



---

# SUPPLEMENTAL INSTRUCTION

---

## Faculty & Staff Handbook



\*This manual was developed based upon the training material from the University of Missouri-Kansas City and has been modified to accommodate Moreno Valley College and our diverse population. Moreno Valley College's SI Program is 90% funded through the U.S. Department of Education's Title III/STEM grant project.

Updated 2/18/2016

## Table of Contents

Table of Contents .....	2
Brief History of Supplemental Instruction.....	3
The Essential Elements of Supplemental Instruction.....	3
Outcomes and Benefits of Supplemental Instruction .....	5
SI Leader Schedules .....	5
Keys to Success.....	8
Staff & Faculty FAQs About SI .....	9
SI Leader Hiring Policies and Procedures .....	16
SI Leader Work Assignments.....	18
Maintenance Activities .....	18
SI Program Timeline .....	20
Appendix .....	22

## Brief History of Supplemental Instruction

The Supplemental Instruction (SI) model was first developed at the University of Missouri, Kansas City, in 1973 with the goal of identifying and supporting the most challenging courses for students. Because of its proven success, the SI model has become popular in many universities and in a wide range of courses. The goal of SI is to help students master course content while developing effective learning, critical thinking, and study strategies.

Supplemental Instruction has extended to over 1,500 colleges and universities in 29 countries. Studies show that students who attend SI sessions earn statistically higher final course grades than those students who do not attend—even among students who are under-prepared when they enter the course. All faculty or staff requesting S.I. Leaders for any course or program, must attend the resource S.I. orientation. (Congos, Langsam, and Schoeps, 1997).

All faculty or staff requesting SI Leaders for any course or program must attend the required SI Program Orientation.

## The Essential Elements of Supplemental Instruction

### ❖ SI Targets Subjects Rather Than Students

While education has historically created academic improvement programs that follow the medical model of attempting to diagnose students who may have academic difficulty, the SI program serves classes where a large portion of students will experience academic difficulty. SI avoids a remedial stigma by focusing on classes rather than individual students. The SI program provides systemic change in the learning environment for all students enrolled in the targeted subject. While all students may not take advantage of the voluntary service, it attracts an equal proportion of students from differing ability and cultural groups. Participating students receive higher measures of academic achievement in comparison to their nonparticipation counterparts.

### ❖ SI Sessions Are Peer Facilitated

The ideal SI Leader is a student who has recently taken a course from the assigned faculty

(preferred) and received an “A” as a final grade. SI leaders are selected and requested to the SI Program staff by faculty. SI Leaders must meet the minimum qualifications and the final decision for hiring rests with the SI Program. SI leaders neither re-lecture nor introduces new material, instead the SI leader’s responsibility is to organize and add structure to the SI sessions. The responsibility for processing class material and answering questions generated by the students remains with the students. The primary

function of SI Leaders is to determine the most difficult information from the course lecture and to facilitate discussion among SI participants and model successful learning strategies at key moments in the SI sessions.

❖ *SI Leaders Serve as Model Students*

SI Leaders function as a “model student” of the discipline rather than an authority figure. SI Leaders help students to formulate and answer their own questions. This process helps students develop a more sophisticated approach to learning while maintaining the focus on content mastery.

❖ *SI Sessions Integrate Content and Learning Skills*

SI sessions integrate the review of lecture notes, textbook readings, outside supplemental readings along with appropriate modeling of learning strategies. “How to learn” is embedded into SI sessions along with “what to learn.” Through practice and mastery of effective learning strategies, students can adopt and transfer these strategies to other subjects and content areas. Collaborative learning strategies are used in SI sessions as a means of creating a more active learning environment for student participants.

❖ *SI Leaders Attend Targeted Class Lectures*

SI Leaders attend all course lecture sessions to ensure they are knowledgeable about what is occurring in the class sessions and have an opportunity to model “good student” behavior in the subject. The presence of SI Leaders in the classroom also serves to market the SI program to students. SI Leaders may also meet with faculty members to discuss lecture content and homework assignments.

❖ *SI Leaders Receive Training*

SI Leaders receive formal training prior to the beginning of each semester term. Monthly in-service training continues throughout the academic year. Training sessions include specific teaching/learning theory and strategies. SI Leaders are required to meet with SI Program staff weekly. All SI Leaders must attend mandatory training.

## Outcomes and Benefits of Supplemental Instruction

- ❖ Students may earn higher subject grades while they learn effective study skills.
- ❖ SI provides an opportunity for students to develop relationships with other students and staff, an important factor in **retention**.
- ❖ SI places the responsibility of learning with the students.
- ❖ SI helps to develop self confidence and independence in students.
- ❖ SI is proactive and participatory rather than reactive and passive.
- ❖ SI provides peer collaborative learning experiences which promote assimilation into the campus culture.
- ❖ SI improves communication skills.
- ❖ SI accommodates various learning styles.
- ❖ SI provides students with team work experiences.
- ❖ SI enjoys a non-remedial image while offering academic support to all students enrolled in historically difficult subjects.

## SI Leader Schedules

SI Leaders receive their allocated hours and course schedule prior to the start of the semester.

SI Leaders may not exceed an assignment of one (1) course per term/semester and may not exceed the allocated hours outlined below. Under no circumstances will MVC SI Leaders work over a total of 20 hours per week or exceed over 8 hours per day.

SI Leaders working for multiple departments in a short-term, non-classified, hourly position, including substitute and assignments at RCC, District, or Norco, may not exceed a total of 8 work hours in one day regardless of department and budget assignment; 960 hours; and/or 160 days per academic year per RCCD policies. There are additional hour limitations, in the number of hours per week allowed for non-classified employees. Please confirm with your hiring supervisor(s) and SI Program staff before exceeding the maximum number of hours you are eligible to work.

Student employees working with multiple departments may not exceed a total of 20 work hours per week regardless of department and budget assignments. There are NO exceptions to this rule. If an SI Leader exceeds 8 hours per day or over 20 hours per week, disciplinary action will proceed with possible suspension or termination.

SI Leaders must inform faculty and SI Program staff if they are not available to SI for selected

class(es) 4-6 weeks prior to the start of term. Do not wait until the start of term.

The following work hour assignments are applicable to all SI Leaders (1 hour of planning for every hour of session):

UNITS	LECTURE	SI SESSION HOURS	PLANNING
3	3 hrs	2 - 3 hrs per week	2 to 3 hrs per week
4	4 hrs	3 - 4 hrs per week	3 to 4 hrs per week
5	5 hrs	4 - 5 hrs per week	4 to 5 hrs per week
6	6 hrs	5 - 6 hrs per week	5 to 6 hrs per week

*\* Additional hours must be pre-approved SI Program staff. All hours must be worked on-site and accurately reflected on your timesheet. Hours not approved will NOT be accepted.*

SI Program staff approves ALL SI Leader schedules. SI Faculty may not assign any work hours or approve schedules. Any changes in schedules or work hours must be authorized by the SI Coordinator.

#### ❖ First Week of Classes SI Leader

- Attends class and meets with faculty
- Gives SI introduction and completes scheduling tool with students (must be done on first day of class).
- Submits schedules for SI sessions to SI Program staff

#### ❖ Second through Fourteenth Week of Class

- Conducts regularly scheduled SI sessions
- Continues to meet with faculty
- Attends all class lectures
- Attends monthly SI training sessions and weekly meetings with SI Program staff
- New SI Leaders participate in the mentor program (SI Peer Mentors)
- SI participant surveys are completed by week 8
- SI Evaluations and observations are completed by week 9

#### ❖ Fifteenth Week of Classes

- Last week of regularly scheduled SI sessions
- Review sessions for final exam
- Final SI Leader evaluation and SI participant surveys

❖ Sixteenth Week of Classes

- NO sessions during finals week
- Final SI Leader evaluation meeting with SI Program staff.

*Adapted from:*

*The Supplemental Instruction Supervisor Manual from The Center for Academic Development and the University of Missouri, Kansas City.*

## Keys to Success



- ✓ SI Leaders successfully completed class with a grade of A and maintain an overall 3.0 GPA (Preferably with assigned SI faculty)
- ✓ Faculty meet with SI leaders before the start of the semester
  - Review course syllabus; textbook(s); and expectations
- ✓ SI leaders attend all class lectures
- ✓ Regular communication between SI Leaders, faculty, and SI Program staff
- ✓ Encourage students to attend SI sessions
- ✓ Complete required SI Leader evaluations

## Staff & Faculty FAQs About SI

Supplemental Instruction (SI) is an academic success and retention program that focuses on historically difficult course (high-risk courses) and not high-risk students. No one is singled out and made to feel conspicuous or treated differently. A high-risk course is one where approximately 1/3 or more of those enrolled typically earn a D, F or withdraw. High-risk courses are frequently introductory science and math courses such as biology, chemistry, calculus, physics, and psychology though many other courses may qualify. The goal of SI is to help students learn how to learn the course content, earn higher grades, become independent learners, and remain enrolled until graduation.

### 1. Why is my course called a high-risk course?

This has little to do with staff or faculty. The emphasis of SI is on historically difficult courses rather than high-risk students. A high-risk course is one that is considered traditionally difficult since it has a D, F, and withdrawal rate of 30% or greater for several academic terms. Across the country, these are commonly introductory courses in biology, chemistry, economics, mathematics, and physics, to name a few. In addition, many of the targeted courses are “gatekeeper” or Basic Skills courses (students must pass in order to pursue a particular certificate, degree, or major) that are large and serve the freshman population. In general, any course may be high-risk when there is a gap between the rigors of mastering course content and the skills for learning that students bring to learn that content.

- MVC’s Title III/STEM Grant Project funds SI for specific STEM classes that currently may request SI Leaders. These courses were outlined in the awarded grant application as being academically difficult for our students. Eligible STEM courses include: Biology; Chemistry; Physics; Anatomy & Physiology; Microbiology; Math; CIS; and Simulation & Gaming. Faculty have the opportunity to request to attend (via the required STEM proposal process) SI training at the University Missouri Kansas City. This training may be paid for by the Title III/STEM Grant Project. For more information, contact the Title III/STEM Project Director.
- MVC has further expanded SI through its Basic Skill Initiative. Reading, English, ESL, and math faculty may request an SI for their courses each term (based on funding).

### 2. Can I come to SI sessions?

Research has found when instructors attend SI sessions for their course, the dynamics of the group change. Students tend not to deliberate over course content with each other because they are tempted to ask staff and/or faculty for information or answers to questions. Students who attend SI sessions are guaranteed anonymity so that they will feel free to ask any question and reveal any weakness in understanding course material or in learning skills. The presence of staff or faculty may inhibit students from revealing weaknesses and risking attempts at answers. If a course instructor wants to attend an SI session, it is best to arrange with the SI specialist to attend an SI

session from another class.

### 3. Who trains the SI leaders and runs the SI program?

An integral part of an SI Program is the assigned staff, on-site SI professionals who train, observe, evaluate, and supervise SI Leaders. SI Program staff are responsible for SI Leader hiring processes, submission of monthly timesheets, updating and revising policies and procedures as required, and the day-to-day operations of the SI program. Assigned SI Program staff meet regularly with the SI Leaders individually and in groups. SI Program staff attend SI sessions and provide feedback on what is observed, help with the development of handouts and materials, and provide information on group dynamics, learning skills, and leadership skills. SI Program staff also serve as liaisons between the SI Program and the campus community. New SI Leaders are matched with a mentor SI Leader as assigned by SI Program staff.

### 4. Does SI target “bad” faculty or underperforming programs?

No. Some of the strongest and most successful faculty and program staff find additional academic support for their students beneficial. Courses and programs become designated as high-risk because of the mismatch between the study skills that students possess and the difficulty of the material to be learned. SI helps students meet or exceed the expectations of the courses and faculty. Faculty may see that they are able to increase their expectations in the class because of SI assistance and program outcomes are increasingly met.

### 5. How much do I have to do?

SI is only attached to courses where faculty and/or program staff have requested an SI Leader and welcome and support SI. Since SI Leaders attend the class, faculty do not need to provide lecture notes or a content review. It is recommended that faculty and SI Leaders meet on a regular basis. During meetings, SI Leaders often show faculty handouts they’ve designed, review possible test questions they or SI students have made up, or provide insight about materials students find difficult. Staff or faculty may provide SI leaders with ancillary materials workbooks, old tests, or problem sets to use in SI sessions. Some required and general duties specific to faculty with SI components are:

1. Allow up to 20 minutes during the 1<sup>st</sup> week of class for SI Leaders to introduce SI to the class and complete the required scheduling form with students (on day 1).
2. At minimum, once per week, verbally encourage all students to attend SI sessions.
3. Provide test grades to the SI Program staff as soon as possible after each exam or as requested.
4. Allow a 15-minute, mid-and-end-of-semester SI surveys.
5. Avoid suggesting that SI is for only those doing poorly. SI is open to any student in the class and any student may benefit from a greater understanding of the course content and study skills needed to learn it.

6. Do not call on SI leaders in class to answer content questions. SI leaders are focused on building a model of well-organized lecture notes and are thinking of ways to help students learn this material. SI leaders have a different focus than students enrolled in the class and may not be prepared to answer content questions.
7. SI Faculty must evaluate SI Leaders twice a semester, by week 9 and week 15, and once during winter and summer intersessions. Evaluation forms are available on-line and may be submitted electronically or hard-copy.
8. Please secure a desk copy of any texts and related materials for the SI Leader.

Many faculty find that having SI attached to their course decreases the workload because SI is a resource for questions on subject matter and study skills for learning that subject matter. SI leaders can aid faculty by encouraging the students to attend office hours but with specific questions. SI students are better able to identify areas of difficulty and to demonstrate to the faculty the effort exerted in attempts to understand and learn the material. SI faculty commonly find that SI attendees are more active participants in class with better questions and are more ready to venture answers to classroom questions.

Faculty have also noticed that SI students acquire better mastery of the subject as these students refine and upgrade their skills for learning in SI sessions.

### 6. What are the qualifications to become an SI leader?

SI leaders are students who have taken and successfully completed targeted historically difficult courses. MVC's SI Program defines success as achieving an A in the course and have a 3.0 or better overall GPA. However, when choosing an SI leader, faculty must consider SI leader's educational background, interpersonal skills, academic references, receptivity to learning a new leadership style, capacity for accepting feedback and training, and compatibility with the SI model. MVC's SI Program requires SI Leaders meet the following qualifications:

- ❖ Must have passed selected SI course, or equivalent to, with an "A" and have an overall GPA of 3.0. All SI Leaders that did not take the assigned SI class at MVC must provide transcripts.
- ❖ Preferred to have taken the selected course with the assigned SI Faculty.
- ❖ Must meet all RCCD Human Resource requirements (fingerprinting, TB, online application, and hiring intake appointment) for non-classified, hourly position and/or Student Employment requirements (min enrollment of 6 units per semester).
- ❖ Must be knowledgeable of learning styles and SI methodologies (training provided).
- ❖ Must exhibit professionalism and leadership skills.
- ❖ Must attend all lectures and meet availability requirements for SI Leader training, meetings, and sessions.
- ❖ Most possess excellent communication skills.
  - Verbal and written
  - Interpersonal skills

- Understands moral and ethical decisions/dilemmas
- Understands confidentiality
- ❖ Understands SI Leaders are College employees and are mandated reporters.
- ❖ Accept and understand SI Leader and Program responsibilities and policies and procedures.

## 7. Why do colleges and universities have SI programs?

A major reason institutions choose SI is because it is a cost effective and educationally effective program designed to retain and graduate students while protecting academic integrity. SI provides opportunities for all students in a traditionally difficult course to participate in a peer led, active learning experience that integrates how-to-learn with what-to-learn. Furthermore, as validated by the U.S. Dept. of Education, students participating in SI persist at the institution (reenrolling and graduating) at higher rates than students who do not participate in SI. SI participants also graduate with higher GPAs. This latter fact is likely to facilitate entry into medical, law and graduate school. Claims of SI effectiveness as validated by the USDE are:

**Claim 1.** Students who participate in SI earn higher mean final course grade averages than students who do not participate. This remains true even when differences in ethnicity and prior academic achievement are considered.

**Claim 2.** Students who participate in SI succeed at a higher rate (have lower withdrawal rates and receive lower percentages of D and F final course grades) than those who do not participate.

**Claim 3.** Students participating in SI persist, reenroll, and graduate at higher rates than students who do not participate.

## 8. What is the theory behind this program?

Educational theorists such as Dewey, Piaget, and Bruner advocate learning in peer groups (collaborative learning). SI brings students together to collaborate to study and learn common subject matter. Under the leadership of peer SI Leaders, students exchange information in notes, build possible exam questions and answers, build problems and solutions, and exchange information on ways to understand, learn, and remember the subject matter. Many of these SI activities are consistent with Piaget's concept of constructivism wherein students must construct their own knowledge and use it to gain an understanding of material to be learned.

Educational research of Dimon and Keimig finds that it is difficult to teach transferable study skills apart from content. Therefore, SI's effectiveness comes from applying how to learn course content directly to the content in historically difficult courses. The 43-year-old SI Model was developed by Dr. Deanna Martin at the University of Missouri at Kansas City and focuses on refining the skills for learning as applied to specific course content. Study strategies are integrated into course content in SI sessions. Students are, therefore, able to master course content while developing, refining, and integrating effective study skills.

### 9. Can SI Leaders substitute for me in class or in my program when I am out of town?

*NO.* SI Leaders do not function as faculty or staff but are expected to serve as models of successful academic behaviors and skills and how to apply these skills to specific coursework. SI Leaders are instructed to let the students in their session know that they do not have all the answers but are present to facilitate discussion of the material and guide the students through the study-learning process for the course. The basis for these skills is having taken the class previously and done well and having received extensive collaborative learning and non-directive leadership training. SI Leaders may NOT substitute; proctor tests; serve as classified or confidential staff; or serve as a “TA.”

### 10. Why should I have SI attached to my class or program?

SI should be offered as an additional benefit to students: not necessarily to increase test scores, but as a model of good study behaviors. Through SI sessions, students are exposed to effective college level study habits. SI students learn to discuss the course material to increase and to check understanding. They have opportunities to mentally manipulate information to understand ideas, concepts, and problem solving techniques rather than just memorizing facts. SI also offers an enrichment experience for SI leaders. It allows them to improve the study skills and leadership skills that will benefit them in future courses and in the work world. Finally, SI leaders provide an important communication link between the instructor and students.

### 11. Is SI just for motivated students or the “weaker” students?

Incoming variable have been repeatedly examined and compared in the research between SI and non-SI attendees. When incoming high school grade point averages are examined, there is no consistent difference between the two groups. The same is true of high school class rank and size. If SAT and ACT scores are any indication of industriousness and motivation, SI attendees’ scores are consistently the same or statistically significantly lower than the non-SI attendees. In this light, it does not appear that only the most motivated or most academically prepared students are the ones who attend SI sessions. In addition, one could expect that students with lower incoming SAT and ACT scores to earn lower grades. The opposite has been true on a consistent basis since research on SI began in 1973. SI attendees typically earn the same or statistically significantly higher on final course grades in spite on the same or lower incoming SAT or ACT scores.

### 12. Does the Family Education Rights & Privacy Act (FERPA) or MVC permit me to provide exam grades to the SI program? How is this confidential information handled?

Supplemental Instruction is an integral part of any course and, in a sense, SI Leaders are college staff members who focus on study skills. The Family Education Rights and Privacy Act (FERPA)

disclosure provisions 99.31 allow those with a legitimate educational interest to handle student records without prior consent provided that SI leaders sign a confidentiality agreement (FERPA, 1988). SI has been permitted access to exam scores nationwide subject to permission from existing campus committees for using student's records in research. Considering that many of our SI Program staff have access to student records anyway, there appears to be no legal reason why SI administrative staff should be denied access to test scores. Once test score differences have been computed between SI and non-SI attendees, there is no need to keep individual exam scores and are discarded appropriately. Student test scores are not used in MVC's SI Program Outcomes Assessment or evaluation process. There appear to be no issues related to the FERPA that limit the SI Program's access to properly handled test scores.

### 13. Can I choose my own SI leader?

SI is an integral part of a course and all program staff and/or faculty must select and request SI Leaders each term. Staff and faculty must follow all program hiring policies and procedures and confirm selected SI Leaders have done well in their classes and meet all qualifications. Since SI Program staff have been trained in the elements that make for a successful SI program, it is they SI Program's responsibility to set policies and procedures for qualifications, hiring, and training SI Leaders. SI Leaders should be screened for content competence, effective and efficient study skills, and the potential and receptiveness to refine skills to properly lead SI sessions.

### 14. Why shouldn't I know who is attending SI?

Many institutions require an SI Program to prove, using inferential statistical methods, that SI participants exhibit benefits from the program over non-participants. To prevent the appearance of bias in grading or program performance and jeopardize the validity of research, staff faculty may not track who attends SI sessions during the semester. Technically, since SI is part of a class or program, staff and faculty certainly have the right to know what happens in SI sessions. Unfortunately, when staff or faculty attend SI sessions a result is that the data used for researching the impact of SI on students is potentially compromised. This is so because data are considered biased when faculty in charge of grading know who is attending SI sessions. In other words, who is to say that faculty do or do not favor SI attendees in grading in this case?

### 15. Can I give the SI students extra credit?

NO. It is best practice in SI programs to not offer extra credit. Attendance at SI sessions and differences in final grades increase when extra credit is given for SI attendance. SI participants then earn higher final course score averages because of the extra credit, not SI itself. SI session attendance is voluntary and an open entry program.

### 16. Are staff and faculty a part of the SI Leaders Evaluation?

Yes. SI staff and faculty evaluate their SI Leader twice a semester. The first SI Leader evaluation is

due by week 9. The second (usually completed by week 15) is due at the end of each term.

### 17. Won't announcing the differences in test scores between SI and non-SI students make some students feel bad?

The sole purpose of announcing differences in test scores between SI and non-SI attendees is to encourage attendance at SI sessions. Individual students are not singled out and names are not used. Averages are computed, compared, and announced to the class in general to demonstrate the differences in exam scores (where SI attendees nearly always score higher). Hopefully, students who hear that SI attendees usually do much better on test scores will be motivated to attend SI sessions and benefit from the organization of text and lecture content and the interweaving of relevant study skills. Since attendance at SI sessions is voluntary, all students in the class may choose to attend. No one enrolled in the class is excluded.

### 18. What do students say about SI?

Below are quotes from SI students taken from surveys:

- ❖ “The more time I spent in bio SI, the less time I spent studying bio at home. I didn't think it would help much at first. Was I wrong!”
- ❖ “SI helped me understand the concepts that confused me and the other students there helped me get answers to my questions. SI also „nailed“ many of these questions on the exams.”
- ❖ “In SI, I learned more about the material and SI helped us organize the material into possible test questions and answers. This was an easy way to set-up my notes and to test myself. I learned and remembered the material better.”
- ❖ “SI gave me a chance to practice my knowledge of the material and hear the information from students with another view.”

### 19. Will SI sessions compete with my review (help) sessions?

No. SI focuses on how to learn course content. SI Leaders are trained in fast, effective skills for college level learning based on the current research in the field of learning skills. Because SI focuses on how to learn the course content and review sessions typically focus on re-lecturing and rehashing course content, there is no competition between the two forms of assistance. SI Leaders are expected to urge attendance at all review sessions. Much of the content in review sessions can then be staff or faculty led to help students acquire and refine the skills for learning the content of those review sessions. SI attendees are also encouraged to take advantage of tutoring if that fits their learning style better.

*Adapted from: The Supplemental Instruction Discussion list by Dennis Congos (dcibgis@mail.ucf.edu) October 7, 2009.*

*Congos, D.H. & Stout, Barbara (2001). 20 FAQ's from faculty about Supplemental Instruction. Research & Teaching in Developmental Education, 18 (1), 41-49.*

*11/01 Developed by Barbara M. Stout, Supplemental Instructional Specialist, The Learning Center, The University of Pittsburgh, 311 Wm. Pitt Union, Pittsburgh, PA 15260, 412-648-7920 and Dennis H. Congos, Certified Supplemental Instruction Trainer and SI Coordinator, Student Academic Resource Center, POB 163115, University of Central Florida, Orlando, FL 32816, 407-823-5130. Email: dcongos@mail.ucf.edu. SARC Web Site: <http://pegasus.cc.ucf.edu/~sarc>. SARC is a Unit of Academic Development and Retention which is a Division of Student Development and Enrollment Services.*

## SI Leader Hiring Policies and Procedures

1. Faculty must request SI Leaders for their courses each term and submit the required request form available online at [mvcstemssc.com](http://mvcstemssc.com) by deadline posted for each term to assigned SI staff electronically via email at [mvc-SIProgram@mvc.edu](mailto:mvc-SIProgram@mvc.edu) or hardcopy. **LATE REQUESTS WILL NOT BE ACCEPTED. SI LEADER ASSIGNMENTS DO NOT “ROLL OVER”.**
2. Autoresponses are sent upon electronic submission. Please save your automated response in the event an issue arises in the submission process. A confirmation email will be forwarded by assigned SI Program staff the week of your submission. If you do not receive an autoresponse and/or a confirmation email from SI Program staff, please resubmit your request by the deadline.
3. Requests do not guarantee assignment of requested SI Leaders. Requests are reviewed and evaluated based on funding, SI Leader qualifications, efficiency, and need (enrollment, SI participation averages, and prior evaluations up to 3 terms).
4. SI Leaders selected by faculty must meet the minimum qualifications outlined in the SI Program policies and procedures and complete the online program application. SI Leader minimum qualifications will be verified by SI Program staff.
5. It is recommended SI Faculty select one to two “back up” SI Leaders in the event that his/her original selected SI Leader is ineligible, does not meet minimum qualifications, is unavailable during the assigned class, or may not complete the required hiring process.
6. Final SI Leader approvals will be forwarded to faculty by SI Program staff.
7. Assigned SI Program staff will contact selected SI Leaders to complete an initial interview and all required forms and documentation for the hiring process. All SI Leaders not currently enrolled at MVC are required to provide transcripts. SI Program staff has the right of assignment and to deny hiring of any SI Leader.
8. Required Hiring Process
  - a. Student Employee (SE) Packets
    - i. All SI Leaders enrolled in at least 6 units will be hired under SE
      1. Valid ID and Social Security card or valid authorization to work documentation
      2. Student employees are not allowed to work over 20 hours per week regardless of work sites and department assignments.
    - ii. Approval Process
      1. SI Program Staff (Lead)
      2. Department Dean
      3. SE Office
  - b. Intent to Hire Form (Required for all SI Leaders not currently enrolled at MVC)

- i. Intent must be approved and completed by SI Program staff and signed by selected SI Leader.
  - ii. Initial Approval Process
    - 1. Department Dean
    - 2. Vice President of Academic Affairs
    - 3. President
    - 4. Human Resources
    - 5. Budget Control (District Accounting Services)
  - c. Employment Paperwork
    - i. SI Leaders must meet with assigned HR Specialist to complete required hiring paperwork.
      - 1. Online application and hiring packet
      - 2. Fingerprints
      - 3. TB Clearance
      - 4. Valid ID and Social Security card or valid authorization to work documentation.
9. Board of Trustees (BOT) and MVC Student Employment Office – FINAL APPROVAL
- a. All non-classified, hourly SI Leader appointments must be BOT approved.
  - b. SI Leaders may not start working until approved by RCCD’s Board of Trustees and/or MVC’s Student Employment Office.
  - c. Final approval notifications are forwarded from HR and/or SE Office with approved start date.
  - d. Student employees may not exceed 20 hours per week regardless of assigned departments and/or budgets.
  - e. Hourly, non-classified employees may not exceed 20 hours per week with MVC’s SI Program and may not exceed a totally of 30 hours per week as a non-classified, short-term employee regardless of assigned departments and/or budgets. Non-classified, short-term employees may not work more than 160 days and/or 960 hours per academic year.

**Deadlines for Requesting and Selecting SI Leaders**

FALL	WINTER	SPRING	SUMMER
June 30 <sup>th</sup>	November 30 <sup>th</sup>	December 31 <sup>st</sup>	May 30 <sup>th</sup>

\* NEW SI Leaders may not be requested for winter or summer terms.

No late requests will be accepted pas the above due dates due to RCCD’s and MVC’s Student Employment Office required hiring processes and approvals. Submitted SI Leader requests **DO NOT** guarantee placement. SI Leader assignments are accepted and approved on a first-come, first-serve basis and are based on annual funding allocations. All SI Leader request forms must be submitted to SI Program staff by the fall and spring due dates for consideration. **SI LEADERS MAY NOT SELF-SELECT AND ASSIGNMENTS DO NOT ROLL OVER FROM TERM-TO-TERM.**

## SI Leader Work Assignments

SI Leaders may not exceed an assignment of 6 units per semester and may not exceed the allocated hours outlined below. Under no circumstances will MVC SI Leaders work over a total of 20 hours per week or exceed over 8 hours per day.

SI Leaders working for multiple departments in a short-term, non-classified, hourly position, including substitute and assignments at RCC, District, or Norco, may not exceed a total of 8 work hours in one day regardless of department and budget assignment; 960 hours; and/or 160 days per academic year per RCCD policies. There are additional hour limitations, in the number of hours per week allowed for non-classified employees. Please confirm with your hiring supervisor(s) and SI Program staff before exceeding the maximum number of hours you are eligible to work.

Student employees working with multiple departments may not exceed a total of 20 work hours per week regardless of department and budget assignments. There are NO exceptions to this rule. If an SI Leader exceeds 8 hours per day or over 20 hours per week, disciplinary action will proceed with possible suspension or termination.

SI Leaders must inform faculty and SI Program staff if they are not available to SI for selected class(es) 4-6 weeks prior to the start of term. Do not wait until the start of term.

The following work hour assignments are applicable to all SI Leaders:

UNITS	LECTURE	SI SESSIONS	PLANNING
3	3 hrs	2 - 3 hrs	2 to 3 hrs
4	4 hrs	3 - 4 hrs	3 to 4 hrs
5	5 hrs	4 - 5 hrs	4 to 5 hrs
6	6 hrs	5 - 6 hrs	5 to 6 hrs

*\* Additional hours must be pre-approved SI Program staff. All hours must be worked on-site and accurately reflected on your timesheet. Hours not approved will NOT be accepted.*

SI Program staff approves ALL SI Leader schedules. SI Faculty may not assign any work hours or approve schedules. Any changes in schedules or work hours must be authorized by the SI Coordinator.

## Maintenance Activities

1. Complete necessary personnel paperwork in a timely manner.
2. Attend SI leader training workshop prior to the beginning of each term.
3. Work with the SI leader to select appropriate times and scheduling of SI sessions.
4. Make periodic announcements about the availability of the SI sessions to the students.
5. Ensure that initial SI survey, midterm SI Feedback Survey and End of Term surveys are

distributed and assist with data analysis.

6. Collect attendance data for every SI session, including student names, course title, date and time of the sessions. SI leaders will keep an excel sheet logging attendance from the sign in sheets.
7. Assist the SI specialist in the preparation of end of term reports and other reports as requested.
8. Maintain a professional attitude about matters such as class standards, grades, and student's complaints. SI leaders must maintain confidentiality in all matters related to student progress.
9. Provide the SI specialist with an up-to-date schedule of your SI sessions.
10. Notify SI Program staff **in advance** if you cannot conduct an SI session as scheduled.
11. Maintain regular working hours. Fill out time sheets on a timely basis.
12. Model appropriate professional attitude and behaviors to staff, students, and others.
13. Remember that as an SI leader you are a leader on the ACTC campus that other students look to for help and information.

## SI Program Timeline\*

<b>Fall - August/ Spring - January</b>	SI Leader hiring process completed. No additional SI Leaders will be hired for terms beyond the August BOT (Fall) and January BOT (Spring).
<b>Fall - August/ Spring - January</b>	SI Leader and Mentor Training for attendance and training. Mentor/Mentee schedules completed. Weekly meetings, schedules set for term. SI Program tracking system training (new SI Leaders).
<b>WEEK 1</b>	SI Leaders submit SI session schedules and room requests. R25 requests completed. Draft SI session schedules posted.
<b>WEEK 2</b>	Final SI Leader room assignments completed. Individual SI Leader weekly meetings with SI Program staff start. Final SI session schedule confirmed and posted (on-line and in SSSC).
<b>WEEK 3</b>	SI Leader peer observations start. SI Program staff SI session observations scheduled (per SI Leader). SI Leaders individual weekly meetings are confirmed and continued throughout semester.
<b>WEEK 4</b>	SI Leader peer observations continue. SI Leader In-Service Training – Appropriate SI Techniques and Materials and Approaches to use with Students. SI Leader mentors meet with SI Leader mentees.
<b>WEEK 5</b>	SI Program staff check-in with SI Leaders and faculty (attendance, challenges, positives, changes). SI Program staff run attendance system reports.
<b>WEEK 6</b>	SI Leader peer observations concluded. Mentors provide SI Leader mentees reviews and peer training at new SI Leader In-Service Training with mentors. SI Program staff observations continue through week 8.
<b>WEEK 7</b>	SI Leader In-Service Training – Evaluating Attendance and Approaches.
<b>WEEK 8</b>	Send out mid- term survey for SI Leaders, faculty, and SI participants. SI Program staff complete SI Leader observations. SI Leader mid-term evaluation meetings scheduled.
<b>WEEK 9</b>	SI Leader evaluations completed by SI Program staff.

<b>WEEK 10</b>	SI Leader In-Service Training – SI Programs at Community Colleges and What SI Leaders Now Know.
<b>WEEK 11</b>	SI Program staff run attendance system reports.
<b>WEEK 12</b>	SI Leader In-Service Training – Preparing Students for Final Exams.
<b>WEEK 13</b>	SI Program staff start final observations and SI Leader evaluation process.
<b>WEEK 14</b>	SI Program staff schedule final observations and evaluations.
<b>WEEK 15</b>	SI Program staff distribute final SI Leader and SI program evaluations (surveys) to students, faculty, and SI leaders. LAST week for SI sessions.
<b>WEEK 16</b>	SI Program staff complete final SI Leader evaluations. NO SI sessions.

\* Winter and Summer terms are condensed. New SI Leaders may not work in winter or summer terms. SI Program staff will only meet individually with SI Leaders three (3) times during the term and complete only one (1) formal observation and evaluation. SI Leaders will conduct “mid-term” surveys at week three (3) and a final survey at their closing SI session.

Timeline may be modified and revised as required to maintain an effective and quality SI Program by assigned staff and/or administrators.

## Appendix

### Supplemental Instruction Leader Resources:

- [SI Leader's Guide](#)
- [SI Leader Resource Manual](#)
- [SI Leader Mentor Manual](#)
- [SI Leader Policies & Procedures](#)
- [SI Leader Request Form](#)

### Supplemental Instruction Leader Tools:

- [Scheduling Tool](#)
- [Session Planning Form](#)
- [Sign-In Sheet](#)
- [Online Sign In System](#)

### Supplemental Instruction Leader Hiring Information:

- [Student Employment Packet](#)
- [SI Leader Application](#)

For more information about SI Leader resources, visit [mvcstemssc.com/student-services/si/](http://mvcstemssc.com/student-services/si/)