## SI Program Accreditation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 1 - Developing</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5 - Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data from all courses, including DFW &amp; GPA comparison, and attendance information</strong></td>
<td>- At least an average of 15% of the enrolled students are attending 1 or more SI session(s) - Demonstrates sometimes positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 25% of enrolled students are attending 1 or more SI session(s) - Demonstrates positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 35% of enrolled students are attending 1 or more SI session(s) - Demonstrates overall positive results of SI (higher GPA/lower DFW) or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 50% of enrolled students are attending 1 or more SI session(s) - Demonstrates overall positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
<td>- At least an average of 60% of enrolled students are attending 1 or more SI session(s) - Demonstrates consistently positive results (higher GPA/lower DFW) of SI or a trend toward positive results through DFW and GPA comparisons</td>
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<tr>
<td><strong>Letters of support of SI from 3 separate faculty members, including information regarding class attendance</strong></td>
<td>Leader is attending a minimum of 60% of the lectures</td>
<td>Leader is attending a 61%-75% of Lectures</td>
<td>Leader is attending 76%-85% of lectures</td>
<td>Leader is attending 86%-100% of the lectures</td>
<td>Leader is attending 100% of lectures</td>
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</tbody>
</table>
**Observation Schedule and Observation sheets from 5 different SI Leaders**

- Three observations of all Leaders are conducted during the beginning, middle and end of the semester. No evidence of feedback exchange.
  - As evidenced by observation sheets, Leaders are occasionally using facilitation techniques and learning strategies.

- Six observations of all Leaders are conducted during the beginning, middle and end of the semester. Debrief with leaders limited to email or other written correspondence.
  - Constructive feedback is provided by the observer in the observation sheet.
  - As evidenced by observation sheets, Leaders are regularly using facilitation techniques and learning strategies.

- Eight observations of all Leaders are conducted during the beginning, middle and end of the semester, with majority of observations occurring early in a semester.
  - As evidenced by observation sheets, leaders are using facilitation techniques, collaborative learning techniques, and learning strategies.
  - Constructive feedback is provided by the observer and leader improvement is evidenced in observation sheets provided.
  - Leaders strive for student to student interaction.

- 10 or more observations are conducted of new Leaders (8 for returning) during the beginning, middle and end of the semester, with majority of observations occurring early in a semester.
  - As evidenced by observation sheets, leaders are have mastered using facilitation techniques, collaborative learning techniques, and learning strategies.
  - Constructive feedback is provided by the observer and leader improvement is evidenced in observation sheets provided.
  - Leaders master constant student-to-student interaction.

- Multiple peer observations are required.

- One peer observation is required.
| SI Training Agendas from two most recent semesters | - Training includes just new SI Leaders.  
- SI Leaders are exposed to facilitation strategies and learning strategies.  
- A mock SI session is demonstrated, but there is no opportunity for students to plan or run a mock SI session. |
|----------------|---------------------------------------------------------------------------------
| Ongoing SI leader meeting agendas | - Three hours of professional development (PD) required throughout the semester and offer opportunities for troubleshooting issues occurring in sessions  
- Four to five hours of PD required throughout the semester and offer opportunities to troubleshoot issues and brainstorm new ideas with other Leaders.  
- Learning strategies are reviewed or introduced.  
- Eight hours of PD required throughout the semester offering opportunities to troubleshoot, brainstorm with other leaders, and provide SI professional development for Leaders.  
- New learning strategies are demonstrated.  
- Eight hours of PD required throughout the semester offering opportunities to troubleshoot, brainstorm with other leaders, and provide SI professional development for Leaders.  
- New learning strategies are demonstrated.  
- Eight hours of PD required throughout the semester offering opportunities to troubleshoot, brainstorm with other leaders.  
- Meetings provide opportunities for SI professional development and outside-of-SI professional development for Leaders.  
- Campus resources provide training to assist SI Leaders in becoming resources to their students.  
- New learning strategies are demonstrated. |
| Planning sheets (5 different leaders – 3 sessions each) | - Most session plans include activities for opening the session, middle of activities.  
- All session plans include opening, middle, and closing activities.  
- All session plans include opening, middle, and closing activities.  
- All session plans include opening, middle, and closing activities.  
- All session plans include evidence of a variety of collaborative techniques.  
- All session plans employ a variety of collaborative techniques.  
- Campus resources provide training to assist SI Leaders in becoming resources to their students.  
- New learning strategies are demonstrated. |
session, and closing the session.

- Most session plans include evidence of the same/similar learning strategies and collaborative learning techniques in use.

- All session plans include evidence of the same/similar learning strategies and learning strategies.

- All session plans predict timing while allowing for flexibility.

- Each activity includes a learning objective and supplemental materials (worked-out problems, completed matrices, completed concept map, etc.) needed to make the plan successful.

- All session plans include evidence of collaborative learning techniques and learning strategies.

- All session plans predict timing while allowing for flexibility.

- Each activity has a clear learning objective and includes supplemental materials (worked-out problems, completed matrices, completed concept map, etc.) that are complete with questions/problems, step-by-step answers, and built-in checks for understanding. Plan could be successfully implemented by someone other than the SI Leader.