



Supplemental Learning (SL)
Annual General Report
Fall 2020 & Winter 2021
(Virtual)

Coordinator
Elizabeth Templeman
Department
Counselling, Academic Support & Assessment (CASA)

Report prepared by
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Summary from the SL Coordinator – Elizabeth Templeman

While the year prior had its challenges, this past year will likely stand out as exceptional in so many respects. It was the year that a wonderful active learning space would become home for future SL sessions; and yet a year when we were wholly unable to benefit from that. Instead, the year of remote learning demanded remarkable levels of persistence, innovation, adaptation, and all within a context of isolation. Providing SL remotely would have been unimaginable prior to the spring of 2020, and yet, one year later we would be experiencing similar (or higher!) levels of stress when contemplating a return to campus and to actual in person support.

Recruitment of new leaders for 2020-21 also proved difficult, but eventually would yield the small but incredible team of leaders and mentors who brought us through this year, sustaining support in most courses, and piloting for a second-year nursing course. It was hardly, in retrospect, a good year to pilot a new course, but the experience was moderately positive for those participating. Also somewhat discouraging, SL will cease supporting BIOL 1590/1690, despite years of impressive outcomes, for complicated reasons. On a more positive note, in winter term, we piloted an innovative variation of SL. A leader supported PHIL 2220 through facilitating study circles, while also a student in the course. This experiment proved quite successful in many regards, with a core of appreciative and engaged regulars.

Participation fell dramatically this past year, in all faculties supported except for Law. To our disappointment, participation also fell dramatically for the subgroups of international and Indigenous students, where there had been a concerted effort to promote greater engagement in recent years. While disheartening, these drops are understandable, given the prevalence of screen fatigue and the challenges promoting support in an extremely distracting and stressful year. While SL was able, to some extent, to support learners with the challenges of remote learning, our ability to foster connection and to reach the hesitant or distracted was limited.

Yet, for those who availed themselves of the support and participate in remote sessions, the impact was positive on a scale remarkably in line with that of other years. It was disappointing to be unable to extend that positive impact, and yet satisfying to recognize the benefits for those who *did* engage.

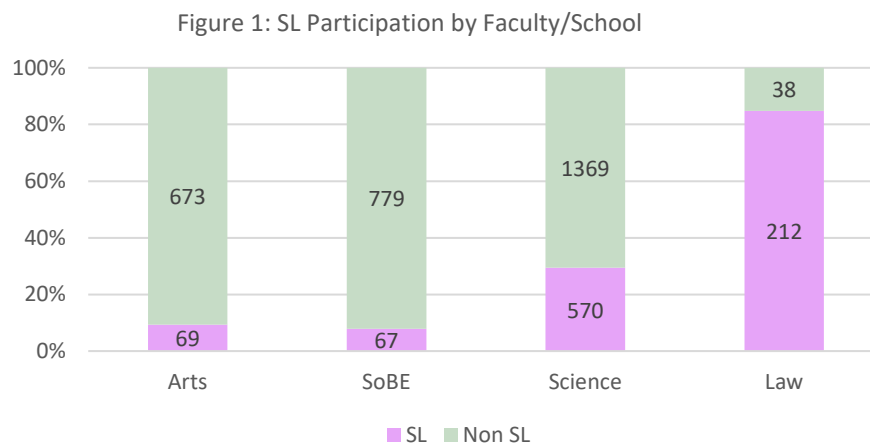
SL Leaders by Faculty and Course

Faculty of Arts	Philosophy	Michelle Raglin
	Psychology	Loghan Eskritt, Cassidy Jean
Faculty of Law	Torts	Angelica Kovac, Jaicee Payette, Jolene Sanderson
	Constitutional	Stephanie Gosvig, Monica Salt
Faculty of Science	Biology	Eric Franks, Katie Ignace, Levi Manson, Elvira Mukharryamoya, Andrea Valcarcel
	Chemistry	Levi Manson, Olivia McLennan, Naomi Meijerhof, Andrea Valcarcel
	Health Care Science	Katelyn Kabotoff, Britney Walton
	Physics	Juliana Hermiston
School of Business	Accounting	Aneesha Gaba, Adam Toor

Participation & Scope

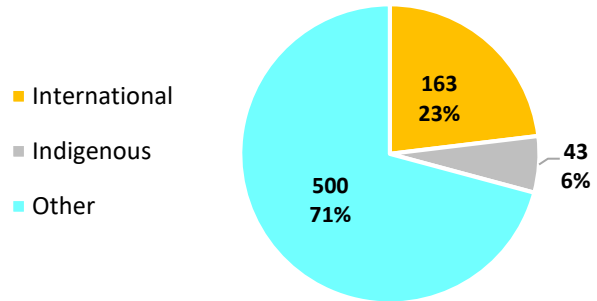
Supplemental Learning (SL) supported 17 single semester courses and 2 full year courses during the 2020-2021 academic year. Of the 3777 students enrolled in the courses, 918 (24%) participated in one or more of the 447 SL sessions facilitated by twenty SL student leaders. In total, 5167 student contact hours of SL were provided, all remotely—most synchronously—with most participants attending, on average, 5.6 hours per course. However, 241 students (6%) were frequent participants (attending 6+ hours per course each term).

The SL participation rate varied by School/Faculty, with the Faculty of Law having the highest rate (85%) and the School of Business having the lowest rate (8%) (Figure 1).



SL participants included subgroups of International and Indigenous (self-declared) students (Figure 2).

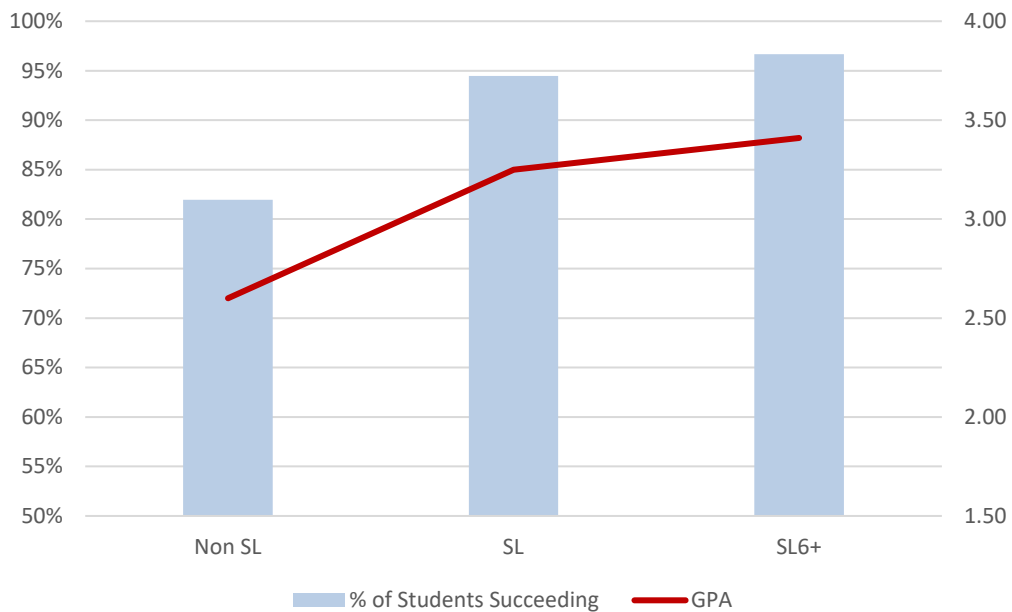
Figure 2: SL Participation by Student Subgroup



Impact

In the single semester courses, both the percentage of students succeeding (C or higher) and the average GPA were higher for students who participated in SL as compared to those who did not. These differences were amplified for the group of students participating more frequently (6+hours) (Figure 3).

Figures 3: Differences - Single Semester Courses



Satisfaction

Based on data from end of semester surveys, participants were quite satisfied with SL. The participants rated the SL leaders very highly (4.35 out of 5) in terms of preparation and capability. This average rating was validated by student comments, many of which expressed gratitude for the leaders and the program.





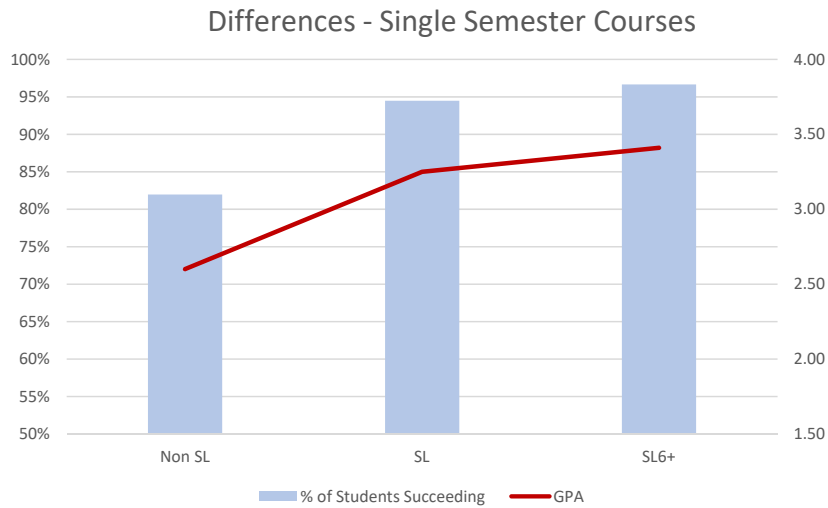
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Part II: Participation

All Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	19	
Total graded course enrollment	3777	
SL participants	918	24%
SL participants (6+ hours/semester)	241	6%
SL session and exam review hours provided	447	
SL student contact hours	5166.5	
Average number of session hours attended per participant by course	5.6	
Average participant satisfaction with SL sessions (max = 5)	4.35	

Single Semester Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	17	
Total graded course enrollment	3527	
SL participants	706	20%
SL participants (6+ hours)	150	4%
SL session and exam review hours provided	406	
SL student contact hours	2851.5	
Average number of session hours attended per participant by course	4.0	
Average participant satisfaction with SL sessions (max = 5)	4.30	

Full Year Course (Law)	<i>Total</i>	<i>Percent</i>
Total number of courses	2	
Total graded course enrollment	250	
SL participants	212	85%
SL participants (12+ hours)	91	36%
SL session and exam review hours provided	41	
SL student contact hours	2315.0	
Average number of session hours attended per participant by course	10.9	
Average participant satisfaction with SL sessions (max = 5)	4.45	

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Single Semester Courses

Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
# of students	706		150		2821		3527	
Achievement	#	%	#	%	#	%	#	%
Success (A, B,C)	667	94%	145	97%	2312	82%	2979	84%
Non Success (D, F, DNC)	39	6%	5	3%	509	18%	548	16%
Mean GPA	3.25		3.41		2.60		2.73	

Differences

All	SL	Non SL	Difference	
% of students succeeding	94%	82%	13%	
Mean GPA	3.25	2.60	0.65	*
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	97%	82%	15%	
Mean GPA	3.41	2.60	0.81	*

*The differences between the GPA means are statistically significant ($p < .01$)



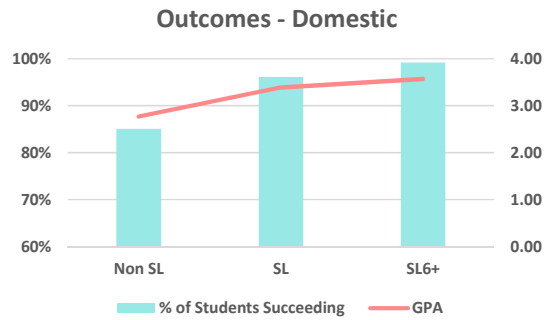
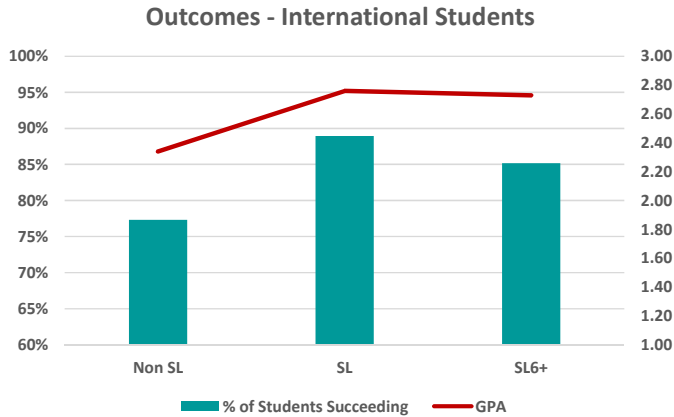
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Single Semester Courses

Part V: Student Subgroups - International

Participation	Total	Percent
International Students		
Total graded course enrollment	1311	
SL participants	163	12%
SL participants (6+ hours)	27	2%



Outcomes									
International Students									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	163		27		1148		1311		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	145	89%	23	85%	888	77%	1033	79%	
Non Success (D, F, DNC)	18	11%	4	15%	260	23%	278	21%	
Mean GPA	2.76		2.73		2.34		2.40		

Differences				
International Students				
All	SL	Non SL	Difference	
% of students succeeding	89%	77%	12%	
Mean GPA	2.76	2.34	0.42 *	
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	85%	77%	8%	
Mean GPA	2.73	2.34	0.39 *	

*The differences between the GPA means are statistically significant (p < .01)

Comparisons	% Succeeding			Mean GPA			SL Participation Rate
	SL	SL+6	Non SL	SL	SL+6	Non SL	
International students	89%	85%	77%	2.76	2.73	2.34	12%
Domestic students	96%	99%	85%	3.39	3.57	2.77	25%



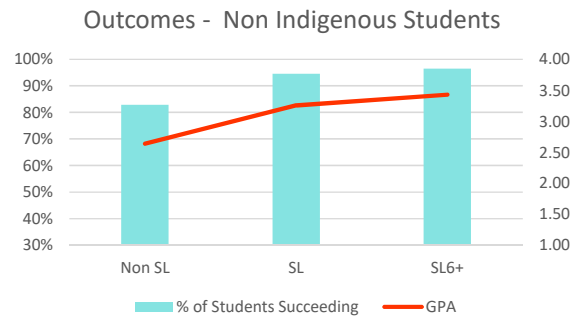
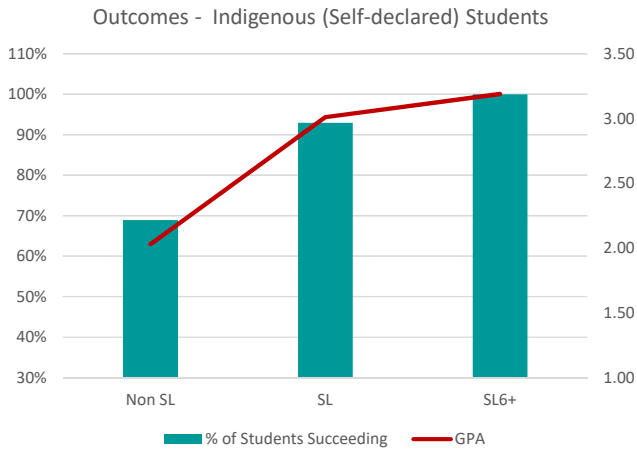
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Single Semester Courses

Part V: Student Subgroups - Indigenous (Self-declared)

Participation Indigenous Students	Total	Percent
Total graded course enrollment	249	
SL participants	43	17%
SL participants (6+ hours)	7	3%



Outcomes Indigenous Students									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	43		7		206		249		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	40	93%	7	100%	142	69%	182	73%	
Non Success (D, F, DNC)	3	7%	0	0%	64	31%	67	27%	
Mean GPA	3.01		3.19		2.03		2.20		

Differences Indigenous Students			
All students	SL	Non SL	Difference
% of students succeeding	93%	69%	24%
Mean GPA	3.01	2.03	0.98 *
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	100%	69%	31%
Mean GPA	3.19	2.03	1.16 *

*The differences between the GPA means are statistically significant ($p < .01$)

Comparisons	% Succeeding			Mean GPA			Participation Rate
	SL	SL+6	Non SL	SL	SL+6	Non SL	
Indigenous (Self-declared) students	93%	100%	69%	3.01	3.19	2.03	17%
Non Indigenous students	95%	97%	83%	3.26	3.43	2.64	20%