The Iowa State University
Dean of Students Office
Supplemental Instruction-Academic Success Center

Supplemental Instruction: Leader Training Evaluation Report, Fall 2011

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Abstract
The Supplemental Instruction (SI) Leaders completed a pre- and post-training evaluation to assess the effectiveness of SI Leader training. The training was evaluated from the perspective of an undergraduate research assistant. Results suggest training is effective for new SI Leaders, but being a Leader is on-going training.

Executive Summary

Purpose
The purpose of this report is to show the effectiveness of the SI training sessions to the SI Leaders in terms of the knowledge and skills they feel they acquired during the training.

Methods
The weekend before the classes begin, new SI Leaders attend a two-day orientation. The purpose is to prepare them for all aspects of SI Leadership. Prior to orientation, new Leaders were asked to fill out a 15 question survey regarding their knowledge of SI. The survey was again filled out after training. Experienced SI Leaders also participated in taking the second survey.

The initial survey consisted of 15 questions, including:
- Questions 1-11 were statements regarding knowledge of the SI Leader position, for which Leaders rated their level of agreement.
- Questions 12-14 were qualitative questions concerning their strengths and weaknesses.
- Question 15 was an open-ended “questions/comments” allowing them to express any ideas that were not already mentioned.

The follow-up survey consisted of 15 questions such that:
- Questions 1-14 were identical to the first survey.
- Question 15 was revised to allow the Leaders to help us identify what we could have included in the orientation that would have been helpful.

Both surveys took approximately 5 minutes to complete individually. A copy of each survey is available.

Quantifiable results from questions 1-11 were recorded. Data were analyzed SPSS to produce frequency data and comparisons of means between pre- and post-orientation surveys and among groups.

Findings
There were a total of three groups of data.
1. Group one were the pre-test scores of the new Leaders (N=21).
2. Group two were the post-test scores of the new Leaders (N=16).
3. Group three were the post-test scores of the returning Leaders (N=13).

Table 1 shows the mean scores for each group based on the likert scale of 1-7. As expected the scores for group two were significantly higher than group one (p<.001). This result demonstrates
that SI Leader orientation has a positive, significant impact of SI Leaders knowledge and skill development.

Table 1. Descriptive Statistics for SI Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (New Leader, pre-orientation)</td>
<td>4.35</td>
<td>.56</td>
<td>21</td>
</tr>
<tr>
<td>Two (New Leader, post-orientation)</td>
<td>5.19</td>
<td>.37</td>
<td>16</td>
</tr>
<tr>
<td>Three (Returning Leader, post-orientation)</td>
<td>5.67</td>
<td>.40</td>
<td>12</td>
</tr>
</tbody>
</table>

Also, the scores for group three were significantly higher than group two (p<.01), demonstrating that returning Leaders develop further skills/knowledge while being a Leader that new Leaders had not yet experienced.

The reliability of the scale was also tested and found to be significant (Cronbach’s Alpha=.95).

**Discussion**

The findings show support for the SI orientation for Leaders. The mean scores indicate that these students are more comfortable being an SI leader after they have completed the training. Since there is a significant difference in the scores of the returning Leader’s post-test scores and the new Leader’s post-test scores, this may suggest that part of being comfortable as a Leader comes from the experience of holding SI sessions and interacting with the students.

To further understand what may be beneficial during the training process, we can look more specifically at what items have lower scores and therefore, may be of more concern to the SI Leaders. Also, the student’s provided us with a lot of qualitative information over what they felt they could improve on and how we could help prepare them to become excellent Leaders.