

Academic Success Center AY 2019-2020

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Annual Report AY 2019-2020

The **Academic Success Center** (ASC) creates opportunities for students to learn how to learn throughout their academic careers. We meet students where they're at and tailor our services to their unique experiences.

Program metrics & delivery details for 2019-2020:

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For an alternative report format, please be in touch: success@oregonstate.edu or 541-737-2272.

SUPPLEMENTAL INSTRUCTION (SI)

(small-group study tables, peer-based)
1608 unique students served in **14844.5** student contact hours
BA 211, BA 213,
BI 21X, BI 23X,
BI 33X, CH 201,
CH 202, CH 23X,
MTH 251, PH 20X

ALS 116: ACADEMIC SUCCESS

(coursework)
193 students
*Course focuses on the science of learning.
Small class sizes promote engagement within a supportive community*

ACADEMIC COACHING

(1:1, peer-based)
278 students served in **680** contact hours
Appointment-based and relationship-oriented

ASC Strategists

(1:1, peer-based)
1,449 visitor interactions with **245** sit-down consults & **approx. 2,000** walk-in support hours
Drop-in consults to help students identify study strategies and locate campus resources

HIGH PROMISE SCHOLARSHIP (HPS)

46 recipients
The HPS is awarded to students in their second year at OSU.

OUTREACH

4063 student contacts in **74 workshops & 27** events across **106.5** hours
Served by request from departments, organizations & student groups

THE LEARNING CORNER

50,801 users & **65,853** sessions
Online academic success support with strategies, worksheets, & instructional videos

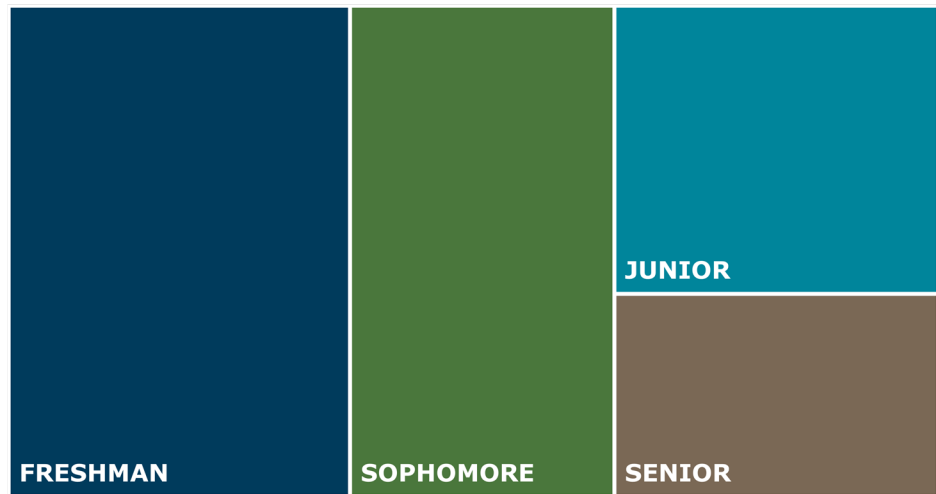


Serving Students Across OSU | 2019-20



The ASC supports students at all stages of their academic careers, and across all colleges and majors. Part of the contribution we make to Strategic Plan 4.0 is ensuring all learners have access to our services. Each year, we look at the degree to which our programs serve students across student levels and class standings. We also examine the degree to which our services are accessible to and used by Students of Color, Pell-eligible students, and First Generation college students.

The ASC served OSU students at all stages of their undergraduate careers



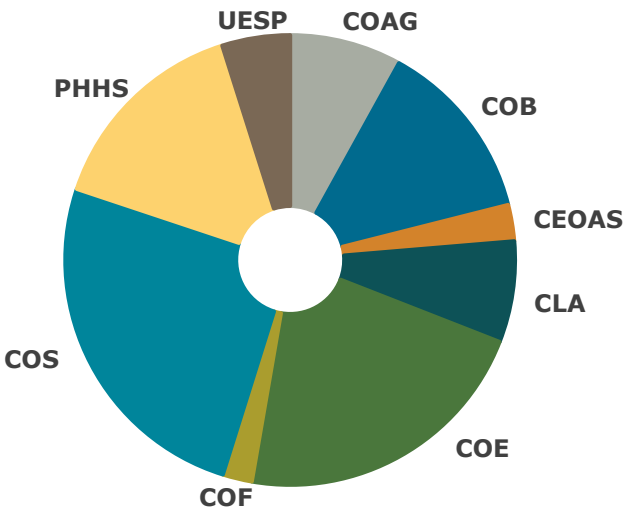
A greater percentage of students accessing ASC services were Students of Color compared to the OSU student population



A slightly lower percentage of students accessing ASC services were Pell-eligible compared to the OSU undergraduate student population



The ASC served students from across all colleges



A slightly greater percentage of students accessing ASC services were First Generation college students compared to the OSU undergraduate student population

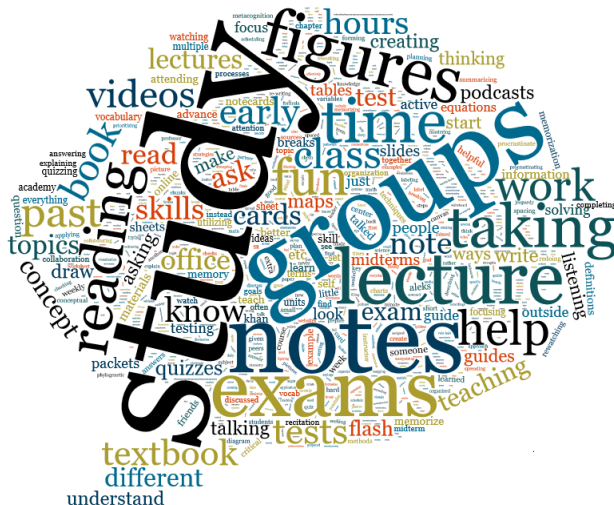


ASC OSU

Throughout the ASC we're always looking for ways to improve, innovate, reflect and iterate. During AY20, we recorded noteworthy developments in the following programs and projects:

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In fall term, 73% of students reported using the study skills used at SI tables when studying outside of SI. After making new goals to emphasize study skills at tables, that number jumped to 96% in winter. In spring, it rose to 98%. Strategies students listed most can be found in the adjacent word cloud.



This year, workshops continued to record an increase in student contacts, with the most growth seen in spring term when workshops were delivered remotely. We attribute this growth to campus awareness, relationship building, fully trained staff starting off the year, and availability of staff for after-hours workshops. Having previously dabbled in webinars, we were well prepared for a quick pivot to remote delivery, which allowed us to focus on new messaging for the online learning context. Anecdotally, we observed increased and sustained engagement in webinars, and we're ready to continue facilitating in this format.

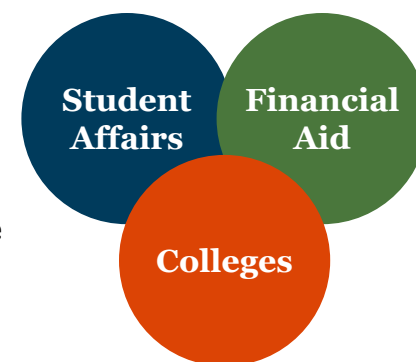
In AY 20,
student contacts in
workshops increased
compared to AY 19.

6%
AY 20 overall

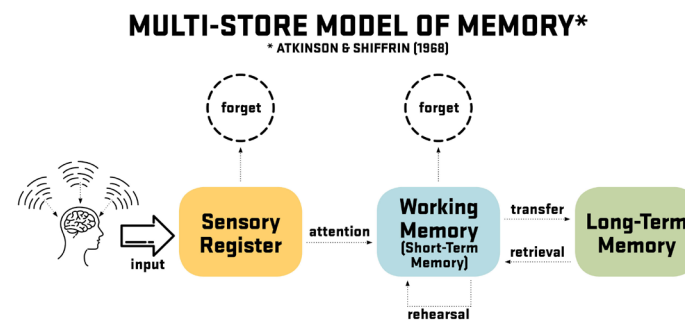
30%
Spring 2020

Since the launch of the Strategist program in fall 2017, we have seen steady growth—both with the number of visitors to the Academic Success Center office and the number of sit-down consults. Fall is typically our busiest term, and this year was no exception. We saw a 21% increase in overall visitors when compared to fall 2018. We're excited to report growth in winter as well, with a 31% increase in visits compared to winter 2019.

The High Promise Scholarship supported 46 students this year, and 95% of students persisted to spring term. Over the course of the year, the ASC also developed a new scholarship model. In future years, the HPS will be renewable for up to three years of support and will be funded through a partnership between Student Affairs, Financial Aid, and the colleges.



The ASC created a new ALS course which was taught for the first time during the fall term extension. The course focuses on a range of strategies for increasing attention, creating study-able packages of material, and transferring information to long-term memory.



Stories of Metamorphosis| 2019-20

As we work to assess and improve our programs' content and delivery, we seek to understand what students experience, learning through both qualitative and quantitative methods. We use these insights to make informed, intentional decisions moving forward. The following programs and their changes illustrate our process and the results we're seeing.

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Academic Coaching

About five years ago, we recognized that students who came in for multiple academic coaching appointments in a term were improving their academic performance (as measured by GPA) at a greater rate than students who came in for a single appointment. We intuitively knew as well that the chance to work with a supportive person over time often leads to greater goal commitment and persistence. Since then, we have been trying to increase the number of recurring students – that is, students who worked with a coach 3 or more times in a term.

In fall we helped coaches shift from a focus on appointments to a focus on the relationships with students over time. That effort, combined with subtle changes to the intake survey and the action item worksheet, helped communicate to students the benefit of working with a coach over time. In 2018-2019 only 3% of the students who came in for coaching met with a coach three or more times in a term, but in 2019-2020, that number was up to 28%. In 2018-2019 only 22% of the students who came in for coaching met with a coach two or more times in a term, but in 2019-2020, that number was up to 50%.

Learning Corner

In fall 2019, we launched the rework of our online resource the Learning Corner (LC). We'd heard from users of the LC that it had a lot of valuable content but was overwhelming in its prior design. In response, we updated the site to yield more intuitive navigation and illustrate more explicit connections between topic areas. Student employees supported the redesign process with feedback on utility, look, and tone of content; reviews of drafted content; and creation of videos sharing their experiences with tools and strategies.

This year we compared download events from 18-19 to 19-20 on the LC's All Worksheets page and found our total PDF events have increased by 45%, with unique events up 39%. In addition to this growth, it's worth noting that we regularly receive requests to use and link to our materials. In spring, we helped our partners at LBCC by adapting our *10 Questions to Ask About Your Course* and *Anatomy of An Email* tools to include details/links specific to LBCC; we made similar adaptations for two other institutions. Over the course of the year, we were contacted by nearly a dozen colleagues outside of OSU who expressed interest in using/linking to the "fantastic," "wonderful" and "effective" LC materials.

Finally, for the third year in a row, the Learning Corner's *Evaluate Your Study Places* self-assessment handout is being published in a custom textbook for East Carolina University. Also for three years running, our *Where Do I Start?* quiz has an average 91% completion rate, with page views having increased by 196% since 2017-18.



Communication & Collaboration with Campus | 2019-20

During our planning for the year, we set a goal to develop a communication plan for messaging to campus. We spent time identifying opportunities for sharing information and being in conversation with campus on academic success topics, and we worked to develop relationships with partners across campus and to establish a consistent communication schedule.

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The Success Kitchen

What a boon! In spring term, the ASC launched a new publication, The Success Kitchen. We've used this new platform to share things we've explored, learned, developed, and implemented. In the first three months, The Success Kitchen had over 500 views. Most-viewed content includes "Staff Picks: Tools to Support Online Learning," "Transition to Remote Delivery: What We've Learned," and "Student Staff Picks: Tools for Finals Prep." We're excited to see what resonates with readers, to share the great work happening in the ASC, and to highlight collaborations with partners across campus.



IAR Analysis of SI Impact

After a 2-year collaboration with IAR, we reported our findings on SI's efficacy and impact to campus partners. IAR analyzed 5 years of SI impact data, finding "strong evidence, [that] after we control for student differences, that grade outcomes increase with increased SI participation." We presented these analyses to SI faculty across campus, to executive leadership in three colleges, to the co-chairs of the curricular excellence subcommittee of the USSI Steering Committee, and at the USSI Summit in winter.

Connecting with Advisors & Instructors

One of our communication goals this year was to establish more consistent communication with advisors and instructors. We began routine advisor and instructor emails in winter 2019 and have reached out to both groups early each term to share program updates, highlight timely resources for students, and encourage connection with the ASC. We've begun using Marketing Cloud to assess the reach of instructor emails, recording a 55% open rate in spring 2020.



The Academic Success Center (ASC) | success.oregonstate.edu

— Spring 2020 —

Thank You for Partnering with the ASC!

Dr. Regan Gurung



We've had some exciting new opportunities to collaborate with **Interim Executive Director of the CTL**, Dr. Regan Gurung, and developed a strong partnership in spring as we collaborated on the Keep Teaching & Keep Learning websites. In our work together, we appreciate most how Dr. Gurung

- ✓ Integrates cognitive science in his work
- ✓ Brings an empathetic & human-oriented approach to thinking about students
- ✓ Initiates and invites collaborative work to develop support for teaching & student learning

JP Peters, M.A.



We've appreciated our collaborations with the **Associate Director of CFSL**, JP Peters, and were thrilled to engage in conversations on how we could provide remote academic support programming for the Greek community during spring term. In our partnership together, we're grateful for and inspired by how JP

- ✓ Centers conversations on support for students
- ✓ Models how to care for students as they live and learn at OSU
- ✓ Brings enthusiasm, kindness, generosity and compassion to his interactions with students, partners, and colleagues



Oregon State University
Academic Success Center

Student Communication Diversified | 2019-20

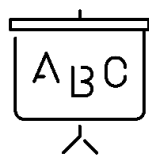
At the ASC, we're always eager to hear from students. We're also eager to reach as many students as we can with academic support content to help them along their academic success paths. This year we engaged with students via email, classrooms, coursework, and social media. Here's how:

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Transition Communication Campaign & Student Newsletter

In fall 2019 the ASC took over the content and delivery of the Transition Communication Campaign (TCC), a weekly email sent to first-year students and transfer students, beginning their first term at OSU. Messages are comprised of important academic deadlines; prompts to support preparation for advising and registration; and academic success tools to support effective time management, test preparation, and more. A total of 102 messages were sent to six different student cohorts (total students: 3427 FY, 1400 TR). In addition to the TCC, the ASC began a newsletter for students with content that addressed topics like motivation, finals preparation and self care. We sent 5 newsletters over the course of fall, winter and spring to students who opted into the communication.



Ask For Help Poster Campaign

In fall, we placed over 400 large posters in General Purpose (GP) classrooms and learning spaces across campus. Having seen a trend that students were often unaware of resources, or hesitant to use them, we sought to normalize resource use, encourage proactive resource use, and promote a broad interpretation of resources with an emphasis on people and connections. We collaborated with the Office of the Registrar, Faculty Senate EC, the MU Design Team, Building Managers, and students for input on design and logistics (poster headings seen at right). While this project was challenging to measure impact, we know the message achieved a high level of visibility. In winter, Clare delivered a lightning talk on the effort at the Undergraduate Student Success Summit.

**10 weeks
fly by.**

**Questions
show courage.**

**Don't wait 'til
you're stuck.**

**Your questions
aren't "stupid."**



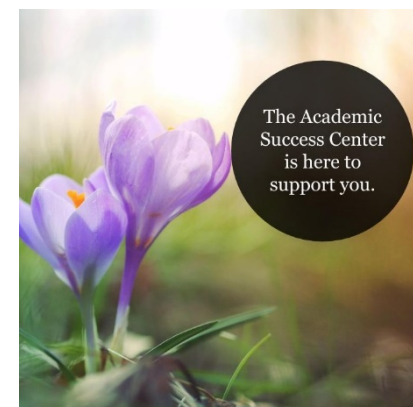
Course Guides

In fall and winter we released two new course guides to support students in MTH 251 (f) and BA 275 (w). Course guides are developed and designed using a combination of student responses to an end-of-term survey asking them to reflect on their learning experience and share their wisdom; content expertise from faculty facilitating and instructing these courses; and strategies based in the science of learning shared by the ASC. In addition to our newest partnerships, we continued to provide course guides to the CH 12X series, ENGR 112, and MB 230. In total, we distributed 1456 course guides in fall 2019 and 1471 course guides in winter 2020.



Instagram

The ASC Instagram account continued to expand its reach over the past academic year. Our posts consistently highlighted academic success strategies and we featured several of our own ASC student employees so followers could get to know our employees better. Our staff shared go-to study tools, how they practice self-care, how they arranged their study spaces, and other examples of their learning-to-learn experiences. We also featured student employees working in support roles across campus so that their peers could learn more about them and all the awesome resources at OSU. By the end of the 2019-2020 year, our followers had jumped from 250 to over 500. We're excited to keep sharing and connecting!



Helping Students Navigate Learning in a Pandemic | 2019-20

Spring 2020 was decidedly different. Students weren't just navigating a new set of courses, but the effects of a pandemic on their lives. The ASC quickly shifted all services to remote delivery, then began the work of learning about student experience and collaborating with colleagues to develop and build upon support structures and content to take care of students.

Contributed to the University's Student Survey & Responded to Requests for Outreach

We partnered with Office of Undergraduate Education and Student Affairs Assessment to write, disseminate, analyze and report on a spring "Remote Learning Experiences Survey." The survey went out to 17,813 Corvallis undergraduate students. With a 16% completion rate (2901 students), we were still able to draw important information from the twelve questions we asked. We coded the academic response questions data for themes and contributed content to the reports and analyses associated with findings that were shared across campus with college leadership, Student Affairs ELT, and others involved in COVID planning and response. The reports in Box were viewed over 400 times with 80 downloads. ASC Strategists conducted individualized email outreach to the 862 students who requested outreach at the end of the survey. Outreach emails provided direct links to nuanced services based on the student responses left in the survey and an offer to connect virtually for additional support.



2901
Completed
surveys

862
Emailed replies

Collaborated on the Keep Learning team

This spring we worked with colleagues from the Center for Teaching and Learning, Academic Technology, Web and Mobile Services, and Student Affairs to keep content up to date on the student-facing Keep Learning website. Knowing a static page would not serve students well, we:

- Refreshed the site with new content six times between mid-March and early June
- Worked to ensure the information going to students (Keep Learning) and faculty (Keep Teaching) were in harmony/echoed one another.
- Served as "lead" for the Keep Learning content task force including managing incoming suggestions for improvement, soliciting input from campus partners to add and improve content, and working with Carolyn Boyd to guide the process.

Since moving to COVID.oregonstate.edu/keep-learning, the site received 9351 total page views, 7266 of which were unique.

Created New Materials to Support Students' Remote Learning Experience

As soon as OSU shifted to remote delivery, we provided and created new content to support students in this transition. Our already-established online resource the Learning Corner had designated space for online learning support content. We identified additional remote learning topics to develop and set to work researching, drafting, and designing resources to help students find the information, strategies and techniques they were seeking. The Remote & Online Learning page on our site now carries a suite of remote study group materials, time management strategies for remote/online learning, a start of term checklist for remote learning, and much more. We shared these resources with instructors and advisors to heighten their visibility and accessibility. Where our old Online Learning page was rarely accessed, the new Remote & Online Learning page recorded 9507 page views in spring term; 8 of the top-10 Learning Corner PDF download events in spring were materials developed for remote learning.

Built a College Communicators Digest

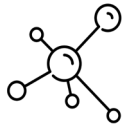
We quickly recognized the increased importance of communication with students in spring term – to inform students about our services, as well as to make sure students had access to relevant and useful information. Wanting to take advantage of existing communication infrastructures, we cataloged 38 college-based communicators, and developed a pilot process to share information about centrally administered student services. Campus partners from the OSU Library to the Career Development Center contributed 30 pieces of content that fed into a spreadsheet that could be used by college communicators sending out college newsletters and social media messaging. Our aim was to increase the ability to message key information to students in an efficient way. This summer we will be assessing the design and approach to identify how best to proceed for fall 2020.



Innovation & Experimentation | 2019-20

We're always looking for new ways to support students and to collaborate with others in support of student success. Some ideas work better than others, but we learn from each and use reflection and assessment to innovate and improve programs and services.

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Welcome Week: College Connections

In summer 2019, the ASC collaborated with New Student Programs & Family Outreach and college partners to rework the Welcome Week schedule for Tuesday, September 24th. The intent was to weave together existing college-specific events with the ASC's presentation *Strategies for Success in the College Classroom*, creating a campus-wide academic-orientation day. The goals were to strengthen students' connection to and affinity for their primary college, enhance their shared experience with other students in that college during Welcome Week, and increase the number of students receiving core academic orientation content. Estimated attendance increased from previous years and was around 1500.



1st Day of School Pictures

For the second year in a row, the ASC hosted a 1st Day of School Photo Booth with Benny during the Beaver Community Fair. With 395 contacts (students, staff and community members), we heard folks say they were coming back for this year's photo. We're exploring ways to replicate this event for fall 2020.



Transfer consults

Strategists hosted two drop-in events marketed to transfer students – one in fall and one in winter. Transfer students got the opportunity to connect with their peers and received a packet of curated materials to help them have a strong start at OSU.



Success Opportunities After Reinstatement

The ASC piloted outreach efforts supporting recently reinstated students. Students received emails at the start of their first term back at OSU encouraging them to meet with ASC staff to prepare for the term and make connections with university resources.



Faculty Feedback

The ASC provided support to the USSI pilot project led by the Office of the Registrar. We drafted student outreach resource documents for faculty and reached out to students as notifications came in from faculty.



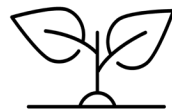
AVID Workshop

In February, Chris presented on test preparation and the Science of Learning to roughly 120 AVID students at the Portland Center.



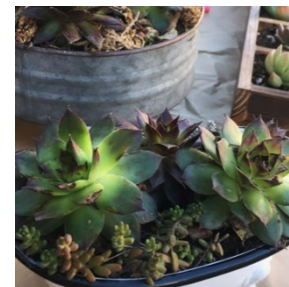
SI Registration System

SI successfully switched to Ideal-Logic, its new registration platform. The new system handled all 2,250 student registrations, and it greatly improved the student waitlist function, all while providing clean, accurate data.



Seeds of Success Plant Sale

In February, the ASC hosted a plant-themed sale to support the OSU Food Drive. This event, combined with direct deposit donations, helped the Linn-Benton Food Share provide 3,172 meals.



Marjorie Coffey,
Assistant Director

Clare Creighton,
Director

Chris Gasser,
Supplemental
Instruction

Abbey Martin,
Academic Coaching

Anika Lautenbach,
ASC Strategists

Sarah Norek,
Outreach & Education

Angie Turpen,
Supplemental
Instruction



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