

2020-2021 AY Assessment Report

Peer and Academic Resource Center (PARC)

Supplemental Instruction (SI)



Contents

Fall 2020.....3

Spring 2021.....9

Fall 2020**Population Served:**

- ❖ The PARC offered SI to 340 students in 14 subjects
- ❖ All sections were associated with an upper or lower division course

General Data:

- ❖ 92.4% of SI students received a passing grade in the associated course.
- ❖ Of the non-SI students, only 82.8% received a passing grade.
- ❖ Students in SI performed significantly better than the general population ($t = 6.062, p < .001$). Additionally, a medium effect size was recorded ($d = .356$) suggesting being in an SI class had a moderate impact on students' GPA.
- ❖ SI students have done significantly better across the 18 semesters ($t = 6.867, p < .001$). Furthermore, A strong effect size was found for the effect of SI on GPA ($d = 2.29$).

Contents:**Section 1 – GE Course Pass/Fail Rates, SI vs. Non-SI Students****Section 2 – GE Course GPA, SI vs. Non-SI Students**

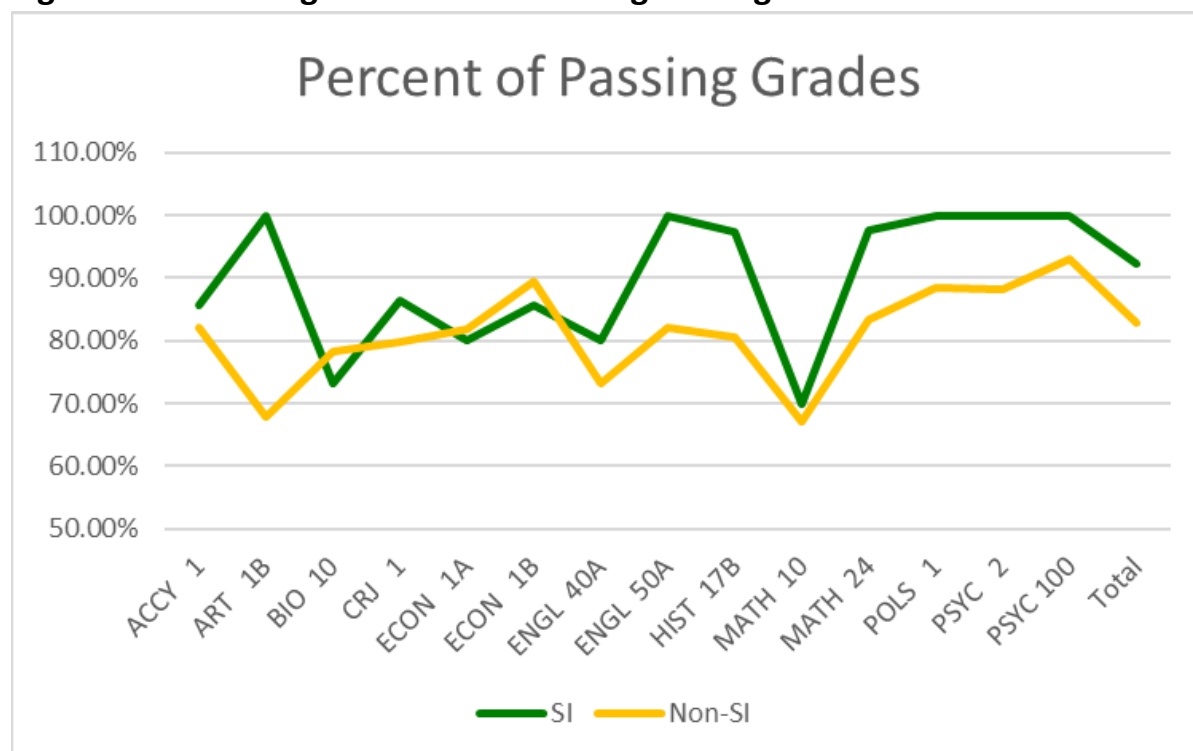
Section 1 – GE Course Pass/Fail Rates, SI vs. Non-SI Students

According to the data, students who enrolled in SI classes were more likely to receive passing grades in the GE section, compared to students who were not enrolled in SI.

- ❖ 92.4% of SI students received credit in their SI course and a passing grade in the associated course. This is roughly equivalent compared to spring 2020.
- ❖ Meanwhile, only 82.8% of students who did not enroll in SI earned passing grades in the corresponding GE course. During the prior spring, 88.7% of non-SI students received a passing grade. This decrease may be associated with the conversion to an online format. Participating in SI may help to buffer against the negative impact of widescale online classes.

The figure indicates the percentage of students who received passing grades in the course that they enrolled in during the Fall 2020 semester (separated by students enrolled in the corresponding SI section and students not enrolled in the SI section). SI students were more likely to receive a passing grade in most subjects with the following exceptions: BIO 10, ECON 1A, and ECON 1B.

Figure 1 - Percentage of Students Earning Passing Grades



The graphs below provide a comparative illustration of the number of students who earned passing and failing grades. Both those enrolled in the corresponding SI section (Figure 3.A) and those who did not enroll in the corresponding SI section (Figure 3.B) are shown.

Figure 3.A – Pass/Fail Rates of Students Enrolled in SI, Gross Numbers

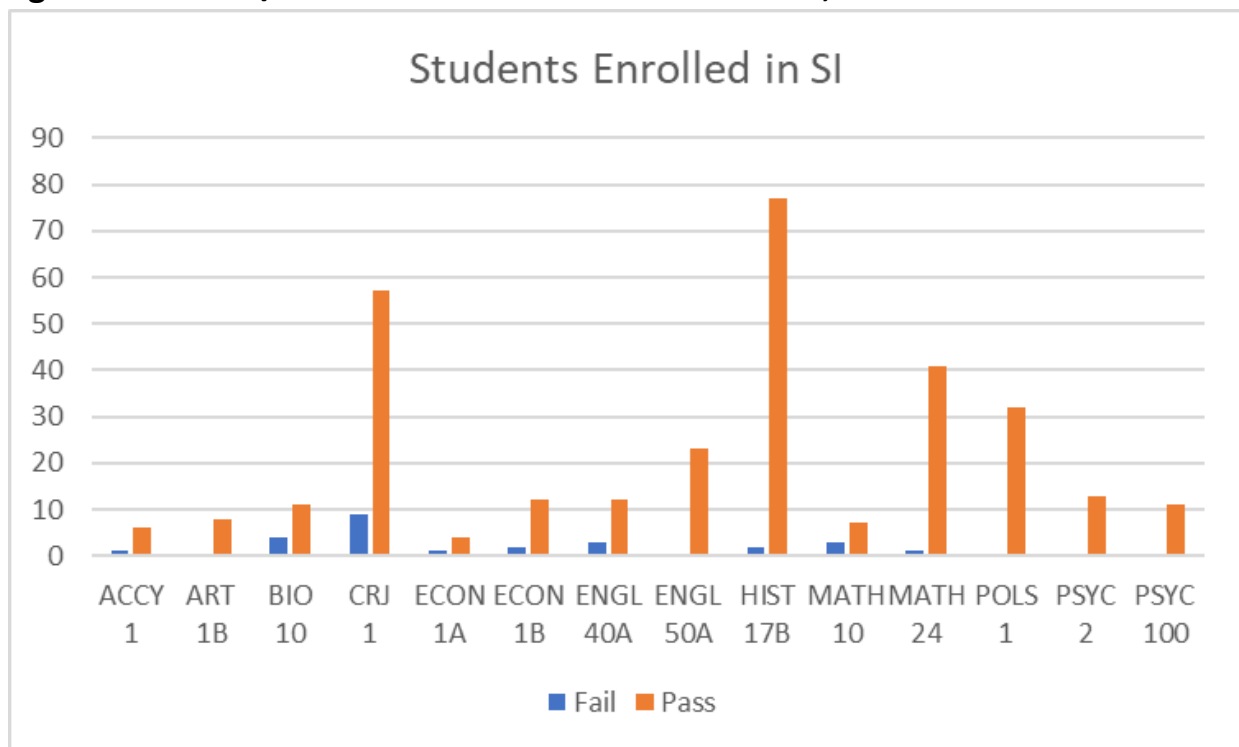
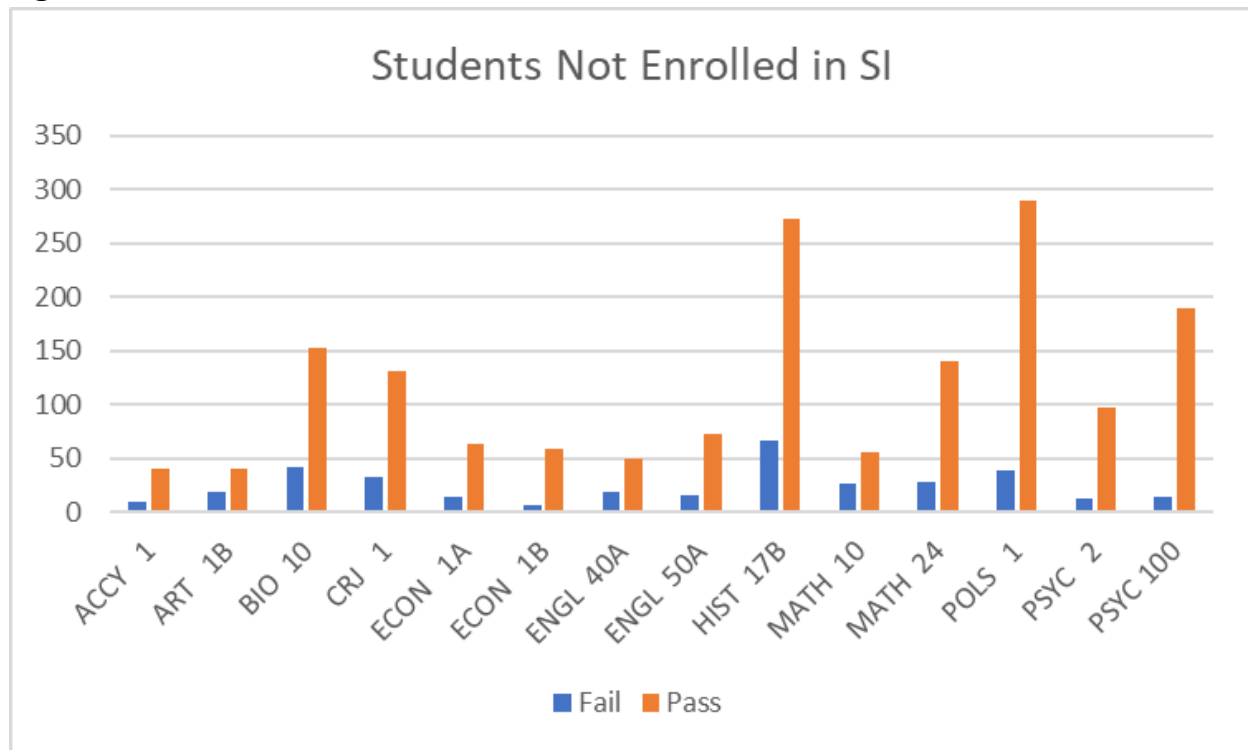
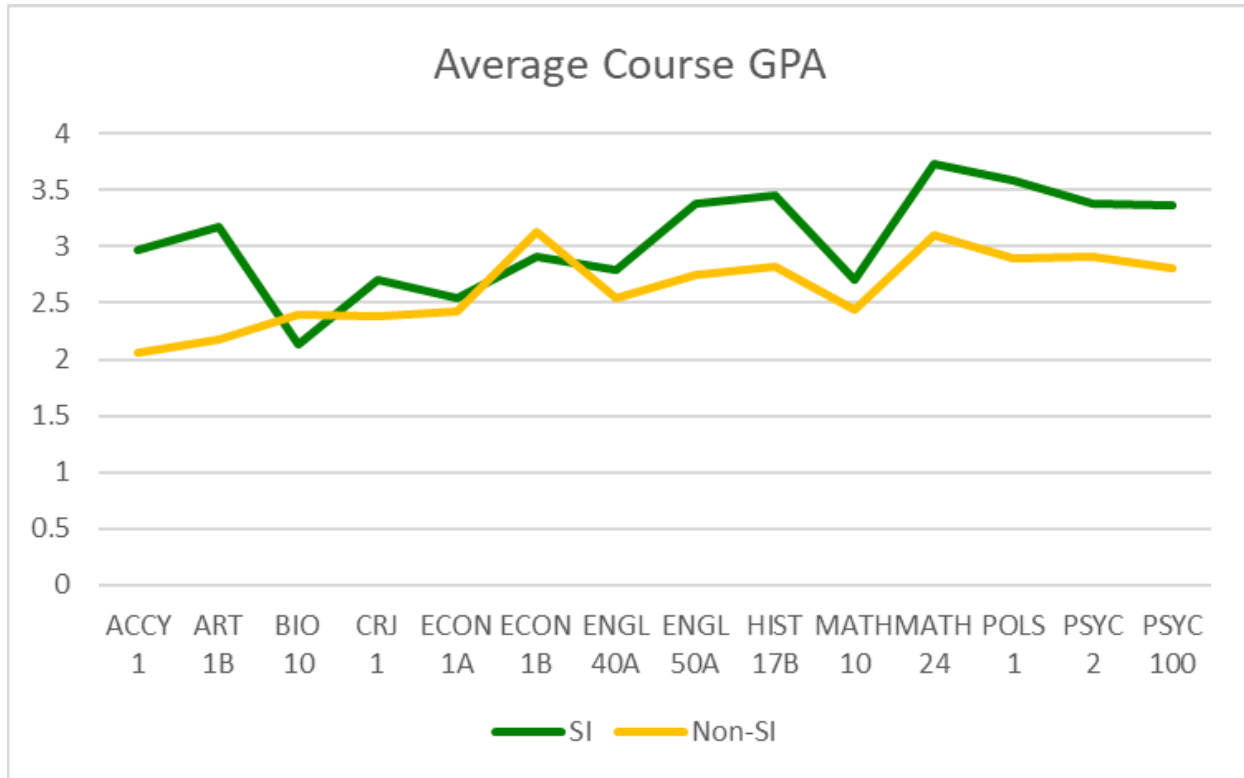


Figure 3.B – Pass/Fail Rates of Students Not Enrolled in SI, Gross Numbers

Section 2 – GE Course GPA, SI vs. Non-SI Students

When analyzed by each individual GE course, students who enrolled in SI classes performed, on average, better than their classmates who did not enroll in SI. On average, students enrolled in SI earned .47 GPA points higher than their peers not enrolled in SI.

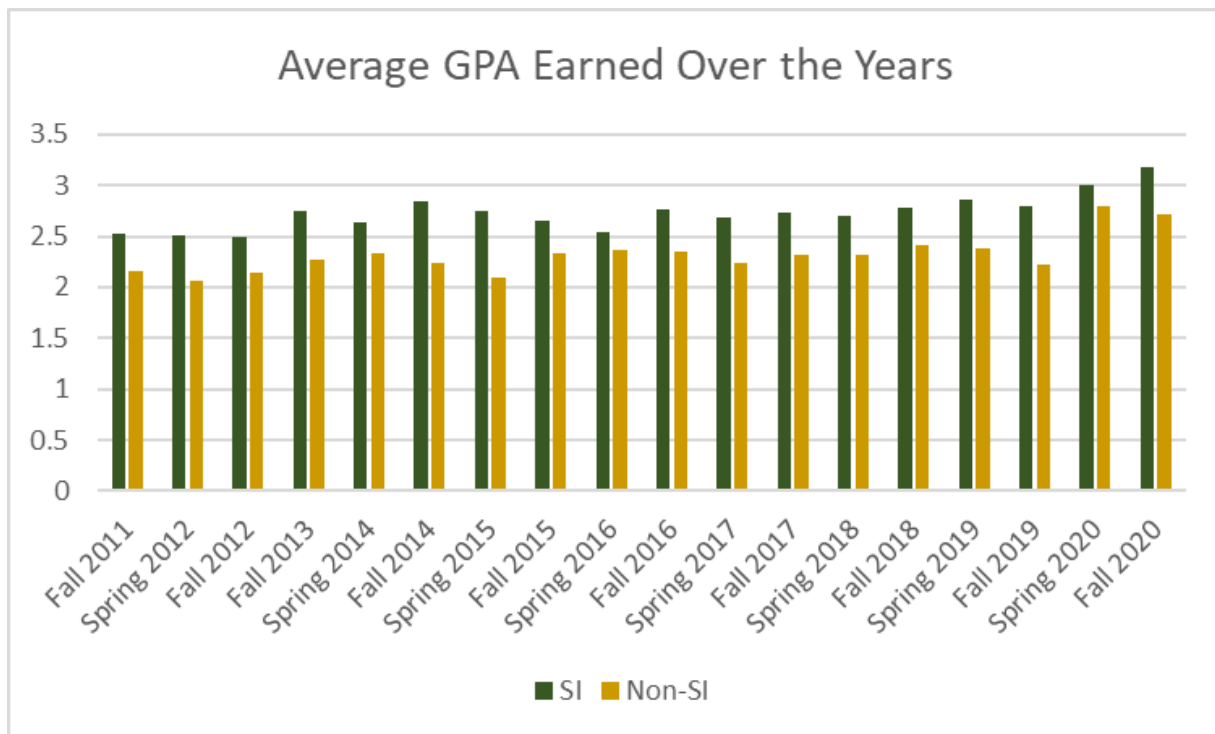
Figure 4 - Average Course GPA



Consistency is Key

Average earned GPA in GE Courses with a corresponding SI section

As this graph makes clear, students enrolled in SI consistently do better than their student counterparts not enrolled in SI.



Spring 2021

Population Served:

- ❖ The PARC offered SI to 122 students in 9 subjects
- ❖ All sections were associated with an upper or lower division course

General Data:

- ❖ 92.6% of SI students received a passing grade in the associated course.
- ❖ Of the non-SI students, only 83.6% received a passing grade.
- ❖ Students in SI performed significantly better than the general population ($t = 3.390$ $p < .01$). Additionally, a medium effect size was recorded ($d = .323$) suggesting being in an SI class had a moderate impact on students' GPA.
- ❖ SI students have done significantly better across the 18 semesters ($t = 6.029$, $p < .001$). Furthermore, A strong effect size was found for the effect of SI on GPA ($d = 1.956$).

Contents:

Section 1 – GE Course Pass/Fail Rates, SI vs. Non-SI Students

Section 2 – GE Course GPA, SI vs. Non-SI Students

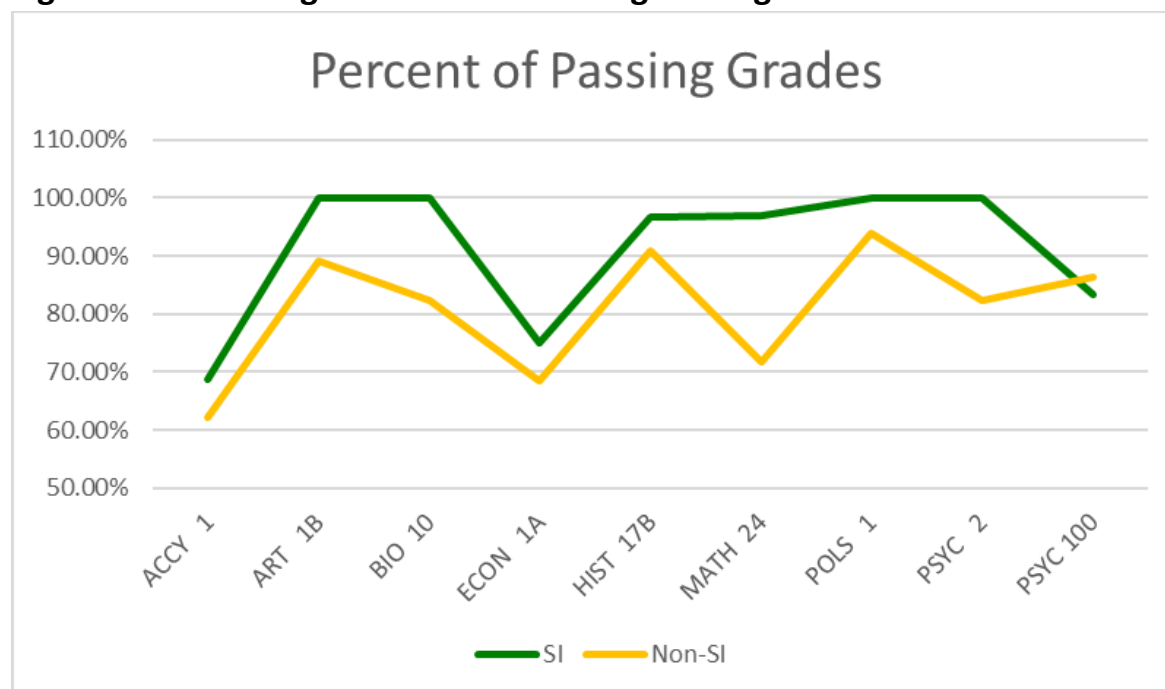
Section 1 – GE Course Pass/Fail Rates, SI vs. Non-SI Students

According to the data, students who enrolled in SI classes were more likely to receive passing grades in the GE section, compared to students who were not enrolled in SI.

- ❖ 92.6% of SI students received credit in their SI course and a passing grade in the associated course. This is roughly equivalent compared to fall 2020.
- ❖ Meanwhile, only 83.6% of students who did not enroll in SI earned passing grades in the corresponding GE course. This is roughly equivalent compared to fall 2020.

The figure indicates the percentage of students who received passing grades in the course that they enrolled in during the spring 2021 semester (separated by students enrolled in the corresponding SI section and students not enrolled in the SI section). SI students were more likely to receive a passing grade in most subjects except PSYC 100. SI students performed especially well in ART 1B, BIO 10, MATH 24, and PSYC 2.

Figure 1 - Percentage of Students Earning Passing Grades



The graphs below provide a comparative illustration of the number of students who earned passing and failing grades. Both those enrolled in the corresponding SI section (Figure 3.A) and those who did not enroll in the corresponding SI section (Figure 3.B) are shown.

Figure 3.A – Pass/Fail Rates of Students Enrolled in SI, Gross Numbers

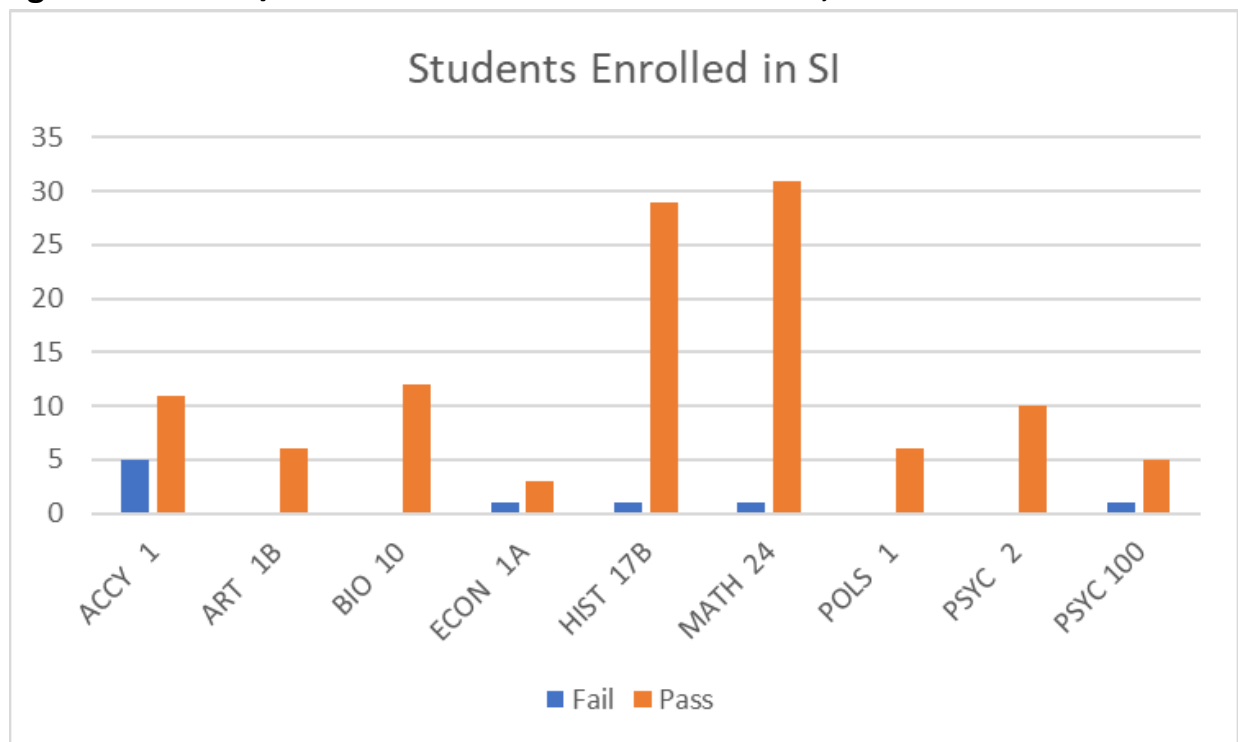
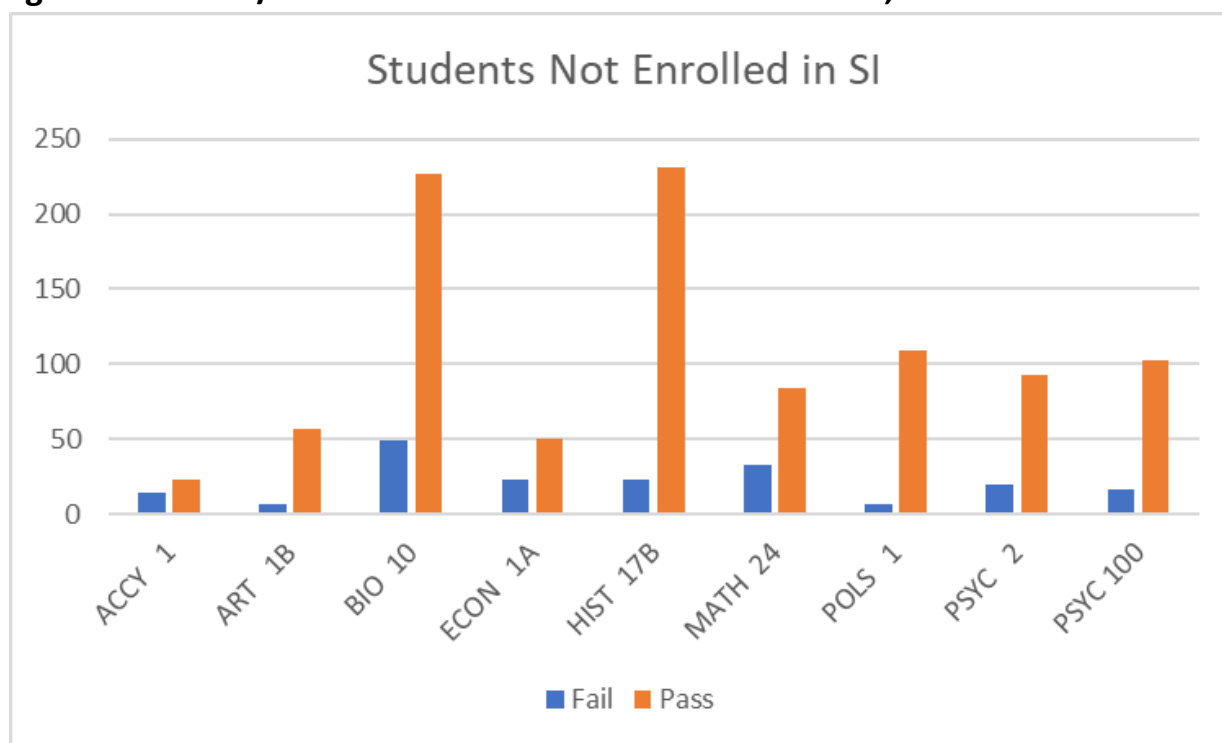
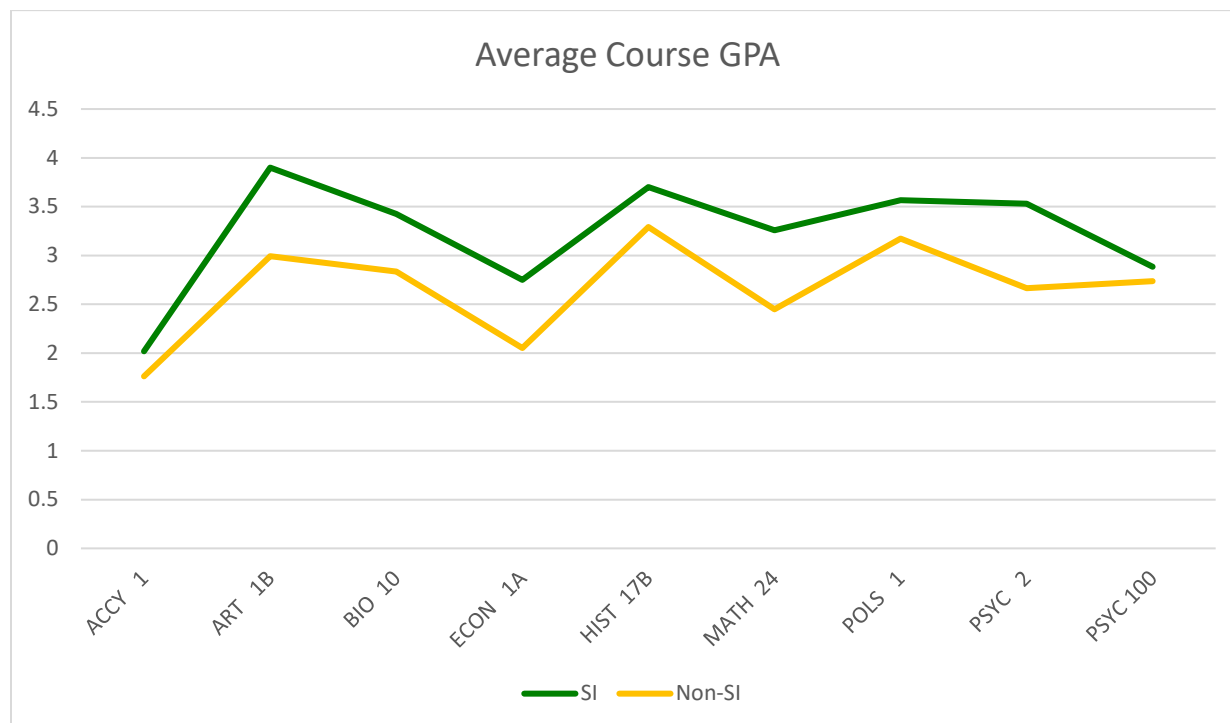


Figure 3.B – Pass/Fail Rates of Students Not Enrolled in SI, Gross Numbers

Section 2 – GE Course GPA, SI vs. Non-SI Students

When analyzed by each individual GE course, students who enrolled in SI classes performed, on average, better than their classmates who did not enroll in SI. On average, students enrolled in SI earned .43 GPA points higher than their peers not enrolled in SI.

Figure 4 - Average Course GPA



Consistency is Key

Average earned GPA in GE courses with a corresponding SI section

As this graph makes clear, students enrolled in SI consistently do better than their student counterparts not enrolled in SI.

