2.9	0	0.2	0.6	1.1	0.6	2.9	0.1	0.1	0.3	0.5	2.1	4.07	4.48	0.41

SI Leader Communication Skills

Listening

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Listening Skills

Both

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	17	0	0	2	13	2	18	0	0	0	8	10	4.00	4.56	0.56
		0%	0%	12%	76%	12%		0%	0%	0%	44%	56%			
Spring 2013	11	0	1	0	7	3	11	0	0	1	3	7	4.09	4.55	0.45
		0%	9%	0%	64%	27%		0%	0%	9%	27%	64%			
2012-2013 Avg	**14**	**0**	**0.5**	**1**	**10**	**2.5**	**14.5**	**0**	**0**	**0.5**	**5.5**	**8.5**	**4.05**	**4.55**	**0.51**
Fall 2013	11	0	0	0	4	7	11	0	0	0	2	9	4.64	4.82	0.18
		0%	0%	0%	36%	64%		0%	0%	0%	18%	82%			
Spring 2014	12	0	0	4	4	4	12	1	0	1	4	6	4.00	4.17	0.17
		0%	0%	33%	33%	33%		8%	0%	8%	33%	50%			
2013-2014 Avg	**11.5**	**0**	**0**	**2**	**4**	**5.5**	**11.5**	**0.5**	**0**	**0.5**	**3**	**7.5**	**4.32**	**4.49**	**0.17**
Fall 2014	21	0	0	2	7	12	21	0	0	1	4	16	4.48	4.71	0.24
		0%	0%	10%	33%	57%		0%	0%	5%	19%	76%			
Spring 2015	12	0	2	1	5	4	12	0	1	1	4	6	3.92	4.25	0.33
		0%	17%	8%	42%	33%		0%	8%	8%	33%	50%			
2014-2015 Avg	**16.5**	**0**	**1**	**1.5**	**6**	**8**	**16.5**	**0**	**0.5**	**1**	**4**	**11**	**4.20**	**4.48**	**0.29**
Fall 2015	13	0	1	2	5	5	14	0	0	1	4	9	4.08	4.57	0.49
		0%	8%	15%	38%	38%		0%	0%	7%	29%	64%			
Spring 2016	14	0	1	2	6	5	14	0	0	0	6	8	4.07	4.57	0.50
		0%	7%	14%	43%	36%		0%	0%	0%	43%	57%			
2015-2016 Avg	13.5	0	1	2	5.5	5	14	0	0	0.5	5	8.5	4.07	4.57	0.50
Fall 2016	10	0	0	2	3	5	10	0	0	0	5	5	4.30	4.50	0.20
		0%	0%	20%	30%	50%		0%	0%	0%	50%	50%			
Spring 2017	9	0	0	1	4	4	9	0	0	0	2	7	4.33	4.78	0.44
		0%	0%	11%	44%	44%		0%	0%	0%	22%	78%			
2016-2017 Avg	9.5	0	0	1.5	3.5	4.5	9.5	0	0	0	3.5	6	4.32	4.64	0.32
Five Year Avg	13	0	0.5	1.6	5.8	5.1	13.2	0.1	0.1	0.5	4.2	8.3	4.19	4.55	0.36

SI Leader Self-Evaluation

Comparing Academic Years

Baseline

I have improved my listening skills as a result of being an SI Leader.

	# SI	Ogden 1	2	3	4	5	Avg	# SI	Davis 1	2	3	4	5	Avg	# SI	Both 1	2	3	4	5	Avg.
Fall 2012	21	0	0	2	6	13	4.52	5	0	0	0	1	4	4.80	26	0	0	2	7	17	4.58
		0%	0%	10%	29%	62%			0%	0%	0%	20%	80%			0%	0%	8%	27%	65%	
Spring 2013	17	0	0	4	4	9	4.29	5	0	0	1	0	4	4.60	22	0	0	5	4	13	4.36
		0%	0%	24%	24%	53%			0%	0%	20%	0%	80%			0%	0%	23%	18%	59%	
2012-2013 Avg	19	0	0	3	5	11	4.41	5	0	0	0.5	0.5	4	4.7	24	0	0	3.5	5.5	15	4.47
Fall 2013	28	0	0	3	10	15	4.43	5	0	0	0	2	3	4.60	33	0	0	3	12	18	4.45
		0%	0%	11%	36%	54%			0%	0%	0%	40%	60%			0%	0%	9%	36%	55%	
Spring 2014	20	2	0	6	2	10	3.90	2	0	0	0	1	1	4.50	22	2	0	6	3	11	3.95
		10%	0%	30%	10%	50%			0%	0%	0%	50%	50%			9%	0%	27%	14%	50%	
2013-2014 Avg	24	1	0	4.5	6	12.5	4.16	3.5	0	0	0	1.5	2	4.55	27.5	1	0	4.5	7.5	14.5	4.20
Fall 2014	29	0	0	2	11	16	4.48	5	0	0	0	1	4	4.80	34	0	0	2	12	20	4.53
		0%	0%	7%	38%	55%			0%	0%	0%	20%	80%			0%	0%	6%	35%	59%	
Spring 2015	24	0	1	1	12	10	4.29	5	0	0	0	1	4	4.80	29	0	1	1	13	14	4.38
		0%	4%	4%	50%	42%			0%	0%	0%	20%	80%			0%	3%	3%	45%	48%	
2014-2015 Avg	26.5	0	0.5	1.5	11.5	13	4.39	5	0	0	0	1	4	4.8	31.5	0	0.5	1.5	12.5	17	4.45
Fall 2015	13	0	0	2	2	9	4.54	2	0	0	0	0	2	5.00	15	0	0	2	2	11	4.60
		0%	0%	15%	15%	69%			0%	0%	0%	0%	100%			0%	0%	13%	13%	73%	
Spring 2016	15	0	1	2	10	2	3.87	3	0	0	0	0	3	5.00	18	0	1	2	10	5	4.06
		0%	7%	13%	67%	13%			0%	0%	0%	0%	100%			0%	6%	11%	56%	28%	
2015-2016Avg	14	0	0.5	2	6	5.5	4.20	2.5	0	0	0	0	2.5	5	16.5	0	0.5	2	6	8	4.33
Fall 2016	23	0	0	2	5	16	4.61	4	0	0	0	1	3	4.75	27	0	0	2	6	19	4.63
		0%	0%	9%	22%	70%			0%	0%	0%	25%	75%			0%	0%	7%	22%	70%	
Spring 2017	23	0	0	2	11	10	4.35	3	0	0	1	1	1	4.00	26	0	0	3	12	11	4.31
		0%	0%	9%	48%	43%			0%	0%	33%	33%	33%			0%	0%	12%	46%	42%	
2016-2017Avg	23	0	0	2	8	13	4.48	3.5	0	0	0.5	1	2	4.38	26.5	0	0	2.5	9	15	4.47
Five Year Avg	21.3	0.2	0.2	2.6	7.3	11	4.33	3.9	0	0	0.2	0.8	2.9	4.69	25.2	0.2	0.2	2.8	8.1	13.9	4.39

SI Leader Communication Skills

Explaining

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Explanation Skills

Ogden

	# SI Leaders	Beginning 1	2	3	4	5	# SI Leaders	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	13	0	0	2	6	5	13	0	0	0	4	9	4.23	4.69	0.46
		0%	0%	15%	46%	38%		0%	0%	0%	31%	69%			
Spring 2013	6	0	0	0	3	3	6	0	0	0	0	6	4.50	5.00	0.50
		0%	0%	0%	50%	50%		0%		0%	0%	100%			
2012-2013 Avg	9.5	0	0	1	4.5	4	9.5	0	0	0	2	7.5	4.37	4.85	0.48
Fall 2013	10	0	0	1	2	7	10	0	0	0	2	8	4.60	4.80	0.20
		0%	0%	10%	20%	70%		0%	0%	0%	20%	80%			
Spring 2014	7	0	1	1	2	3	7	0	0	0	3	4	4.00	4.57	0.57
		0%	14%	14%	29%	43%		0%	0%	0%	43%	57%			
2013-2014 Avg	8.5	0	0.5	1	2	5	8.5	0	0	0	2.5	6	4.30	4.69	0.39
Fall 2014	17	0	0	2	6	9	17	0	0	1	4	12	4.41	4.65	0.24
		0%	0%	12%	35%	53%		0%	0%	6%	24%	71%			
Spring 2015	9	0	0	0	6	3	9	0	0	0	3	6	4.33	4.67	0.33
		0%	0%	0%	67%	33%		0%	0%	0%	33%	67%			
2014-2015 Avg	13	0	0	1	6	6	13	0	0	0.5	3.5	9	4.37	4.66	0.28
Fall 2015	11	0	1	0	5	5	11	0	0	1	2	8	4.27	4.64	0.36
		0%	9%	0%	45%	45%		0%	0%	9%	18%	73%			
Spring 2016	11	0	1	2	4	4	11	0	0	2	4	5	4.00	4.27	0.27
		0%	9%	18%	36%	36%		0%	0%	18%	36%	45%			
2015-2016 Avg	11	0	1	1	4.5	4.5	11	0	0	1.5	3	6.5	4.14	4.45	0.32
Fall 2016	10	0	0	1	4	5	10	0	0	0	5	5	4.40	4.50	0.10
		0%	0%	10%	40%	50%		0%	0%	0%	50%	50%			
Spring 2017	7	0	0	1	5	1	7	0	0	0	2	5	4.00	4.71	0.71
		0%	0%	14%		14%		0%	0%	0%	29%	71%			
2016-2017 Avg	8.5	0	0	1	4.5	3	8.5	0	0	0	3.5	5	4.20	4.61	0.41
Five Year Avg	10.1	0	0.3	1	4.3	4.5	10.1	0	0	0.4	2.9	6.8	4.27	4.65	0.38

SI Leader Communication Skills

Explaining

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Explanation Skills

Davis

	# SI Leaders	Beginning 1	2	3	4	5	# SI Leaders	End 1	2	3	4	5	Average Beg	End	Change
Fall 2012	5	0	0	1	2	2	5	0	0	0	2	3	4.20	4.60	0.40
		0%	0%	20%	40%	40%		0%	0%	0%	40%	60%			
Spring 2013	5	0	0	0	2	3	5	0	0	1	0	4	4.60	4.60	0.00
		0%	0%	0%	40%	60%		0%	0%	20%	0%	80%			
2012-2013 Avg	5	0	0	0.5	2	2.5	5	0	0	0.5	1	3.5	4.40	4.60	0.20
Fall 2013	1	0	0	0	0	1	1	0	0	0	0	1	5.00	5.00	0.00
		0%	0%	0%	0%	100%		0%	0%	0%	0%	100%			
Spring 2014	5	0	0	1	4	0	5	0	0	0	2	3	3.80	4.60	0.80
		0%	0%	20%	80%	0%		0%	0%	0%	40%	60%			
2013-2014 Avg	3	0	0	0.5	2	0.5	3	0	0	0	1	2	4.40	4.80	0.40
Fall 2014	4	0	0	1	1	2	4	0	0	0	1	3	4.25	4.75	0.50
		0%	0%	25%	25%	50%		0%	0%	0%	25%	75%			
Spring 2015	3	0	0	1	1	1	3	0	0	0	1	2	4.00	4.67	0.67
		0%	0%	33%	33%	33%		0%	0%	0%	33%	67%			
2014-2015 Avg	3.5	0	0	1	1	1.5	3.5	0	0	0	1	2.5	4.13	4.71	0.58
Fall 2015	3	0	0	0	1	2	3	0	0	0	1	2	4.67	4.67	0.00
		0%	0%	0%	33%	67%		0%	0%	0%	33%	67%			
Spring 2016	3	0	0	0	2	1	3	0	0	1	1	1	4.33	4.00	-0.33
		0%	0%	0%	67%	33%		0%	0%	33%	33%	33%			
2015-2016 Avg	3	0	0	0	1.5	1.5	3	0	0	0.5	1	1.5	4.50	4.33	-0.17
Fall 2016	0	0	0	0	0	0	0	0	0	0	0	0			0.00
Spring 2017	2	0	0	1	0	1	2	0	0	0	0	2	4.00	5.00	1.00
		0%	0%	50%	0%	50%		0%	0%	0%	0%	100%			
2016-2017 Avg	1	0	0	0.5	0	0.5	1	0	0	0	0	1	4.00	5.00	1.00
Five Year Avg	3.1	0	0	0.5	1.3	1.3	3.1	0	0	0.2	0.8	2.1	4.29	4.69	0.40

SI Leader Communication Skills

Explaining

Supervisor Observations

Baseline Data

Ability to communicate with participants--- Explanation Skills

Both

	#	Beginning					#	End					Average		
	SI Leaders	1	2	3	4	5	SI Leaders	1	2	3	4	5	Beg	End	Change
Fall 2012	18	0	0	3	8	7	18	0	0	0	6	12	4.22	4.67	0.44
		0%	0%	17%	44%	39%		0%	0%	0%	33%	67%			
Spring 2013	11	0	0	0	5	6	11	0	0	1	0	10	4.55	4.82	0.27
		0%	0%	0%	45%	55%		0%	0%	9%	0%	91%			
2012-2013 Avg	14.5	0	0	1.5	6.5	6.5	14.5	0	0	0.5	3	11	4.38	4.74	0.36
Fall 2013	11	0	0	1	2	8	11	0	0	0	2	9	4.64	4.82	0.18
		0%	0%	9%	18%	73%		0%	0%	0%	18%	82%			
Spring 2014	12	0	1	2	6	3	12	0	0	0	5	7	3.92	4.58	0.67
		0%	8%	17%	50%	25%		0%	0%	0%	42%	58%			
2013-2014 Avg	11.5	0	0.5	1.5	4	5.5	11.5	0	0	0	3.5	8	4.28	4.70	0.42
Fall 2014	21	0	0	3	7	11	21	0	0	1	5	15	4.38	4.67	0.29
		0%	0%	14%	33%	52%		0%	0%	5%	24%	71%			
Spring 2015	12	0	0	1	7	4	12	0	0	0	4	8	4.25	4.67	0.42
		0%	0%	8%	58%	33%		0%	0%	0%	33%	67%			
2014-2015 Avg	16.5	0	0	2	7	7.5	16.5	0	0	0.5	4.5	11.5	4.32	4.67	0.35
Fall 2015	14	0	1	0	6	7	14	0	0	1	3	10	4.36	4.64	0.29
		0%	7%	0%	43%	50%		0%	0%	7%	21%	71%			
Spring 2016	14	0	1	2	6	5	14	0	0	3	5	6	4.07	4.21	0.14
		0%	7%	14%	43%	36%		0%	0%	25%	42%	50%			
2015-2016 Avg	14	0	1	1	6	6	14	0	0	2	4	8	4.21	4.43	0.21
Fall 2016	10	0	0	1	4	5	10	0	0	0	5	5	4.40	4.50	0.10
		0%	0%	10%	40%	50%		0%	0%	0%	50%	50%			
Spring 2017	9	0	0	2	5	2	9	0	0	0	2	7	4.00	4.78	0.78
		0%	0%	22%	56%	22%		0%	0%	0%	22%	78%			
2016-2017 Avg	9.5	0	0	1.5	4.5	3.5	9.5	0	0	0	3.5	6	4.20	4.64	0.44
Five Year Avg	13.2	0	0.3	1.5	5.6	5.8	13.2	0	0	0.6	3.7	8.9	4.28	4.64	0.36

SI Leader Observation Form

SI LEADER_____ CLASS_____ DATE_____

OBSERVER_____ # of Participants_____ Attendance Roll Distributed? Yes / No

Please evaluate the following: "5" denotes "strongly agree", "3"- "neutral" and "1"- "strongly disagree"

		1	2	3	4	5
1.	Rapport between participants and leader	☐	☐	☐	☐	☐
2.	Reinforcement of student responses	☐	☐	☐	☐	☐
3.	Student involvement during session	☐	☐	☐	☐	☐
4.	Appropriateness of techniques used during session - choice of activities, visuals, etc.	☐	☐	☐	☐	☐
5.	Use of materials - text book, sample tests, hand-outs, etc.	☐	☐	☐	☐	☐
6.	Discussion of specific study skills	☐	☐	☐	☐	☐
7.	Level of confidence displayed during session	☐	☐	☐	☐	☐
8.	Ability to communicate with participants –questioning skills	☐	☐	☐	☐	☐
9.	Ability to communicate with participants –listening skills	☐	☐	☐	☐	☐
10.	Ability to communicate with participants –explanation skills	☐	☐	☐	☐	☐
9.	Overall	☐	☐	☐	☐	☐

Strengths:

Specific areas of improvement:

SI Program Evaluation by SI Leader

1. Semester_____

2. On which campus did you work as an SI Leader this semester? ☐ Ogden ☐ Davis ☐ Both

Please indicate your level of agreement with the folowing statements:	1 Strongly disagree	2 Moderately disagree	3 Neither agree nor disagree	4 Moderately agree	5 Strongly agree
3. My coordinator was helpful in providing feedback on my skills.	☐	☐	☐	☐	☐
4. My faculty member was supportive of my efforts.	☐	☐	☐	☐	☐
5. I am satisfied with SI weekly training.	☐	☐	☐	☐	☐
6. The program provides the support I need as an SI Leader.	☐	☐	☐	☐	☐

To what extent have you improved the following skills as a result of being an SI Leader?	1 Not at all	2 Slightly	3 Moderately	4 Considerably	5 A great deal
7. Knowledge of your subject	☐	☐	☐	☐	☐
8. Questioning skills with your SI group	☐	☐	☐	☐	☐
9. Listening skills	☐	☐	☐	☐	☐
10. Ability to give clear explanations to your SI group	☐	☐	☐	☐	☐
11. Ability to establish rapport with SI participants	☐	☐	☐	☐	☐
12. Confidence as a facilitator	☐	☐	☐	☐	☐

	1 Very dissatisfied	2 Moderately dissatisfied	3 Neither satisfied nor dissatisfied	4 Moderately satisfied	5 Very satisfied
13. How satisfied are you with your overall experience as an SI Leader?	☐	☐	☐	☐	☐

14. What has helped you the most with improving your communication and interpersonal skills as an SI Leader?

15. What more could be done to support your skill development?

16. How can the SI program be improved?

17. Are you returning as an SI Leader? ☐ Yes ☐ No
Why or why not?

18. Additional Comments:

Revised 1/06/2015

Appendix D

SI Attendance Comparisons

	BELOW 25%	%	ABOVE 25%	%	TOTAL CLASSES
2012-13	4	10%	37	90%	41
2013-14	7	16%	36	84%	43
2014-15	26	52%	24	48%	50
2015-16	25	57%	19	43%	44
2016 Fall	12	67%	6	33%	18
Total	74	38%	122	62%	196

LIST OF COURSES BELOW 25%

2012-13	ANTH 1000, HTHS 1111, NUTR 1020, ZOOL 2200
2013-14	Math 1040(**F**), POLS 2100, ANTH 1000, Math 1030, Math 1040(**S**), NUTR 1020, ZOOL 1020
2014-15	**FALL**: HIST1700, NUTR 1020, Intro ANTH, CALC 1, Intro PHIL, Int. ALGB, Intro NEURO, Biomed Core, Human NUTR, Continuing Math, Principles CHEM, Contemp Math, Intro STATS, Intro Politics **SPRING**: ANTH 1000, CHEM 1220, GEO 1000, HTHS 1111, HTHS 2230, NUTR 1020, Math 1050,1210, PHIL 1000, PHYS 2210
2015-16	**FALL**: ANTH 1000, Anthetic 1500, HTHS 1110, 2230, NEURO 2050, NUTR 1020, Math 1210, PHIL 1000, PHYS 2210, ZOOL 1020, 1110, 2200 **SPRING:** ANTH 1000, CHEM 3070, HTHS 1111, NUTR 1020, MATH 1040, MATH 1210, MATH 1220, NEURO 2050, PHYS 2020, PHYS 2220, ZOOL 1110, ZOOL 1120, ZOOL 2100, ZOOL 3200
2016-17	**FALL:** Athletic 1500, CHEM 1210, HTHS 1110, 1111, HIST 1700, NUTR 1020, Math 1040, 1210, 1220, PHIL 1000, ZOOL 1110, 1120

Appendix E

SI Participant Satisfaction

Comparing Academic Years

Baseline Data

Overall, I am satisfied with the S.I. leader's performance

% Satisifed= Ratings of 4 & 5

	#	Ogden					%	#	Davis					%	#	Both					%
	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied	Students	1	2	3	4	5	Satisfied
Fall 2012	167	0	7	12	33	115	89%	31	0	0	2	2	27	94%	198	0	7	14	35	142	89%
Spring 2013	121	6	8	5	19	83	84%	20	0	0	0	4	16	100%	141	6	8	5	23	99	87%
2012-2013 Avg	144	3	7.5	8.5	26	99	86%	25.5	0	0	1	3	21.5	97%	169.5	3	7.5	9.5	29	121	88%
Fall 2013	85	0	0	5	14	66	94%	31	0	0	2	4	25	94%	116	0	0	7	18	91	94%
Spring 2014	72	1	5	5	19	42	85%	33	0	2	0	6	25	94%	105	0	2	5	25	67	88%
2013-2014 Avg	78.5	0.5	2.5	5	16.5	54	89%	32	0	1	1	5	25	94%	110.5	0	1	6	21.5	79	91%
Fall 2014	84	0	3	7	15	59	88%	15	0	0	0	1	14	100%	99	0	3	7	16	73	90%
Spring 2015	117	5	5	7	9	91	85%	26	0	0	1	1	24	96%	143	5	5	8	10	115	87%
2014-2015 Avg	100.5	2.5	4	7	12	75	87%	20.5	0	0	0.5	1	19	98%	121	2.5	4	7.5	13	94	89%
Fall 2015	126	6	5	10	25	80	83%	23	0	0	0	3	20	100%	149	6	5	10	28	100	86%
Spring 2016	73	5	2	8	9	49	79%	14	0	0	0	1	13	100%	87	0	0	8	10	62	83%
2015-2016 Avg	99.5	5.5	3.5	9	17	64.5	81%	18.5	0	0	0	2	16.5	100%	118	3	2.5	9	19	81	84%
Fall 2016	108	5	1	9	23	70	86%	17	0	0	2	3	12	88%	125	5	1	11	26	82	86%
Spring 2017	69	4	3	1	14	47	88%	16	0	1	0	1	14	94%	85	4	4	1	15	61	89%
2016-2017 Avg	88.5	4.5	2	5	18.5	58.5	87%	16.5	0	0.5	1	2	13	91%	105	4.5	2.5	6	20.5	71.5	88%
Five Year Avg	102.2	3.2	3.9	6.9	18	70.2	86%	22.6	0	0.3	0.7	2.6	19	96%	124.8	2.6	3.5	7.6	20.6	89.2	88%

SI Participant Satisfaction

Comparing Academic Years

Baseline Data

I would recommend to other students they attend S.I. for this course.

% Satisifed= Ratings of 4 & 5

	# Students	Ogden		% Satisfied	# Students	Davis		% Satisfied	# Students	Both		% Satisfied
		Yes	No			Yes	No			Yes	No	
Fall 2012	170	166	4	98%	31	30	1	97%	201	196	5	98%
Spring 2013	121	110	11	91%	20	20	0	100%	141	130	11	92%
2012-2013 Avg	145.5	138	7.5	94%	25.5	25	0.5	98%	171	163	8	95%
Fall 2013	87	87	0	100%	31	31	0	100%	118	118	0	100%
Spring 2014	72	69	3	96%	33	31	2	94%	105	100	5	95%
2013-2014 Avg	79.5	78	1.5	98%	32	31	1	97%	111.5	109	2.5	98%
Fall 2014	84	80	4	95%	15	15	0	100%	99	95	4	96%
Spring 2015	117	110	7	94%	26	26	0	100%	143	136	7	95%
2014-2015 Avg	100.5	95	5.5	95%	20.5	20.5	0	100%	121	116	5.5	96%
Fall 2015	126	114	12	90%	23	23	0	100%	149	137	12	92%
Spring 2016	73	65	8	89%	14	14	0	100%	87	79	8	91%
2015-2016 Avg	99.5	89.5	10	90%	18.5	18.5	0	100%	118	108	10	91%
Fall 2016	108	102	6	94%	17	17	0	100%	125	119	6	95%
Spring 2017	69	64	5	93%	16	16	0	100%	85	80	5	94%
2016-2017 Avg	88.5	83	5.5	94%	16.5	16.5	0	100%	105	99.5	5.5	95%
Five Year Avg	102.7	96.7	6	94%	22.6	22.3	0.3	99%	125.3	119	6.3	95%

SI Evaluation by Participant

Semester:_____ For which course was SI available to you? _____

Who was your SI leader? _____

On which campus was your SI? (please circle one) Ogden Davis Both

Supplemental Instruction (SI), a free, voluntary study group, was offered with this course. Did you attend any SI study group sessions for this course this semester? Yes No

Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. The SI Leader knew the subject material well.	1	2	3	4	5
7. In order to help me learn the subject material, the SI Leader used different techniques (e.g., discussion, pneumonics, visuals).	1	2	3	4	5
8. As a result of my experience in SI, my study skills such as note-taking, textbook reading, and test-taking have improved.	1	2	3	4	5
9. As a result of my experience in SI, my critical thinking/problem solving skills have improved.	1	2	3	4	5
10. The SI Leader interacted with us well.	1	2	3	4	5
11. The SI Leader made an effort to hold sessions when the greatest number of us could attend.	1	2	3	4	5
12. The SI Leader was reliable, punctual, and provided prior warning of cancelled sessions.	1	2	3	4	5

	Not at all	Slightly	Moderately	Considerably	A great deal
13. To what extent did your grade improve because of your participation in SI sessions?	1	2	3	4	5

	Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
14. Overall, how satisfied are you with the SI Leader's performance?	1	2	3	4	5

15. Would you recommend to other students that they attend SI for this course? Yes No
Why or Why not?_____
_____

16. Do you have any comments about your SI experience?
_____

If you are interested in becoming an SI leader for this or other courses, please provide the following information:
Name:_____ Phone number:_____
Email address:_____ Course:_____

Revised 3/27/2014

Appendix F

SI Leader Self-Evaluation

Comparing Academic Years

Baseline

I am satisfied with SI weekly training.

	# SI	Ogden 1	2	3	4	5	Avg	# SI	Davis 1	2	3	4	5	Avg	# SI	Both 1	2	3	4	5	Avg.
Fall 2012	21	0	0	2	5	14	4.57	5	0	0	0	0	5	5.00	26	0	0	2	5	19	4.65
		0%	0%	10%	24%	67%			0%	0%	0%	0%	100%			0%	0%	8%	19%	73%	
Spring 2013	17	1	0	0	1	15	4.71	5	0	0	0	0	5	5.00	22	1	0	0	1	20	4.77
		6%	0%	0%	6%	88%			0%	0%	0%	0%	100%			5%	0%	0%	5%	91%	
2012-2013 Avg	19	0.5	0	1	3	14.5	4.64	5	0	0	0	0	5	5	24	0.5	0	1	3	19.5	4.71
Fall 2013	18	0	1	0	2	15	4.72	5	0	0	0	2	3	4.60	23	0	1	0	4	18	4.70
		0%	6%	0%	11%	83%			0%	0%	0%	40%	60%			0%	4%	0%	17%	78%	
Spring 2014	20	0	0	2	5	13	4.55	2	0	0	0	0	2	5.00	22	0	0	2	5	15	4.59
		0%	0%	10%	25%	65%			0%	0%	0%	0%	100%			0%	0%	9%	23%	68%	
2013-2014 Avg	19	0	0.5	1	3.5	14	4.64	3.5	0	0	0	1	2.5	4.8	22.5	0	0.5	1	4.5	16.5	4.64
Fall 2014	29	0	0	1	7	21	4.69	5	0	0	0	0	5	5.00	34	0	0	1	7	26	4.74
		0%	0%	3%	24%	72%			0%	0%	0%	0%	100%			0%	0%	3%	21%	76%	
Spring 2015	22	1	2	0	5	14	4.32	5	0	0	0	0	5	5.00	27	1	2	0	5	19	4.44
		5%	9%	0%	23%	64%			0%	0%	0%	0%	100%			4%	7%	0%	19%	70%	
2014-2015 Avg	25.5	0.5	1	0.5	6	17.5	4.50	5	0	0	0	0	5	5	30.5	0.5	1	0.5	6	22.5	4.59
Fall 2015	13	2	0	1	2	8	4.08	2	0	0	0	0	2	5.00	15	2	0	1	2	10	4.20
		15%	0%	8%	15%	62%			0%	0%	0%	0%	100%			13%	0%	7%	13%	67%	
Spring 2016	15	1	1	1	4	8	4.13	3	0	0	0	0	3	5.00	18	1	1	1	4	11	4.28
		7%	7%	7%	27%	53%			0%	0%	0%	0%	100%			6%	6%	6%	22%	61%	
2015-2016 Avg	14	1.5	0.5	1	3	8	4.11	2.5	0	0	0	0	2.5	5	16.5	1.5	0.5	1	3	10.5	4.24
Fall 2016	23	1	0	2	3	17	4.52	4	0	0	1	0	3	4.50	27	1	0	3	3	20	4.52
		4%	0%	9%	13%	74%			0%	0%	25%	0%	75%			4%	0%	11%	11%	74%	
Spring 2017	23	0	2	1	4	16	4.48	3	0	0	0	1	2	4.67	26	0	2	1	5	18	4.50
		0%	9%	4%	17%	70%			0%	0%	0%	33%	67%			0%	8%	4%	19%	69%	
2016-2017 Avg	23	0.5	1	1.5	3.5	16.5	4.50	3.5	0	0	0.5	0.5	2.5	4.58	26.5	0.5	1	2	4	19	4.51
Five Year Avg	20.1	0.6	0.6	1	3.8	14.1	4.48	3.9	0	0	0.1	0.3	3.5	4.88	24	0.6	0.6	1.1	4.1	17.6	4.54

SI Leader Self-Evaluation

Comparing Academic Years

Baseline

My coordinator was helpful in providing feedback on my skills.

	# SI	Ogden 1	2	3	4	5	Avg	# SI	Davis 1	2	3	4	5	Avg	# SI	Both 1	2	3	4	5	Avg.
Fall 2012	21	1	0	0	3	17	4.67	5	0	0	0	0	5	5.00	26	1	0	0	3	22	4.73
		5%	0%	0%	14%	81%			0%	0%	0%	0%	100%			4%	0%	0%	12%	85%	
Spring 2013	17	1	0	0	3	13	4.59	5	0	0	0	0	5	5.00	22	1	0	0	3	18	4.68
		6%	0%	0%	18%	76%			0%	0%	0%	0%	100%			5%	0%	0%	14%	82%	
2012-2013 Avg	19	1	0	0	3	15	4.63	5	0	0	0	0	5	5	24	1	0	0	3	20	4.71
Fall 2013	18	0	0	0	3	15	4.83	5	0	0	0	0	5	5.00	23	0	0	0	3	20	4.87
		0%	0%	0%	17%	83%			0%	0%	0%	0%	100%			0%	0%	0%	13%	87%	
Spring 2014	20	0	0	0	3	17	4.85	2	0	0	0	0	2	5.00	22	0	0	0	3	19	4.86
		0%	0%	0%	15%	85%			0%	0%	0%	0%	100%			0%	0%	0%	14%	86%	
2013-2014 Avg	19	0	0	0	3	16	4.84	3.5	0	0	0	0	3.5	5	22.5	0	0	0	3	19.5	4.87
Fall 2014	29	0	1	1	8	19	4.55	5	0	0	0	0	5	5.00	34	0	1	1	8	24	4.62
		0%	3%	3%	28%	66%			0%	0%	0%	0%	100%			0%	3%	3%	24%	71%	
Spring 2015	24	0	1	0	5	18	4.67	5	0	0	0	0	5	5.00	29	0	1	0	5	23	FALSE
		0%	4%	0%	21%	75%			0%	0%	0%	0%	100%			0%	3%	0%	17%	79%	
2014-2015 Avg	26.5	0	1	0.5	6.5	18.5	4.61	5	0	0	0	0	5	5	31.5	0	1	0.5	6.5	23.5	4.62
Fall 2015	13	1	0	1	2	9	4.38	2	0	0	0	0	2	5.00	15	1	0	1	2	11	4.47
		8%	0%	8%	15%	69%			0%	0%	0%	0%	100%			7%	0%	7%	13%	73%	
Spring 2016	15	0	1	2	4	8	4.27	3	0	0	0	0	3	5.00	18	0	1	2	4	11	4.39
		0%	7%	13%	27%	53%			0%	0%	0%	0%	100%			0%	6%	11%	22%	61%	
2015-2016 Avg	14	0.5	0.5	1.5	3	8.5	4.33	2.5	0	0	0	0	2.5	5	16.5	0.5	0.5	1.5	3	11	4.39
Fall 2016	23	1	0	1	4	17	4.57	4	0	0	0	0	4	5.00	27	1	0	1	4	21	4.63
		4%	0%	4%	17%	74%			0%	0%	0%	0%	100%			4%	0%	4%	15%	78%	
Spring 2017	23	0	0	2	3	18	4.70	3	0	0	0	0	3	5.00	26	0	0	2	3	21	4.73
		0%	0%	9%	13%	78%			0%	0%	0%	0%	100%			0%	0%	8%	12%	81%	
2016-2017 Avg	23	0.5	0	1.5	3.5	17.5	4.63	3.5	0	0	0	0	3.5	5	26.5	0.5	0	1.5	3.5	21	4.73
Five Year Avg	20.3	0.4	0.3	0.7	3.8	15.1	4.61	3.9	0	0	0	0	3.9	5	24.2	0.4	0.3	0.7	3.8	19	4.66

SI Leader Self-Evaluation

Comparing Academic Years

Baseline

The program provides the support I need as an SI leader.

	# SI	Ogden 1	2	3	4	5	Avg	# SI	Davis 1	2	3	4	5	Avg	# SI	Both 1	2	3	4	5	Avg.
Fall 2012	21	0	1	0	2	18	4.76	5	0	0	0	0	5	5.00	26	0	1	0	2	23	4.81
		0%	5%	0%	10%	86%			0%	0%	0%	0%	100%			0%	4%	0%	8%	88%	
Spring 2013	17	1	0	0	2	14	4.65	5	0	0	0	0	5	5.00	22	1	0	0	2	19	4.73
		5%	0%	0%	11%	74%			0%	0%	0%	0%	100%			5%	0%	0%	9%	86%	
2012-2013 Avg	19	0.5	0.5	0	2	16	4.70	5	0	0	0	0	5	5	24	0.5	0.5	0	2	21	4.77
Fall 2013	18	0	0	0	2	16	4.89	5	0	0	0	1	4	4.80	23	0	0	0	3	20	4.87
		0%	0%	0%	11%	89%			0%	0%	0%	20%	80%			0%	0%	0%	13%	87%	
Spring 2014	20	0	0	0	2	18	4.90	2	0	0	0	0	2	5.00	22	0	0	0	2	20	4.91
		0%	0%	0%	10%	90%			0%	0%	0%	0%	100%			0%	0%	0%	9%	91%	
2013-2014 Avg	19	0	0	0	2	17	4.89	3.5	0	0	0	0.5	3	4.9	22.5	0	0	0	2.5	20	4.89
Fall 2014	29	0	0	0	4	25	4.86	5	0	0	0	0	5	5.00	34	0	0	0	4	30	4.88
		0%	0%	0%	14%	86%			0%	0%	0%	0%	100%			0%	0%	0%	12%	88%	
Spring 2015	24	0	0	0	4	20	4.83	5	0	0	0	0	5	5.00	29	0					0.00
		0%	0%	0%	17%	83%			0%	0%	0%	0%	100%			0%	0%	0%	0%	0%	
2014-2015 Avg	26.5	0	0	0	4	22.5	4.85	5	0	0	0	0	5	5	31.5	0	0	0	4	30	2.44
Fall 2015	13	1	0	0	3	9	4.46	2	0	0	0	0	2	5.00	15	1	0	0	3	11	4.53
		8%	0%	0%	23%	69%			0%	0%	0%	0%	100%			7%	0%	0%	20%	73%	
Spring 2016	15	0	1	1	4	9	4.40	3	0	0	0	0	3	5.00	18	0	1	1	4	12	4.50
		0%	7%	7%	27%	60%			0%	0%	0%	0%	100%			0%	6%	6%	22%	67%	
2015-2016 Avg	14	0.5	0.5	0.5	3.5	9	4.43	2.5	0	0	0	0	2.5	5	16.5	0.5	0.5	0.5	3.5	11.5	4.52
Fall 2016	23	1	0	1	1	20	4.70	4	0	0	0	0	4	5.00	27	1	0	1	1	24	4.74
		4%	0%	4%	4%	87%			0%	0%	0%	0%	100%			4%	0%	4%	4%	89%	
Spring 2017	23	0	0	2	4	17	4.65	3	0	0	0	0	3	5.00	26	0	0	2	4	20	4.69
		0%	0%	9%	17%	74%			0%	0%	0%	0%	100%			0%	0%	8%	15%	77%	
2016-2017 Avg	23	0.5	0	1.5	2.5	18.5	4.67	3.5	0	0	0	0	3.5	5	26.5	0.5	0	1.5	2.5	22	4.72
Five Year Avg	20.3	0.3	0.2	0.4	2.8	16.6	4.71	3.9	0	0	0	0.1	3.8	4.98	24.2	0.3	0.2	0.4	2.9	20.9	4.27

SI Leader Satisfaction

Comparing Academic Years

Baseline Data

I am satisfied with my overall experience as an S.I. Leader.

% Satisifed= Ratings of 4 & 5

	#	Ogden					%	#	Davis					%	#	Both					%
	S.I. Leaders	1	2	3	4	5	Satisfied	S.I. Leaders	1	2	3	4	5	Satisfied	S.I. Leaders	1	2	3	4	5	Satisfied
Fall 2012	20	0	0	0	5	15	100%	5	0	0	0	0	5	100%	25	0	0	0	5	20	100%
Spring 2013	17	0	0	0	4	13	100%	5	0	0	0	0	5	100%	22	0	0	0	4	18	100%
2012-2013 Avg	18.5	0	0	0	4.5	14	100%	5	0	0	0	0	5	100%	23.5	0	0	0	4.5	19	100%
Fall 2013	18	0	0	0	3	15	100%	5	0	0	0	1	4	100%	23	0	0	0	4	19	100%
Spring 2014	19	1	0	0	5	13	95%	2	0	0	0	0	2	100%	21	1	0	0	5	15	95%
2013-2014 Avg	18.5	0.5	0	0	4	14	97%	3.5	0	0	0	0.5	3	1	22	0.5	0	0	4.5	17	98%
Fall 2014	27	2	0	1	5	19	89%	4	0	0	0	1	3	100%	31	2	0	1	6	22	90%
Spring 2015	22	2	0	1	5	14	86%	5	0	0	0	0	5	100%	27	2	0	1	5	19	89%
2014-2015 Avg	24.5	2	0	1	5	16.5	88%	4.5	0	0	0	0.5	4	100%	29	2	0	1	5.5	20.5	90%
Fall 2015	13	0	1	0	3	9	92%	2	0	0	0	1	1	100%	15	0	1	0	4	10	93%
Spring 2016	15	1	0	0	4	10	93%	3	0	0	0	0	3	100%	18	1	0	0	4	13	94%
2015-2016 Avg	14	0.5	0.5	0	3.5	9.5	93%	2.5	0	0	0	0.5	2	100%	16.5	0.5	0.5	0	4	11.5	94%
Fall 2016	22	3	2	0	5	12	77%	4	0	0	0	1	3	100%	26	3	2	0	6	15	81%
Spring 2017	23	0	0	0	8	15	100%	3	0	0	0	1	2	100%	26	0	0	0	9	17	100%
2016-2017 Avg	22.5	1.5	1	0	6.5	13.5	89%	3.5	0	0	0	1	2.5	100%	26	1.5	1	0	7.5	16	90%
Five Year Avg	19.6	0.9	0.3	0.2	4.7	13.5	93%	3.8	0	0	0	0.5	3.3	100%	23.4	0.9	0.3	0.2	5.2	16.8	94%

Sample Grade Report Comparing SI Participants and Non-participants

Zool 2200

Fall 2015

Grade	Participants	Participants %	Non-Participants	Non-Participants %	Total	Total %
A	15	46.88%	31	19.02%	46	23.59%
A-	6	18.75%	10	6.13%	16	8.21%
B+	2	6.25%	23	14.11%	25	12.82%
B	3	9.38%	14	8.59%	17	8.72%
B-	3	9.38%	9	5.52%	12	6.15%
C+	0	0.00%	4	2.45%	4	2.05%
C	1	3.13%	20	12.27%	21	10.77%
C-	1	3.13%	4	2.45%	5	2.56%
D+	0	0.00%	5	3.07%	5	2.56%
D	0	0.00%	6	3.68%	6	3.08%
D-	1	3.13%	3	1.84%	4	2.05%
E	0	0.00%	16	9.82%	16	8.21%
I	0	0.00%	0	0.00%	0	0.00%
UW	0	0.00%	0	0.00%	0	0.00%
W	0	0.00%	18	11.04%	18	9.23%
Sums	32	16.41%	163	83.59%	195	100%
Pass Rate	30	93.75%	111	68.10%	141	72.31%
Fail rate	2	6.25%	34	20.86%	36	18.46%
Non-completion	0	0.00%	18	11.04%	18	9.23%

CRN	Students Enrolled	Attended SI	Percentage %
22165	30	2	6.67%
22679	90	7	7.78%
22983	76	23	30.26%
Avg.	65	11	16.33%
Total	196	32	16.33%

Academic Performance				
SI Participants Compared to Non-Participants				
		Pass Rate	Fail Rate	Non-Completion Rate
Anrthro 1000	Participants	91%	8%	1%
	Non-Participants	66%	22%	12%
AT 1500	Participants	84%	12%	4%
	Non-Participants	60%	26%	15%
Chem 1010	Participants	88%	0%	13%
	Non-Participants	59%	19%	22%
Chem 1210	Participants	91%	6%	2%
	Non-Participants	70%	13%	17%
Chem 1220	Participants	86%	13%	1%
	Non-Participants	74%	16%	10%
Chem 2310	Participants	70%	23%	7%
	Non-Participants	35%	39%	26%
Chem 2320	Participants	82%	11%	8%
	Non-Participants	61%	23%	17%
Chem 3070	Participants	100%	0%	0%
	Non-Participants	83%	8%	9%
Geo Sci 1030	Participants	80%	20%	0%
	Non-Participants	66%	20%	14%
Geog 1000	Participants	70%	30%	0%
	Non-Participants	81%	13%	6%
Hlth Sci 1110	Participants	89%	9%	2%
	Non-Participants	66%	21%	13%
Hlth Sci 1111	Participants	84%	15%	1%
	Non-Participants	71%	21%	8%
Hlth Sci 2230	Participants	83%	15%	2%
	Non-Participants	73%	18%	9%
Hist 1700	Participants	92%	7%	1%
	Non-Participants	70%	15%	15%

Academic Performance				
SI Participants Compared to Non-Participants				
		Pass Rate	**Fail Rate**	**Non-Completion Rate**
Math 810/970	Participants	67%	22%	11%
	Non-Participants	69%	13%	18%
Math 1010	Participants	100%	0%	0%
	Non-Participants	28%	33%	39%
Math 1030	Participants	86%	7%	7%
	Non-Participants	68%	12%	20%
Math 1040	Participants	75%	25%	0%
	Non-Participants	75%	13%	13%
Math 1050	Participants	67%	33%	0%
	Non-Participants	73%	15%	12%
Math 1210	Participants	72%	23%	6%
	Non-Participants	53%	26%	21%
Math 1220	Participants	81%	19%	0%
	Non-Participants	58%	23%	19%
Neur 2050	Participants	80%	15%	5%
	Non-Participants	68%	9%	23%
Nutr 1020	Participants	95%	3%	3%
	Non-Participants	72%	16%	13%
Phil 1000	Participants	100%	0%	0%
	Non-Participants	72%	17%	11%
Phil 2200	Participants	69%	27%	4%
	Non-Participants	53%	32%	15%
Phys 2020	Participants	100%	0%	0%
	Non-Participants	86%	11%	3%
Phys 2210	Participants	94%	0%	6%
	Non-Participants	74%	15%	11%
Phys 2220	Participants	86%	14%	0%
	Non-Participants	88%	8%	4%

Academic Performance				
SI Participants Compared to Non-Participants				
		Pass Rate	**Fail Rate**	**Non-Completion Rate**
Pols 1100	Participants	93%	7%	0%
	Non-Participants	69%	18%	13%
Pols 2100	Participants	78%	17%	6%
	Non-Participants	58%	21%	21%
Pols 3990	Participants	92%	8%	0%
	Non-Participants	55%	27%	18%
Zool 1010	Participants	80%	16%	4%
	Non-Participants	41%	36%	22%
Zool 1020	Participants	83%	15%	2%
	Non-Participants	58%	24%	18%
Zool 1110	Participants	87%	10%	4%
	Non-Participants	60%	29%	11%
Zool 1120	Participants	85%	15%	0%
	Non-Participants	66%	19%	15%
Zool 2100	Participants	71%	20%	8%
	Non-Participants	33%	28%	39%
Zool 2200	Participants	92%	6%	2%
	Non-Participants	66%	19%	15%
Zool 3200	Participants	50%	25%	25%
	Non-Participants	77%	14%	9%

Weber State University Student Affairs Unit Goals

Supplemental Instruction

Print

Initiatives	Goal	Means of Achieving	Outcome	Methods of Assessment	Results	Result Use
Other	Start the NADE accreditation renewal process which begins with a detailed self-study and data analysis for the submission of a 5 year interim report.	Attend the workshop for continued accreditation at the NADE conference in March.	NA	Thorough knowledge of the new accreditation process.	Attended NADE conference. We were encouraged to get our continued certification at the end of 2017 and recertify in 2022.	Process of continued certification will be pursued next academic year.
Other	Collaborate with Athletics Department to set up SI for 2 classes that a lot of athletes are enrolled in.	Collaborate with Kyle Carsey who is the Academic Adviser for the athletes and choose 2 classes.	Athletes who are enrolled in the 2 classes will be better prepared for exams and be exposed to different study skills.	Observation of SI sessions Athlete's grades	Made many attempts to get information about the classes that athletes are enrolled in. There was no success.	Collaboration with Athletics Department is not working out and will not be pursued unless something changes.
Diversity	To make SI leaders aware of the different learning styles of SI participants and design	1. At the opening training session, dedicate an hour talking about	SI leaders will learn about differing learning styles and methods of	Observation of sessions.	Observations and one-on-one meetings with SI leaders demonstrate their awareness of	The practice of focusing on the learning styles of different kind of learners will be

	sessions to accommodate all kind of learners and make the process of learning productive.	different kinds of learners and how to prepare for sessions. 2. Dedicate one more hour during weekly training for learning styles.	designing course material for productive and successful learning.		the wide variety of learners. The SI leaders used the board for visual learners, and some brought models of atoms, etc. for kinesthetic learners.	continued.