



We love our PASS team!!!

I made some friends and learned the material better,

PASS significantly improves my confidence as I know what I am doing.

Have extra practice which improve my problem-solving skills

Please offer PASS for second year courses!!

PASS AT UBC SAUDER



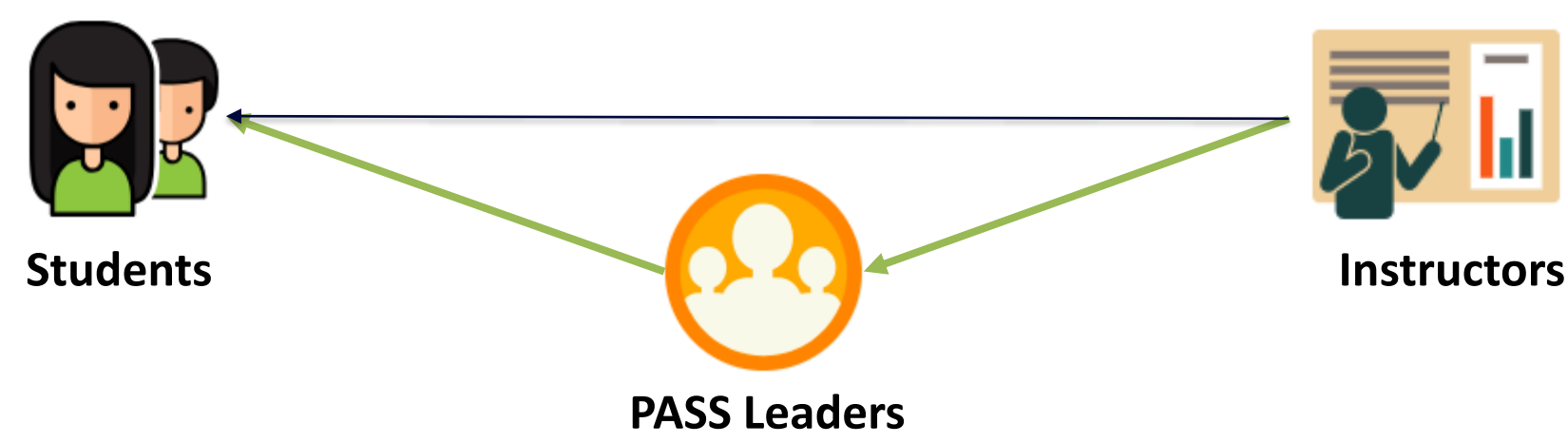
PASS is designed to supplement students' understanding of key concepts and provide an opportunity for them to practice the skills necessary for academic success within a peer-facilitated environment.

SI programs differentiate themselves from other academic supports by not identifying "high-risk students" but rather "historically difficult classes" (Arendale, 2002)

PASS has been running in UBC Sauder since 2015 to support undergraduate BCom students:

COMM 290 (Statistics)

COMM 291 (Quantitative Decision Making)



Arendale, D. (2002). History of Supplemental Instruction (SI): Mainstreaming of Developmental Education. *Histories of Developmental Education*, 64110. Retrieved from <http://www.gen.umn.edu/research/crdeul/monographs.htm>

STUDY OBJECTIVES

- Enhance the student experience
- Improve the training of PASS leaders
- Strengthen promotion of PASS

Questions to Ask

What factors **MOTIVATE** students to participate?

What factors influence students' **SATISFACTION**?

RESEARCH DESIGN

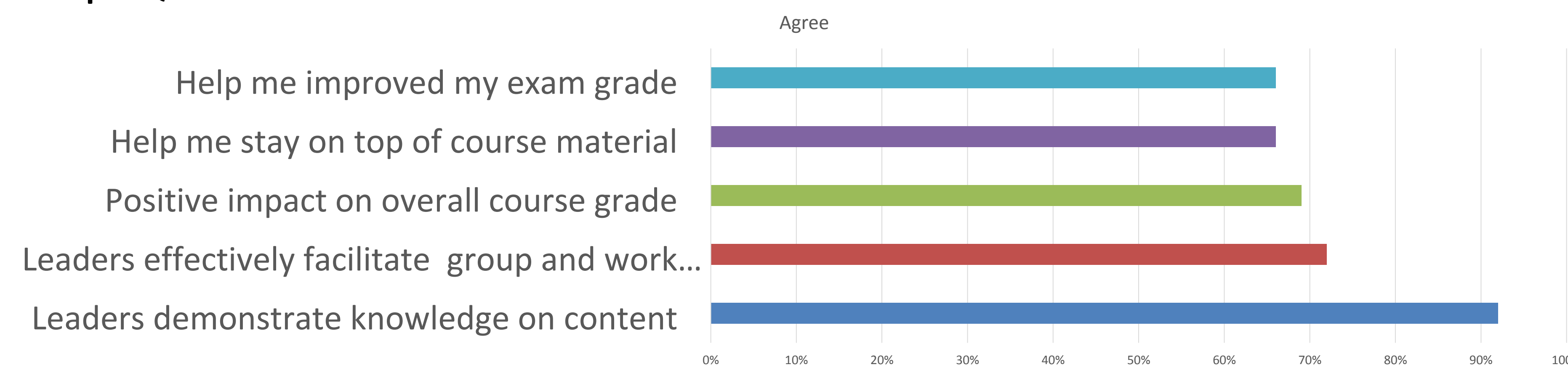
Methodology	Intended	Actual
Focus Group	8-16 students	2 students
Survey	~100 responses	88 responses
PASS Team Interview	4 PASS Leaders	4 PASS Leaders

Expertise without the Expert: Building Academic Success through Peer Assisted Study Sessions (PASS)

Kimberly Fama, Cassie Gilpin and Christina Sylka
University of British Columbia

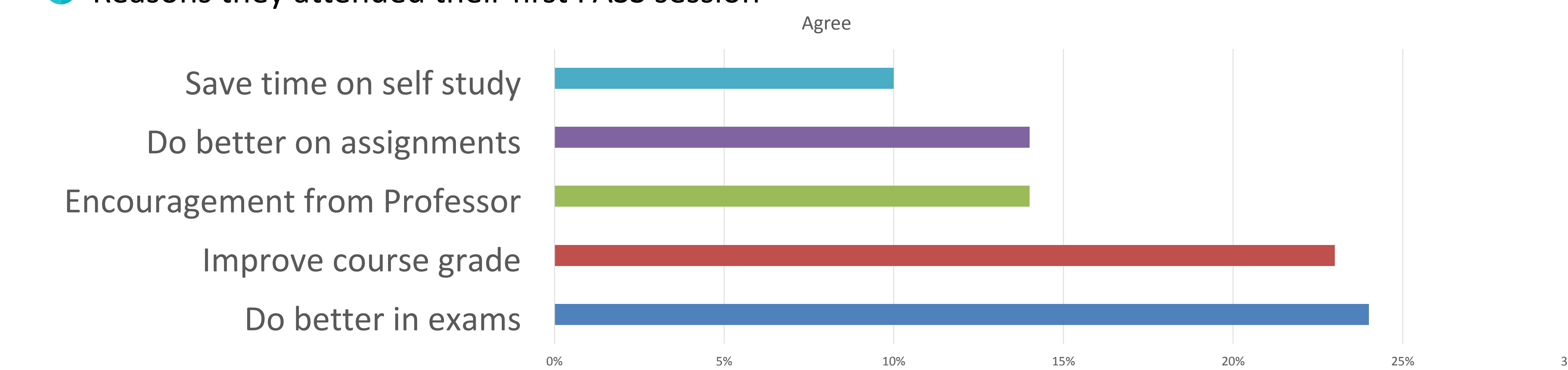
KEY STUDENT SURVEY RESULTS

Top 5 Qualities of PASS ☆☆☆☆☆



Motivation

Reasons they attended their first PASS session



Sources of information that will impact their decision to attend PASS (in order of preference):

Senior student, COMM 290/291 Professor, friend who attended PASS previously

An hour or less Commute increases their chances of attending a PASS program

Satisfaction

Strengths of PASS

Format: Includes small group size, comfortable and open environment to ask questions

Characteristics of PASS leaders

Weakness of PASS

Low variation of PASS levels (beginner, intermediate and advanced)

Potential to conflict with their other schedules at school and life

QUALITATIVE INSIGHTS

Challenges

	Students	Leaders
Attendance	Advance registration and cancelation is too tedious a process as compared to a drop in when needed.	Uncertainty to the number of students coming makes planning for a session difficult.
Expectations	Students come to PASS unprepared because they expect leaders to just teach and prepare them for the actual course.	Students expect that a session operates similarly to that of a lecture.

Recommendations

	Students	Leaders
Timing	Create more time slots to reduce schedule conflict.	Lesser sessions per week for 1 st half of the term.
Extra support	Extended support from PASS leaders (eg. office hours, email, website).	Greater outreach to students (eg. sharing the PASS experience with other faculties).
Design	Provide different levels of difficulty. Add more review sessions.	Add more review sessions.

MOVING FORWARD

- Expand to other courses (Financial and Managerial Accounting) and programs (B+MM)
- Customize the training of PASS leaders
- Build stronger partnerships with internal units who can promote PASS

ACKNOWLEDGMENT

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