



# **Supplemental Learning (SL)**

## **Annual Report**

### **Fall 2024 & Winter 2025**

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

Report prepared by  
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### ***Part I: Summary from the SL Coordinator – Elizabeth Templeman***

This was a good year for SL, in many ways. We took on another big group of new leaders (11), to add to a leader team of 25, with an overall team of 32 (including SL Mentors and Peer Academic Coaches). The new leaders trained well and contributed a great deal, with all but two continuing into the upcoming year. It continues to be a tough time in terms of financial challenges students face, with most leaders taking on other campus commitments and also outside work.

The session and exam review uptake is gradually rising in most courses, in some cases returning to pre-COVID numbers. Building a schedule that works for students continues to be a major challenge, but we continue to adapt as we can to that challenge.

The team continues to mentor one another and to enjoy collaborating and working together to support students. Sessions appear to provide support with strategic learning, and also to foster a sense of belonging and social connection.

The overall results were positive for all courses, I'm pleased to note, and each pilot proved to be, at some level, a success.

### ***Participation & Outcomes***

Over the two semesters of 2024-2025, SL supported twenty-four single-semester courses. The following sections provide more details about participation and outcomes.

#### ***Leaders by Faculty and Course***

Faculty of Arts	GEOG 1000	Maggie Jones
	PSYC 1110	Zoe Dimopoulos
	PSYC 2040	Jadyn Michael
	SOCI 1110/1210	Melanie Sagastume Rodriguez
	SOCW 3060	Tionna Lenart
Faculty of Science	BIOL 1110/1210	Kate Verdurmen, Presley Kitamura
	BIOL 1592/1692	Chelley Berlinguette, Keziah Vogt
	BIOL 1050	Disha Datta
	BIOL 2340	Maggie Jones
	CHEM 1500/1510/1520	Ethan Bell, Thomas Olsen, Erin Plowe
	CHEM 2120/2220	Manuel Centeno, Ella Colistro
	MATH 1070	Olivia Simms, Helem Camacho Yanez
	MATH 1140	Aaron Okano
School of Business	PHYS 1100/1200	Paige Hembling
	ACCT 2210/1000	Esther Onyena, Niharika (Nikki) Chhabra
	ACCT 2250	Helem Camacho Yanez, Kingsley Kingsleyjnr
	ECON 1900	Olivia Simms

**A sampling of comments from 24-25 student survey responses to the question: What was useful? How could we improve?**

**Business:**

ACCT 2210/1000:

- *SL is good for improving grades.*
- *SL Sessions have really helped me a lot.*

**Sciences:**

BIOL 1210:

- *Very helpful, especially the Midterm review session.*
- *The brain dump at the beginning of each SL session is very effective for me personally, as well as the collaborative work at the whiteboards.*
- *Yes it was extremely useful because it helped solidify the key concepts of the course, therefore when I was studying for the midterm I just had to really reinforce the smaller ideas since the big ones were engrained in my knowledge already. I don't think the sessions need to be improved because they're a great resource the way they are!*
- *These sessions were extremely valuable for my learning! Was able to understand the main concepts way better than in the class lecture. I appreciated the fact that the weekly sessions followed along with the pace of our class. Also, the sessions were adjusted to accommodate for all 3 different sections/profs so each person was learning what was appropriate for them. Thank you so much for all your help!*

BIOL 1692:

- *The SL sessions were really helpful in studying for my exams and just overall being able to understand harder material. The students who ran the BIOL 1692 SL were always well prepared, came with lots of activities, and encouraged everyone to participate. I would recommend SL to anyone who needs just a bit of extra help or guidance.*

CHEM 1500:

- *I think writing on the whiteboards in groups helped to meet new people as well as collaboration. Also, I liked the jeopardy because it gives a more entertaining take on chemistry topics.*
- *Being able to collaborate with other peers is so useful. I love the brain dumps because it is a boost of confidence when you know more than you think.*
- *...It helps me figure out what I already know and what I need to work on. Then I can ask questions about things I don't understand...*

**Arts:**

SOCW 3060:

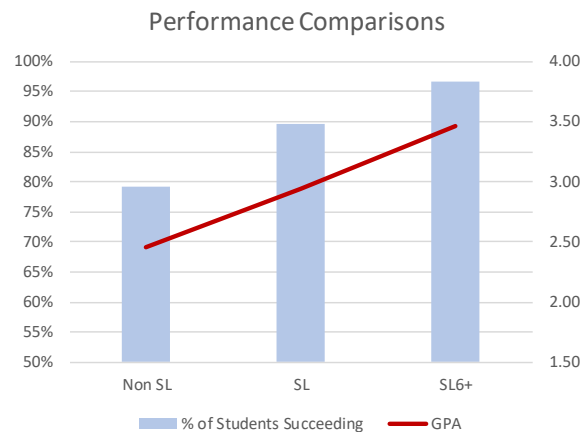
- *It is very useful for me. The leader is awesome.*
- *It is great to expand and talk to other classmates, sessions are helpful for the quizzes, yes it is useful for me.*
- *These sessions were very helpful in understanding the course content and test preparation. I would like it if the SL session was longer, 50 minutes is not long enough I think.*



## SL Annual Report Fall 2024 & Winter 2025 Part II: Participation

All Courses	Total	Percent
Total number of courses	24	
Total graded course enrollment	4810	
SL participants	<b>1098</b>	<b>23%</b>
SL participants (6+ hours/semester)	240	5%
SL session and exam review hours provided	988	
SL student contact hours	<b>4889</b>	
Average number of session hours attended per participant by course	4.5	
Average participant satisfaction with SL sessions (max = 5)	<b>4.31</b>	

## Part III: Outcomes



Semester Courses								
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
# of students	1098		240		3712		4810	
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Success (A, B,C)	985	90%	232	97%	2941	79%	3926	82%
Non Success (D, F, DNC)	113	10%	8	3%	771	21%	884	18%
Mean GPA	2.94		3.46		2.46		2.56	

Differences			
All	SL	Non SL	Difference
% of students succeeding	90%	79%	<b>10%</b>
Mean GPA	2.94	2.46	<b>0.48</b>
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	97%	79%	<b>17%</b>
Mean GPA	3.46	2.46	<b>1</b>

## SL Annual Report Fall 2024 & Winter 2025

### Part IV: Summary by Course for All Participants

Comparison of Performance by Course for Students Attending SL											
Faculty	Course	Graded Enrolment	SL Attendance	% SL Attendance	SL Contact Hours	Mean GPA			Success Rate		
						SL	Non SL	Difference	SL	Non SL	Difference
Arts	PSYC 1110	578	87	15%	302	2.92	2.56	<b>0.36</b>	91%	82%	<b>9%</b>
	PSYC 2040	127	33	26%	163	3.54	2.60	<b>0.94</b>	97%	89%	<b>8%</b>
	SOCI 1110	60	34	57%	105	3.68	3.09	<b>0.59</b>	100%	100%	<b>0%</b>
	SOCI 1210	98	17	17%	43	3.35	2.79	<b>0.56</b>	88%	83%	<b>5%</b>
	SOCW 3060	61	41	67%	350	3.15	3.10	<b>0.05</b>	98%	100%	<b>-2%</b>
SoBE	ACCT 1000/2210	722	118	16%	403	2.46	2.34	<b>0.12</b>	86%	81%	<b>5%</b>
	ACCT 2250	262	33	13%	106	2.89	2.46	<b>0.43</b>	91%	79%	<b>12%</b>
	ECON 1900	289	26	9%	49	2.74	2.61	<b>0.13</b>	85%	81%	<b>4%</b>
Science	BIOL 1050	55	22	40%	142	3.50	2.46	<b>1.04</b>	95%	85%	<b>10%</b>
	BIOL 1110	286	70	24%	300	3.04	2.63	<b>0.41</b>	87%	84%	<b>3%</b>
	BIOL 1210	267	82	31%	407	3.38	2.04	<b>1.34</b>	95%	72%	<b>23%</b>
	BIOL 1592	208	66	32%	242	2.65	2.41	<b>0.24</b>	92%	83%	<b>9%</b>
	BIOL 1692	170	29	17%	157	2.99	2.94	<b>0.05</b>	100%	88%	<b>12%</b>
	BIOL 2340	89	19	21%	94	3.93	3.38	<b>0.55</b>	100%	94%	<b>6%</b>
	CHEM 1500	293	118	40%	519	2.88	2.11	<b>0.77</b>	93%	73%	<b>20%</b>
	CHEM 1510/1520	255	53	21%	217	2.85	2.48	<b>0.37</b>	89%	82%	<b>7%</b>
	CHEM 2120	143	55	38%	278	2.93	2.09	<b>0.84</b>	91%	74%	<b>17%</b>
	CHEM 2220	117	31	26%	216	2.88	2.19	<b>0.69</b>	87%	80%	<b>7%</b>
	MATH 1070	191	32	17%	63	2.54	2.08	<b>0.46</b>	84%	65%	<b>19%</b>
	MATH 1140	235	61	26%	238	2.26	1.87	<b>0.39</b>	68%	63%	<b>5%</b>
	PHYS 1100	123	35	28%	150	2.78	1.96	<b>0.82</b>	80%	60%	<b>20%</b>
	PHYS 1200	107	25	23%	137	3.25	2.75	<b>0.50</b>	96%	95%	<b>1%</b>
<b>Total</b>		<b>4736</b>	<b>1087</b>	<b>23%</b>	<b>4681.0</b>	<b>3.03</b>	<b>2.50</b>	<b>0.53</b>	<b>91%</b>	<b>82%</b>	<b>9%</b>

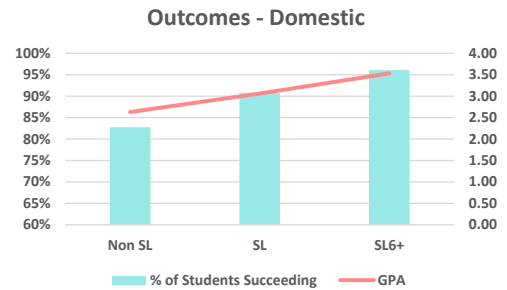
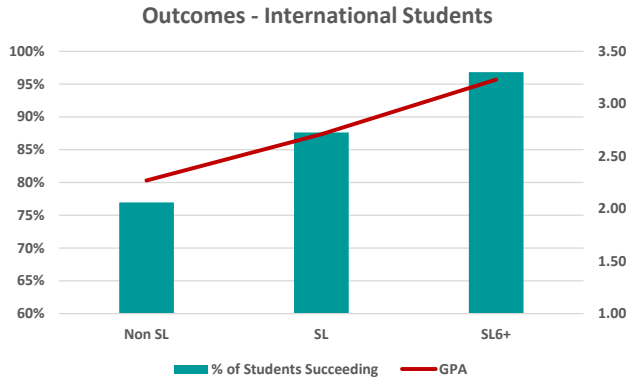
Comparison of Performance by Course for Students Attending 6+ hours/Semester of SL											
Faculty	Course	Graded Enrolment	SL 6+ Attendance	% SL 6+ Attendance	SL 6+ Contact Hours	Mean GPA			Success Rate		
						SL 6+	Non SL	Difference	SL 6+	Non SL	Difference
Arts	PSYC 1110	578	15	3%	121.0	3.17	2.56	<b>0.61</b>	90%	82%	<b>8%</b>
	PSYC 2040	127	13	10%	124.0	4.09	2.60	<b>1.49</b>	100%	89%	<b>11%</b>
	SOCI 1110	60	4	7%	38.0	3.92	3.09	<b>0.83</b>	100%	100%	<b>0%</b>
	SOCI 1210	98	1	1%	9.0	3.67	2.79	<b>0.88</b>	100%	83%	<b>17%</b>
	SOCW 3060	61	24	39%	317.0	3.39	3.10	<b>0.29</b>	100%	100%	<b>0%</b>
SoBE	ACCT 1000/2210	722	21	3%	182.0	2.72	2.34	<b>0.38</b>	96%	81%	<b>15%</b>
	ACCT 2250	262	4	2%	35.0	3.00	2.46	<b>0.54</b>	100%	79%	<b>21%</b>
	ECON 1900	289	1	0%	7	0.00	2.61	<b>-2.61</b>	0	81%	<b>-0.81</b>
Science	BIOL 1050	55	8	15%	108.0	3.79	2.46	<b>1.33</b>	100%	85%	<b>15%</b>
	BIOL 1110	286	15	5%	170.0	3.71	2.63	<b>1.08</b>	100%	84%	<b>16%</b>
	BIOL 1210	267	27	10%	271.0	3.72	2.04	<b>1.68</b>	100%	72%	<b>28%</b>
	BIOL 1592	208	61	29%	114.0	3.31	2.41	<b>0.90</b>	92%	83%	<b>9%</b>
	BIOL 1692	170	8	5%	101.0	3.42	2.94	<b>0.48</b>	100%	88%	<b>12%</b>
	BIOL 2340	89	6	7%	66.0	4.17	3.38	<b>0.79</b>	100%	94%	<b>6%</b>
	CHEM 1500	293	24	8%	269.0	3.56	2.11	<b>1.45</b>	100%	73%	<b>27%</b>
	CHEM 1510/1520	255	10	4%	77.0	3.10	2.48	<b>0.62</b>	90%	82%	<b>8%</b>
	CHEM 2120	143	14	10%	166.0	3.40	2.09	<b>1.31</b>	93%	74%	<b>19%</b>
	CHEM 2220	117	16	14%	172.0	3.44	2.19	<b>1.25</b>	94%	80%	<b>14%</b>
	MATH 1070	191	1	1%	6	3.67	2.08	<b>1.59</b>	100%	65%	<b>35%</b>
	MATH 1140	235	14	6%	123	2.91	1.87	<b>1.04</b>	91%	63%	<b>28%</b>
	PHYS 1100	123	9	7%	90	3.07	1.96	<b>1.11</b>	100%	60%	<b>40%</b>
	PHYS 1200	107	11	10%	99	3.39	2.75	<b>0.64</b>	100%	95%	<b>5%</b>
<b>Total</b>		<b>4736</b>	<b>307</b>	<b>6%</b>	<b>2665.0</b>	<b>3.30</b>	<b>2.50</b>	<b>0.80</b>	<b>93%</b>	<b>82%</b>	<b>12%</b>



**SL Annual Report**  
Fall 2024 & Winter 2025  
Single Semester Courses

**Part V: Student Subgroups - International**

<b>Participation</b>		
<b>International Students</b>	<i>Total</i>	<i>Percent</i>
Total graded course enrollment	2257	
SL participants	376	<b>17%</b>
SL participants (6+ hours)	63	<b>3%</b>



<b>Outcomes</b>								
<b>International Students</b>								
<i>Group</i>	<i>SL Participants</i>		<i>SL Participants (6+ hrs)</i>		<i>Non SL Participants</i>		<i>All</i>	
# of students	372		63		1852		2224	
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Success (A, B, C)	326	88%	61	97%	1425	77%	1751	79%
Non Success (D, F, DNC)	46	12%	2	3%	427	23%	473	21%
Mean GPA	2.71		3.23		2.27		2.35	

<b>Differences</b>			
<b>International Students</b>			
<i>All</i>	<i>SL</i>	<i>Non SL</i>	<i>Difference</i>
% of students succeeding	88%	77%	<b>11%</b>
Mean GPA	2.71	2.27	<b>0.44</b>
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	97%	77%	<b>20%</b>
Mean GPA	3.23	2.27	<b>0.96</b>

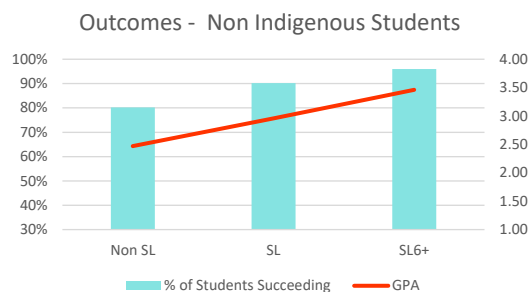
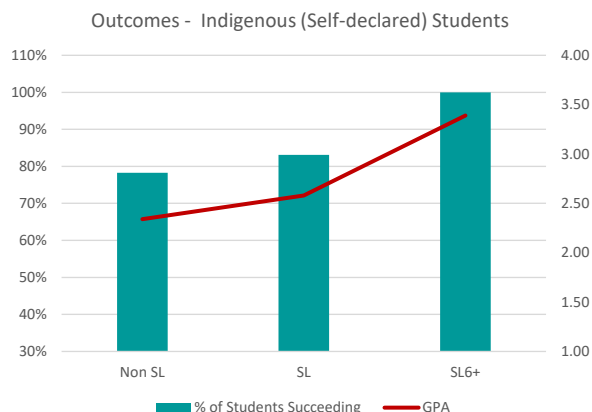
<b>Comparisons</b>	<b>% Succeeding</b>			<b>Mean GPA</b>			<b>SL Participation Rate</b>
	SL	SL+6	Non SL	SL	SL+6	Non SL	
International students	88%	97%	77%	2.71	3.23	2.27	17%
Domestic students	91%	96%	83%	3.06	3.53	2.63	26%



**SL Annual Report**  
Fall 2024 & Winter 2025  
Single Semester Courses

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

<b>Participation Indigenous Students</b>	<i>Total</i>	<i>Percent</i>
Total graded course enrollment	345	
SL participants	<b>78</b>	<b>23%</b>
SL participants (6+ hours)	16	5%



<b>Outcomes Indigenous Students</b>								
<i>Group</i>	<i>SL Participants</i>		<i>SL Participants (6+ hrs)</i>		<i>Non SL Participants</i>		<i>All</i>	
# of students	77		16		244		321	
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Success (A, B,C)	64	83%	16	100%	191	78%	255	79%
Non Success (D, F, DNC)	13	17%	0	0%	53	22%	66	21%
Mean GPA	2.58		3.39		2.34		2.40	

<b>Differences Indigenous Students</b>			
<i>All students</i>	<i>SL</i>	<i>Non SL</i>	<i>Difference</i>
% of students succeeding	83%	78%	<b>5%</b>
Mean GPA	2.58	2.34	<b>0.24</b>
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	100%	78%	<b>22%</b>
Mean GPA	3.39	2.34	<b>1.05</b>

<b>Comparisons</b>	<b>% Succeeding</b>			<b>Mean GPA</b>			<b>Participation Rate</b>
	SL	SL+6	Non SL	SL	SL+6	Non SL	
Indigenous (Self-declared) students	83%	100%	78%	2.58	3.39	2.34	23%
Non Indigenous students	90%	96%	80%	2.96	3.46	2.47	22%