

Criteria for Supplemental Instruction Partner Courses

Generally, when identifying an SI partnership course, the Learning Center considers several factors. When a faculty member requests an SI leader for a specific course or if the LC administration identifies a high need course, we consider the following each semester:

1. The historical DWF rate for that class/course
 - a. Overall course DWF rate exceeds 20%
 - b. Course DWF rate per professor exceeds 20%
 - c. DWF rate does not exceed 20% but affects 50+ students/semester
 - d. No historical data available (new faculty or new course for that faculty) but the overall DWF rate in general for the course exceeds 20%
2. Core Curriculum or a Gateway course
 - a. Priority is given to Core Curriculum and Gateway courses heavily serving the FR and SO population (1000 and 2000 Level courses for core, 3000 level courses for Gateway)
3. Course enrollment
 - a. Priority is given to classes with over 25 students enrolled and/or to professors with multiple sections serving at least 40 students.
4. Programmatic historical data and ongoing support
 - a. Prior SI support shows success of that partnership
 - i. 50% or more enrolled students utilize the service
 - ii. correlation to GPA
 - iii. impact on DWF rate
 - b. Continued course difficulty, intense academic rigor
5. Successful partnerships for continued support
 - a. DWF rate has been lowered or SI support positively affects course perseverance
 - b. Usage; over 50% of the enrolled students attend SI Sessions
6. New SI Partnerships as identified by administration
 - a. Historically challenging course showing tutoring demand in the LC
 - b. Historically challenging course taught by new professor
 - c. DWF rate exceeds 25%
 - d. Core curriculum and/or Gateway course
 - e. Course enrollment exceeds 25 students

Georgia College's smaller size allows us to examine our SI partnerships every semester and remain flexible as the expected demand and request for support alters with assigned professors, new texts, varied pedagogy, and enrollment/class size.

One of the SI Program's significant contributions is enhancing the most important feature of a college campus: **adding to our culture of learning**. Peers helping peers acclimate to GC's rigor, understand content, share common language, and help create affective collegiate ties as well as a sense of community within the class itself. In addition, the SI program provides a unique platform for developing mentoring relationships – between the professor and SI Leader as well as with the SI Leader and the enrolled students.