# SI Program Accreditation Rubric

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|  | Level One: Improvement Needed | Level Two: Meets Some Standards | Level Three: Meets Standards | Level Four: Exceeds Standards | Level Five: Regularly Exceeds Standards |
| Data from all courses, including DFW & GPA comparison, and attendance information | -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 | -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 of positive results through DFW and GPA comparisons | -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 | - 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 | - 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 |
| Letters of support of SI from 3 separate faculty members, including information regarding class attendance | Leader is attending a minimum of 60% of the lectures  | Leader is attending a 61%-75% of Lectures | Leader is attending 76%-85% of lectures  | Leader is attending 86%-100% of the lectures | Leader is attending 100% of lectures |
| 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 consistently using facilitation techniques, collaborative learning techniques, and learning strategies-Constructive feedback is provided by the observer and leader and improvement is evidenced in observation sheets provided.-Leaders achieve student-to-student interaction-One peer observation is required  | - 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  |
| 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. | - Training includes all SI Leaders.-Leaders have a few opportunities throughout training to practice facilitation techniques and learning strategies-Leaders have opportunity to plan a mock session but do not get the opportunity to lead a mock session. | - Training includes all SI Leaders.-Leaders have multiple opportunities throughout training to practice facilitation techniques and learning strategies-Leaders have an opportunity to plan and run part of a mock SI session. | - Training includes all SI Leaders.-Leaders consistently have opportunities throughout training to practice facilitation techniques, collaborative learning techniques, and learning strategies-Leaders have an opportunity to plan and run a 20-minute mock SI session. | - Training includes all SI Leaders.-The entire training is conducted using facilitation techniques, collaborative learning techniques, and learning strategies-Leaders have an opportunity to plan and run a 50-minute 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 trouble shoot, 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 trouble shoot, brainstorm with other leaders, and provide SI professional development for Leaders.- Campus resources provide training to assist SI Leaders in becoming resources to their students.- New learning strategies are demonstrated. | - Eight hours of PD required throughout the semester offering opportunities to troubleshoot and brainstorm with other leaders.- Meetings provide opportunities for SI professional development and outside-of-SI professional development for SI 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 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 opening, middle, and closing activities.- All session plans include evidence of collaborative learning techniques and learning strategies. | -All session plans include opening, middle, and closing activities.- All session plans include evidence of a variety of collaborative learning techniques 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 opening, middle, and closing activities.- All session plans include evidence of a variety of collaborative learning techniques and learning strategies that appeal to different learning preferences.- 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.) needed to make plan successful if someone other than the SI Leader was running the session. | -All session plans include opening, middle, and closing activities.- All session plans employ a variety of collaborative learning techniques and learning strategies that appeal to different learning preferences.- 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.) 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 |