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' affective skills which will aid them in adapting to college.

- Enable students to effectively apply academic and affective domain skills to actual classroom learning situations.

- Help SI participants achieve higher grades in the targeted classes than students who do not attend SI.

- Help SI participants re-enroll and persist toward graduation at higher rates than students in the targeted classes who do not attend SI.

History of the Department

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, Davis Campus moved from a small building into a large, new building with state-of-the-art classrooms, and the decision was made to offer SI to classes at the Davis Campus. 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. Nancy Balmert was hired in the same year as the Learning Specialist and assisted with SI at the Davis Campus.

Currently, SI is offered to more than 50 class sections every semester at the Ogden Campus with 32-36 SI leaders in charge of these classes. At the Davis Campus, SI is offered to 6-12 sections with about half a dozen SI leaders. Two hourly positions were created in fall 2008 to help with the program at the Ogden Campus. Called SI Assistant Supervisors, these positions are filled with experienced SI leaders.

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 receiving SI help for the class are given preference over students who have taken the course from a different faculty member.

It is important for SI leaders to be extroverts. An interview process before hiring the students reveal 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 of the performers to fill the position of SI leaders for their classes in the following semesters. Positions are also advertised through Human Resources. Students are always interviewed before they are selected to fill a position. 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 to provide an incentive. SI leaders are required to attend all training sessions for the first two semesters; however, even those leaders who have worked for more than two semesters are encouraged to attend training as their experiences provide invaluable insights to new SI 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.

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 "Engaged 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 recognizing and accommodating varying learning styles, 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. Leaders are encouraged to meet the professors as often as possible and obtain information on tests that have been graded

to find the areas of weakness displayed by students' responses. This feedback is shared with participants in a non-threatening manner with the goal is of helping students fare better on future tests. 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.

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. 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. 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.

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.

References

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Initiation of New Programs and Services

In spring 2008, Dr. Brenda Kowalewski, Director of the Community Involvement Center, and Carl Porter, Executive Director, Academic Support Centers and Programs discussed possible ways community-based learning classes could receive academic support. The SI Program was regarded as one possibility. A pilot program was started in fall 2008 with SI being offered 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. Due to the success of the pilot, community-based learning SI has now become a regular part of the SI Program.

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 ASCP.

A web site with the details of the classes that have SI attached is available on the SI web site which is included in the index to all web pages on WSU's homepage.

SI leaders are given bookmarks to distribute 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 and phone numbers.

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 Fair later in the semester as well as at other events.

Collaborations

Collaboration is essential to the SI Program. Working with different academic departments on the campus is the only way to provide SI to classes that have proven to be historically difficult. Partnering with such departments as Chemistry, Zoology, Philosophy, Health Sciences, and others to provide students with academic help is part of the core service.

In the past two years, collaboration with Community Involvement Center to include SI for some of the classes in their program has proven to be a successful endeavor. The modified version of SI offered in the Fall Semesters of 2008 and 2009 for three community-based learning (CBL) classes was successful; therefore, CBL classes are now part of the regular schedule of classes with SI.

Another notable collaboration that has gained momentum in the last four years is with the department of Online and E-Learning Support which is part of the Division of Continuing Education. Every semester, SI Program supervisors work with the online department so that SI leaders can gain access to the web pages of the classes being taught by faculty members. SI leaders are allowed to use the group e-mail system of WebCT to advertise SI sessions to the students enrolled in the class.

Core Changes to the Program

There was a major change in the basic structure of the SI program as a result of a self-study completed for NADE certification in 2007-2008. Two experienced SI leaders were hired in

fall 2008 as "SI Assistant Supervisors." They now conduct observations, provide feedback to SI leaders, disseminate data, assist with training, and participate in decision-making for the program.

In addition, training for SI leaders has evolved through the years to become more effective and targeted to the needs of the leaders. Under a previous model, training for SI leaders and tutors was held jointly. Tutor and SI supervisors participated as facilitators and took turns conducting the training sessions. This approach was designed on the hypothesis that tutors and SI leaders would both benefit from the interaction with each other. This experiment was carried out for two years, from 2004 to 2006. The self-evaluations and the comments made by SI leaders during this period, however, reflected the inefficiency of this practice. The leaders were happy to meet people from different programs, but they felt that emphasis was being placed on tutoring practices rather than on SI practices with which the tutor supervisors were less familiar. Although the concepts may be the same, application of these concepts is different in group learning situations.

As a result of the dissatisfaction with the joint training, the SI Program resumed its original practice of meeting as an exclusive group. Concurrently, the scheduling of SI training was adjusted to better suit the need of SI leaders for group discussion early in the semester when they wanted advice from their peers and individual coaching later in the semester when they were more experienced and were ready to fine tune their skills.

Future Changes

Three significant changes to the SI Program are anticipated. First, collection and assessment of data will be conducted using a different system. As a pilot program, satisfaction surveys are now being entered into *StudentVoice*, an online survey program which immediately compiles results and can produce reports on demand. The switch to *StudentVoice* eliminates the labor-intensive process of tallying satisfaction results, allows reports to be reviewed in a more timely manner, and provides great flexibility in how results can be viewed. This system, however, has limitations in that it does not gather information about session attendance or other aspects of the program which need to be tracked. Supervisors will work with the Assessment Coordinator of Student Affairs to find a better method for data collection overall.

Second, expansion of the SI Program at the Davis Campus is expected. Growth has so far been limited by the number of suitable courses taught at that location and by the availability of SI leaders. When a new classroom building is constructed--within the next two to three years--the situation will change, providing an opportunity for the SI Program to grow. Many more courses will be offered. Although many of them will be specific to particular professional majors and therefore inappropriate for SI, more general education courses should be taught as well. Also with the opening of the new building, the student population at the

Davis Campus will increase to about 5,500 students, greatly increasing the pool of potential SI leaders.

Finally, 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, SI help specifically targeted for online-only courses could be added. Philosophy 2200 (Deductive Logic) and Zoology 2200 (Human Physiology) are under consideration at the moment. In the past, several versions of online SI have been tried, and research would need to be done to find a successful model if the study sessions were not to meet in person.

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.
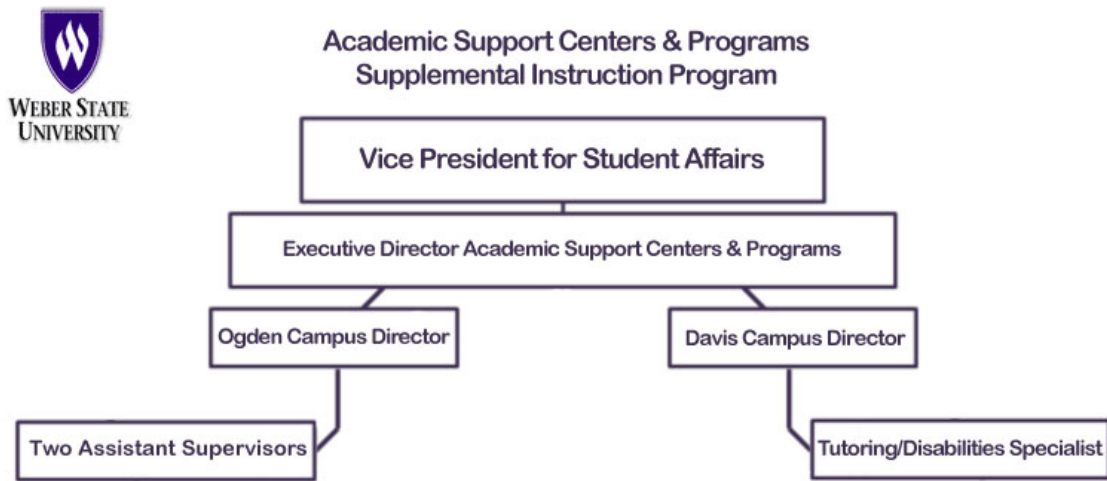
Decision Making Process within the Department

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. A tutoring specialist who is a professional employee on the Davis Campus reports to Leslie Loeffel and two Assistant Supervisors, who are student hourly employees and considered part of the staff, report 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

At present accounting, there are 43 total employees in SI. Three of them are full-time professional staff of whom two are female. Of the 39 hourly student workers, females

dominate 25 to 14. For more detailed information on degrees and experience, please see the table in Appendix A.

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 as well as in selected local newspapers. The hiring manager then puts together a search committee, which 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. Currently, only one student employee has work study funding.

Job Responsibilities for Staff

Ogden Campus

Employee and Title	*Job Responsibilities*
Prasanna Reddy, MA, MBA Director, Tutoring, Testing, and SI 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
2 Assistant Supervisors Ogden campus 2 semesters of experience as SI leaders	Conduct observations Provide feedback Analyze data Help at training sessions

Davis Campus

Employee and Title	*Job Responsibilities*
Leslie Loeffel, MA Director, Learning Center 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
Jonathan Zempter, BS Tutoring/Disabilities Specialist Davis Campus	Hire SI leaders Conduct observations Provide feedback Collect and analyze data Help organize training sessions Process payroll

Qualifications

A Masters Degree is required for directors of the Supplemental Program at both campuses. Specialists have a minimum of a baccalaureate in related fields. SI leaders must have taken

the course in the subject they are tutoring and should have earned at least a B+ and are required to have a GPA of 3.0 upon hire.

Training and Professional Development

New hires of professional and classified 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 and classified staff members have many opportunities to participate in professional development activities, such as Student Affairs Division meetings and Student Affairs Academy training. All professional and some classified staff are expected to serve on Student Affairs committees and/or task forces. Staff members are encouraged to take relevant Office of Workplace Learning courses, such as Purple Pride (customer service) and FERPA training. 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. 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. SI Assistant Supervisors help with the training. Since they have been SI leaders for a minimum of two semesters, their 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 April by the supervisor. The Executive Director of Academic Support Centers and Programs conducts the evaluation for the two directors of the SI Program, and the Director at the Davis Campus performs the evaluation for the Learning Specialist. 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.

SI Assistant Supervisors meet with the Director on the Ogden Campus several times a week. Informal feedback is given on a regular basis. A more formal system needs to be set up.

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 Assistant Supervisor 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 immediately after observations are completed. Leaders who do not follow best practices or 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

Currently, there is no formal rewards program for the excellent job that most SI leaders do. 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, but there is no formal recognition given. At the end of every semester, the department has a luncheon for the SI leaders. A reward system recognizing individuals' efforts and creativity regarding session strategies could be instituted.

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 and partially at the Davis Campus.

The Davis Learning Center is also partially funded by student fees and supplements the main SI budget by contributing to SI leaders' wages from the student fee account.

All three 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.

The hourly wage rate went up from $6.50 in 2006 to $7.50 in 2009 and has been raised to $9.00 in the current year. SI leaders who return for a second semester receive a $.50 raise for successfully completing training during the previous semester. The cap is set at a dollar above the starting rate. The Assistant Supervisors are paid $10.00 per hour for their supervising duties.

	2006/2007	2007/2008	2008/2009	2009/2010
Hourly Wages	$ 43,822	$ 36,953	$ 41,104	$ 47,744
Hourly Staff Benefits	$ 3,725	$ 3,141	$ 4,344	$ 4,058
Contract Staff Wages and Benefits	$ 52,125	$ 55,135	$ 57,856	$ 58,589
Current Expense	2,371	1,080	1,500	$ 722
Travel	$ 2,506	1,674	66	1,321
TOTAL EXPENSES	**$ 104,549**	**$ 97,983**	**$ 104,870**	**$ 112,434**
Number of Sessions	6,680	10,075	13,094	13,822
Cost per session	**$ 15.65**	**$ 9.72**	**$ 8.01**	**$ 8.13**
Number of Unique Students Served	1,968	1,639	2,315	2,397
Cost per Student	**$ 53.12**	**$ 59.78**	**$ 45.30**	**$ 46.90**

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.

Current Space

Professional staff members at the Davis Campus and the Ogden Campus have offices with computers. Access is provided to necessary tools such as projectors, laptops, and DVD machines. Rooms to hold SI training sessions are available in the Student Services building and at the Davis Campus building.

Assistant SI Supervisors at the Ogden Campus are provided with a work station where a computer, printer, and filing cabinet are available for their work. There is enough space for them to have one-on-one meetings with SI leaders when they need to meet with them to provide feedback.

SI leaders conduct their sessions in the buildings in which the classes are taught. These 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

At the Ogden Campus, scheduling rooms for mornings 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.

At the Davis Campus, classrooms are completely booked both mornings and evenings. SI sessions have often been held in conference rooms, which are a convenient size and configuration. However, the conference rooms which SI was using have now been converted to classrooms and are less available. In the planned new building, the SI Program has requested twelve group study rooms which can be combined into six larger rooms. Designated space for SI is a must for SI at the Davis Campus in the future.

Accessibility of Offices

All offices, classrooms, and conference rooms are in compliance with the American Disabilities Act (ADA) guidelines, such as adequate spacing in regards to turning areas, reaching ranges, doorways, and walking paths. Additional 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. Some leaders use text messaging for this purpose as well.

During SI sessions, leaders have the option of using technology in the classrooms to present material. In the Health Sciences, for example, SI participants sometime 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 on computer through the Student Affairs Assessment Tracking System. 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 to use a one-step electronic sign-in process for SI participants instead. A netbook computer was brought to each SI session, and participants swiped in using their Wild Card 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 have traditionally been administered with pencil and paper, then tallied using the SNAP computer program. This year, as a pilot, surveys for SI participants and leaders have been administered online instead and instantly tallied by *StudentVoice*. The response rate for SI leaders has been lower than desired, but the system is working adequately for SI participants.

Projected Needs

As mentioned above, meeting space that is available at peak times is needed for SI sessions. At the Davis Campus, space needs to be reserved in the new building for this purpose. At the Ogden Campus, space presents a difficult problem because expansion is not possible. Increased enrollment during the past few years has created a shortage of space across campus.

The systems currently used for data collection and analysis need updating or replacement to meet the needs of the SI Program. Usage data and survey results should be continuously available to SI supervisors. 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 man-hours, and results cannot be produced in a timely fashion. A single program that can meet all the data needs of the program would be the most desirable.

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. Because of the unreliability of the current computerized data collection system, the SI Program has retained paper sign-in sheets containing student names and W#'s. These are kept in locked cabinets in locked offices. When a secure, reliable computer system is in place, such storage will no longer be necessary. 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.

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.

There is also a detailed discussion of ethical and expected practices with SI leaders at the orientation training. The SI Manual has a section on the expectations regarding SI leaders' behavior with participants, faculty members, and supervisors. These expectations are discussed at length. SI leaders are also cautioned about the confidentiality of participants' W numbers and the need to guard them.

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.

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 overarching goals of the SI Program address student learning outcomes for SI participants. For participants, the SI Program aims to

- Help students become independent learners by stressing how to learn as well as what to learn.
- Develop students' affective skills which will aid them in adapting to college.
- Enable students to effectively apply academic and affective domain skills to actual classroom learning situations.

A future goal might be to collect data on these student learning outcomes related to SI participants. In the past few years, the SI Program has focused on assessing two core student learning outcomes which apply to SI leaders. The first was developed as part of the WSU Student Affairs assessment process and was approved and tracked by the Student Learning Outcomes Task Force (SLOTF). That outcome is that new SI leaders will demonstrate their ability to redirect questions.

The second was developed as part of efforts toward certification with the National Association for Developmental Education (NADE) and was assessed for the four-year NADE study period. That learning outcome is that SI leaders will improve their communication skills, increase their confidence, and develop their interpersonal skills from the beginning to the end of their first semester as SI leaders. Since the SLOTF learning outcome is encompassed by the broader goal of improved communication skills, both learning outcomes will be discussed together.

The SI Program's learning outcomes are compatible with the student learning outcomes recently developed by the Student Affairs Division. SI leaders and well as SI participants learn and develop in many of these categories, and in the future, learning outcomes to be assessed will be selected from these overarching division outcomes:

Civic Engagement *reflects a person's ability to recognize and fulfill responsibilities to self, community, and society at large. A civically engaged individual demonstrates social*

consciousness, practices volunteerism, and makes effective contributions in respectful and ethical ways.

Critical Thinking *is reasonable, reflective thinking which involves forming and analyzing beliefs, making decisions, and evaluating actions.*

Cultural Competence *is understanding and appreciating diversity.*

Interpersonal Communication Skills *are the ability to interact effectively with others.*

Intrapersonal Competence *reflects a person's ability to develop and demonstrate self-understanding, self-esteem, self-confidence, and self-efficacy.*

Leadership and Management Skills *are the abilities to influence the actions of others.*

Responsibility and Accountability *are the abilities to understand and fulfill one's obligations to others.*

Alignment of Student Learning Outcomes with WSU Core Theme Objectives

The SI Programs' student learning outcomes support WSU's Core Theme of "Engaged Learning," especially the objective that "students receive effective educational support." SI leaders are supported by formal training, coaching, and mentoring through the process of gaining skills which benefit them in their broader education as well as in their future careers.

Methods of Assessment

To evaluate whether SI leaders improved their communication skills, increased their confidence, and developed their interpersonal skills from the beginning to the end of their first semester in the position, assessment was conducted using two different methods.

Supervisors observed the SI sessions of new SI leaders at the beginning of the semester and then again at the end of the semester. The observation form that was used to collect information includes questions on all the desired learning outcomes. A sample form is included at the end of Appendix B. Communication skills of questioning, listening, and explaining were judged individually.

After the first observation in the third or fourth week of the semester, each SI leader received feedback on all aspects of his/her observed session. SI leaders continued to be observed and coached individually throughout the semester. At the end of the semester, supervisors conducted a final observation to judge the growth in leaders' communication skills, level of confidence, and interpersonal skills.

The second method of data collection was the administration of an anonymous self-evaluation survey that each SI leader was asked to complete at the end of every semester. SI leaders were asked to rate their own growth in all three communication skills, their communication skills overall, their level of confidence, and their interpersonal skills. A copy of the form used is included at the end of Appendix B.

Findings Based on the Assessment Data

Communication Skills (questioning, listening, and explanation)

- Supervisor observation data collected over four 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 as well as their communication skills overall.

Confidence
- Supervisors observed the level of confidence that SI leaders displayed during the sessions. Of importance was the confidence with which they redirected questions, dealt with disruptive student behavior, and fielded difficult questions. Also of importance was SI leaders' ability to admit the fact that they did not know the answers to some questions. By the end of each semester, SI leaders earned ratings of 4.0 or above, on average, on a 5-point scale for their confidence. However, confidence scores did not always show improvement from beginning to end of the semester because many leaders began with high scores.
- On self-evaluation surveys, SI leaders rated themselves 4.4 to 4.7 out of 5 on the statement "My confidence has grown as a result of being an SI leader."

Interpersonal Skills
- SI leaders were observed for rapport with participants and use of positive reinforcement of student responses. SI leaders showed improvement for the majority of semesters during the four years studied.
- On self-evaluations, the vast majority of SI leaders agreed or strongly agreed with the statement "I have improved my interpersonal skills because of my experience as an SI leader."

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

Use of Information for Program Improvement

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, confidence, and interpersonal 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.

One idea for improvement in the way SI leaders are assessed is to check for consistency of ratings among the staff who conduct supervisor observations. It has been noted that SI Assistant Supervisors—the experienced SI leaders who visit SI sessions—tend to rate SI leaders lower than the SI Supervisors do and that this discrepancy may be influencing outcomes. All SI supervisory staff need to meet and discuss assumptions about which observable behaviors illustrate desired skills to ensure that ratings are comparable. It may even be possible to conduct practice observation sessions.

Program Goals

Core Program Outcomes

As part of efforts toward certification with the National Association for Developmental Education (NADE), the SI Program has pursued the following four-year program goals for 2006-2010:

Number of Students Served

- To establish SI for Philosophy 2200 and increase the number of SI participants each year.

Quality of Services

- To attain a 90% rate of overall participant satisfaction with SI leader and SI for the course.
- To attain a 90% rate of overall SI leader satisfaction with their SI experience.
- To attain a 90% rate of overall faculty member satisfaction with SI leader and SI Program.

Academic Performance of Students

- Improve the academic performance of SI participants as compared to students in the same courses who did not participate in SI.

In addition to student learning outcomes and program goals tracked for the Supplemental Instruction Program as a whole, goals for SI were included on departmental 5- and 6-column models as part of the Student Affairs Division assessment process. Those yearly goals for Ogden Campus SI are included as Appendix C. SI goals for the Davis Campus are included in the Davis Learning Center 5- and 6-column models which are attached as an appendix to the Tutoring Program Review document.

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 2006-2010	Sources of Data

To establish SI for Philosophy 2200 and increase the number of SI participants each year.	Research Support Services Report
	    Number of students in each class
	    Number and percent of SI participants
	
	    See Appendix D for results

To attain a 90% rate of overall participant satisfaction with SI leader and SI for the course.	Participant Survey See Appendix E for sample form
To attain a 90% rate of overall SI leader satisfaction with their SI experience.	SI Program evaluation See Appendix B for sample form
To attain a 90% rate of overall faculty member satisfaction with SI leader and SI Program.	Faculty Survey See Appendix F for sample form

Improve the academic performance of SI participants as compared to students in the same courses who did not participate in SI.	Report comparing grades of SI participants to grades of students who did not participate in SI.
	Report showing SI participants' completion rates (C or better) in their SI courses as compared to completion rates for those who did not participate.
	See Appendix G for a sample grade report

Findings Based on the Assessment Data

- SI was established for Philosophy 2200 in Fall 2006, and the number of participants has increased from 3 the first semester to 23 in Spring 2010.
- SI participant satisfaction with the SI leader has ranged from an 82% to a 94% satisfaction rate over the four years studied. SI participants would recommend SI for the course at a rate of 82% to 97%.
- SI leaders were satisfied with their SI experience at rates ranging from 89% of leaders being satisfied to 100% being satisfied. Yearly average satisfaction rates always met or exceeded 90%.
- Faculty were satisfied with their SI leaders at rates ranging from 83% to 100% for individual semesters, with yearly average satisfaction rates always meeting or exceeding 90%. Faculty were satisfied with the SI Program at rates of 76% one semester to 100% for several semesters. Yearly averages ranged from 85% to 97% satisfaction.
- In every course tracked, SI participants had higher pass rates, lower failure rates, and lower non-completion rates than students who did not attend SI. Pass rates were typically 10-25% higher for SI participants than for non-participants. SI proved valuable in both the sciences and the social sciences, with particularly good results in anthropology, Health Science 1110, Political Science 2100, and several chemistry and zoology courses. A summary table of results is found in Appendix H.

Use of Information for Program Improvement

The assessment data is quite positive, with program goals being met for many of the semesters studied. SI for Philosophy 2200 has been growing, SI leaders and faculty are generally satisfied with the program, and SI participants show superior academic performance as compared to their peers in the same classes. Participant satisfaction is quite good, with satisfaction rates in the 80-90% range, but improvement could be sought to reach

the goal of 90%. 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.

Although faculty satisfaction has been excellent most semesters, an adjustment was made to address one semester of lower faculty satisfaction. Rather than assessing satisfaction at the end of the semester, supervisors now meet in person with faculty midway through the semester to hear feedback in person and administer a formal faculty survey. Faculty feedback can then be applied immediately to address any concerns with SI for that course.

Cohort Information

Comparison of Students Who Use the Service to Other Students

As discussed above, the SI Program serves two sets of students: SI participants and SI leaders. Cohort data regarding grades and completion rates are collected for both sets of students. Grades and completion rates of SI participants are compared to those of students in the same classes who did not attend SI. Cohort data for SI leaders is compared to data of hourly employees in Student Affairs and the WSU student body.

Intentional Programming for Specific Groups of Students

Intentional programming is provided for classes that are difficult and most at risk for high failure rates. For example, in the last four years, SI has been added for Chemistry 1210 (Principles of Chemistry I) and Philosophy 2200 (Deductive Logic). SI for Geography 1000 (Natural Environments of the Earth) was dropped based on the low attendance and high pass rates.

Intentional programming was also provided for certain classes offered by the Community Involvement Center. These classes change every semester based on the choice made by the director of the program.

Findings Based on Information

Data for SI participants shows that they had higher passing rates, lower failure rates, and lower non-completion rates than those who did not attend SI. The difference in some cases is striking; for example, Zoology 2100 (Human Anatomy) shows an average pass rate for four years of 77% for SI participants and 49% for non-participants. The failure rate is 15% for participants vs. 24% for non-participants, and the most dramatic of all is the difference in the

non-completion rate of 8% for participants vs. 27% for non-participants. In other words, non-participants were more than 3 times as likely to drop out or withdraw from the course than were participants. Please check Appendix H for details.

Cohort data for SI participants demonstrates a higher GPA and retention rate for SI leaders and higher ACT scores as compared to those of the hourly employees in Student Affairs and the WSU student body. The ratio of female to male leaders varies from year to year slightly more than the ratio displayed by the cohort of WSU students but has not exceeded a 60/40 split. The percentage of SI leaders who are Hispanic and Asian/Pacific Islanders is higher than the number recorded for WSU student body. There have been no African American, Native American or Native Hawaiian SI leaders in the program. Complete information is contained in Appendix I.

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. The first weekly training session in fall semester is always devoted completely to the topic of marketing SI sessions. 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.

Cohort data for SI leaders shows that the leaders maintain a higher GPA than their counterparts in the WSU student body. While it is true that only students with a GPA of 3.0 or higher are hired, what the data does not show is that these leaders tend to score higher in their admission tests such as GRE, LSAT, and MCAT because they have learned the subject matter well as they have conducted sessions. In the last four years, every SI leader for whom the SI supervisor has written a letter of recommendation for admission to a graduate program or a medical school has received admission.

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. A survey instrument with 9 questions is administered 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 4 years, from Fall 2006 to Spring 2010, satisfaction rates ranged from 82% to 94%.

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

Averages for this question ranged from 82% to 97%. 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.

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 four year period, SI leaders' satisfaction with the program ranged from 89% to 100%. All SI leaders were satisfied with their experiences during three separate semesters, including the entire 2009-2010 academic year.

Findings Based on Surveys

SI leader satisfaction rates are excellent. SI participant satisfaction rates are good but vary more widely than those of SI leaders. 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. SI also stresses learning strategies including exam preparation methods, creative methods of memorization, reading, and note-taking skills. 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.

Discussion of survey results with both SI leaders and professors supports the interpretation that students, particularly in some high pressure classes, may rate SI lower if it is perceived as too demanding. SI leaders often say that students expect them to teach the material. 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. This approach may be more successful in some SI's than others, depending on the personality and confidence of the leader as well as the nature of the group.

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. Finally, as suggested by Dr. Chung of the Zoology Department, a printed "White Paper" could be given to each SI participant detailing the nature of the program.

Basic Student Information

Tracking of Student Usage

At each SI session, SI participants sign in. After the session, the SI leader records the W number of all the participants. That information is collected on a weekly basis by the directors and entered into the Student Affairs Assessment Tracking software program. Data is processed by Research Support Services, a department within Academic Support Centers and Programs, which uses an internally-created system (Student Affairs Assessment Tracking System) for data management. The accuracy of data produced by this system has been

problematic over the years. Currently, different software packages for data collection, analysis, and storage are being examined for a possible fall conversion.

Student Usage of Services and Programs

	Number of Sessions	Number of Unique Students
Fall 2006/2007	3,307	889
Spring 2006/2007	3,373	1,097
Total	**6,680**	**1,968**
Fall 2007/2008	4,677	818
Spring 2007/2008	5,398	821
Total	**10,075**	**1,639**
Fall 2008/2009	5,544	1,095
Spring 2008/2009	7,550	1,220
Total	**13,094**	**2,315**
Fall 2009/2010	5,774	1,246
Spring 2009/2010	8,048	1,151
Total	**13,822**	**2,397**

Student Usage Patterns

The number of students who availed themselves of SI sessions as a resource increased over a four year period from 1,968 to 2,397 per year, according to data from the Student Affairs Assessment Tracking System. The number of sessions offered also increased from 6,680 to 13,822. In general, it can be said that there are more sessions offered in spring than in fall. This may be partly because freshmen hesitate to seek help in the fall, being unfamiliar with the SI Program and believing that they can succeed on their own. By spring semester and one round of grades which may have been disappointing, students may be more proactive in availing themselves of SI study groups.

The largest increase in the number of participants occurred in History 1700. From 62 participants in 2006/2007, the number increased to 355 for the 2009/2010 academic year. The largest increase in the percentage of students attending SI in any particular class occurred in Zoology 2100 (Human Anatomy). In 2006/2007, 11% of the students in the class attended SI sessions; in 2009/2010, 68% of the students in the class attended SI sessions. This increase in SI numbers for both classes can be attributed to the enthusiasm of the professors who taught the courses and their high degree of cooperation with the supervisors and SI leaders. For Zoology 2100, a new professor who was unfamiliar with SI took over the

course in 2006; over the years, he became more and more supportive of the program as he witnessed its results with his students.

Demographic Information

During the first two academic years, more seniors attended SI sessions than freshmen, sophomores, or juniors did. The balance of attendees slowly shifted through the four-year period, however, and in 2009/2010 academic year, more freshmen attended SI sessions than students in any other category.

Findings Based on Information

History 1700 and Philosophy 2200 are classes that are generally taken by freshmen. Attendance at SI sessions increased in both the classes over the four years. Chemistry 1210 was added to the list of classes receiving SI help, and this is also a class with a larger number of freshmen than some others.

Use of Information for Program Improvement

A higher rate of participation among freshmen helps retention, and, therefore, the increase in the number of freshman attending SI sessions is a desirable outcome.

SI for Geography 1000 was considered a loss as attendance was low. As a result SI for that class was discontinued. Chemistry 1210 is a difficult course; requests from students and teachers resulted in the offering of SI for that class beginning in Fall 2007. The numbers of participants increased from 17 in Fall 2007/2009 to 50 in Fall 2009/2010. Pass rates of participants over the semesters SI has been offered has been 84% vs. a pass rate of 69% for non-participants. Failure rate of participants was half that of participants, and the non-completion rate of 9% compared to 17% made the addition of SI for this class a worthwhile endeavor.

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 goals, methods of assessment, results of assessment, and use of results. This information is posted on the Student Affairs Assessment website and is updated periodically throughout the year.

In addition, information about student usage is reported by Research Support Services to the Executive Director of Academic Support Centers and Programs as well as to upper administration.

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 grown 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 Geography 1000 led to the elimination of SI for these courses. In contrast, there was a demand from both professors and students for support in chemistry courses which have a high failure rate. SI was established for these courses.

Another course for which SI was added is Philosophy 2200, and this was done in fall of 2006. When WSU changed its quantitative literacy requirement to accept Philosophy 2200 as an alternative to math, more students began to take that course and discover it to be more difficult than they expected. Attendance at the SI sessions has grown substantially over the years.

The SI model was expanded starting in 2008 to include help for some community-based learning classes. The nature of SI for these courses is somewhat different than the way traditional SI functions. Therefore, training for these SI leaders was customized by combining course-specific training with the professor and SI theory-based training. Classes in dance, communication, and music continue to benefit from this collaboration with the Community Involvement Center. The success of this collaboration has led to an expansion of SI offerings to include other community-based learning classes. Currently 6 classes are receiving the benefit of SI.

A significant change to the structure of the SI Program was the addition in Fall 2008 of two positions for SI Assistant Supervisors at the Ogden Campus. These positions are filled by students who have at least two semesters of experience as exemplary SI leaders. They conduct observations, help at training sessions, analyze incoming data, and assist in the decision making process. The addition of these two positions has allowed SI leaders to receive feedback from a peer's perspective which has contributed to the professional development of both SI leaders and Assistant Supervisors.

Changes Related to Core Theme Objectives

The changes made to the SI Program each support the Core Theme Objective that "students receive effective educational support."

Shifting the courses for which SI is offered to those where more need exists makes SI more effective as well as more efficient financially. SI sessions are more impactful when a critical mass of students attend; therefore, SI is offered in courses where group sizes warrant holding sessions.

Adapting the SI model for community-based learning classes is another example of seeking to make SI more effective, in this case by innovating in response to a new context.

Major Accomplishments

WSU has one of the largest SI Programs in the nation. Supported by the administration and faculty, the program offers supplemental instruction to more than 100 course sections every year. The number of students served and the number of sessions offered grew considerably over the four year period while the cost per session and cost per student decreased.

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 four year study period, SI leaders achieved the program's student learning outcome that they improve their communication skills, increase their confidence, and develop their interpersonal skills from the beginning to the end of their first semester.

SI leaders expressed strong satisfaction with their experience in the SI Program and gained the opportunity for added professional development with the establishment of two leadership positions at the Ogden Campus. As Assistant Supervisors, two SI leaders each semester have the opportunity to further develop their leadership, interpersonal, and intrapersonal skills as well as learning new skills such as data analysis.

The SI Program is highly regarded by faculty for whom the program provides support, as demonstrated by satisfaction surveys. The operation of the SI Program is an example of effective collaboration between Student Affairs and Academic Affairs. The incorporation of SI into community-based learning classes has been a successful new collaboration, not only with an individual faculty member but also with the Community Involvement Center.

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 Program is in the process of applying for National Association for Developmental Education (NADE) certification. This rigorous 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. Completing the elements necessary for certification is in itself an accomplishment because it has led to reviewing and recommitting to best practices, including procedures for assessment which will benefit the program long term.

Directors have presented papers at CRLA and NASPA (Student Affairs Administrators in Higher Education) national conferences, served on committees to help host the national CRLA conference in Salt Lake City in 1998 and 2010, and hosted CRLA state conferences at WSU. The Ogden Campus Director coauthored a chapter insert for an upcoming assessment publication sponsored by the American College Personnel Association.

Areas that Require Improvement

Online training modules on some essential topics could be developed, as has been done for the Tutoring Program. The availability of online modules would ensure that late hires do not miss required information, such as FERPA and sexual harassment training, for example. Offering online training also could 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, the SI Program can continue to look for opportunities to expand into additional courses where SI can have a high impact, including online courses. Opportunities for expansion should arise particularly at the Davis Campus with the addition of a new building and more courses being offered.

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.

The systems currently used for data collection and analysis need updating or replacement to meet the needs of the SI Program. An automated rather than manual sign-in process for students attending SI sessions would be preferable. This would minimize the need for manual data entry which is a costly and inefficient approach to capturing data.

Even more important than the input side of data collection, however, is the need for improvement in how data is stored and reported. Reliable usage data and survey results should be continuously available to SI supervisors. Grade data should be easy to access and analyze. A single program which can meet all the data needs of the program would be the most desirable.

Recommendations Based on Self-Study

SI Directors and assistant supervisors will plan the development of online modules and set a timeline for their completion. Since the platform for online courses at WSU is in the process of being changed, all supervisory staff will need to become familiar with the new program before modules are made available to SI leaders.

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.

Experimentation with expanding SI into new courses will be tried, especially as courses are added at the Davis Campus. Ways of effectively delivering SI for online courses will also be considered.

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.

Options for a better system of data collection and storage will be explored with the Assessment Coordinator. Under consideration is the purchase of a commercial system such as *TutorTrac* or *AccuTrac* which can perform the range of functions needed and can be monitored continuously on a local level by the departmental supervisor.

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. In particular, ideas regarding marketing, assessment infrastructure, and successful online SI models would be of interest. 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

Current Department Staff Profile

STANDARD THREE – STUDENT AFFAIRS STAFF PROFILE Form used in NWCCU Accreditation				
	Professional	Support	Student	Other
Female	2	1	25	
Male	1		14	
Degrees: PhD., EdD				
MD, JD, MSW	2			
BA, BS	1			
AA, AAS, Certificate, etc.				
Years Experience in Field: None				
Less than 5	1	1	39	
5 - 10				
11 - 15				
16 - 20	1			
More than 20	1			
Full-time: 9/10 months				
12 months	3			
Part-time: 9/10 months				
12 months				

Northwest Commission on Colleges and Universities. (2008). Forms. Retrieved March 2, 2009 from http://www.nwccu/Pubs%20Forms%20Updates/Forms/Forms.htm

Appendix B

SI Leader Skill Development

Program Goal: To demonstrate that SI leaders have improved their communication skills, increased their confidence, and developed their interpersonal 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 the areas of communication skills, confidence, and interpersonal 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 tutor 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, followed by data relating to confidence, then interpersonal skills. For each skill, the first table shows baseline data for the initial two years studied. The subsequent table shows data for the second two years studied. 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, confidence, and interpersonal skills was substantively met throughout the four-year time frame.

Communication Skills

SI Leader Communication Skills
Questioning
Supervisor Observations
Baseline Data

Ability to communicate with participants--- Questioning Skills

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	31	0	3	9	4	15	27	0	1	3	7	16	4.00	4.41	0.41
		0%	10%	29%	13%	48%		0%	4%	11%	26%	59%			
Spring 2007	28	0	2	3	5	18	30	1	0	2	6	21	4.39	4.53	0.14
		0%	7%	11%	18%	64%		3%	0%	7%	20%	70%			
2006-2007 Avg	29.5	0	2.5	6	4.5	16.5	28.5	0.5	0.5	2.5	6.5	18.5	4.20	4.47	0.27
Fall 2007	23	0	1	2	11	9	26	0	0	1	6	19	4.22	4.69	0.47
		0%	4%	9%	48%	39%		0%	0%	4%	23%	73%			
Spring 2008	20	1	1	1	11	6	22	0	1	0	4	17	4.00	4.68	0.68
		5%	5%	5%	55%	30%		0%	5%	0%	18%	77%			
2007-2008 Avg	21.5	0.5	1	1.5	11	7.5	24	0	0.5	0.5	5	18	4.11	4.69	0.58
2 Year Avg	25.5	0.25	1.75	3.75	7.75	12	26.25	0.25	0.5	1.5	5.75	18.25	4.15	4.58	0.43

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	3	0	1	0	1	1	3	0	0	1	0	2	3.67	4.33	0.67
		0%	33%	0%	33%	33%		0%	0%	33%	0%	67%			
Spring 2007	2	0	1	1	0	0	2	0	0	0	0	2	2.50	5.00	2.50
		0%	50%	50%	0%	0%		0%	0%	0%	0%	100%			
2006-2007 Avg	2.5	0	1	0.5	0.5	0.5	2.5	0	0	0.5	0	2	3.08	4.67	1.58
Fall 2007	5	0	0	1	3	1	5	0	0	0	1	4	4.00	4.80	0.80
		0%	0%	20%	60%	20%		0%	0%	0%	20%	80%			
Spring 2008	3	0	0	0	1	2	3	0	0	0	0	3	4.67	5.00	0.33
		0%	0%	0%	33%	67%		0%	0%	0%	0%	100%			
2007-2008 Avg	4	0	0	0.5	2	1.5	4	0	0	0	0.5	3.5	4.33	4.90	0.57
2 Year Avg	3.25	0	0.5	0.5	1.25	1	3.25	0	0	0.3	0.25	2.75	3.71	4.78	1.08

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	34	0	4	9	5	16	30	0	1	4	7	18	3.97	4.33	0.36
		0%	12%	26%	15%	47%		0%	3%	13%	23%	60%			
Spring 2007	30	0	3	4	5	18	32	1	0	2	6	23	4.27	4.53	0.26
		0%	10%	13%	17%	60%		3%	0%	6%	19%	72%			
2006-2007 Avg	32	0	3.5	6.5	5	17	31	0.5	0.5	3	6.5	20.5	4.12	4.43	0.31
Fall 2007	28	0	1	3	14	10	31	0	0	1	7	23	4.18	4.71	0.53
		0%	4%	11%	50%	36%		0%	0%	3%	23%	74%			
Spring 2008	23	1	1	1	12	8	25	0	1	0	4	20	4.09	4.64	0.55
		4%	4%	4%	52%	35%		0%	4%	0%	16%	80%			
2007-2008 Avg	25.5	0.5	1	2	13	9	28	0	0.5	0.5	5.5	21.5	4.13	4.67	0.54
2 Year Avg	28.75	0.25	2.25	4.25	9	13	29.5	0.25	0.5	1.8	6	21	4.13	4.55	0.43

SI Leader Communication Skills
Questioning
Supervisor Observations
Comparative Data

Ability to communicate with participants--- Questioning Skills

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	1	1	2	10	9	23	0	1	1	7	14	4.09	4.48	0.39
		4%	4%	9%	43%	39%		0%	4%	4%	30%	61%			
Spring 2009	29	1	5	1	4	18	30	1	5	2	4	18	4.14	4.10	-0.04
		3%	17%	3%	14%	62%		3%	17%	7%	13%	60%			
2008-2009 Avg	26	1	3	1.5	7	13.5	26.5	0.5	3	1.5	5.5	16	4.11	4.29	0.18
Fall 2009	23	0	1	4	4	14	23	0	0	4	9	10	4.35	4.26	-0.09
		0%	4%	17%	17%	61%		0%	0%	17%	39%	43%			
Spring 2010	26	0	3	4	7	12	26	0	3	5	4	14	4.08	3.88	-0.19
		0%	12%	15%	27%	46%		0%	12%	19%	15%	54%			
2009-2010 Avg	24.5	0	2	4	5.5	13	24.5	0	1.5	4.5	6.5	12	4.21	4.07	-0.14
2 Year Avg	25.25	0.5	2.5	2.75	6.25	13.25	25.5	0.25	2.25	3	6	14	4.16	4.18	0.02

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	4	0	0	1	2	1	4	0	2	0	0	2	4.00	3.50	-0.50
		0%	0%	25%	50%	25%		0%	50%	0%	0%	50%			
Spring 2009	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%			
2008-2009 Avg	3.5	0	0	1	1.5	1	3.5	0	1	0	0.5	2	4.00	4.08	0.08
Fall 2009	2	0	1	1	0	0	2	0	0	1	0	1	2.50	4.00	1.50
		0%	50%	50%	0%	0%		0%	0%	50%	0%	50%			
Spring 2010	3	0	0	1	1	1	3	0	0	1	1	1	4.00	4.00	0.00
		0%	0%	33%	33%	33%		0%	0%	33%	33%	33%			
2009-2010 Avg	2.5	0	0.5	1	0.5	0.5	2.5	0	0	1	0.5	1	3.25	4.00	0.75
2 Year Avg	3	0	0.25	1	1	0.75	3	0	0.5	0.5	0.5	1.5	3.63	4.04	0.42

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	27	1	1	3	12	10	27	0	3	1	7	16	4.07	4.33	0.26
		4%	4%	11%	44%	37%		0%	11%	4%	26%	59%			
Spring 2009	32	1	5	2	5	19	33	1	5	2	5	20	4.13	4.15	0.03
		3%	16%	6%	16%	59%		3%	15%	6%	15%	61%			
2008-2009 Avg	29.5	1	3	2.5	8.5	14.5	30	0.5	4	1.5	6	18	4.10	4.24	0.14
Fall 2009	25	0	2	5	4	14	25	0	0	5	9	11	4.20	4.24	0.04
		0%	8%	20%	16%	56%		0%	0%	20%	36%	44%			
Spring 2010	29	0	3	5	8	13	29	0	3	6	5	15	4.07	4.10	0.03
		0%	10%	17%	28%	45%		0%	10%	21%	17%	52%			
2009-2010 Avg	27	0	2.5	5	6	13.5	27	0	1.5	5.5	7	13	4.13	4.17	0.04
2 Year Avg	28.25	0.5	2.75	3.75	7.25	14	28.5	0.25	2.75	3.5	6.5	15.5	4.12	4.21	0.09

SI Leader Self-Evaluation

I am better at asking and answering questions because of my SI experience.

	# 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 2006	19	0	0	1	3	15	4.74	4	0	0	0	1	3	4.75	23	0	0	1	4	18	4.74
		0%	0%	5%	16%	79%			0%	0%	0%	25%	75%			0%	0%	4%	17%	78%	
Spring 2007	18	0	1	1	2	14	4.61	1	0	0	0	0	1	5.00	19	0	1	1	2	15	4.63
		0%	6%	6%	11%	78%			0%	0%	0%	0%	100%			0%	5%	5%	11%	79%	
2006-2007 Avg	18.5	0	0.5	1	2.5	14.5	4.67	2.5	0	0	0	0.5	2	4.9	21	0	0.5	1	3	16.5	4.7
Fall 2007	14	0	0	0	2	12	4.86	1	0	0	0	1	0	4.00	15	0	0	0	3	12	4.80
		0%	0%	0%	14%	86%			0%	0%	0%	100%	0%			0%	0%	0%	20%	80%	
Spring 2008	20	0	0	1	2	17	4.80	1	0	0	0	1	0	4.00	21	0	0	1	3	17	4.76
		0%	0%	5%	10%	85%			0%	0%	0%	100%	0%			0%	0%	5%	14%	81%	
2007-2008 Avg	17	0	0	0.5	2	14.5	4.83	1	0	0	0	1	0	4	18	0	0	0.5	3	14.5	4.8
Two Year Avg	17.75	0	0.25	0.75	2.25	14.5	4.75	1.75	0	0	0	0.75	1	4.4	19.5	0	0.25	0.75	3	15.5	4.7

	# 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 2008	11	0	0	0	2	9	4.82	3	0	0	0	1	2	4.67	14	0	0	0	3	11	4.79
		0%	0%	0%	18%	82%			0%	0%	0%	33%	67%			0%	0%	0%	21%	79%	
Spring 2009	21	0	0	1	3	17	4.76	4	0	0	0	1	3	4.75	25	0	0	1	4	20	4.76
		0%	0%	5%	14%	81%			0%	0%	0%	25%	75%			0%	0%	4%	16%	80%	
2008-2009 Avg	16	0	0	0.5	2.5	13	4.79	3.5	0	0	0	1	2.5	4.7	19.5	0	0	0.5	3.5	15.5	4.8
Fall 2009	12	0	0	1	1	10	4.75	3	0	0	0	1	2	4.67	15	0	0	1	2	12	4.73
		0%	0%	8%	8%	83%			0%	0%	0%	33%	67%			0%	0%	7%	13%	80%	
Spring 2010	15	0	0	1	1	13	4.80	4	0	0	0	1	3	4.75	19	0	0	1	2	16	4.79
		0%	0%	7%	7%	87%			0%	0%	0%	25%	75%			0%	0%	5%	11%	84%	
2009-2010 Avg	13.5	0	0	1	1	11.5	4.78	3.5	0	0	0	1	2.5	4.7	17	0	0	1	2	14	4.8
Two Year Avg	14.75	0	0	0.75	1.75	12.3	4.78	3.5	0	0	0	1	2.5	4.7	18.25	0	0	0.75	2.75	14.8	4.8

Listening

SI Leader Communication Skills

Listening
Supervisor Observations
Baseline Data

Ability to communicate with participants--- Listening Skills

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	31	0	0	1	4	26	27	0	0	1	1	25	4.81	4.89	0.08
		0%	0%	3%	13%	84%		0%	0%	4%	4%	93%			
Spring 2007	27	1	1	0	5	20	30	1	0	1	6	22	4.56	4.60	0.04
		4%	4%	0%	19%	74%		3%	0%	3%	20%	73%			
2006-2007 Avg	29	0.5	0.5	0.5	4.5	23	28.5	0.5	0	1	3.5	23.5	4.68	4.74	0.06
Fall 2007	23	0	1	2	7	13	26	0	0	0	5	21	4.39	4.81	0.42
		0%	4%	9%	30%	57%		0%	0%	0%	19%	81%			
Spring 2008	20	0	0	2	11	7	22	0	0	1	3	18	4.25	4.77	0.52
		0%	0%	10%	55%	35%		0%	0%	5%	14%	82%			
2007-2008 Avg	21.5	0	0.5	2	9	10	24	0	0	0.5	4	19.5	4.32	4.79	0.47
2 Year Avg	25.25	0.25	0.5	1.25	6.75	16.5	26.25	0.25	0	0.75	3.75	21.5	4.50	4.77	0.27

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	3	0	1	0	1	1	3	1	0	0	0	2	3.67	3.67	0.00
		0%	33%	0%	33%	33%		33%	0%	0%	0%	67%			
Spring 2007	2	0	0	2	0	0	2	0	0	0	0	2	3.00	5.00	2.00
		0%	0%	100%	0%	0%		0%	0%	0%	0%	100%			
2006-2007 Avg	2.5	0	0.5	1	0.5	0.5	2.5	0.5	0	0	0	2	3.33	4.33	1.00
Fall 2007	5	0	0	1	3	1	4	0	0	0	1	3	4.00	4.75	0.75
		0%	0%	20%	60%	20%		0%	0%	0%	25%	75%			
Spring 2008	3	0	0	0	1	2	3	0	0	0	0	3	4.67	5.00	0.33
		0%	0%	0%	33%	67%		0%	0%	0%	0%	100%			
2007-2008 Avg	4	0	0	0.5	2	1.5	3.5	0	0	0	0.5	3	4.33	4.88	0.54
2 Year Avg	3.25	0	0.3	0.75	1.25	1	3	0.25	0	0	0.25	2.5	3.83	4.60	0.77

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	34	0	1	1	5	27	30	1	0	1	1	27	4.71	4.77	0.06
		0%	3%	3%	15%	79%		3%	0%	3%	3%	90%			
Spring 2007	29	1	1	2	5	20	32	1	0	1	6	24	4.45	4.63	0.18
		3%	3%	7%	17%	69%		3%	0%	3%	19%	75%			
2006-2007 Avg	31.5	0.5	1	1.5	5	23.5	31	1	0	1	3.5	25.5	4.58	4.70	0.12
Fall 2007	28	0	1	3	10	14	30	0	0	0	6	24	4.32	4.80	0.48
		0%	4%	11%	36%	50%		0%	0%	0%	20%	80%			
Spring 2008	23	0	0	2	12	9	25	0	0	1	3	21	4.30	4.80	0.50
		0%	0%	9%	52%	39%		0%	0%	4%	12%	84%			
2007-2008 Avg	25.5	0	0.5	2.5	11	11.5	27.5	0	0	0.5	4.5	22.5	4.31	4.80	0.49
2 Year Avg	28.5	0.25	0.8	2	8	17.5	29.25	0.5	0	0.75	4	24	4.44	4.75	0.30

SI Leader Communication Skills
Listening
Supervisor Observations
Comparative Data

Ability to communicate with participants--- Listening Skills

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	1	2	3	3	14	23	0	1	0	6	16	4.17	4.61	0.43
		4%	9%	13%	13%	61%		0%	4%	0%	26%	70%			
Spring 2009	29	0	4	4	5	16	30	0	4	4	6	16	4.14	4.13	-0.005
		0%	14%	14%	17%	55%		0%	13%	13%	20%	53%			
2008-2009 Avg	26	0.5	3	3.5	4	15	26.5	0	2.5	2	6	16	4.16	4.37	0.22
Fall 2009	23	0	1	5	2	15	23	0	0	2	9	12	4.35	4.43	0.09
		0%	4%	22%	9%	65%		0%	0%	9%	39%	52%			
Spring 2010	26	0	1	8	5	12	26	0	0	1	9	16	4.08	4.58	0.50
		0%	4%	31%	19%	46%		0%	0%	4%	35%	62%			
2009-2010 Avg	24.5	0	1	6.5	3.5	13.5	24.5	0	0	1.5	9	14	4.21	4.51	0.29
2 Year Avg	25.25	0.25	2	5	3.75	14.3	25.5	0	1.25	1.75	7.5	15	4.18	4.44	0.25

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	4	0	0	0	1	3	4	0	0	1	1	2	4.75	4.25	-0.50
		0%	0%	0%	25%	75%		0%	0%	25%	25%	50%			
Spring 2009	2	0	0	0	0	2	3	0	0	0	0	3	5.00	5.00	0.00
		0%	0%	0%	0%	100%		0%	0%	0%	0%	100%			
2008-2009 Avg	3	0	0	0	0.5	2.5	3.5	0	0	0.5	0.5	2.5	4.88	4.63	-0.25
Fall 2009	2	0	0	1	1	0	2	0	0	0	1	1	3.50	4.50	1.00
		0%	0%	50%	50%	0%		0%	0%	0%	50%	50%			
Spring 2010	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%			
2009-2010 Avg	2.5	0	0	0.5	1	1	2.5	0	0	0	1	1.5	4.08	4.58	0.50
2 Year Avg	2.75	0	0	0.25	0.75	1.75	3	0	0	0.25	0.75	2	4.48	4.60	0.13

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	27	1	2	3	4	17	27	0	1	1	7	18	4.26	4.56	0.30
		4%	7%	11%	15%	63%		0%	4%	4%	26%	67%			
Spring 2009	31	0	4	4	5	18	33	0	4	4	6	19	4.19	4.21	0.02
		0%	13%	13%	16%	58%		0%	12%	12%	18%	58%			
2008-2009 Avg	29	0.5	3	3.5	4.5	17.5	30	0	2.5	2.5	6.5	18.5	4.23	4.38	0.16
Fall 2009	25	0	1	6	3	15	25	0	0	2	10	13	4.28	4.44	0.16
		0%	4%	24%	12%	60%		0%	0%	8%	40%	52%			
Spring 2010	29	0	1	8	6	14	29	0	0	1	10	18	4.14	4.59	0.45
		0%	3%	28%	21%	48%		0%	0%	3%	34%	62%			
2009-2010 Avg	27	0	1	7	4.5	14.5	27	0	0	1.5	10	15.5	4.21	4.51	0.30
2 Year Avg	28	0.25	2	5.25	4.5	16	28.5	0	1.25	2	8.25	17	4.22	4.45	0.23

SI Leader Self-Evaluation

I am a better listener because of my S.I. experience.

	# SI Leaders	Ogden					Avg	# SI Leaders	Davis					Avg	# SI Leaders	Both					Avg.
		1	2	3	4	5			1	2	3	4	5			1	2	3	4	5	
Fall 2006	19	0	1	2	5	11	4.37	4	0	0	0	1	3	4.75	23	0	1	2	6	14	4.43
		0%	5%	11%	26%	58%			0%	0%	0%	25%	75%			0%	4%	9%	26%	61%	
Spring 2007	18	1	0	1	3	13	4.50	1	0	0	0	0	1	5.00	19	1	0	1	3	14	4.53
		6%	0%	6%	17%	72%			0%	0%	0%	0%	100%			5%	0%	5%	16%	74%	
2006-2007 Avg	18.5	0.5	0.5	1.5	4	12	4.43	2.5	0	0	0	0.5	2	4.9	21	0.5	0.5	1.5	4.5	14	4.5
Fall 2007	14	0	0	1	1	12	4.79	1	0	0	0	0	1	5.00	15	0	0	1	1	13	4.80
		0%	0%	7%	7%	86%			0%	0%	0%	0%	100%			0%	0%	7%	7%	87%	
Spring 2008	20	0	1	1	4	14	4.55	1	0	0	0	1	0	4.00	21	0	1	1	5	14	4.52
		0%	5%	5%	20%	70%			0%	0%	0%	100%	0%			0%	5%	5%	24%	67%	
2007-2008 Avg	17	0	0.5	1	2.5	13	4.67	1	0	0	0	0.5	0.5	4.5	18	0	0.5	1	3	13.5	4.7
Two Year Avg	17.75	0.3	0.5	1.25	3.25	12.5	4.55	1.75	0	0	0	0.5	1.25	4.7	19.5	0.3	0.5	1.25	3.75	13.8	4.6

	# SI Leaders	Ogden					Avg	# SI Leaders	Davis					Avg	# SI Leaders	Both					Avg.
		1	2	3	4	5			1	2	3	4	5			1	2	3	4	5	
Fall 2008	11	0	0	0	3	8	4.73	3	0	0	0	1	2	4.67	14	0	0	0	4	10	4.71
		0%	0%	0%	27%	73%			0%	0%	0%	33%	67%			0%	0%	0%	29%	71%	
Spring 2009	21	0	0	2	6	13	4.52	4	0	0	0	1	3	4.75	25	0	0	2	7	16	4.56
		0%	0%	10%	29%	62%			0%	0%	0%	25%	75%			0%	0%	8%	28%	64%	
2008-2009 Avg	16	0	0	1	4.5	10.5	4.63	3.5	0	0	0	1	2.5	4.7	19.5	0	0	1	5.5	13	4.6
Fall 2009	12	0	0	2	0	10	4.67	3	0	0	1	1	1	4.00	15	0	0	3	1	11	4.53
		0%	0%	17%	0%	83%			0%	0%	33%	33%	33%			0%	0%	20%	7%	73%	
Spring 2010	15	0	0	0	7	8	4.53	4	0	0	0	2	2	4.50	19	0	0	0	9	10	4.53
		0%	0%	0%	47%	53%			0%	0%	0%	50%	50%			0%	0%	0%	47%	53%	
2009-2010 Avg	13.5	0	0	1	3.5	9	4.6	3.5	0	0	0.5	1.5	1.5	4.3	17	0	0	1.5	5	10.5	4.5
Two Year Avg	14.75	0	0	1	4	9.75	4.61	3.5	0	0	0.3	1.25	2	4.5	18.25	0	0	1.25	5.25	11.8	4.6

Explanation

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 2006	31	0	0	1	6	24	27	0	0	1	2	24	4.74	4.85	0.11
		0%	0%	3%	19%	77%		0%	0%	4%	7%	89%			
Spring 2007	27	0	1	1	6	19	29	0	1	0	6	22	4.59	4.69	0.10
		0%	4%	4%	22%	70%		0%	3%	0%	21%	76%			
2006-2007 Avg	29	0	0.5	1	6	21.5	28	0	0.5	0.5	4	23	4.67	4.77	0.10
Fall 2007	23	0	0	2	11	10	26	0	0	1	7	18	4.35	4.65	0.31
		0%	0%	9%	48%	43%		0%	0%	4%	27%	69%			
Spring 2008	20	0	0	3	11	6	22	0	0	1	2	19	4.15	4.82	0.67
		0%	0%	15%	55%	30%		0%	0%	5%	9%	86%			
2007-2008 Avg	21.5	0	0	2.5	11	8	24	0	0	1	4.5	18.5	4.25	4.74	0.49
2 Year Avg	25.25	0	0.3	1.75	8.5	14.8	26	0	0.25	0.75	4.25	20.8	4.46	4.75	0.30

Davis

	# SI Leaders	Beginning 1	2	3	4	5	# SI Leaders	End 1	2	3	4	5	Average Beg	End	Change
Fall 2006	3	0	0	1	1	1	3	0	1	0	0	2	4.00	4.00	0.00
		0%	0%	33%	33%	33%		0%	33%	0%	0%	67%			
Spring 2007	2	0	0	0	2	0	2	0	0	0	0	2	4.00	5.00	1.00
		0%	0%	0%	100%	0%		0%	0%	0%	0%	100%			
2006-2007 Avg	2.5	0	0	0.5	1.5	0.5	2.5	0	0.5	0	0	2	4.00	4.50	0.50
Fall 2007	5	0	0	1	3	1	5	0	0	0	1	4	4.00	4.80	0.80
		0%	0%	20%	60%	20%		0%	0%	0%	20%	80%			
Spring 2008	3	0	0	0	1	2	3	0	0	0	0	3	4.67	5.00	0.33
		0%	0%	0%	33%	67%		0%	0%	0%	0%	100%			
2007-2008 Avg	4	0	0	0.5	2	1.5	4	0	0	0	0.5	3.5	4.33	4.90	0.57
2 Year Avg	3.25	0	0	0.5	1.75	1	3.25	0	0.25	0	0.25	2.75	4.17	4.70	0.53

Both

	# SI Leaders	Beginning 1	2	3	4	5	# SI Leaders	End 1	2	3	4	5	Average Beg	End	Change
Fall 2006	34	0	0	2	7	25	30	0	1	1	2	26	4.68	4.77	0.09
		0%	0%	6%	21%	74%		0%	3%	3%	7%	87%			
Spring 2007	29	0	1	1	8	19	31	0	1	0	6	24	4.55	4.71	0.16
		0%	3%	3%	28%	66%		0%	3%	0%	19%	77%			
2006-2007 Avg	31.5	0	0.5	1.5	7.5	22	30.5	0	1	0.5	4	25	4.61	4.74	0.12
Fall 2007	28	0	0	3	14	11	31	0	0	1	8	22	4.29	4.68	0.39
		0%	0%	11%	50%	39%		0%	0%	3%	26%	71%			
Spring 2008	23	0	0	3	12	8	25	0	0	1	2	22	4.22	4.84	0.62
		0%	0%	13%	52%	35%		0%	0%	4%	8%	88%			
2007-2008 Avg	25.5	0	0	3	13	9.5	28	0	0	1	5	22	4.25	4.76	0.51
2 Year Avg	28.5	0	0.3	2.25	10.3	15.8	29.25	0	0.5	0.75	4.5	23.5	4.43	4.75	0.32

SI Leader Communication Skills

Explaining

Supervisor Observations

Comparative Data

Ability to communicate with participants--- Explanation Skills

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	0	2	3	5	13	23	1	0	1	5	16	4.26	4.52	0.26
		0%	9%	13%	22%	57%		4%	0%	4%	22%	70%			
Spring 2009	29	1	6	3	3	16	30	1	6	3	3	17	3.93	3.97	0.04
		3%	21%	10%	10%	55%		3%	20%	10%	10%	57%			
2008-2009 Avg	26	0.5	4	3	4	14.5	26.5	1	3	2	4	16.5	4.10	4.24	0.15
Fall 2009	23	0	2	1	6	14	23	0	1	2	11	9	4.39	4.22	-0.17
		0%	9%	4%	26%	61%		0%	4%	9%	48%	39%			
Spring 2010	26	0	2	7	4	13	26	0	0	2	10	14	4.08	4.46	0.38
		0%	8%	27%	15%	50%		0%	0%	8%	38%	54%			
2009-2010 Avg	24.5	0	2	4	5	13.5	24.5	0	0.26	1.041	5.47	5.98	4.23	4.34	0.11
2 Year Avg	25.25	0.25	3	3.5	4.5	14	25.5	0.5	1.63	1.52	4.73	11.2	4.17	4.29	0.13

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	4	0	1	0	1	2	4	0	1	0	1	2	4.00	4.00	0.00
		0%	25%	0%	25%	50%		0%	25%	0%	25%	50%			
Spring 2009	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%			
2008-2009 Avg	3.5	0	0.5	0.5	1	1.5	3.5	0	0.5	0	1	2	4.00	4.33	0.33
Fall 2009	2	0	0	2	0	0	2	0	0	1	0	1	3.00	4.00	1.00
		0%	0%	100%	0%	0%		0%	0%	50%	0%	50%			
Spring 2010	3	0	0	1	0	2	3	0	0	0	1	2	4.33	4.46	0.13
		0%	0%	33%	0%	67%		0%	0%	8%	38%	54%			
2009-2010 Avg	2.5	0	0	1.5	0	1	2.5	0	0	1.5	5	7.5	3.67	4.23	0.56
2 Year Avg	3	0	0.3	1	0.5	1.25	3	0	0.25	0.75	3	4.75	3.83	4.28	0.45

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	27	0	3	3	6	15	27	1	1	1	6	18	4.22	4.44	0.22
		0%	11%	11%	22%	56%		4%	4%	4%	22%	67%			
Spring 2009	32	1	6	4	4	17	33	1	6	3	4	19	3.94	4.03	0.09
		3%	19%	13%	13%	53%		3%	18%	9%	12%	58%			
2008-2009 Avg	29.5	0.5	4.5	3.5	5	16	30	1	3.5	2	5	18.5	4.08	4.24	0.16
Fall 2009	25	0	2	3	6	14	25	0	1	3	11	10	4.28	4.20	-0.08
		0%	8%	12%	24%	56%		0%	4%	12%	44%	40%			
Spring 2010	29	0	2	8	4	15	29	0	0	2	12	15	4.10	4.45	0.34
		0%	7%	28%	14%	52%		0%	0%	7%	41%	52%			
2009-2010 Avg	27	0	2	5.5	5	14.5	27	0	0.5	2.5	11.5	12.5	4.19	4.32	0.13
2 Year Avg	28.25	0.25	3.3	4.5	5	15.3	28.5	0.5	2	2.25	8.25	15.5	4.14	4.28	0.14

SI Leader Self-Evaluation

My ability to explain ideas has improved because of the practice I've acquired explaining academic concepts to others.

	# 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 2006	19	0	0	0	4	15	4.79	4	0	0	0	1	3	4.75	23	0	0	0	5	18	4.78
		0%	0%	0%	21%	79%			0%	0%	0%	25%	75%			0%	0%	0%	22%	78%	
Spring 2007	18	1	0	0	1	16	4.72	1	0	0	0	0	1	5.00	19	1	0	0	1	17	4.74
		6%	0%	0%	6%	89%			0%	0%	0%	0%	100%			5%	0%	0%	5%	89%	
2006-2007 Avg	18.5	0.5	0	0	2.5	15.5	4.76	2.5	0	0	0	0.5	2	4.9	21	0.5	0	0	3	17.5	4.8
Fall 2007	14	0	0	1	1	12	4.79	1	0	0	0	0	1	5.00	15	0	0	1	1	13	4.80
		0%	0%	7%	7%	86%			0%	0%	0%	0%	100%			0%	0%	7%	7%	87%	
Spring 2008	20	0	0	0	2	18	4.90	1	0	0	0	0	1	5.00	21	0	0	0	2	19	4.90
		0%	0%	0%	10%	90%			0%	0%	0%	0%	100%			0%	0%	0%	10%	90%	
2007-2008 Avg	17	0	0	0.5	1.5	15	4.84	1	0	0	0	0	1	5	18	0	0	0.5	1.5	16	4.9
Two Year Avg	17.75	0.3	0	0.25	2	15.3	4.8	1.75	0	0	0	0.25	1.5	4.9	19.5	0.3	0	0.25	2.25	16.8	4.8

	# 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 2008	11	0	0	0	3	8	4.73	3	0	0	0	1	2	4.67	14	0	0	0	4	10	4.71
		0%	0%	0%	27%	73%			0%	0%	0%	33%	67%			0%	0%	0%	29%	71%	
Spring 2009	21	0	0	1	3	17	4.76	4	0	0	0	1	3	4.75	25	0	0	1	4	20	4.76
		0%	0%	5%	14%	81%			0%	0%	0%	25%	75%			0%	0%	4%	16%	80%	
2008-2009 Avg	16	0	0	0.5	3	12.5	4.74	3.5	0	0	0	1	2.5	4.7	19.5	0	0	0.5	4	15	4.7
Fall 2009	12	0	0	2	1	9	4.58	3	0	0	0	1	2	4.67	15	0	0	2	2	11	4.60
		0%	0%	17%	8%	75%			0%	0%	0%	33%	67%			0%	0%	13%	13%	73%	
Spring 2010	15	0	0	2	3	10	4.53	4	0	0	0	1	3	4.75	19	0	0	2	4	13	4.58
		0%	0%	13%	20%	67%			0%	0%	0%	25%	75%			0%	0%	11%	21%	68%	
2009-2010 Avg	13.5	0	0	2	2	9.5	4.56	3.5	0	0	0	1	2.5	4.7	17	0	0	2	3	12	4.6
Two Year Avg	14.75	0	0	1.25	2.5	11	4.65	3.5	0	0	0	1	2.5	4.7	18.25	0	0	1.25	3.5	13.5	4.7

Leader self-evaluation on communication skills overall.

SI Leader Self-Evaluation

I have become more skilled in communicating with others because of my experience as 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 2006	19	0	3	1	2	13	4.32	4	0	0	0	3	1	4.25	23	0	3	1	5	14	4.30
		0%	16%	5%	11%	68%			0%	0%	0%	75%	25%			0%	13%	4%	22%	61%	
Spring 2007	18	0	1	0	1	16	4.78	1	0	0	0	1	0	4.00	19	0	1	0	2	16	4.74
		0%	6%	0%	6%	89%			0%	0%	0%	100%	0%			0%	5%	0%	11%	84%	
2006-2007 Avg	18.5	0	2	0.5	1.5	14.5	4.55	2.5	0	0	0	2	0.5	4.1	21	0	2	0.5	3.5	15	4.5
Fall 2007	14	0	0	1	1	12	4.79	1	0	0	0	1	0	4.00	15	0	0	1	2	12	4.73
		0%	0%	7%	7%	86%			0%	0%	0%	100%	0%			0%	0%	7%	13%	80%	
Spring 2008	20	0	2	1	3	14	4.45	1	0	0	0	1	0	4.00	21	0	2	1	4	14	4.43
		0%	10%	5%	15%	70%			0%	0%	0%	100%	0%			0%	10%	5%	19%	67%	
2007-2008 Avg	17	0	1	1	2	13	4.62	1	0	0	0	1	0	4	18	0	1	1	3	13	4.6
Two Year Avg	17.75	0	1.5	0.75	1.75	13.8	4.58	1.75	0	0	0	1.5	0.25	4.1	19.5	0	1.5	0.75	3.25	14	4.6

	# 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 2008	11	0	0	0	0	11	5.00	3	0	0	1	0	2	4.33	14	0	0	1	0	13	4.86
		0%	0%	0%	0%	100%			0%	0%	33%	0%	67%			0%	0%	7%	0%	93%	
Spring 2009	21	0	0	1	6	14	4.62	4	0	0	0	1	3	4.75	25	0	0	1	7	17	4.64
		0%	0%	5%	29%	67%			0%	0%	0%	25%	75%			0%	0%	4%	28%	68%	
2008-2009 Avg	16	0	0	0.5	3	12.5	4.81	3.5	0	0	0.5	0.5	2.5	4.5	19.5	0	0	1	3.5	15	4.7
Fall 2009	12	0	0	1	1	10	4.75	3	0	0	0	1	2	4.67	15	0	0	1	2	12	4.73
		0%	0%	8%	8%	83%			0%	0%	0%	33%	67%			0%	0%	7%	13%	80%	
Spring 2010	15	0	0	1	3	11	4.67	4	0	0	0	1	3	4.75	19	0	0	1	4	14	4.68
		0%	0%	7%	20%	73%			0%	0%	0%	25%	75%			0%	0%	5%	21%	74%	
2009-2010 Avg	13.5	0	0	1	2	10.5	4.71	3.5	0	0	0	1	2.5	4.7	17	0	0	1	3	13	4.7
Two Year Avg	14.75	0	0	0.75	2.5	11.5	4.76	3.5	0	0	0.3	0.75	2.5	4.6	18.25	0	0	1	3.25	14	4.7

Confidence

SI Leader Confidence

Supervisor Observations
Baseline Data

Level of confidence displayed during session

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	31	0	0	4	7	20	27	0	0	0	6	21	4.52	4.78	0.26
		0%	0%	13%	23%	65%		0%	0%	0%	22%	78%			
Spring 2007	28	0	0	2	5	21	30	1	1	1	6	21	4.68	4.50	-0.18
		0%	0%	7%	18%	75%		3%	3%	3%	20%	70%			
2006-2007 Avg	29.5	0	0	3	6	20.5	28.5	0.5	0.5	0.5	6	21	4.60	4.64	0.04
Fall 2007	23	0	0	1	8	14	26	0	0	0	6	20	4.57	4.77	0.20
		0%	0%	4%	35%	61%		0%	0%	0%	23%	77%			
Spring 2008	20	0	0	1	9	10	22	0	0	1	0	21	4.45	4.91	0.46
		0%	0%	5%	45%	50%		0%	0%	5%	0%	95%			
2007-2008 Avg	21.5	0	0	1	8.5	12	24	0	0	0.5	3	20.5	4.51	4.84	0.33
2 Year Avg	25.5	0	0	2	7.25	16.25	26.25	0.3	0.25	0.5	4.5	20.8	4.55	4.74	0.19

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	3	0	1	0	1	1	3	0	1	0	0	2	3.67	4.00	0.33
		0%	33%	0%	33%	33%		0%	33%	0%	0%	67%			
Spring 2007	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%			
2006-2007 Avg	2.5	0	0.5	0	1	1	2.5	0	0.5	0	0	2	4.08	4.50	0.42
Fall 2007	5	0	0	0	4	1	5	0	0	0	1	4	4.20	4.80	0.60
		0%	0%	0%	80%	20%		0%	0%	0%	20%	80%			
Spring 2008	3	0	0	0	0	3	3	0	0	1	0	2	5.00	4.33	-0.67
		0%	0%	0%	0%	100%		0%	0%	33%	0%	67%			
2007-2008 Avg	4	0	0	0	2	2	4	0	0	0.5	0.5	3	4.60	4.57	-0.03
2 Year Avg	3.25	0	0.3	0	1.5	1.5	3.25	0	0.25	0.3	0.3	2.5	4.34	4.53	0.19

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	34	0	1	4	8	21	30	0	1	0	6	23	4.44	4.70	0.26
		0%	3%	12%	24%	62%		0%	3%	0%	20%	77%			
Spring 2007	30	0	0	2	6	22	32	1	1	1	6	23	4.67	4.53	-0.14
		0%	0%	7%	20%	73%		3%	3%	3%	19%	72%			
2006-2007 Avg	32	0	0.5	3	7	21.5	31	0.5	1	0.5	6	23	4.55	4.62	0.06
Fall 2007	28	0	0	1	12	15	31	0	0	0	7	24	4.50	4.77	0.27
		0%	0%	4%	43%	54%		0%	0%	0%	23%	77%			
Spring 2008	23	0	0	1	9	13	25	0	0	2	0	23	4.52	4.84	0.32
		0%	0%	4%	39%	57%		0%	0%	8%	0%	92%			
2007-2008 Avg	25.5	0	0	1	10.5	14	28	0	0	1	3.5	23.5	4.51	4.81	0.30
2 Year Avg	28.75	0	0.3	2	8.75	17.75	29.5	0.3	0.5	0.8	4.8	23.3	4.53	4.71	0.18

SI Leader Confidence

Supervisor Observations
Comparative Data

Level of confidence displayed during session

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	1	0	4	4	14	23	1	0	0	5	17	4.30	4.61	0.30
		4%	0%	17%	17%	61%		4%	0%	0%	22%	74%			
Spring 2009	29	0	2	6	5	16	30	0	2	6	6	16	4.21	4.20	-0.01
		0%	7%	21%	17%	55%		0%	7%	20%	20%	53%			
2008-2009 Avg	26	0.5	1	5	4.5	15	26.5	0.5	1	3	5.5	16.5	4.26	4.40	0.15
Fall 2009	23	0	0	0	10	13	23	0	1	1	7	14	4.57	4.48	-0.09
		0%	0%	0%	43%	57%		0%	4%	4%	30%	61%			
Spring 2010	26	0	1	7	6	12	26	0	0	1	5	20	4.12	4.73	0.62
		0%	4%	27%	23%	46%		0%	0%	4%	19%	77%			
2009-2010 Avg	24.5	0	0.5	3.5	8	12.5	24.5	0	0.5	1	6	17	4.34	4.60	0.26
2 Year Avg	25.25	0.3	0.8	4.3	6.25	13.75	25.5	0.3	0.75	2	5.8	16.8	4.30	4.50	0.21

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	4	0	0	1	0	3	4	0	1	0	1	2	4.50	4.00	-0.50
		0%	0%	25%	0%	75%		0%	25%	0%	25%	50%			
Spring 2009	3	0	0	0	0	3	3	0	0	0	0	3	5.00	5.00	0.00
		0%	0%	0%	0%	100%		0%	0%	0%	0%	100%			
2008-2009 Avg	7	0	0	0.1	0	0.875	7	0	0.13	0	0.1	0.75	4.75	4.50	-0.25
Fall 2009	2	0	0	0	2	0	2	0	0	0	1	1	4.00	4.50	0.50
		0%	0%	0%	100%	0%		0%	0%	0%	50%	50%			
Spring 2010	3	0	0	1	0	2	3	0	0	0	0	3	4.33	5.00	0.67
		0%	0%	33%	0%	67%		0%	0%	0%	0%	100%			
2009-2010 Avg	2.5	0	0	0.5	1	1	2.5	0	0	0	0.5	2	4.166667	4.75	0.58
2 Year Avg	4.75	0	0	0.3	0.5	0.938	4.75	0	0.06	0	0.3	1.38	4.458333	4.625	0.166667

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	27	1	0	5	4	17	27	1	1	0	6	19	4.33	4.52	0.19
		4%	0%	19%	15%	63%		4%	4%	0%	22%	70%			
Spring 2009	32	0	2	6	5	19	33	0	2	6	6	19	4.28	4.27	-0.01
		0%	6%	19%	16%	59%		0%	6%	18%	18%	58%			
2008-2009 Avg	29.5	0.5	1	5.5	4.5	18	30	0.5	1.5	3	6	19	4.31	4.40	0.09
Fall 2009	25	0	0	0	12	13	25	0	1	1	8	15	4.52	4.48	-0.04
		0%	0%	0%	48%	52%		0%	4%	4%	32%	60%			
Spring 2010	29	0	1	8	6	14	29	0	0	1	5	23	4.14	4.76	0.62
		0%	3%	28%	21%	48%		0%	0%	3%	17%	79%			
2009-2010 Avg	27	0	0.5	4	9	13.5	27	0	0.5	1	6.5	19	4.33	4.62	0.29
2 Year Avg	28.25	0.3	0.8	4.8	6.75	15.75	28.5	0.3	1	2	6.3	19	4.32	4.51	0.19

SI Leader Self-Evaluation

My confidence has grown 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 2006	19	0	0	1	6	12	4.58	4	0	0	2	1	1	3.75	23	0	0	3	7	13	4.43
		0%	0%	5%	32%	63%			0%	0%	50%	25%	25%			0%	0%	13%	30%	57%	
Spring 2007	18	0	0	1	5	12	4.61	1	0	0	0	0	1	5.00	19	0	0	1	5	13	4.63
		0%	0%	6%	28%	67%			0%	0%	0%	0%	100%			0%	0%	5%	26%	68%	
2006-2007 Avg	18.5	0	0	1	5.5	12	4.6	2.5	0	0	1	0.5	1	4.4	21	0	0	2	6	13	4.5
Fall 2007	14	0	0	1	3	10	4.64	1	0	0	0	0	1	5.00	15	0	0	1	3	11	4.67
		0%	0%	7%	21%	71%			0%	0%	0%	0%	100%			0%	0%	7%	20%	73%	
Spring 2008	19	0	0	0	5	14	4.74	1	0	0	0	1	0	4.00	20	0	0	0	6	14	4.70
		0%	0%	0%	26%	74%			0%	0%	0%	100%	0%			0%	0%	0%	30%	70%	
2007-2008 Avg	16.5	0	0	0.5	4	12	4.69	1	0	0	0	0.5	0.5	4.5	17.5	0	0	0.5	4.5	12.5	4.7
Two Year Avg	17.5	0	0	0.75	4.75	12	4.64	1.75	0	0	0.5	0.5	0.75	4.4	19.25	0	0	1.25	5.25	12.8	4.6

	# 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 2008	11	0	0	0	3	8	4.73	3	0	0	0	2	1	4.33	14	0	0	0	5	9	4.64
		0%	0%	0%	27%	73%			0%	0%	0%	67%	33%			0%	0%	0%	36%	64%	
Spring 2009	21	0	1	1	4	15	4.57	4	0	0	0	1	3	4.75	25	0	1	1	5	18	4.60
		0%	5%	5%	19%	71%			0%	0%	0%	25%	75%			0%	4%	4%	20%	72%	
2008-2009 Avg	16	0	0.5	0.5	3.5	11.5	4.65	3.5	0	0	0	1.5	2	4.5	19.5	0	0.5	0.5	5	13.5	4.6
Fall 2009	12	0	0	1	1	10	4.75	3	0	0	0	1	2	4.67	15	0	0	1	2	12	4.73
		0%	0%	8%	8%	83%			0%	0%	0%	33%	67%			0%	0%	7%	13%	80%	
Spring 2010	15	0	0	0	5	10	4.67	4	0	0	0	2	2	4.50	19	0	0	0	7	12	4.63
		0%	0%	0%	33%	67%			0%	0%	0%	50%	50%			0%	0%	0%	37%	63%	
2009-2010 Avg	13.5	0	0	0.5	3	10	4.71	3.5	0	0	0	1.5	2	4.6	17	0	0	0.5	4.5	12	4.7
Two Year Avg	14.75	0	0.25	0.5	3.25	10.8	4.68	3.5	0	0	0	1.5	2	4.6	18.25	0	0.25	0.5	4.75	12.8	4.7

Interpersonal Skills

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SI Leader Interpersonal Skills
Question 1 of 2
Supervisor Observations
Baseline Data

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Rapport between participants and leader

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	31	0	0	1	2	28	27	0	0	0	2	25	4.87	4.93	0.05
		0%	0%	3%	6%	90%		0%	0%	0%	7%	93%			
Spring 2007	28	0	1	2	3	22	30	1	1	3	4	21	4.64	4.43	-0.21
		0%	4%	7%	11%	79%		3%	3%	10%	13%	70%			
2006-2007 Avg	29.5	0	0.5	1.5	2.5	25	28.5	0.5	0.5	1.5	3	23	4.76	4.68	-0.08
Fall 2007	23	0	0	1	5	17	26	0	0	0	1	25	4.70	4.96	0.27
		0%	0%	4%	22%	74%		0%	0%	0%	4%	96%			
Spring 2008	20	0	0	3	13	4	22	0	0	1	1	20	4.05	4.86	0.81
		0%	0%	15%	65%	20%		0%	0%	5%	5%	91%			
2007-2008 Avg	21.5	0	0	2	9	10.5	24	0	0	0.5	1	22.5	4.37	4.91	0.54
2 Year Avg	25.5	0	0.25	1.75	5.75	17.75	26.25	0.25	0.25	1	2	22.75	4.56	4.80	0.23

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	3	0	0	1	2	0	3	0	0	0	2	1	3.67	4.33	0.67
		0%	0%	33%	67%	0%		0%	0%	0%	67%	33%			
Spring 2007	2	0	0	0	2	0	2	0	0	0	0	2	4.00	5.00	1.00
		0%	0%	0%	100%	0%		0%	0%	0%	0%	100%			
2006-2007 Avg	2.5	0	0	0.5	2	0	2.5	0	0	0	1	1.5	3.83	4.67	0.83
Fall 2007	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 2008	3	0	0	1	1	1	3	0	0	0	2	1	4.00	4.33	0.33
		0%	0%	33%	33%	33%		0%	0%	0%	67%	33%			
2007-2008 Avg	4	0	0	1	1.5	1.5	4	0	0	0	2	2	4.10	4.47	0.37
2 Year Avg	3.25	0	0	0.75	1.75	0.75	3.25	0	0	0	1.5	1.75	3.97	4.57	0.60

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	34	0	0	2	4	28	30	0	0	0	4	26	4.76	4.87	0.10
		0%	0%	6%	12%	82%		0%	0%	0%	13%	87%			
Spring 2007	30	0	1	2	5	22	32	1	1	3	4	23	4.60	4.47	-0.13
		0%	3%	7%	17%	73%		3%	3%	9%	13%	72%			
2006-2007 Avg	32	0	0.5	2	4.5	25	31	0.5	0.5	1.5	4	24.5	4.68	4.67	-0.01
Fall 2007	28	0	0	2	7	19	31	0	0	0	3	28	4.61	4.90	0.30
		0%	0%	7%	25%	68%		0%	0%	0%	10%	90%			
Spring 2008	23	0	0	4	14	5	25	0	0	1	3	21	4.04	4.80	0.76
		0%	0%	17%	61%	22%		0%	0%	4%	12%	84%			
2007-2008 Avg	25.5	0	0	3	10.5	12	28	0	0	0.5	3	24.5	4.33	4.85	0.53
2 Year Avg	28.75	0	0.25	2.5	7.5	18.5	29.5	0.25	0.25	1	3.5	24.5	4.50	4.76	0.26

Reinforcement of Student Responses

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	31	0	0	0	4	27	27	0	0	0	2	25	4.87	4.93	0.05
		0%	0%	0%	13%	87%		0%	0%	0%	7%	93%			
Spring 2007	28	0	1	2	5	20	30	1	1	2	4	22	4.57	4.50	-0.07
		0%	4%	7%	18%	71%		3%	3%	7%	13%	73%			
2006-2007 Avg	29.5	0	0.5	1	4.5	23.5	28.5	0.5	0.5	1	3	23.5	4.72	4.71	-0.01
Fall 2007	23	0	0	3	10	10	26	0	0	0	10	16	4.30	4.62	0.31
		0%	0%	13%	43%	43%		0%	0%	0%	38%	62%			
Spring 2008	20	0	0	2	11	7	22	0	0	1	4	17	4.25	4.73	0.48
		0%	0%	10%	55%	35%		0%	0%	5%	18%	77%			
2007-2008 Avg	21.5	0	0	2.5	10.5	8.5	24	0	0	0.5	7	16.5	4.28	4.67	0.39
2 Year Avg	25.5	0	0.25	1.75	7.5	16	26.25	0.25	0.25	0.75	5	20	4.50	4.69	0.19

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	3	0	0	2	0	1	3	0	1	1	0	1	3.67	3.33	-0.33
		0%	0%	67%	0%	33%		0%	33%	33%	0%	33%			
Spring 2007	2	0	0	2	0	0	2	0	0	0	1	1	3.00	4.50	1.50
		0%	0%	100%	0%	0%		0%	0%	0%	50%	50%			
2006-2007 Avg	2.5	0	0	2	0	0.5	2.5	0	0.5	0.5	0.5	1	3.33	3.92	0.58
Fall 2007	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%			
Spring 2008	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%			
2007-2008 Avg	2.5	0	0	0.5	3	0.5	2.5	0	0	0	2	2	4.07	4.47	0.40
2 Year Avg	2.5	0	0	1.25	1.5	0.5	2.5	0	0.25	0.25	1.25	1.5	3.70	4.19	0.49

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2006	34	0	0	2	4	28	30	0	1	1	2	26	4.76	4.77	0.00
		0%	0%	6%	12%	82%		0%	3%	3%	7%	87%			
Spring 2007	30	0	1	4	5	20	32	1	1	2	5	23	4.47	4.50	0.03
		0%	3%	13%	17%	67%		3%	3%	6%	16%	72%			
2006-2007 Avg	32	0	0.5	3	4.5	24	31	0.5	1	1.5	3.5	24.5	4.62	4.63	0.02
Fall 2007	28	0	0	4	14	10	31	0	0	0	12	19	4.21	4.61	0.40
		0%	0%	14%	50%	36%		0%	0%	0%	39%	61%			
Spring 2008	23	0	0	2	13	8	25	0	0	1	6	18	4.26	4.68	0.42
		0%	0%	9%	57%	35%		0%	0%	4%	24%	72%			
2007-2008 Avg	25.5	0	0	3	13.5	9	28	0	0	0.5	9	18.5	4.24	4.65	0.41
2 Year Avg	28.75	0	0.25	3	9	16.5	29.5	0.25	0.5	1	6.25	21.5	4.43	4.64	0.21

SI Leader Interpersonal Skills

Rapport between participants and leader															

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	0	0	3	4	16	23	0	0	1	6	16	4.57	4.65	0.09
		0%	0%	13%	17%	70%		0%	0%	4%	26%	70%			
Spring 2009	29	1	1	4	8	15	30	0	1	4	9	16	4.21	4.33	0.13
		3%	3%	14%	28%	52%		0%	3%	13%	30%	53%			
2008-2009 Avg	26	0.5	0.5	3.5	6	15.5	26.5	0	0.5	2.5	7.5	16	4.39	4.49	0.11
Fall 2009	23	0	0	3	8	12	23	0	1	1	11	10	4.39	4.30	-0.09
		0%	0%	13%	35%	52%		0%	4%	4%	48%	43%			
Spring 2010	26	0	4	7	7	8	26	0	1	6	8	11	3.73	4.12	0.38
		0%	15%	27%	27%	31%		0%	4%	23%	31%	42%			
2009-2010 Avg	24.5	0	2	5	7.5	10	24.5	0	1	3.5	9.5	10.5	4.06	4.21	0.15
2 Year Avg	25.25	0.25	1.25	4.25	6.75	12.75	25.5	0	0.75	3	8.5	13.25	4.22	4.35	0.13

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	4	0	0	1	2	1	4	0	0	2	1	1	4.00	3.75	-0.25
		0%	0%	25%	50%	25%		0%	0%	50%	25%	25%			
Spring 2009	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%			
2008-2009 Avg	3.5	0	0	0.5	2	1	3.5	0	0	1	1	1.5	4.17	4.21	0.04
Fall 2009	2	0	1	1	0	0	2	0	0	0	1	1	2.50	4.50	2.00
		0%	50%	50%	0%	0%		0%	0%	0%	50%	50%			
Spring 2010	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%			
2009-2010 Avg	2.5	0	0.5	0.5	1	0.5	2.5	0	0	0	1	1.5	3.42	4.58	1.17
2 Year Avg	3	0	0.25	0.5	1.5	0.75	3	0	0	0.5	1	1.5	3.79	4.40	0.60

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	27	0	0	4	6	17	27	0	0	3	7	17	4.48	4.52	0.04
		0%	0%	15%	22%	63%		0%	0%	11%	26%	63%			
Spring 2009	32	1	1	4	10	16	33	0	1	4	10	18	4.22	4.36	0.14
		3%	3%	13%	31%	50%		0%	3%	12%	30%	55%			
2008-2009 Avg	29.5	0.5	0.5	4	8	16.5	30	0	0.5	3.5	8.5	17.5	4.35	4.44	0.09
Fall 2009	25	0	1	4	8	12	25	0	1	1	12	11	4.24	4.32	0.08
		0%	4%	16%	32%	48%		0%	4%	4%	48%	44%			
Spring 2010	29	0	4	7	9	9	29	0	1	6	9	13	3.79	4.17	0.38
		0%	14%	24%	31%	31%		0%	3%	21%	31%	45%			
2009-2010 Avg	27	0	2.5	5.5	8.5	10.5	27	0	1	3.5	10.5	12	4.02	4.25	0.23
2 Year Avg	28.25	0.25	1.5	4.75	8.25	13.5	28.5	0	0.75	3.5	9.5	14.75	4.18	4.34	0.16

SI Leader Interpersonal Skills

Question 2 of 2
Supervisor Observations
Comparative Data

Reinforcement of Student Responses

Ogden

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	23	0	2	3	3	15	23	0	1	0	5	17	4.35	4.65	0.30
		0%	9%	13%	13%	65%		0%	4%	0%	22%	74%			
Spring 2009	29	1	2	5	7	14	30	0	2	5	8	15	4.07	4.20	0.13
		3%	7%	17%	24%	48%		0%	7%	17%	27%	50%			
2008-2009 Avg	26	0.5	2	4	5	14.5	26.5	0	1.5	2.5	6.5	16	4.21	4.43	0.22
Fall 2009	23	0	0	3	8	12	23	1	0	2	9	11	4.39	4.26	-0.13
		0%	0%	13%	35%	52%		4%	0%	9%	39%	48%			
Spring 2010	26	0	3	7	9	7	26	0	2	4	10	10	3.77	4.08	0.31
		0%	12%	27%	35%	27%		0%	8%	15%	38%	38%			
2009-2010 Avg	24.5	0	1.5	5	8.5	9.5	24.5	0.5	1	3	9.5	10.5	4.08	4.17	0.09
2 Year Avg	25.25	0.25	1.75	4.5	6.75	12	25.5	0.25	1.25	2.75	8	13.25	4.14	4.30	0.15

Davis

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	3	0	0	0	2	1	4	0	2	0	0	2	4.33	3.50	-0.83
		0%	0%	0%	67%	33%		0%	50%	0%	0%	50%			
Spring 2009	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%			
2008-2009 Avg	3	0	0	0	2	1	3.5	0	1	0	0.5	2	4.33	4.08	-0.25
Fall 2009	2	0	0	2	0	0	2	0	0	1	0	1	3.00	4.00	1.00
		0%	0%	100%	0%	0%		0%	0%	50%	0%	50%			
Spring 2010	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%			
2009-2010 Avg	2.5	0	0	1.5	0.5	0.5	2.5	0	0	0.5	0.5	1.5	3.50	4.33	0.83
2 Year Avg	2.75	0	0	0.75	1.25	0.75	3	0	0.5	0.25	0.5	1.75	3.92	4.21	0.29

Both

	# SI Leaders	Beginning					# SI Leaders	End					Average		Change
		1	2	3	4	5		1	2	3	4	5	Beg	End	
Fall 2008	26	0	2	3	5	16	27	0	3	0	5	19	4.35	4.48	0.14
		0%	8%	12%	19%	62%		0%	11%	0%	19%	70%			
Spring 2009	32	1	2	5	9	15	33	0	2	5	9	17	4.09	4.24	0.15
		3%	6%	16%	28%	47%		0%	6%	15%	27%	52%			
2008-2009 Avg	29	0.5	2	4	7	15.5	30	0	2.5	2.5	7	18	4.22	4.36	0.14
Fall 2009	25	0	0	5	8	12	25	1	0	3	9	12	4.28	4.24	-0.04
		0%	0%	20%	32%	48%		4%	0%	12%	36%	48%			
Spring 2010	29	0	3	8	10	8	29	0	2	4	11	12	3.79	4.14	0.34
		0%	10%	28%	34%	28%		0%	7%	14%	38%	41%			
2009-2010 Avg	27	0	1.5	6.5	9	10	27	0.5	1	3.5	10	12	4.04	4.19	0.15
2 Year Avg	28	0.25	1.75	5.25	8	12.75	28.5	0.25	1.75	3	8.5	15	4.13	4.28	0.15

SI Leader Self-Evaluation

I have improved my interpersonal skills because of my experience as an SI Leader.

	# SI Leaders	Ogden					Avg	# SI Leaders	Davis					Avg	# SI Leaders	Both					Avg.
		1	2	3	4	5			1	2	3	4	5			1	2	3	4	5	
Fall 2006	19	0	0	1	7	11	4.53	4	0	0	0	1	3	4.75	23	0	0	1	8	14	4.57
		0%	0%	5%	37%	58%			0%	0%	0%	25%	75%			0%	0%	4%	35%	61%	
Spring 2007	18	0	1	0	0	17	4.83	1	0	0	0	1	0	4.00	19	0	1	0	1	17	4.79
		0%	6%	0%	0%	94%			0%	0%	0%	100%	0%			0%	5%	0%	5%	89%	
2006-2007 Avg	18.5	0	0.5	0.5	3.5	14	4.68	2.5	0	0	0	1	1.5	4.4	21	0	0.5	0.5	4.5	15.5	4.7
Fall 2007	14	0	0	1	5	8	4.50	1	0	0	0	0	1	5.00	15	0	0	1	5	9	4.53
		0%	0%	7%	36%	57%			0%	0%	0%	0%	100%			0%	0%	7%	33%	60%	
Spring 2008	20	0	0	1	5	14	4.65	1	0	0	0	1	0	4.00	21	0	0	1	6	14	4.62
		0%	0%	5%	25%	70%			0%	0%	0%	100%	0%			0%	0%	5%	29%	67%	
2007-2008 Avg	17	0	0	1	5	11	4.58	1	0	0	0	0.5	0.5	4.5	18	0	0	1	5.5	11.5	4.6
Two Year Avg	17.75	0	0.25	0.75	4.25	12.5	4.63	1.75	0	0	0	0.75	1	4.4	19.5	0	0.25	0.75	5	13.5	4.6

	# SI Leaders	Ogden					Avg	# SI Leaders	Davis					Avg	# SI Leaders	Both					Avg.
		1	2	3	4	5			1	2	3	4	5			1	2	3	4	5	
Fall 2008	11	0	0	0	2	9	4.82	3	0	0	1	0	2	4.33	14	0	0	1	2	11	4.71
		0%	0%	0%	18%	82%			0%	0%	33%	0%	67%			0%	0%	7%	14%	79%	
Spring 2009	21	0	0	3	3	15	4.57	4	0	0	0	1	3	4.75	25	0	0	3	4	18	4.60
		0%	0%	14%	14%	71%			0%	0%	0%	25%	75%			0%	0%	12%	16%	72%	
2008-2009 Avg	16	0	0	1.5	2.5	12	4.69	3.5	0	0	0.5	0.5	2.5	4.5	19.5	0	0	2	3	14.5	4.7
Fall 2009	12	0	0	1	2	9	4.67	3	0	0	0	1	2	4.67	15	0	0	1	3	11	4.67
		0%	0%	8%	17%	75%			0%	0%	0%	33%	67%			0%	0%	7%	20%	73%	
Spring 2010	15	0	0	0	4	11	4.73	4	0	0	0	2	2	4.50	19	0	0	0	6	13	4.68
		0%	0%	0%	27%	73%			0%	0%	0%	50%	50%			0%	0%	0%	32%	68%	
2009-2010 Avg	13.5	0	0	0.5	3	10	4.7	3.5	0	0	0	1.5	2	4.6	17	0	0	0.5	4.5	12	4.7
Two Year Avg	14.75	0	0	1	2.75	11	4.7	3.5	0	0	0.3	1	2.25	4.6	18.25	0	0	1.25	3.75	13.3	4.7

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 Form by SI Leader

Please evaluate the SI program. "5" denotes "strongly agree", "3" – "neutral" and "1" – "strongly disagree"

	1	2	3	4	5
1. I understand the role and responsibilities of an SI leader.	☐	☐	☐	☐	☐
2. The SI weekly training helped me be an effective SI leader.	☐	☐	☐	☐	☐
3. The program provides the support I need as an SI leader.	☐	☐	☐	☐	☐
4. The SI training manual is a useful reference tool.	☐	☐	☐	☐	☐
5. My coordinator was helpful in providing feedback on my skills.	☐	☐	☐	☐	☐
6. My faculty member was supportive of my efforts.	☐	☐	☐	☐	☐
7. My own knowledge of my subject improved as a result of being an SI Leader.	☐	☐	☐	☐	☐
8. I have become more skilled in communicating with others because of my experience as an SI Leader.	☐	☐	☐	☐	☐
9. I am a better listener because of my SI experience.	☐	☐	☐	☐	☐
10. I am better at asking and answering questions because of my SI experience.	☐	☐	☐	☐	☐
11. My ability to explain ideas has improved because of the practice I've aquired explaining academic concepts to others.	☐	☐	☐	☐	☐
12. I have improved my interpersonal skills because of my experience as an SI Leader.	☐	☐	☐	☐	☐
13. My confidence has grown as a result of being an SI Leader.	☐	☐	☐	☐	☐
14. I am satisfied with my overall experience as an SI Leader.	☐	☐	☐	☐	☐

Supplemental Instruction 5-column Model, 2006-2007

Institutional Mission/Goal Reference	Administrative Objectives	Means of Assessment & Criteria for Sucess	Summary of Data Collected	Use of Results
Student Affairs Overarching Goal l C.: Create outstanding learner-centered experiences in a multicampus environment by increasing student involvement and leadership opportunities.	Increase the number of classes for which supplemental instruction is offered.	Compare the number of classes for which supplemental instruction was offered the previous year to the number of classes for which supplemental instruction is offered this year.	In the academic year 2005/2006, 80 classes were offered with supplemental instruction. This increased only marginally to 84 in 2006/2007 academic year	The difficulty of finding SI Leaders contributed to the marginal increase in number of classes supported by supplemental instruction. I will pursue earlier and more aggressive recruiting of students to SI Leader positions.
2. Student Affairs Overarching Goal ll C.: Build partnerships and relationships with the university and external community to facilitate student enrollment, learning and success by developing programs in collaboration with	Add other diciplines to the list already in existence.	Examine the new offerings to determine if they are in diciplines that did not have supplemental instruction before.	The department of Geography and Chemistry were added to the list of classes with SI support.	The numbers of students attending SI sessions in Geography was very low. SI will not be offered for this subject again. In Chemistry, SI proved to be a success.
	Pursue NADE certification for SI.	Examine the progress made towards certification.	Started on the process of Self-Evaluation and data gathering. Changed all the	Data is in the process of being analyzed and can be compared only when the next

faculty/academic affairs that support student learning and follow best practices in student learning; supporting university initiatives to address math competency and success.			evaluation forms to facilitate the collection of necessary information.	academic year is finished.
	Provide SI Leaders for Math 096 and increase the number assigned to Math 1010.	Check the data.	Both Math 1010 and Math 096 showed very low participation rates.	SI will not be offered for either of the courses.
3. Student Affairs Overarching Goal V D.: Support students, faculty, staff and the campus community through technology, administrative systems, outstanding service and campus facilities by expanding Student Affairs? online presence and innovative use of technology to better serve students, faculty and staff.	Add online training modules that can be accessed by SI Leaders in order to complete training.	Existence of training modules online.	This was not implemented.	Examine the need for doing it next year and a way of implementing the process.
	Provide online supplemental instruction to classes.	The number of classes for which online supplemental instruction is offered.	Online Supplemental Instruction was offered on a pilot basis for Political Science 1700. The number of students availing themselves of this resource was very low and did not justify the expense.	I will not offer SI online till the need for it is more apparent.

Student Affairs Overarching Goal lV c.: Develop a division wide understanding of the student learning initiative by developing student learning initiatives in each department which are based on the concepts and initiatives from the publication ?Learning Reconsidered 2. Read the book and develop relevant student learning initiatives.	Develop relevant student learning initiatives.	The number of learning outcomes developed and assessed.	One learning outcome was identified and assessed.	N/A

Weber State University Student Affairs 6 Column Model					
Supplemental Instruction Program, 2007-2008					
Unit Goal(s)	**Means to Achieving Goal** (Activities/ Objectives)	**Student Learning Outcome**	**Methods of Assessment**	**Results**	**Use of Results**
Train SI Leaders to be effective communicators **Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners**	Weekly training sessions Observations One-on-one feedback	SI leaders will demonstrate improved communication skills at their SI sessions, in the training sessions, at one-on-one sessions, and in their meetings with faculty.	1. SI Program Evaluation by SI Leader 2. SI Evaluation by Participant 3. SI Leader Observation Form 4. SI Leader Evaluation by Professor 5. Combined SI Leader and Professor Evaluation Form	Data has been handed over to Chip and is being disseminated	Data Pending
Build confidence level of SI Leaders	Weekly training session Observations One-on-one feedback	SI leaders will demonstrate higher level of confidence and ability to deal with different	1. SI Program Evaluation by SI Leader 2. SI Evaluation	Data has been handed over to Chip and is being disseminated	Data Pending

Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners		situations at their SI sessions.	by Participant 3. SI Leader Observation Form 4. SI Leader Evaluation by Professor		
Develop cultural awareness among SI Leaders and train them to do so in their own sessions	Weekly training sessions Observations One-on-one feedback	SI leaders will demonstrate improved cultural competence and awareness in their SI sessions and in training sessions.	SI Leader Observation by Supervisor	Data has been handed over to Chip and is being disseminated.	Observations showed the SI Leaders making an effort to interact with everyone in their sessions in a uniform way. On several occasions, SI Leaders encouraged students to talk about their experiences in other countries, but there were no
Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners					
Develop interpersonal skills of SI Leaders	Weekly training sessionsObservationsOne-on-one feedback	SI leaders will demonstrate improved interpersonal skills in their	1. SI Program Evaluation by SI Leader2. SI	Data has been handed over to Chip and is being disseminated.	Data Pending

Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners		SI sessions, in the training sessions, at one-on-one sessions, and in their meetings with faculty.	Evaluation by Participant3. SI Leader Observation Form4. SI Leader Evaluation by Professor5. Combined SI Leader and Professor Evaluation Form		
Include a training module on Ethics **Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners**	Build a module in WebCT and make it mandatory for all SI Leaders to complete I tin the first semester they are hired.	SI leaders will follow ethical practices in their SI sessions, in the training sessions, and in their meetings with faculty	Supervisor evaluation of results.	The module has not been built yet.	Observations and comments by SI Participants have not revealed any unethical practices during the last academic year.
Improve data analysis	Train SI Assistant Supervisors	SI Assistant Supervisors will learn to analyze data.	Supervisor evaluation of results	The assistant supervisors have been trained. The data revealed the under-utilization of SI in certain fields.	The SI Assistant Supervisors observed students and provided timely feedback. More will be done for data analysis and its dissemination

Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners					this year.
Pursue NADE certification	Meet with the NADE committee, analyze strengths and weaknesses of program, and work towards meeting requirements.	NA	Progress being made.	Strengths and weaknesses have been identified. Please check note 1.	Third year analysis is pending
Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners					
Develop an online module on Resources and Referrals	Work on developing a module in WebCT.	SI Leaders will acquire knowledge of and ability to direct	Supervisor evaluation.	The module has not been built yet.	The model is in its last stages of development.

Initiative 6: Extend the high-quality offering of WSU Online and WSU's hybrid-delivery programs using leading-edge technology.		participants to available resources.			
Develop an online module on Safety Procedures **Initiative 6: Extend the high-quality offering of WSU Online and WSU's hybrid-delivery programs using leading-edge technology.**	Work on developing a module in WebCT.	SI Leaders will develop an awareness of safety procedures.	1. SI Leader Observation Form 2. Reported reaction when emergency does occur	The module has not been built yet.	This module has been developed. It will be on the list of topics for next year's training.

Supplemental Instruction 6-column Model, 2008-2009

Unit Goal(s)	Means to Achieving Goal (Activities/ Objectives)	Student Learning Outcome	Methods of Assessment	Results	Use of Results
Pursue NADE certification	1. Data gathering 2. Data analysis	NA	Progress made.	All required data for NADE certification was gathered for Fall and Spring Semesters and remain to be analyzed.	Awaiting data analysis.
Improve critical thinking skills of SI Assistant Supervisors. SA Initiative: Leadership Development	1.Train SI Assistant Supervisors in data analysis. 2.Help them utilize the analysis to make decisions regarding SI offerings.	SI Assistant Supervisors will develop enhanced leadership skills.	1. Observation 2. Data analysis report.	Michelle Dowdle, the SI Assistant Supervisor, has been analyzing the need for SI Leaders in various subjects. We have added American Sign Language to our list of classes that receive SI help. Michelle has also established the need for SI in introductory chemistry classes where the failure rates are high.	Added Introduction to Chemistry class and American Sign Language class to our list of classes that receive SI help. Dropped American Government classes from our list as the data showed an attendance rate that was very poor.

Improve ethical behavior of SI Leaders. SA Initiative: Leadership Development	1. Devote time in training sessions. 2. Include a list of expectations in SI Leader manual. 3. Develop a module in WebCT.	SI Leaders will develop skills of diplomacy and learn how to deal with difficult situations.	1. Devote time in training sessions. 2. Include a list of expectations in SI Leader manual. 3. Develop a module in WebCT.	Time was devoted to training on the subject of Ethical Behavior during the orientation sessions of both Fall and Spring semesters. At observations of SI sessions during Fall Semester, the leaders dealt with various situations in an ethical manner. SI participants asked questions about test material, grades, etc. All of these questions were met with diplomatic replies from the SI Leaders. SI participant surveys have not been processed yet. The WebCT module is not complete yet.	Devote time to Ethical Behavior during the orientation sessions of both Fall and Spring semesters. Complete WebCT module on Ethical Behavior.

| Improve communications with professors.

SA Initiative: Leadership Development | 1. Devote time during training to communication skills.

2. During the semester, SI Leaders will schedule time with the professor and fill a form with questions pertaining to their performance as SI Leaders. | SI Leaders will improve their oral communication skills. | 1. Survey completed by the professor at the end of the semester.

2. The two forms SI Leaders are required to hand in.

3. One-on-one session between the SI Supervisor and the professor. | Only 60% of the SI Leaders completed the form required to be filled in by the professor. The forms that were filled in provided positive feedback from the professors on the SI Leaders' performance and skills of communication.

95% of the professors filled in the form required at the end of the semester. Of the 95% who filled the forms, 88% had a very good experience with the help they received from SI Leaders and their level of communication skills. | Emphasize the importance of meeting with faculty members and getting the form completed. Set an earlier deadline for completion so that the SI Leaders who have not done it can be pursued to do so ASAP. |

Supplemental Instruction 6-column Model, 2009-2010

Unit Goal(s)	Means to Achieving Goal (Activities/ Objectives)	Student Learning Outcome	Methods of Assessment	Results	Use of Results
Pursue NADE certification SA Initiative: Expand student engagement in meaningful learning and leadership opportunities	1. Data gathering 2. Data analysis 3. Completing application process	NA	Completion of certification process.		
Improve Accountability SA Initiative: Expand student engagement in meaningful learning and leadership opportunities	1. Devote time during training to providing data on time. 2. During the semester, SI Leaders will schedule time with the professor and fill a form with questions pertaining to their performance as SI Leaders.	SI Leaders will learn to perform their duties in a timely manner and learn to be accountable.	1. Data sheets completed by the SI Leaders at the end of every week. 2. Survey completed by the professors at the end of the semester. 3. The form SI Leaders have to fill during the meeting with the professor.	1. Data sheets completed by the SI Leaders at the end of every week. Students filled data sheets and handed them on time with the exception of one student who broke his leg and had a problem setting up his account with Payroll. 2. Survey completed by the professors at the end of the semester.	Encourage all the professors to return the surveys. Remind SI Leaders to meet with the professors often and give and receive feedback.

				Of the professors who responded to the survey at the end of the semester, 86% were happy with the performance of the SI Leaders. 3. The form SI Leaders have to fill during the meeting with the professor. All the SI Leaders met with the professors, some later than asked for.	
To not only create awareness among the SI Leaders of the diversity that exists among the student population but also to find a way of sharing the participants' cultural richness with the rest of the group.	1. Devote time in training sessions. 2. Include a list of expectations in SI Leader Manual.	SI Leaders will have better knowledge of the diverse practices and different cultural background of SI participants.	1. Observations.	Observations revealed only a few instances when SI leaders talked about diverse learning styles. Diversity was talked about a length in Anthropology SI sessions.	The subject of diversity will be stressed in SI training session this semester. A whole hour is being devoted to the topic.

Appendix D

Total Number of Philosophy 2200 Student Participants & Non-Participants

Comparing Academic Years Baseline Data

	Participants	%	Non-Participants	%	Total
Fall 2006	3	2%	121	98%	124
Spring 2007					
2006-2007 year	3	2.4%	121	97.6%	124
Fall 2007	19	24%	59	76%	78
Spring 2008	15	17%	72	83%	87
2007-2008 year	34	20.6%	131	79.4%	165
Two-Year Average	18.5	11.5%	126	88.5%	144.5

Total Number of Philosophy 2200 Student Participants & Non-Participants

Comparing Academic Years Comparative Data

	Participants	%	Non-Participants	%	Total
Fall 2008	7	6%	103	94%	110
Spring 2009	18	18%	82	82%	100
2008-2009 year	25	11.9%	185	88.1%	210
Fall 2009	21	17%	100	83%	121
Spring 2010	23	18%	103	82%	126
2009-2010 year	44	17.8%	203	82.2%	247
Two-Year Average	34.5	14.9%	194	85.1%	228.5

SI Evaluation by Participant

Please complete this section if you attended even one SI session.

Please evaluate your SI Leader's performance this semester. "5" denotes "strongly agree", "3" denotes "neutral", and "1" denotes "strongly disagree".

	1	2	3	4	5
1. The SI Leader knew the subject material well.	☐	☐	☐	☐	☐
2. In order to help me learn the subject material, the SI Leader used different techniques such as discussion, pneumonics, visuals, etc.	☐	☐	☐	☐	☐
3. SI Leader helped me improve my study skills, ie. note taking, textbook reading, test taking, etc.	☐	☐	☐	☐	☐
4. SI Leader interacted with all of us very well.	☐	☐	☐	☐	☐
5. SI Leader made an effort to hold sessions when the greatest number of us could attend.	☐	☐	☐	☐	☐
6. SI Leader was reliable, ie. punctual and provided prior warning of cancelled sessions.	☐	☐	☐	☐	☐
7. My grade improved because of my participation in SI sessions.	☐	☐	☐	☐	☐
8. Overall, I am satisfied with the SI Leader's performance.	☐	☐	☐	☐	☐
9. I would recommend to other students that they attend SI for this course.	☐	☐	☐	☐	☐

SI Survey by Non-participant

Please complete this section if you did NOT attend any SI sessions.

Please indicate the reason you did not attend any sessions

☐ I wanted to but could not find the time.

☐ I did not know this class had SI

☐ I did not feel it was necessary.

☐ I have tried similar study sessions and did not find them helpful.

☐ I have been to SI for other courses and did not find them helpful.

☐ Other (Please Explain)_____

_____

If you are interested in becoming an SI leader for this or other courses, please provide the following information:

Name:_____   Phone number:_____

Email:_____   Course(s):_____

Please add additional comments on the back

SI Leader Evaluation by Professor

Class:_____   Date:_____

Professor:_____   SI Leader:_____

Use the 1-5 rating. Mark the DN if you Don't Know or if it is not applicable.
(1) Poor (3) O.K. (5) Excellent

	1	2	3	4	5	DN
1. How good was the SI Leader about keeping in contact with you?	☐	☐	☐	☐	☐	☐
2. How was the SI Leader's attendance at lectures?	☐	☐	☐	☐	☐	☐
3. How good was your Leader at holding regular sessions?	☐	☐	☐	☐	☐	☐
4. How good was the SI Leader about giving you feedback on the SI sessions?	☐	☐	☐	☐	☐	☐
5. From what students have told you, how do they rate the SI Leader's performance?	☐	☐	☐	☐	☐	☐
6. What kind of a job do you think your SI Leader is doing?	☐	☐	☐	☐	☐	☐
7. How was communication between you and the SI supervisor?	☐	☐	☐	☐	☐	☐
8. How satisfied are you with your experience with the SI program this semester?	☐	☐	☐	☐	☐	☐

Specific comments about SI leader or SI program:

_____
_____
_____
_____
_____

Sample Grade Report Comparing SI Participants and Non-participants

History 1700
Spring 2008 (200830)

Grade	Participants	Participant %	Non-Participants	Non-Participant %	Total	Total %
A	18	29.51%	152	15.82%	170	16.63%
A-	6	9.84%	63	6.56%	69	6.75%
B+	6	9.84%	57	5.93%	63	6.16%
B	13	21.31%	137	14.26%	150	14.68%
B-	4	6.56%	66	6.87%	70	6.85%
C+	4	6.56%	44	4.58%	48	4.70%
C	6	9.84%	152	15.82%	158	15.46%
C-	0	0.00%	23	2.39%	23	2.25%
D+	0	0.00%	15	1.56%	15	1.47%
D	2	3.28%	52	5.41%	54	5.28%
D-	0	0.00%	11	1.14%	11	1.08%
E	0	0.00%	49	5.10%	49	4.79%
I	0	0.00%	0	0.00%	0	0.00%
UW	2	3.28%	117	12.17%	119	11.64%
W	0	0.00%	23	2.39%	23	2.25%
Sums	61	5.97%	961	94.03%	1022	100%
Pass Rate	57	93.44%	671	69.82%	728	71.23%
Fail rate	2	3.28%	150	15.61%	152	14.87%
Non-completion	2	3.28%	140	14.57%	142	13.89%

Appendix H

Academic Performance				
SI Participants Compared to Non-Participants				
		Pass Rate	Fail Rate	Non-Completion Rate
Anthropology 1000	Participants	85%	11%	4%
	Non-Participants	63%	24%	13%
Chemistry 1210*	Participants	84%	8%	9%
	Non-Participants	69%	14%	17%
Chemistry 2310	Participants	75%	18%	7%
	Non-Participants	53%	24%	47%
Chemistry 2320*	Participants	89%	9%	2%
	Non-Participants	68%	22%	10%
Geo Science 1030	Participants	82%	15%	3%
	Non-Participants	69%	20%	11%
Geo Science 1130*	Participants	77%	17%	6%
	Non-Participants	75%	19%	6%
Geography 1000*	Participants	90%	7%	3%
	Non-Participants	79%	16%	5%
Health Science 1110	Participants	88%	9%	3%
	Non-Participants	64%	19%	16%
Health Science 1111	Participants	91%	8%	1%
	Non-Participants	82%	11%	8%
Health Science 2230	Participants	88%	9%	3%
	Non-Participants	71%	18%	12%
History 1700	Participants	91%	6%	2%
	Non-Participants	72%	16%	12%
Microbiology 1113	Participants	88%	7%	5%
	Non-Participants	74%	14%	12%
Philos 2200*	Participants	74%	24%	3%
	Non-Participants	55%	28%	17%
Political Science 1100	Participants	89%	6%	5%
	Non-Participants	72%	20%	8%
Political Science 2100	Participants	89%	7%	5%
	Non-Participants	69%	21%	10%
Psychology 3600	Participants	95%	5%	0%
	Non-Participants	78%	12%	10%
Sociology 1010	Participants	93%	5%	2%
	Non-Participants	77%	13%	10%

Zoology 1010	Participants	73%	19%	8%
	Non-Participants	48%	33%	18%
Zoology 1020*	Participants	78%	11%	11%
	Non-Participants	62%	20%	18%
Zoology 1120	Participants	81%	17%	2%
	Non-Participants	55%	37%	9%
Zoology 2100	Participants	77%	15%	8%
	Non-Participants	49%	24%	27%
Zoology 2200	Participants	86%	10%	5%
	Non-Participants	73%	17%	10%

*Some data unavailable during four year period

Fall 2008 Supplemental Instruction Cohort[1]

	Fall 2008	Fall 2009	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Overall Average
Supplemental Instruction Cohort Information							
Total Number of Students	28	17	8				
Cohort Average Term G.P.A.	3.48	3.62	3.37				
Cohort Average Cumulative G.P.A	3.55	3.42	3.49				
Change in Cumulative G.P.A. from Last Term	N/A	-0.13					
Avg. # Total Credit Hours	95	105	128				
# Students Graduated with Associate's Degrees	12	1					
# of Students Graduated with Bachelor's Degrees	9	6					
# of Students Graduated with Master's Degrees	0	0					
Avg Years to Complete Bachelor's Degree	3.4	3.37					3.385
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)	19	11					
Retention Rate	N/A	89.47%	72.73%				

	Fall 2008	Fall 2009	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Overall Average
SA Cohort Information[3]							
Total Number of Students	1132	705	474				
Cohort Average Term G.P.A.	2.94	2.98	2.96				
Cohort Average Cumulative G.P.A	3.02	3.07	3.1				
Change in Cumulative G.P.A. from Last Term	N/A	0.05	0.03				
Avg. # Total Credit Hours	45	71	88				
# Students Graduated with Associate's Degrees	63	55					
# of Students Graduated with Bachelor's Degrees	87	109					
# of Students Graduated with Master's Degrees	0	0					
Avg Years to Complete Bachelor's Degree	3.29	3.70					3.495
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)	1045	596					
Retention Rate	N/A	67.46%	79.53%				

WSU Student Body Cohort Information	Fall 2008	Fall 2009	Fall 2010	Fall 2011²	Fall 2012	Fall 2013	Overall Average
Total Number of Students	21113	10908	7384				
Cohort Average Term G.P.A.	3.04	3.04	2.94				
Cohort Average Cumulative G.P.A	3.14	3.15	3.1				
Change in Cumulative G.P.A. from Last Term	N/A	0.01	-0.05				
Avg. # Total Credit Hours	42	63	76				
# Students Graduated with Associate's Degrees	1192	1127					
# of Students Graduated with Bachelor's Degrees	1621	1601					
# of Students Graduated with Master's Degrees	3	1					
Avg Years to Complete Bachelor's Degree	3.12	3.71					3.415
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)	19489	9306					
Retention Rate	N/A	55.97%	79.35%				

Supplemental Instruction Cohort Characteristics: **Demographic Information**

Female	49%	African American	0%	Hispanic	7%
Male	51%	Asian/Pacific Islander	7%	Caucasian	83%
Avg. ACT Score	24	Native American	0%	Other	2%
Avg. Age	27	Native Hawaiian/ Pacific Islander	0%		

SA Cohort Characteristics: **Demographic Information**

Female	52%	African American	3%	Hispanic	6%
Male	48%	Asian/Pacific Islander	5%	Caucasian	71%
Avg. ACT Score	22	Native American	1%	Other	13%
Avg. Age	23	Native Hawaiian/ Pacific Islander	1%		

WSU Cohort Characteristics: **Demographic Information**

Female	52%	African American	1%	Hispanic	5%
Male	48%	Asian/Pacific Islander	2%	Caucasian	66%
Avg. ACT Score	22	Native American	1%	Other	26%
Avg. Age	26	Native Hawaiian/ Pacific Islander	>1%		

[1]**Data is based on Weber State credit hours only.** Potential students remaining and retention rate are based upon all semesters leading up to the next fall column (i.e, Fall, Spring, and Summer)

[2]Data is based on enrollment status week 3 of the following fall semester and will be updated upon completion of the semester.

[3]SA Cohort includes all individual departmental cohorts submitted by the appropriate deadline.

Fall 2009 Supplemental Instruction Cohort[1]

	Fall 2009	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Overall Average
SI Employee Cohort Information							
Total Number of Students	43	35					
Cohort Average Term G.P.A.	3.56	3.49					
Cohort Average Cumulative G.P.A	3.5	3.5					
Change in Cumulative G.P.A. from Last Term	N/A	0					
Avg. # Total Credit Hours	82	106					
# Students Graduated with Associate's Degrees	4						
# of Students Graduated with Bachelor's Degrees	4						
# of Students Graduated with Master's Degrees	0						
Avg Years to Complete Bachelor's Degree	3.89						3.89
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)	39						
Retention Rate	N/A	89.74%					

	Fall 2009	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Overall Average
SA Cohort Information[3]							
Total Number of Students	1306	873					
Cohort Average Term G.P.A.	2.95	2.89					
Cohort Average Cumulative G.P.A	3.06	3.09					
Change in Cumulative G.P.A. from Last Term	N/A	0.03					
Avg. # Total Credit Hours	44	70					
# Students Graduated with Associate's Degrees	96						
# of Students Graduated with Bachelor's Degrees	115						
# of Students Graduated with Master's Degrees	0						
Avg Years to Complete Bachelor's Degree	3.68						3.68
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)	1191						
Retention Rate	N/A	73.30%					

WSU Student Body Cohort Information	Fall 2009	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Overall Average
Total Number of Students	22167	11703					
Cohort Average Term G.P.A.	3.04	2.94					
Cohort Average Cumulative G.P.A	3.13	3.11					
Change in Cumulative G.P.A. from Last Term	N/A	-0.02					
Avg. # Total Credit Hours	41	62					
# Students Graduated with Associate's Degrees	1432						
# of Students Graduated with Bachelor's Degrees	1736						
# of Students Graduated with Master's Degrees	5						
Avg Years to Complete Bachelor's Degree	3.65						3.65
Potential Students Remaining in Cohort (Total # of Students- Bachelor and Master Grads)	20426						
Retention Rate	N/A	57.29%					

SI Employee Cohort Characteristics:

Demographic Information

Female	44%	African American	0%	Hispanic	7%
Male	56%	Asian/Pacific Islander	5%	Caucasian	88%
Avg. ACT Score	25	Native American	0%	Other	0%
Avg. Age	23	Native Hawaian/ Pacific Islander	0%		

SA Cohort Characteristics:

Demographic Information

Female	52%	African American	4%	Hispanic	9%
Male	48%	Asian/Pacific Islander	7%	Caucasian	55%
Avg. ACT Score	22	Native American	1%	Other	23%
Avg. Age	22	Native Hawaian/ Pacific Islander	1%		

WSU Cohort Characteristics:

Demographic Information

Female	52%	African American	1%	Hispanic	4%
Male	48%	Asian/Pacific Islander	2%	Caucasian	57%
Avg. ACT Score	22	Native American	1%	Other	35%
Avg. Age	22	Native Hawaian/ Pacific Islander	>1%		

[1]**Data is based on Weber State credit hours only.** Potential students remaining and retention rate are based upon all semesters leading up to the next fall column (i.e, Fall, Spring, and Summer)

[2]Data is based on enrollment status week 3 of the following fall semester and will be updated upon completion of the semester.

[3]SA Cohort includes all individual departmental cohorts submitted by the appropriate deadline.

Fall 2010 Overall SI Cohort[1]

	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Overall Average
Overall SI Cohort Information							
Total Number of Students	30						
Cohort Average Term G.P.A.	3.41						
Cohort Average Cumulative G.P.A	3.51						
Change in Cumulative G.P.A. from Last Term	N/A						
Avg. # Total Credit Hours	101						
# Students Graduated with Associate's Degrees							
# of Students Graduated with Bachelor's Degrees							
# of Students Graduated with Master's Degrees							
Avg Years to Complete Bachelor's Degree							#DIV/0!
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)							
Retention Rate							

	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Overall Average
SA Cohort Information[3]							
Total Number of Students	1506						
Cohort Average Term G.P.A.	2.93						
Cohort Average Cumulative G.P.A	3.05						
Change in Cumulative G.P.A. from Last Term	N/A						
Avg. # Total Credit Hours	46						
# Students Graduated with Associate's Degrees							
# of Students Graduated with Bachelor's Degrees							
# of Students Graduated with Master's Degrees							
Avg Years to Complete Bachelor's Degree							#DIV/0!
Potential Students Remaining in Cohort (Total # of Students-Bachelor and Master Grads)							
Retention Rate							

WSU Student Body Cohort Information	Fall 2010	Fall 2011[2]	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Overall Average
Total Number of Students	23311						
Cohort Average Term G.P.A.	2.92						
Cohort Average Cumulative G.P.A	2.64						
Change in Cumulative G.P.A. from Last Term	N/A						
Avg. # Total Credit Hours	41						
# Students Graduated with Associate's Degrees							
# of Students Graduated with Bachelor's Degrees							
# of Students Graduated with Master's Degrees							
Avg Years to Complete Bachelor's Degree							#DIV/0!
Potential Students Remaining in Cohort (Total # of Students- Bachelor and Master Grads)							
Retention Rate							

Overall SI Cohort Characteristics:

Demographic Information

Female	57%	African American	0%	Hispanic	7%
Male	43%	Asian/Pacific Islander	3%	Caucasian	90%
Not Specified	0%	Native American	0%	International	0%
Avg. ACT Score	26	Native Hawaiian/	0%	Other	0%
Avg. Age	26	Pacific Islander			

SA Cohort Characteristics:

Demographic Information

Female	52%	African American	4%	Hispanic	9%
Male	48%	Asian/Pacific Islander	3%	Caucasian	53%
Not Specified	>1%	Native American	1%	International	22%
Avg. ACT Score	22	Native Hawaiian/	>1%	Other	8%
Avg. Age	22	Pacific Islander			

WSU Cohort Characteristics:

Demographic Information

Female	53%	African American	1%	Hispanic	6%
Male	47%	Asian/Pacific Islander	2%	Caucasian	70%
Not Specified	>1%	Native American	1%	International	1%
Avg. ACT Score	22	Native Hawaiian/	>1%	Other	18%
Avg. Age	24	Pacific Islander			

[1]**Data is based on Weber State credit hours only.** Potential students remaining and retention rate are based upon all semesters leading up to the next fall column (i.e, Fall, Spring, and Summer)

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[3]SA Cohort includes all individual departmental cohorts submitted by the appropriate deadline.