



Supplemental Learning (SL)
Annual General Report
Fall 2019 & Winter 2020

Coordinator
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Summary from the SL Coordinator – Elizabeth Templeman

For SL, 2019-20 was an exceptional year—in how it began, and certainly in how it ended. Our start of term was hampered by campus issues with space. For the first time in its fifteen-year history, we were unable to secure room bookings in time to promote and begin sessions in the week following the start of classes. This both reduced the overall availability of sessions for the term, and greatly increased the usual pressures of September.

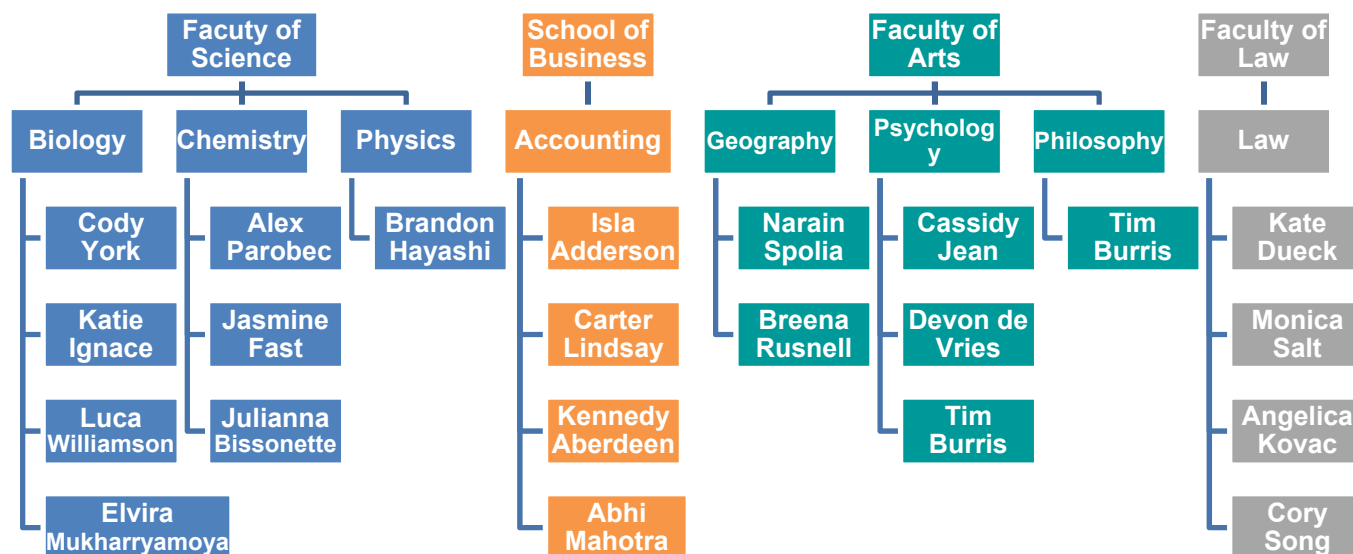
And we all know the disruptions that COVID 19 brought, with the sudden shift to remote services as of mid-March 2020. The leaders made what seemed a heroic effort to provide something approximating SL in Moodle shells which were quickly generated by the Learning Technologists. With no training in the remote technologies, they did their best to get some kind of practice and review in place for students, though participation dropped off significantly. Their final exam reviews, which usually ends their year with a surge, had low uptake in most courses.

Another distinction to note is a high number of courses for which SL was piloted in the year, among them: Law 3010 (an overwhelming success); Geography 1010 and 2020 (though appreciated by the few attending, persistently low uptake); and Physics 1100/1200 (successful by most counts, and continuing).

A final comment is that this year leaders logged an additional 69.5 student contact hours (in their sign-in data), which at first couldn't be accounted for. Random emails and calls led to the realization, confirmed by leaders, that students in OL courses—or in one instance a different, but related, course—were learning of SL and attending sessions for support. Leaders welcome any student to participate, and this year, the result was significant enough to note.

Bracketed by challenges, during this past year the leaders invested remarkable effort and ingenuity, and overall, provided an impressive level of support to a wide range of students across the disciplines.

SL Leaders by Faculty and Course



Part I: Quickview

Participation & Scope

Supplemental Learning (SL) supported 22 single semester courses and 2 full year courses during the 2019-2020 academic year. Of the 4544 students enrolled in the courses, 1312 (29%) participated in one or more of the 888 SL sessions facilitated by twenty-one SL student leaders. In total, 5869 student contact hours of SL were provided with most participants attending, on average, 4.5 hours per course. However, 248 students (5%) 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 (91%) and the Faculty of Arts the lowest rate (15%) (Figure 1).

Figure 1: SL Participation by Faculty/School

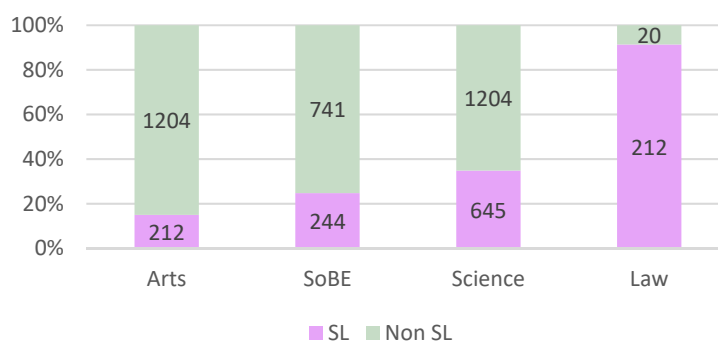
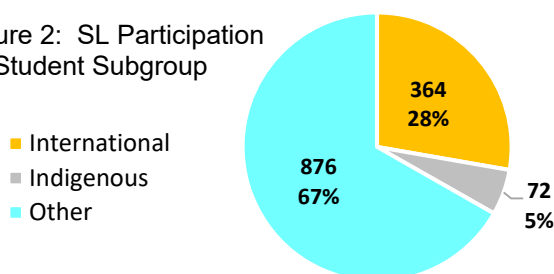


Figure 2: SL Participation by Student Subgroup

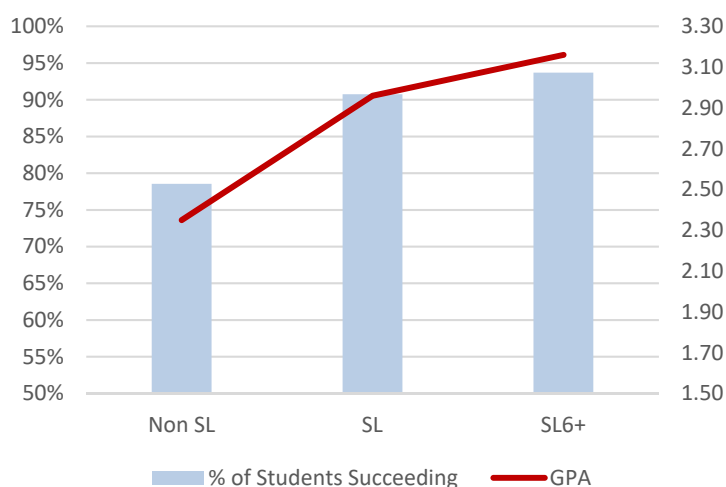


SL participants included subgroups of International and Indigenous (self-declared) students (Figure 2).

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 (attending 6+hours) (Figure 3).

Figure 3: Differences - Single Semester Courses



Satisfaction

Based on data from end of semester surveys, participants were very satisfied with SL. The participants rated the SL leaders very high (4.25 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	24	
Total graded course enrollment	4544	
SL participants	1312	29%
SL participants (6+ hours/semester)	248	5%
SL session and exam review hours provided	888	
SL student contact hours	5869	
Average number of session hours attended per participant by course	4.5	
Average participant satisfaction with SL sessions (max = 5)	4.25	

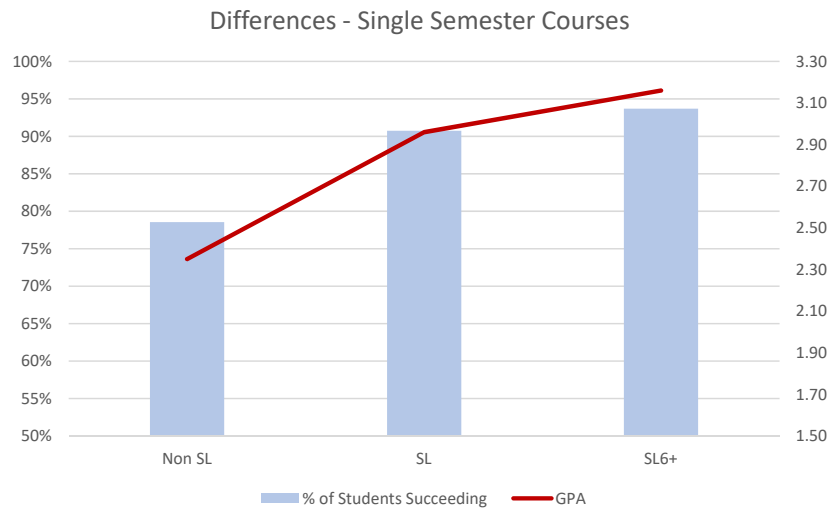
Single Semester Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	22	
Total graded course enrollment	4313	
SL participants	1101	26%
SL participants (6+ hours)	190	4%
SL session and exam review hours provided	825	
SL student contact hours	3967	
Average number of session hours attended per participant by course	3.6	
Average participant satisfaction with SL sessions (max = 5)	4.25	

Full Year Course (Law)	<i>Total</i>	<i>Percent</i>
Total number of courses	2	
Total graded course enrollment	231	
SL participants	211	91%
SL participants (12+ hours)	58	25%
SL session and exam review hours provided	63	
SL student contact hours	1902	
Average number of session hours attended per participant by course	9.0	
Average participant satisfaction with SL sessions (max = 5)	4.26	

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Part III: Outcomes



Single Semester Courses

Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
# of students	1101		190		3212		4313	
Achievement	#	%	#	%	#	%	#	%
Success (A, B,C)	999	91%	178	94%	2523	79%	3522	82%
Non Success (D, F, DNC)	102	9%	12	6%	689	21%	791	18%
Mean GPA	2.96		3.16		2.35		2.51	

Differences

<i>All</i>	<i>SL</i>	<i>Non SL</i>	<i>Difference</i>	
% of students succeeding	91%	79%	12%	
Mean GPA	2.96	2.35	0.61	*
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	94%	79%	15%	
Mean GPA	3.16	2.35	0.81	*

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

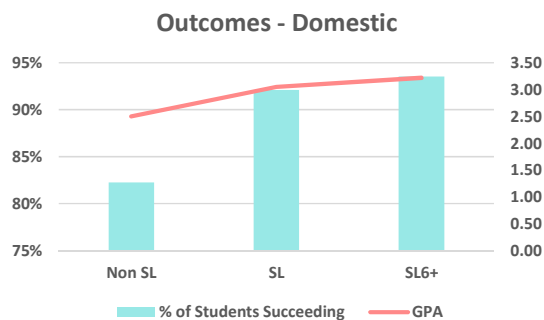
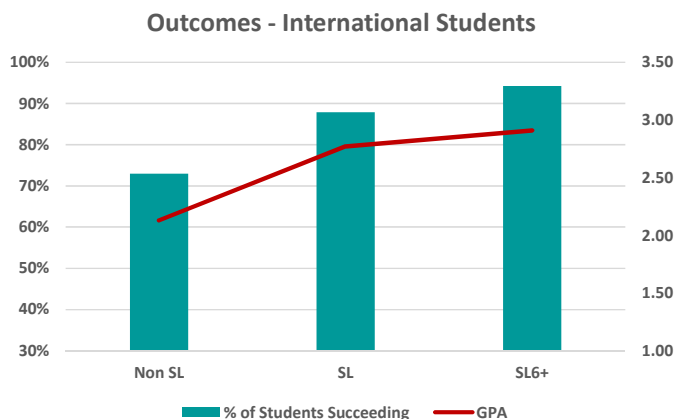
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Single Semester Courses

Part V: Student Subgroups - International

Participation	Total	Percent
International Students		
Total graded course enrollment	1649	
SL participants	364	22%
SL participants (6+ hours)	35	2%



Outcomes									
International Students									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	364		35		1285		1649		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	320	88%	33	94%	938	73%	1258	76%	
Non Success (D, F, DNC)	44	12%	2	6%	347	27%	391	24%	
Mean GPA	2.77		2.91		2.13		2.51		

Differences				
International Students				
All	SL	Non SL	Difference	
% of students succeeding	88%	73%	15%	
Mean GPA	2.77	2.13	0.64	*
Students who participated regularly in SL (6+ hours)				
% of students succeeding	94%	73%	21%	
Mean GPA	2.91	2.13	0.78	*

*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	88%	94%	73%	2.77	2.91	2.13	22%
Domestic students	92%	94%	82%	3.05	3.22	2.50	28%

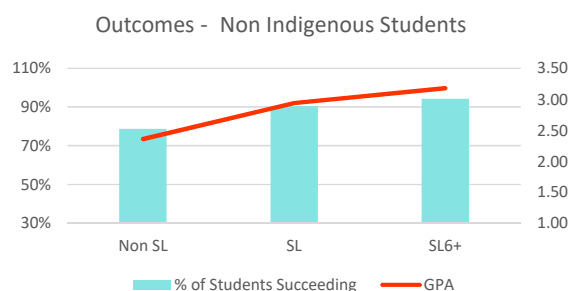
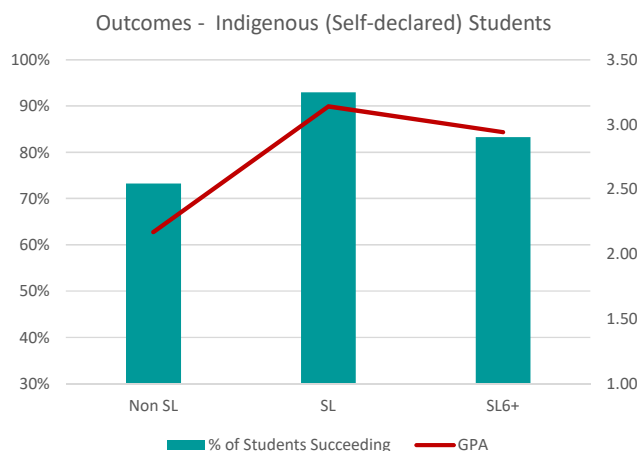
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Single Semester Courses

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

Participation		
Indigenous Students	<i>Total</i>	<i>Percent</i>
Total graded course enrollment	214	
SL participants	57	27%
SL participants (6+ hours)	12	6%



Outcomes									
Indigenous Students									
<i>Group</i>	<i>SL Participants</i>		<i>SL Participants (6+ hrs)</i>		<i>Non SL Participants</i>		<i>All</i>		
# of students	57		12		157		214		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	53	93%	10	83%	115	73%	168	79%	
Non Success (D, F, DNC)	4	7%	2	17%	42	27%	46	21%	
Mean GPA	3.14		2.94		2.17		2.43		

Differences				
Indigenous Students				
<i>All students</i>	<i>SL</i>	<i>Non SL</i>	<i>Difference</i>	
% of students succeeding	93%	73%	20%	
Mean GPA	3.14	2.17	0.97	*
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	83%	73%	10%	
Mean GPA	2.94	2.17	0.77	*

*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%	83%	73%	3.14	2.94	2.17	27%
Non Indigenous students	91%	94%	79%	2.94	3.18	2.36	25%