

Almost half of all college graduates in the United States, and even more first generation students and students of color, will rely on community college at some point in their academic careers as an accessible source of education. Unfortunately, science, technology, engineering, and mathematics (STEM) courses at these institutions tend to result in high rates of failure or withdrawals. Furthermore, students of color, women, and first generation students tend to be less successful in these courses than their white male counterparts, contributing to a lack of diversity within STEM fields that persists today. Support services may help to increase success in community college STEM courses, particularly for underrepresented groups. This study assesses the effectiveness of one such service: discord-based supplemental instruction (DSI), in conjunction with demographic and environmental variables for students in early biology courses at a community college. Participation in DSI was found to have the greatest impact on course GPA among the variables measured.