

# Academic Success Center (ASC) & Writing Center AY 2020-2021

## Annual Report AY 2020-2021 (AY 21)

This marks the first year of the Academic Success Center (ASC) & Writing Center coming together with shared leadership, cross-center collaboration, and mutual support of the centers' programs. As a result of this reorganization, we've diversified our ways of thinking and working together and have discovered our shared values. Together, we've created new opportunities to support students we engage with, whether students are accessing our programs and materials for support or working as peer educators in the ASC & Writing Center. During an already tumultuous time, we've supported one another in delivering the same great services we've historically offered and are excited to share some of the work we've engaged in over the year.

### This year:

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# One Wild Year, Same Great Services | 2020-21

*We adapted our programs to meet the needs of remote learners and stayed committed to connection and exceptional care. Here, we highlight the ways we served students in this unprecedented year.*

## Academic Coaching

Academic Coaching is a series of peer-facilitated conversations designed to enhance students' well-being and academic performance. These individualized sessions help students navigate transitions and make a plan suited to their needs. Academic coaches supported 392 students this academic year and engaged in a total of 743 contact hours.

## ALS 116: Academic Success

ALS 116: Academic Success is a two-credit course where students explore skills and strategies involved in academic success, including developing self-awareness, managing time, taking notes, and choosing effective study strategies. In AY21, we had 149 students register for the course across nine sections.

## ALS/UEXP Department

Academic Learning Services (ALS) and University Experience (UEXP) courses are housed within the ASC. ALS courses offer foundational skills for success in the university environment, and UEXP courses develop students' leadership skills. This year we added a new experimental course, hired a new staff member who serves as the course coordinator for the department, and adopted a new scheduling software. We also supported instructors as they navigated changes around university COVID-19 planning.

## ASC Strategists

ASC Strategists connect students to campus resources, assist students in identifying learning strategies and finding tools on The Learning Corner, and help students communicate with faculty and fellow students. This year, Strategists assisted 357 unique students and offered a total of 1,200 drop in hours via Live Chat, Zoom, and phone.

## High Promise Scholarship

The High Promise Scholarship (HPS) is awarded to undergraduate students in their second year at OSU and is renewable for up to three years of total support. The scholarship recognizes the positive academic trajectory students began in their first year and encourages students to connect with academic and professional opportunities as they work toward graduation. This year, 50 students were awarded the HPS. In AY 21, HPS students logged 265 total contacts with ASC & Writing Center services, and 5 students graduated in spring 2021.

## Supplemental Instruction

Supplemental Instruction (SI) offers peer-led, group study tables for historically challenging courses. In AY21, SI Leaders led active and collaborative study tables and served 1,155 unique students for a total of 11,323 contact hours.

## The Learning Corner

The Learning Corner is an online resource full of easy-to-access academic success content (articles, downloadable tools, and videos) based in the science of learning. Students and users world-wide can explore topics such as time management, test prep, and concentration at their own pace. This year, 69,192 users engaged with The Learning Corner through a total of 92,496 sessions.

## The Writing Center

Writing and research consultants provide support with any type of writing project during any point in the writing process. During AY21, our services included 50-minute writing and research appointments, written feedback via email, and 25-minute grammar appointments. This year, we provided 3,542 consultations to 1,988 writers.

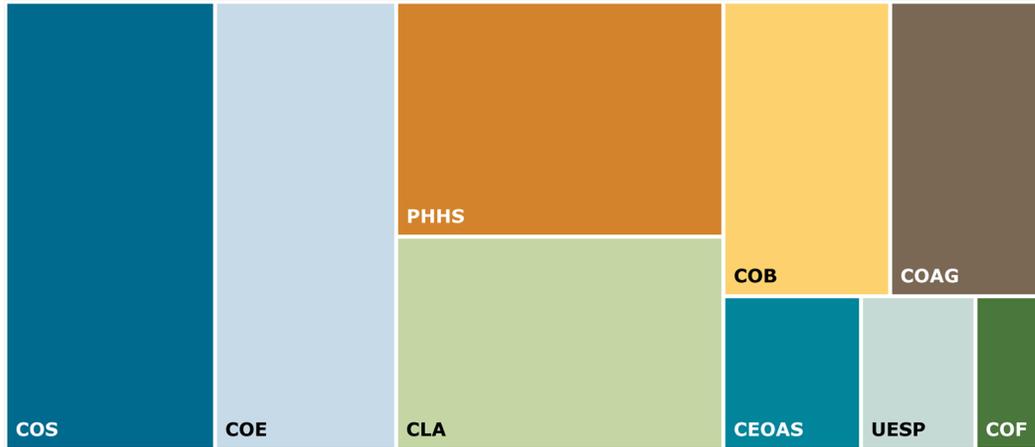
## Workshops

Workshops are interactive sessions designed to engage students in thinking about academic success topics. This year, we facilitated 90 interactive workshops with 1,197 student contacts. While by-request workshops were still available, most workshops were delivered through a pre-scheduled series. Examples of topics include learning during times of stress; the writing process and time management; concentration distraction, and effective study sessions.

# Database & Overview | 2020-21

Our year-end analysis helps us understand the students we serve and guides our decision-making and planning for subsequent years. This is our first year conducting this analysis across the ASC & Writing Center as a single unit. We will continue this analysis moving forward and look forward to opportunities to speak to year-to-year changes in future reports.

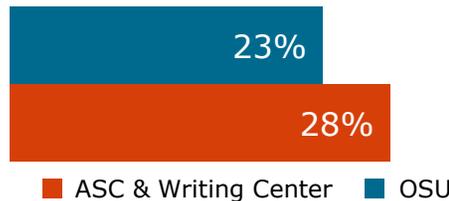
The Academic Success Center and Writing Center served students across all colleges.



A greater percentage of students served by the ASC & Writing Center were Students of Color compared to the OSU student population.



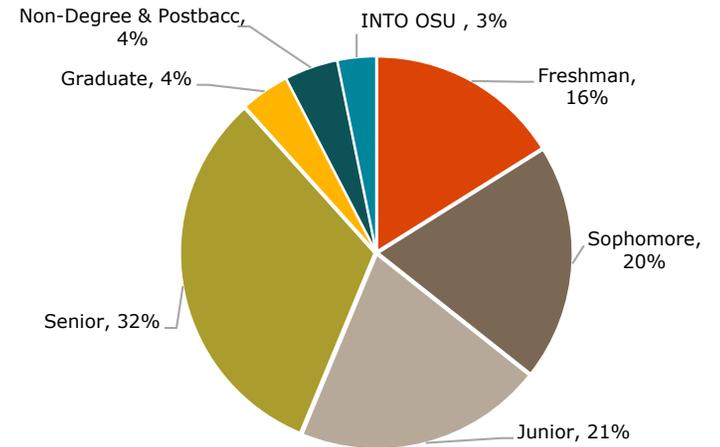
A greater percentage of students accessing ASC & Writing Center services were First Generation college students compared to the OSU undergraduate student population.



The percentage of Pell-eligible students served by the ASC & Writing Center was comparable to the percentage of Pell-eligible students in the OSU student population.



The ASC & Writing Center served students at all levels:



## 4076

unique students accessed ASC & Writing Center services

## 16,453

contacts were logged across ASC & Writing Center services

## 253

students accessed ASC & Writing Center services in all three terms (fall, winter, and spring)

## 48%

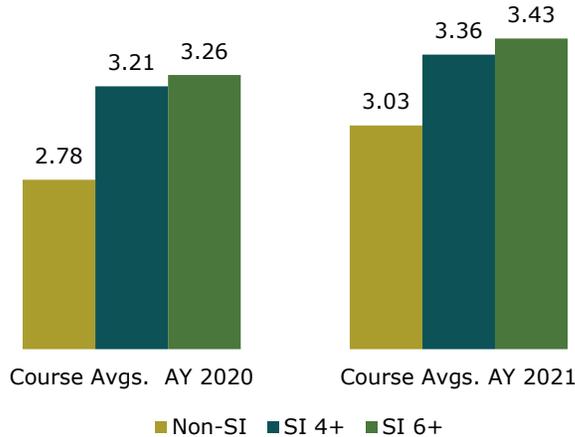
of students who had an Academic Coaching appointment accessed one or more additional ASC & Writing Center services

# Program Impact | 2020-21

Each program within the ASC & Writing Center has a plan for assessment that includes understanding the impact of services for students. We measure impact in a number of ways, and the four areas below provide a sampling of program impact in AY21.

## Supplemental Instruction (SI) Study Tables

In a typical year, students who complete SI earn  $\frac{1}{3}$  -  $\frac{1}{2}$  grade point higher in the course than "non-SI" students. Despite remote delivery in AY21, SI logged impact consistent with previous years.



## Academic Coaching

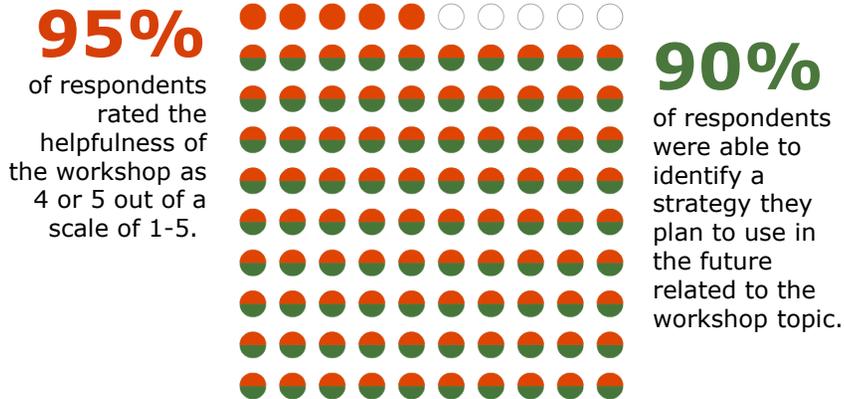
In their own words, students expressed the value of working with a coach this year. We saw these themes in much of our student feedback:

*"I'm able to listen to myself better when I'm feeling burnt out or stressed. Coaching has helped me understand myself as a student and identify where I can do better."*

*"I am much less overwhelmed and much more capable of successfully completing this term and many more to come."*

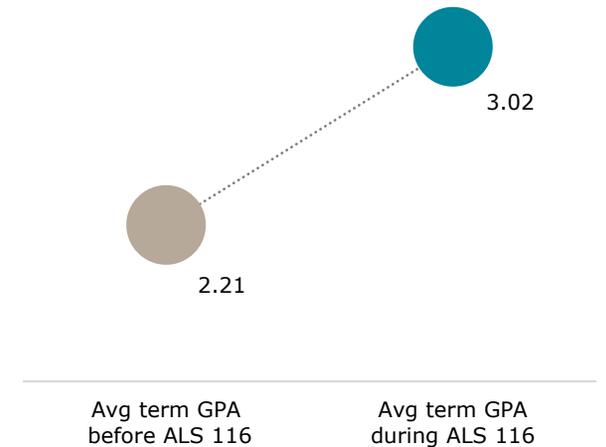
## Workshops

This year we offered 90 workshops; remote delivery allowed us to administer consistent post-session surveys for the first time.



## ALS 116: Academic Success Course

The average term GPA for students who passed ALS 116 increased by 0.81 during their term of enrollment in ALS 116 compared to the term prior. Note: the ALS 116 course is P/N and does not impact the average.



## Focus on Student Staff | 2020-21

Student staff are the backbone and heart of the work we do and the services we provide. In a challenging year, we sought to retain and support student employees while creating space for connection, community, and professional development. We're so proud of and inspired by the work of the ASC & Writing Center student staff. They led with empathy and compassion and contributed innovative thinking as we adapted services to remote delivery.

### Total Number of

Student Employees **62**

Hours in professional development/training **1565**

Hours in one-on-ones **303**

### Professional Development

This sample of topics illustrates the breadth of learning student employees engaged in:

- *Facilitative vs. directive pedagogy*
- *Integrating source material into writing*
- *How to show care through written communication*
- *How to support students struggling in myriad ways: It's okay to not be okay*
- *Failing forward*

### Student Employee Onboarding Modules

These Canvas modules welcome student staff to our unit and provide a common learning experience. Students complete mandatory trainings and become acquainted with our unit's mission, values, services, staff, and commitment to inclusivity.

*I thought that my SI table leader was great. She was welcoming, knew all of our names, and patiently explained different concepts to us. SI tables are definitely helpful, and I'm so glad that I had signed up. I love that we review material so it reinforces my understanding or it teaches me the material so that I can understand it.*

*The writing center is such a great resource and sort of turns working on papers into a collaborative process, which is enjoyable, encouraging and ultimately will lead to a better final product for the class/assignment. This is the first time I am using the writing center as a graduate student. I just started grad school at OSU last week and will be completing the degree online with Ecampus! I used the writing center a few times as an undergrad at OSU while in Corvallis; but I feel that it will be used much more this time around.*

*Being able to communicate openly with others [at SI tables], especially for that length of time was really helpful. Being accepted even if we were wrong in our thoughts or what we remembered allowed me to see where I went wrong and also recalibrated how I remembered that information. Having others also struggle through the information made me feel okay with where I was at, which decreased my stress and made me more successful.*

*I went into the [coaching] meeting feeling pretty overwhelmed about classes, and setting a plan for me to be successful helped me feel a little less stressed about EVERYTHING honestly. I felt very understood and that how I'm feeling is okay and normal.*

# Examination and Exploration: Engaging in the Strategic Priority | 2020-21

*In support of the Division of Student Affairs Strategic Priority, the ASC & Writing Center identified four areas of our work to critically examine in order to create more equitable student success outcomes. We engaged in a year-long exploration of these topics while prioritizing an intentional, equity-centered approach to our learning process.*

## Process Design

Anchoring our approach in intentionality and shared leadership, each topic for exploration was led by 2-3 members of the ASC & Writing Center and shared a common framework for the approach to learning.

### Division of Student Affairs Strategic Priority

Our systems and structures are creating inequitable outcomes for students of color. We own our roles in perpetuating this inequity and will assertively transform our practices, processes and policies to improve student success.



### Equity in Recruitment and Hiring

We sought to understand how equity related to each stage of student staff recruitment and hiring so that we could design processes that are equitable, inclusive, and supportive.

### Merit's Impact on Equity and Student Success

This project interrogated the connection between cultural narratives of merit and self-efficacy, student success, and equity. We examined how we might support or counteract these narratives in our work.

### Research, Literature, and Theory

The research, literature, and theory (RLT) we select informs our work and decisions. This project provided space to identify values and develop screening criteria for selection and integration of RLT centered in equity and inclusion.

### Work Culture: Decision-Making

We explored our work culture norms around decision-making and identified strategies for making decisions more visible, intentional, and inclusive to produce more equitable outcomes.

# Stories of Collaboration | 2020-21

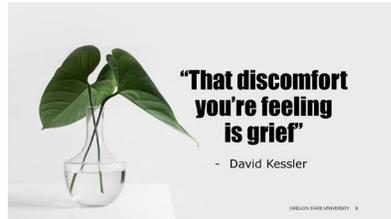
Working in partnership with others is a core tenet of our work. We believe collaboration opens doors to new ways to serve students. Here are two stories of how we've cultivated relationships that improve our work and support of students.

## CAPS & the ASC

CAPS & the ASC acknowledge that, especially this year, it is vital to attend to the connection between mental health and academics. Together we co-created several new learning spaces for students to explore this connection and identify strategies to support them in their work and wellness.

### Learning During Times of Stress Workshop

This workshop explores the connection between mental health and academic success; creates space for students to share their experience; and provides strategies for coping with stress, grief, and loss.



### Learning During Times of Stress Canvas Module

Together, we designed Canvas modules for students to learn at their own pace about the impact of grief, loss, and anxiety on academics.

### Navigating Success During Times of Uncertainty Discussion Group

This discussion group allows students to talk through the challenges they've faced related to COVID-19, remote learning, and other times of uncertainty.

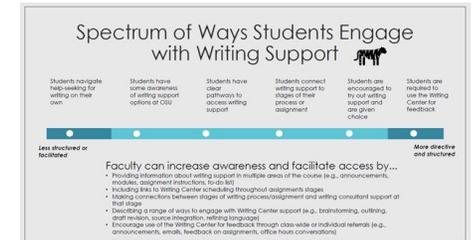


## Ecampus & the Writing Center

The Writing Center engaged in multiple collaborations with Ecampus units to enhance student and faculty understanding and awareness of writing support for Ecampus students.

### Revamped Web Presence

Together with the Student Success Team, we revised the web presence for writing support and integrated new material and announcements into the Ecampus Learning Community Canvas site.



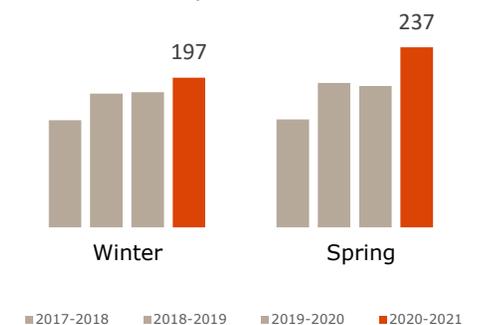
### Integrated Writing Support in Course Design

We met with the Ecampus Instructional Design team to identify opportunities for instructors to integrate writing support in their course design.

### Advanced Assessment

We advanced assessment by contributing questions to the Ecampus Spring Survey, conducting a course analysis for Ecampus student use of OWS, and engaging in an audit of the appointment-making process to improve student experience.

Increase in consultations with Ecampus Students



## Communication Efforts – Supporting Students | 2020-21

Getting students the information they need to be successful is fundamental to the work we do in the ASC & Writing Center. We communicate directly with students and share information with campus partners who hold student support roles. This year, in light of the communication challenges of the COVID-19 pandemic, we prioritized developing, improving, and strengthening communication strategies to enhance student awareness and access to important, timely information.

### TRANSITION COMMUNICATION CAMPAIGN

This year's direct emails to first year and new-to-OSU transfer students sought to normalize and validate students' remote-learning experiences, and to equip students with tools to support their academic success and mental health and well-being.

**141** Messages  
**4881** Recipients  
**162,310** Total Opens

### ACADEMIC SUPPORT PAGE IN CANVAS

The ASC facilitated the addition of a new "Academic Support" link in all Canvas course site menus, which redirects users to the ASC-maintained page "Where Do I Go For Help?" Campus partners contributed site content from their areas of expertise so students are able to find the right support for their unique needs.

**2571** Unique Visits  
**5855** Pageviews

### THE SUCCESS KITCHEN

The ASC & Writing Center blog delves into academic success topics in order to share ideas and practices, make meaning of data and experiences, and engage with a community of colleagues committed to student success at OSU.

**5** Issues  
**221** Recipients  
**1578** Total Opens

### STUDENT RESOURCES DIGEST

The biweekly Student Resources Digest email streamlined resources and opportunities for campus communicators to share with student audiences.

**“** *These emails have been hugely helpful in getting information to me to get out to students. I do a weekly email and have included much more information for students since receiving your emails.*

**20** Messages  
**65** Recipients  
**4553** Total Opens

# Hello, 2021-22 – Here We Come!

*We're excited to move forward into AY 2021-2022 using what we've learned from the variety of experiences and collaborations we've had this past year. Here's an overview of what we anticipate in the upcoming year.*

## Looking Ahead

**Service modalities:** The ASC & Writing Center anticipate continuing to offer remote options for all services in addition to in-person services to meet students' varied needs.

**Supplemental Instruction (SI) scale up:** SI study tables will have a substantial expansion of support to 12 new courses in fall.

**High Promise Scholarship (HPS) cohorts:** We'll welcome 33 new HPS students in fall and continue support for students whose scholarships were renewed from AY21.

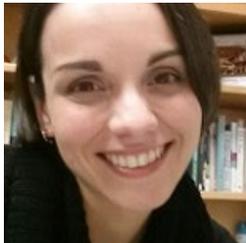
**Multilingual Support Coordinator:** The Writing Center will welcome a new coordinator to advance our services and support for multilingual and multidialectal students.

**Strategic Priority:** We identified next steps for each of our strategic priority topics. We'll advance those actions this year and engage in learning on four new topics.

**ALS/UEXP Department program review:** The ALS/UEXP department will undergo an academic program review beginning AY22. The recommendations from this review will guide the development of the department over the next few years.



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