**What is Supplemental Instruction (SI)?**

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. SI is a non-remedial approach that provides regular review sessions outside of the classroom. In this setting, students work collaboratively through discussion of reading and other assignments, taking and sharing of notes, developing organizational and study skills, preparing for and predicting exam items, and sharing ideas for improving their learning experience and success in the course. These out-of-class sessions are led by SI Leaders—students who already took the class and did well. With the help of SI Leaders, students will learn how to learn, while learning what to learn. Supplemental Instruction does not necessarily target high-risk students, but is there to help students succeed in courses that many students find difficult.

**Purpose of SI:**

The purpose of SI is to help students master course content by fostering a deeper understanding of course material, and to encourage students to reflect on their growth as they become lifelong learners, while helping them achieve their fullest potential at HCC and in the future. While SI courses are available to all students who attend targeted courses, it also narrows the achievement gap for underrepresented students.

We partner with student service programs and instructional divisions across the district to enhance student retention and progress toward degrees and certificates. We provide training and support for faculty and SI Leaders. We work with deans, department chairs and faculty to identify targeted courses and students who are qualified to work as SI Leaders.

Part of our mission is to encourage engaged learning and academic determination, to teach students to develop and apply their strengths, help them gain intrapersonal positive perspective, and interpersonal social connections and a sense of diverse citizenship.

**Benefits and Effectiveness of the SI Model:**

One of the greatest benefits of participating in Supplemental Education is higher grades. Studies by the U.S. Department of Education show that students who participate in SI, within the targeted high-risk courses earn higher average final grades than students who do not participate in SI. Data shows that this is still factual when analyses controls for ethnicity and prior academic achievement are in place. Despite these factors, students who participate in SI succeed at a higher rate, and withdraw in lower numbers. Based on these findings, SI increases the likelihood of student success, because students learn study skills and are empowered to become independent learners, complete courses and finish their education.

**Information for SI Leaders:**

* SI Leaders develop their interpersonal skills when they develop and implement plans in the classroom. We are available to observe your sessions and offer constructive feedback.
* Supplemental Instruction allows SI Leaders to be in the classroom, engage students in active learning, and begin developing their own teaching philosophy or portfolio for the job market. As SI Leaders help students develop the academic skills necessary to succeed, they also enhance their teaching and learning skills, and develop leadership skills and qualities.

**Primary Duties and Responsibilities of SI Leaders Include:**

SI Leaders attend mandatory pre-semester orientation and training every semester that they are employed.

* SI Leaders possess good interpersonal skills.
* SI Leaders attend all class sessions of the course or lab and take notes.
* SI Leaders conduct 2-3 Supplemental Instruction sessions, 3 hours total, per class per week.
* The SI Leader works with a group of students.
* SI Leaders hold office hours; one per week.
* SI Leaders work and meet with specified faculty members.
* SI Leaders submit time sheets on a bi-weekly basis.
* SI Leaders submit sign-in sheets on a weekly basis.
* SI Leaders market the SI sessions to all students in the class by informing them of the benefits of SI sessions.
* SI Leaders prepare materials for SI sessions.
* SI Leaders maintain a professional attitude about matters such as class standards, grades, and student complaints.

**Qualifications For Becoming An SI Leader:**

SI Leaders must:

* Have completed and mastered the specific Course for which they are an SI leader with a grade of “A” or high “B.”
* Have a GPA of 3.0 or higher.
* Be motivated to lead and help others to learn the course material.
* Be able to work 19.5 hours a week, comprised of the following:

Sitting in on course lectures/ labs ( 3 hours)

Facilitating SI Sessions (3-4 hours—may provide extra hours for test review and preparation)

1 hour weekly meeting with faculty liaison or SI Assistant Director

3-6 hours dedicated to session planning, peer observations

3-5 hours for meetings with the professor, coordinators, director, and for test review during midterm and finals.

Attend training sessions

* Submit all required materials of the SI Leader application packet.

Modeling Class Room Behavior:

The following practices should be demonstrated and encouraged before, during and after class:

* SI Leaders always arrive a few minutes early to ensure that they are set up and ready for the lecture.
* SI Leaders act as model students: take notes and ask questions. Why? Good and appropriate behavior is contagious.
* In general SI Leaders need to remember that they are in class as a model and mentor for other students. Students model the behavior they observe from peers or near peers.
* SI Leaders follow all rules as specified by the professor. For instance, professors will probably ask that phones be kept out of sight and turned off unless phones or other mobile devices are required for classroom assignments.
* SI Leaders stay a few minutes after class in order to recap and clarify any points of confusion that the students might have about the material covered during that day’s class.

**End of Semester Checklist For SI Leaders:**

Distribute a handout to advertise for the final review

Pass out the *End of Semester Survey* to the entire class

Turn in all sign-in sheets **by the last day of class**!

Turn in books and solution manuals.

Complete your final timesheet

Questions: Please email or call Dr. Pauline Warren, 713-718-8484