

# Academic Success Center AY 2018-2019

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## Annual Report AY 2018-2019

The **Academic Success Center** (ASC) creates opportunities for students to learn how to learn throughout their academic careers. Throughout 18-19, we engaged in work, innovation, and collaboration to improve and strengthen academic support for students at OSU.

### Program metrics & delivery details for 2018-2019:

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

### This year:

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### HIGH PROMISE SCHOLARSHIP (HPS)

**62** recipients; **377** ASC service contacts  
*Awarded scholarships and provided academic support for recipients*

### OUTREACH

**4239** student contacts in **80 workshops & 36 events**  
across **118** hours  
*Served by request from departments, organizations, & student groups*

### ASC Strategists

(1:1, peer-based)  
**1,606** visitor interactions with **319** sit-down consults & **approx. 2,000** walk-in support hours  
*Drop-in consults to help students identify study strategies and locate campus resources*

### THE LEARNING CORNER

**54,782** users & **69,286** sessions  
*Online academic success support with strategies, worksheets, & instructional videos*

### ACADEMIC COACHING

(1:1, peer-based)  
**487** students served in **612** contact hours  
*Open to all students & majors each term*

### ALS 116: ACADEMIC SUCCESS

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

### SUPPLEMENTAL INSTRUCTION (SI)

(small-group study tables, peer-based)  
**1,786** unique students served in **17,782** student contact hours  
*BA 211, BA 213, BI 21X, BI 23X, BI 33X, CH 201, CH 202, CH 23X, MTH 251, PH 20X*



Oregon State University  
Academic Success Center

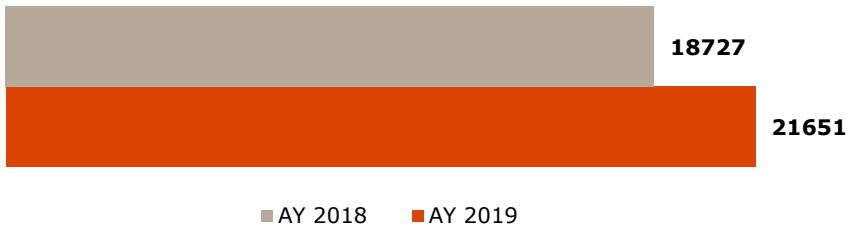


# Serving Students Across OSU | 2018-19

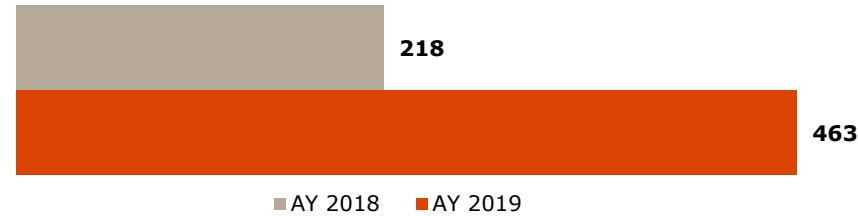
The ASC provides support to students from all colleges, years, and majors. Any student can use our services, and our work is supportive of and in collaboration with support students receive from colleges. This year, we met our goal to increase the count of students who use multiple ASC services, and we're excited to share additional metrics indicating our reach to students across OSU.



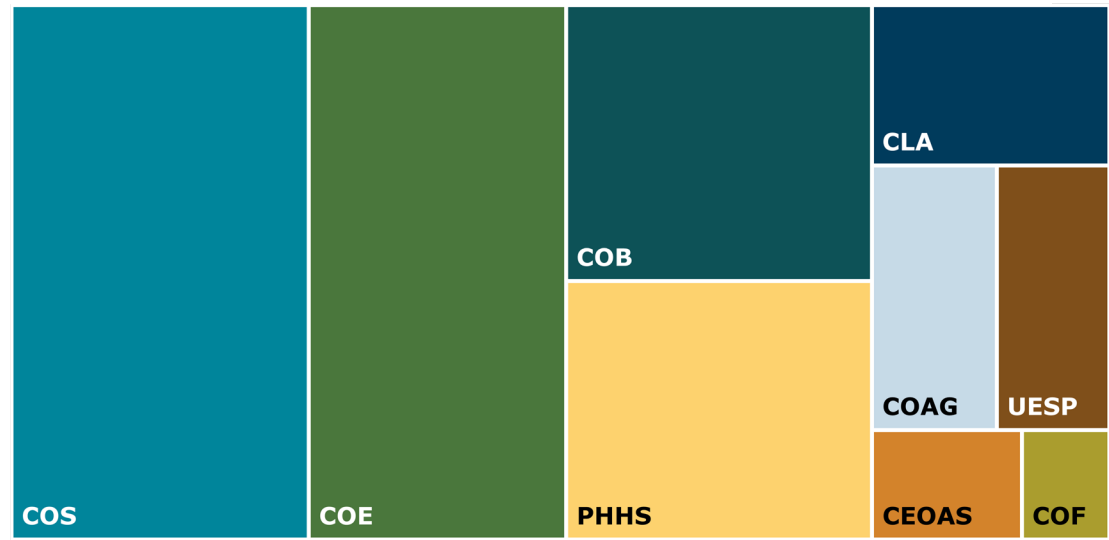
ASC student contacts increased 16%



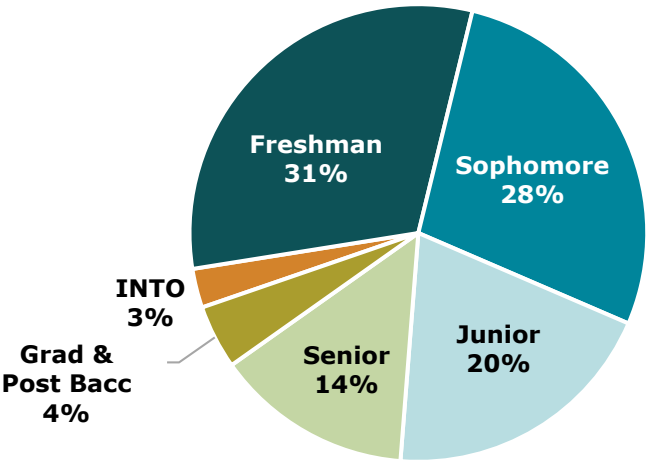
The ASC recorded a 112% increase in students accessing 2 or more ASC programs



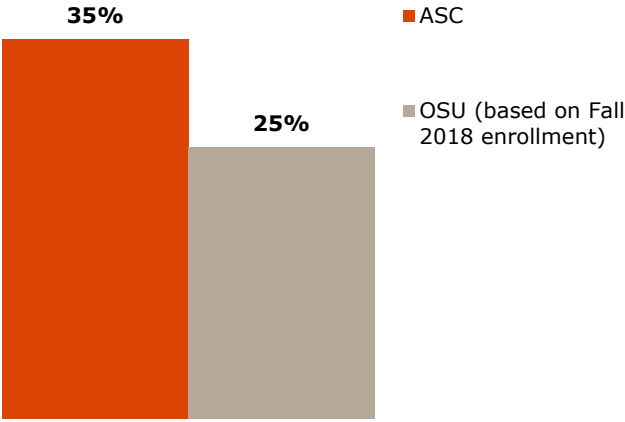
The ASC served undergraduate students across all colleges



The ASC served students at the pathways, undergraduate, and graduate levels



The ASC served students of color at a higher rate than represented in the OSU student population



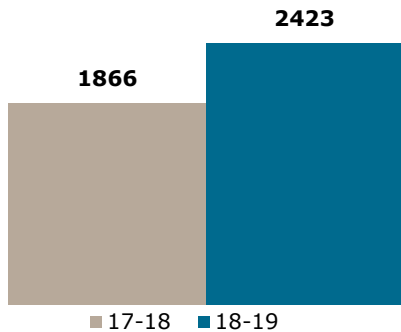
# Our Favorite ASC Growth Metrics | 2018-19

At the ASC, we're always thinking about and eager to reach more students with our services. This year, despite unforeseen budget constraints, several ASC programs experienced growth: in some instances we served more students, in other instances we served students through more in-depth interactions. Increasing contacts with students and varying how we deliver services helps us achieve our mission: to create opportunities for students to learn how to learn in the university environment.

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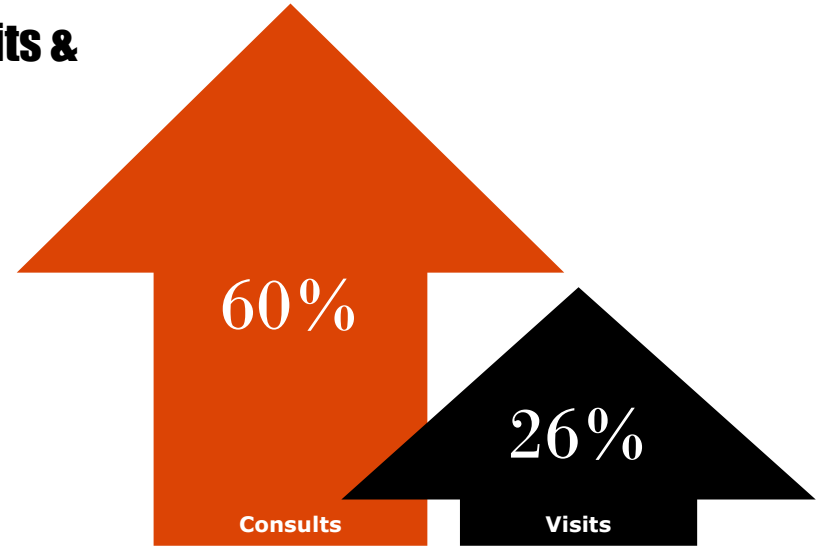
## Academic Success Workshops

Academic success workshops delivered increased by 30%, which resulted in a marked increase in student counts



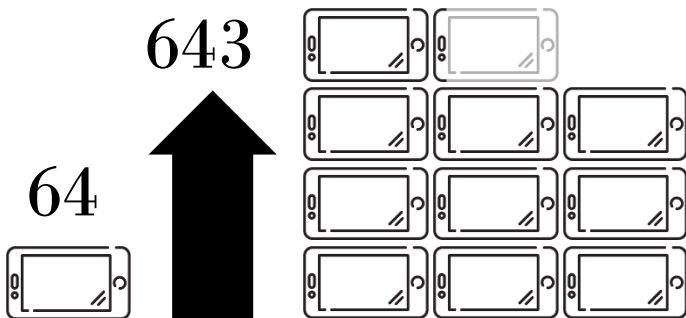
## Strategist Visits & Consults

Compared to 17-18, strategists provided more in-depth consultations and saw an increase in drop-in visits; 15% of the visitors returned one or more times



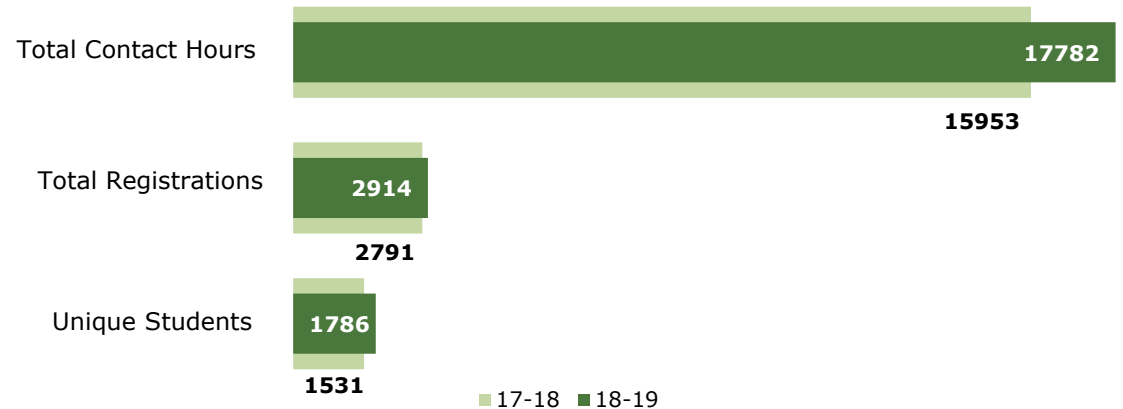
## Mozeo Text-a-Question

Following a pilot year, the ASC expanded text support to all incoming students and recorded a 905% increase in texts



## Supplemental Instruction (SI) Attendance

SI experienced increased engagement in three key metrics



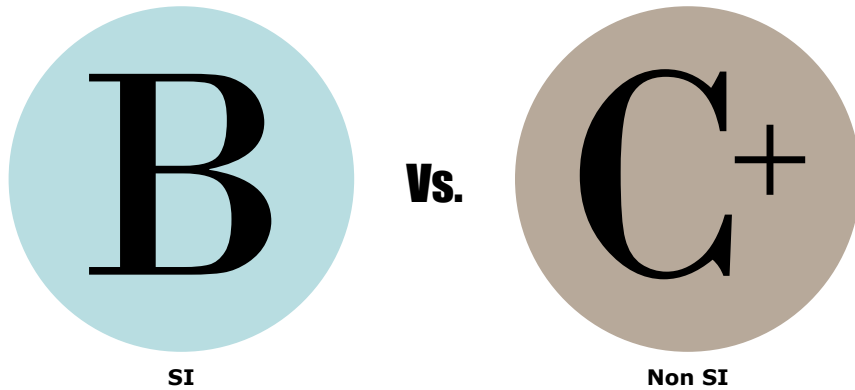
# ASC Programs Contribute to OSU Student Success Goals | 2018-19

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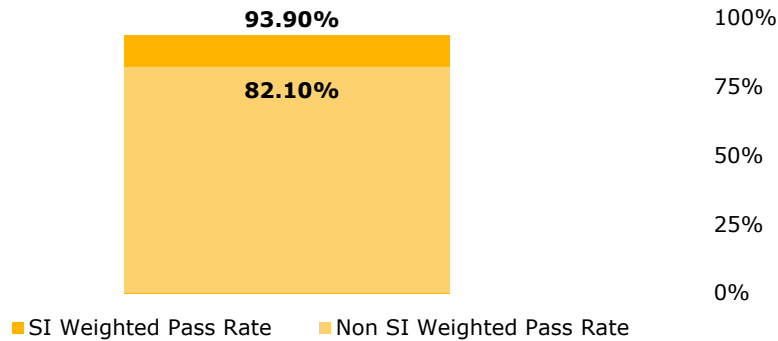
As OSU continues its efforts to increase the persistence, retention, and graduation of students, the ASC contributes through services in support of those efforts. As we assess ASC programs and services, we look at term-to-term retention, course grades, pass rates, term GPA, and other mid-level metrics that support OSU's larger goals for retention and graduation.

## Supplemental Instruction (SI)

Students who completed SI earned a weighted course grade .35 grade points higher than their non SI peers



Students who completed SI had a pass rate nearly 12 points higher than their non SI peers



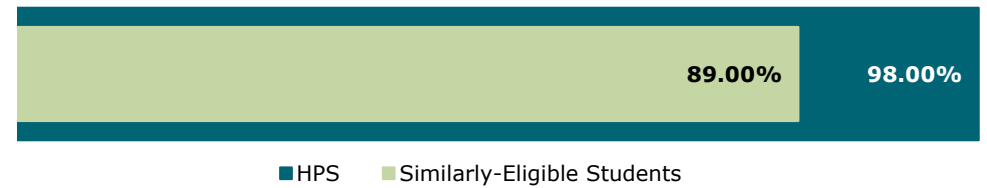
Amount SI students saved in tuition by passing courses at the higher pass rate than non SI peers:

**\$264,885.47**

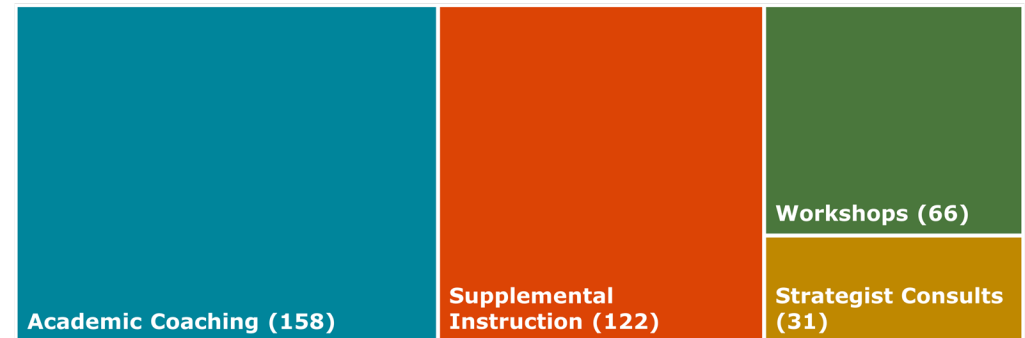
(@ 72% resident, undergraduate, college-dependent tuition)

## High Promise Scholarship (HPS)

HPS students persisted to spring term at a higher rate compared similarly-eligible students

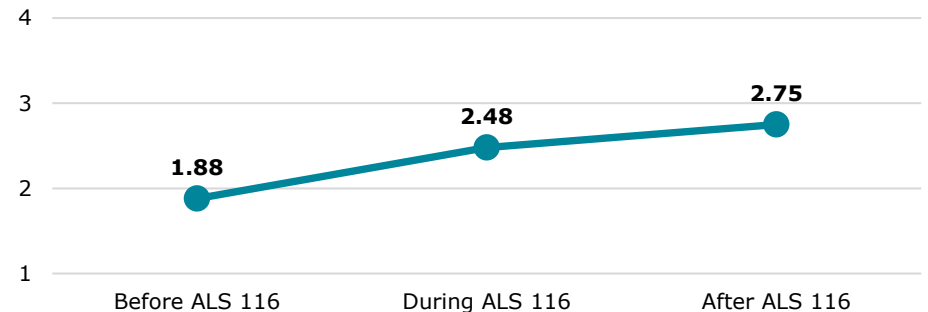


The HPS supports students' academic success through connections with ASC resources. HPS recipients recorded 377 contacts with ASC services



## ALS 116: Academic Success

Corvallis section students who passed ALS 116 improved their term GPA from a C- average the term prior to ALS 116 to a B- average the term after



# Campus Contributions | 2018-19

*In addition to our signature programs, the ASC contributed to the OSU campus and the success of its students through training development, collaborations with faculty, course curriculum supporting students across colleges, and partnerships with OSU units.*



## Peer Educator Training

The ASC coordinated an effort to research, write, and design an "Introduction to Student-Centered Peer Education" Training. This **open-access online training** has its foundations in culturally responsive teaching and other pedagogical approaches designed to help educators embrace the shared relationship of teaching and learning while also combatting many of the dominant narratives within peer education. The ASC collaborated with EOP to hire four undergraduate students and one graduate student, engage twelve campus partners as reviewers, and work closely with Ecampus instructional designers to create the modules. After a soft launch in April, the website landing page had 177 unique page views and the training itself had recorded 529 unique page views by the end of June.

## Availability of Worksheets & Tools

This year, ASC tools and content had a broader presence across the OSU campus.

- ✓ Worksheets written and designed by the ASC were made available in a variety of locations such as CAPS, the Science Success Center, the International Living & Learning Center, Disability Access Services, and CFSL Greek organizations and chapters.
- ✓ We fielded a number of requests from colleagues across the state and nation for use of Learning Corner content and tools in their own academic support units and classrooms.
- ✓ We engaged in a digital campaign focused on increasing and enhancing faculty and student engagement, with slides posted throughout campus on partner unit and college digital screens.

## ALS 116 Impact on Negative Academic Standing

At the end of the term of enrollment, students who passed ALS 116 recorded a 40% decrease in percent of students in negative academic standing



## Course Guides

Course guides are a newer project for the ASC. In collaboration and partnership with faculty, we surveyed students currently enrolled in the course for advice and strategies they'd recommend to incoming students in subsequent terms. The ASC analyzed the responses, triangulated student expertise with the faculty expertise and the ASC's learning strategy expertise, and designed the material to deliver course-specific strategies and techniques to students in the first week of the term. In 18-19, the ASC distributed **2,013 course guides** to support students in the CH 12X series, ENGR 112, and MB 230. In addition to the content developed for students, we facilitated conversations with faculty regarding student success in the course, as well as expectations for student learning and demonstration of content mastery.



# Investing in Student Staff Development | 2018-19

*The ASC values hiring students in paraprofessional roles as peer educators, in part because of the professional development opportunities these experiences create. Student employment on campus offers valuable teamwork experience, invites exploration of leadership, and positions students to support each other's learning.*

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## Supporting ASC Student Employees (59 student staff)

### ***Skills Development***

- Strategists received additional training from campus partners on how to work with students engaging with adaptive learning technology. For example, the math department provided an overview of ALEKS and facilitated thinking on ways to support students using this tool.
- SI Leaders completed readings and trainings on student belonging. Drawing from Dr. Terrell Strayhorn's research on students' feelings of belonging, SI Leaders created and implemented strategies to encourage belonging at SI Tables.

### ***Career Readiness & Professional Experience***

- Coaches and strategists gained leadership skills through designing and facilitating team meetings for their peers. Some examples of meeting topics included working with students in distress, helping students develop a growth mindset, and finding ways to better support students preparing for exams.
- Coaches engaged in individual professional development by selecting two topic areas they would like to explore each term. They learned more about these areas (including time management, stress management, and mental health) through readings, activities, and reflection on their learning, both individually and as a team.
- SI Leaders directed a significant portion of their professional development this year, covering topics such as leading teams, creating and managing budgets, negotiating, and communicating across difference.

## Supporting OSU Student Employees 19 training requests | 685 students served

### ***Trainings Delivered: Students***

- Discussed training topics, tools, and techniques within the context of specific student employment roles.
- Partnered with academic advisors and college faculty to facilitate trainings and workshops, including how to make a meaningful referral and the role everyone plays to promote academic success.
- Facilitated several trainings with Student Affairs student employees on how to more effectively balance commitments and engage in self-care.

### ***Trainings Delivered: Faculty & Staff***

- Presented "Helping Student Employees Balance Work & Academics" at OSU's 2018 Training Days. Topics discussed included research on the impact of student employment on student success, current student employee support practices and challenges at OSU, and ASC practices and support options.
- Presented "Supporting the Growth of Student Employees: Twinning Academic and Professional Success" at NWCRLA 2019. Presented topics similar to Training Days, using our examples to facilitate discussion around strategies and partnerships useful to colleagues at other institutions.



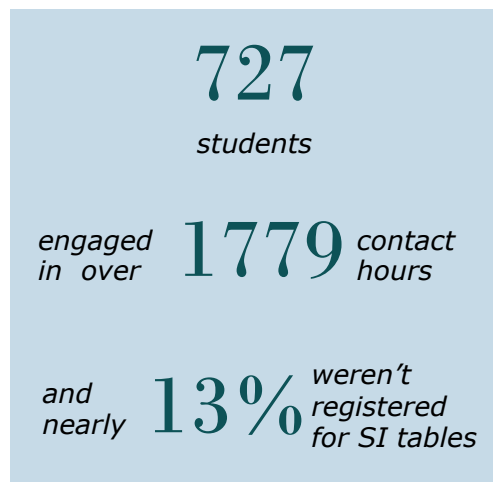
# New Innovations & Pilot Efforts | 2018-19

At the ASC, we love to innovate, to reflect, to learn from what works and what doesn't, and to keep moving forward. We know we're working with 21<sup>st</sup> century learners and that the student learning experience is complex. Our innovations strive to reduce barriers students encounter as they seek support, to highlight and share student experiences and voices, and to contribute to student retention and graduation.



## SI Exam Reviews →

SI piloted exam reviews for SI supported courses. These reviews provided students with more time working with peers in an SI environment and freed tables to focus on current material longer, as leaders no longer needed to run reviews during table times. Reviews occurred at least two days before exams to encourage student metacognition. Reviews also reached an audience not traditionally served by the SI program, as students who were not registered for study tables also participated.



## Typewriter Pop-Up

This spring, we crowd-sourced 500 study strategies from students, faculty, and staff. For two days in the SEC Plaza, we used typewriters and kettle corn to draw people in. We learned that energy matters. People fed off of what they saw, read and heard. Everyone shared and had fun, and we met our goal for collecting strategies. Next, we're planning how best to make these strategies available to the campus at large. Also of note: typewriters can't delete; kettle corn rules.



## Social Media →

With the help of the Strategist team, the ASC launched its Instagram account in winter term 2019. Since January, the ASC has gained over 250 followers, many of which are OSU students and organizations. We love being more connected and having a platform to share our values and personality! We're excited to highlight ASC student employees, to share research-based tips for academic success, and to shine a light on the great work our campus partners are doing.

## @oregonstate\_asc



## SS MaLT Sails the Seas of Success

"Supporting Students in Mastering Learning Technologies" (SS MaLT) is a grant funded by the OSU Technology Commons Fund. A team of ASC staff, along with graduate and undergraduate students, collaborated to research, create content, and design materials to support students' learning online. These new Learning Corner resources support students navigating learning in distance, hybrid, or physical classrooms with online requirements. Videos and handouts support students' effective use of Canvas and navigation of the learning curve associated with new technologies required for coursework.

| Classify Your Course  |  |  |  |
|---|--|--|--|
| Course instructors often vary by the type of course you're enrolled in, whether in-person, hybrid, or online. Understanding the features of your course can help you better plan for success in your course environment. Take a moment to reflect on the range of the similarities and differences between in-person, hybrid, and online courses and their course components. |  |  |  |
| In-person   | Hybrid   | Online   |  |
| <b>Time spent in class</b><br>Lecture and discussion are the primary modes of instruction.  | <b>Time spent in class</b><br>Lecture and discussion are the primary modes of instruction.       | <b>Time spent in class</b><br>Lecture and discussion are the primary modes of instruction.       |  |
| <b>Classroom</b><br>Students are in a physical classroom.   | <b>Classroom</b><br>Students are in a physical classroom.  | <b>Classroom</b><br>Students are in a physical classroom.  |  |
| <b>Lecture content</b><br>Lecture content is delivered in a physical classroom.   | <b>Lecture content</b><br>Lecture content is delivered in a physical classroom.                  | <b>Lecture content</b><br>Lecture content is delivered in a physical classroom.                  |  |
| <b>Readings</b><br>Readings are assigned for students to read.  | <b>Readings</b><br>Readings are assigned for students to read.                                   | <b>Readings</b><br>Readings are assigned for students to read.                                   |  |
| <b>Assignments</b><br>Assignments are assigned for students to complete.  | <b>Assignments</b><br>Assignments are assigned for students to complete.                         | <b>Assignments</b><br>Assignments are assigned for students to complete.                         |  |
| <b>Interaction with instructor</b><br>Interaction with the instructor is primarily face-to-face.  | <b>Interaction with instructor</b><br>Interaction with the instructor is primarily face-to-face. | <b>Interaction with instructor</b><br>Interaction with the instructor is primarily face-to-face. |  |
| <b>Office Hours</b><br>Office hours are available for students to meet with the instructor.   | <b>Office Hours</b><br>Office hours are available for students to meet with the instructor.      | <b>Office Hours</b><br>Office hours are available for students to meet with the instructor.      |  |



# Team ASC | 2018-19

*The staff at the ASC is committed to campus involvement and service, as well as attending to our own professional development. In all of these activities, we learn from and with our colleagues and contribute to the OSU community in meaningful ways.*

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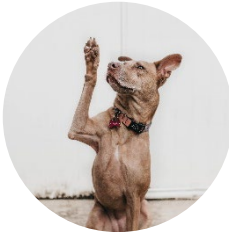
## Service

- Mental Health Needs Assessment Steering committee membership, with members on the following subcommittees:
  - Interactive Quiz
  - Resilience
  - Faculty/Staff Training
  - Peer Support Network
- Search Advocate work & search committees
- The Student Affairs Awards Committee
- Participation in the food drive



## Presentations

- **Creighton, C.** (2018). "From Research to Application: Lessons Learned from 'Grit' and 'Resilience.'" University Innovation Alliance Convening.
- **Lautenbach, A. & Norek, S.** (2018) "Helping Student Employees Balance Work & Academics." OSU Training Days.
- **Martin, A.** (2019). "Empowering Your Team through Facilitative Leadership." OSU Leadership Conference.
- **Lautenbach, A. & Norek, S.** (2019). "Supporting the Growth of Student Employees: Twining Academic and Professional Success." Northwest College Reading & Learning Association Conference.
- **Coffey, M.** (2019). "Integration of Success Resources and Messaging into Your Course." OSU Undergraduate Student Success Initiative Summit (USSIS).
- **Gasser, C. & Quick, D., Biga, L., & Kayes, L.** (2019). "Facilitating Success with Learning Assistants and Supplemental Instruction." OSU USSIS.
- **Norek, S.** (2019). "Course Guides: Making Strategies for Success Transparent in Your Course." OSU USSIS.



## Selected Professional Development

### Diversity, Equity, & Inclusion

- "Bravely Confronting Bias"
- "Choose Your Attitude"
- "The Defamation Experience"
- "What is Cultural Appropriation?"
- "Liberating Structures for Effective Meetings"

### Health & Wellness

- "Mental Health First Aid"
- "Search & Rescue in Community Disasters"
- "Trauma Informed Care & Responding to Students in Crisis"

### Supporting Student Populations

- The Transition Experience
- Undocu-Ally Training



## Grants & Awards

- Chris Gasser & the SI Program, Learning Innovation Grant, January 2019
- Marjorie Coffey, Student Affairs Student Impact Award – May 2019
- Anika Lautenbach, Spirit of OAA Award – June 2019



## Corvallis's Best Burger?

Ever dedicated to the search for burger truth, several staff members participated in the 5<sup>th</sup> year of research into the hard-hitting question: "Where can you get the best burger in Corvallis?" 4 visits and 35 rubrics later, our taste buds continue to refine and we're still (happily) working on it.





## Here are some of the ways we plan to make a splash in 2019-2020:

- **The “Ask for Help” Poster Campaign:** Look for our “Ask for Help” posters in academic classrooms on the Corvallis campus, prompting students to utilize their resources and ask for help. We’ve partnered with the Office of the Registrar, Faculty Senate, and building managers across campus to bring 300-400 posters to campus spaces during Week 2 of Fall term.
- **More Course Guides:** The ASC will distribute its next course guide in MTH 251 in fall 2019, getting success strategies into the hands of 840 students during week 0. We’re also on track to run a survey and produce a winter 2020 guide for BA 275 and will be reaching out to campus partners to invite additional partnerships within colleges.
- **ALS 199: ST: Academic Learning Strategies:** In September we’ll offer our first term extension course. This 1-credit, 2-week course is designed to help students focus on learning activities to make the most of their time studying for exams.
- **Webinars:** Hoping to reach more students through after-hours and online content delivery, we plan to deliver a few presentations online through the webinar format.

## Changes & Updates

- **Welcome Week re-envisioned:** Partnering with New Student Programs & Family Outreach, we’ve reworked the logistics of our Welcome Week event to complement the college-specific events students attend. The “Academics @ OSU” presentation will continue to highlight a panel of faculty members. In addition, the presentation will support engagement in college orientation activities and promote a sense of community among first year and transfer students within each college.
- **Web presence:** The Learning Corner is getting a face-lift this summer to create a more streamlined and crisper organization. The new design is based on student feedback, and we hope users will have an easier time finding needed information. In addition, we’ll be redesigning our “Faculty & Staff” page to a “Campus Partners” page to better reflect ways we can partner with and support colleagues across campus.
- **Support for reinstated students:** Working with the Office of the Registrar, the director of Student Care, and Ecampus Success Coaches, the ASC is providing proactive outreach and support to students returning to OSU after academic suspension.
- **Shift in our coaching model:** This fall, the ASC will adjust its coaching program model to engage students in more long term conversations. We know change happens over time, so we will emphasize relationship building and ongoing work to increase our impact for students.
- **New SI Registration Website:** SI has teamed up with OSU’s PACE (Professional and Continuing Education) to shift SI registration to a new platform. This major upgrade will result in more stable hosting, additional administrative features, and an easier registration process for students!

**Marjorie Coffey,**  
*Academic Support  
Initiatives*

**Clare Creighton,**  
*Director*

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**Anika Lautenbach,**  
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**Sarah Norek,**  
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