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**DATABASE & PROGRAM HIGHLIGHTS**

**Academic Coaching**
This year we offered both in-person and remote coaching appointments, prioritizing flexibility for our student staff and choice for the students we serve. Our goal was to improve accessibility for this service and be able to pivot from in-person to remote if a coach or student were sick. There was a nearly even split between appointments that were held in person (51%) and those held remotely (49%). Even as we move toward more in-person activities at OSU, we see the value of keeping the remote option for coaching and continuing to support students in ways that work best for them.

**ALS 116: Academic Success**
ALS 116: Academic Success is a two-credit course where students develop skills for academic success. In AY22, 200 students enrolled in a total of 10 sections offered online (four) and in person (six). Students who passed the course (75%) averaged a GPA increase of 0.85 from the term before to the term they took the course.

**ALS/UEXP Department**
Academic Learning Services (ALS) and University Experience (UEXP) department offered 44* sections to 797* students, including a new zero-credit ALS course. We supported instructors during the return to in-person instruction, made scheduling classes and requisition requests as easy as possible, and conducted an internal program review of the department.

*INTO OSU courses not included

**ASC Strategists**
Our strategist team provided holistic support for a wide range of students through drop-in consultations (in-person and via Zoom) and written communication (Live Chat and email). With our return to campus, their primary focus was understanding the available resources so they could ease the transition for other students. Strategists supported students on their path to academic success by answering questions, making referrals, introducing strategies and learning tools, tabling for various events, and creating content for our Instagram account.

**High Promise Scholarship**
The High Promise 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, HPS continued support for 31 students, and an additional 33 students were awarded their first year of support.

**Learning Corner**
The Learning Corner is the ASC's online resource that can be accessed by anyone with internet. Content includes information about time management, concentration, test anxiety, and more, with a catalogue of tools that can be printed or used as fillable PDFs. In AY22, the Learning Corner saw 115,757 users and 141,707 sessions. Those numbers are a 67% and 53% increase over the previous academic year, respectively, with a total 355,442 pageviews.

**Supplemental Instruction**
This was a year of transition for SI. Along with learning to navigate in-person learning again, SI also nearly tripled in size and spanned across six locations. SI continued to serve students in person, online, and flexibly between modalities, serving a total of 2,588 unique students for nearly 23,000 student contact hours. Even with COVID disruptions in attendance, this is the largest footprint SI has ever had at Oregon State.

**Workshops**
The ASC continued to offer an online workshop series throughout the academic year and support the Center for Fraternity & Sorority Life with CFSL-specific workshops each term. This year, the ASC offered 78 workshops, which amounted to 60 hours of content facilitation and a total of 1,666 contacts, 932 of whom identified as CFSL members.

**Writing Center**
The Writing Center reopened the Undergrad Research & Writing Studio this fall while continuing to staff robust support in our online modalities as well. During AY22, we had 5,295 interactions with 2,897 unique students. Given a choice of modality, many Corvallis students still chose remote options with 55-57% of consultations delivered through email or Zoom each term. Our hybrid approach allowed us to host class visits again in the Studio (n. 896) and deliver workshops through Zoom (n. 65).
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**Returning to Campus**

As we prepared for our return to campus, we wanted our approach to be adaptable, flexible, thoughtful, and human-centered. Concepts and frameworks in Mutual Aid: Building Solidarity During This Crisis by Dean Spade, How to be an Anti-Racist Supervisor by Kim-Monique Johnson, and Equity-Minded Decision-Making by Achieving the Dream helped us articulate what we valued more transparently and create space to talk about uncertainty and discomfort.

**Prioritizing Compassion and Support for Students and Student Staff**

During this period of transition and uncertainty, we recognized the important role we played in supporting student staff and students accessing services.

**Health & Flexibility**

The health and well-being of our student staff and students who use our services became our top priority. Supervisors supported student staff working remotely and frequently communicated the importance of taking sick time for both physical and mental health needs. We invited students using our services to pivot to remote modalities as needed.

**Gathering Input**

Plans for reopening physical spaces in fall term were shaped by student staff input as we aimed to better understand the needs of students. Getting student input throughout the year and at key decision points was a way to help our employees feel invested in the programs and proved invaluable to us this year more than ever.

**Information & Resources**

We frequently and thoughtfully provided information about resources and protocols to student staff and students. With student staff we used training and meeting times to reiterate campus information and talk about COVID resources, as well as build their knowledge and ability to respond to some of the stress, overwhelm, and burnout related to COVID. We built our staffing model with redundant coverage to ensure timely response to student and staff needs related to COVID and used our notification-of-positive-case emails to provide support and resources beyond the basic templates.

**Emphasis on Community**

Being back in person offered a chance to intentionally build community amongst student staff teams. We had a bowling event in December and a cookout in June for professional and student staff across all programs to gather in community. Writing consultants engaged in a series of whiteboard quizzes and a crepe-making party. And student staff across all programs contributed to department-wide events, such as the OSU Food Drive.

**Check-ins & Support**

Program leads planned frequent opportunities to check in with student staff to hear what they were experiencing and learn what they needed to be successful. Conversations before fall focused on how they were feeling about the return to in-person work/school and acknowledged that everyone would have their own level of comfort. Some staff transparently shared their own challenges transitioning back to in-person work, normalizing the importance of checking in with yourself. Ongoing check-ins allowed us to identify where students needed more support so we could offer more flexibility where possible.

An Evolving Work Culture

Our conversations around COVID and the return to campus gave us a chance to consider what is important to us and how we want to work together as professional staff. We talked about what we wanted our meetings to look like and how we wanted to spend our time together in person and in virtual spaces. We didn’t find all the answers, but we explored, experimented, and set a table for conversations that was interpersonal, supportive, and grounded in values.

- Creating something new and better rather than returning to how things were
- Prioritizing physical and mental health & well-being for all
- Providing holistic care for professional & student staff
- Building relationships and being fully present with each other
- Making space to continue & revisit conversations
- Meeting & delivering services across multiple modalities
- Being intentional about our work culture, the time we spend together, and decision-making
- Scheduling flexibly
- Slowing down
- Saying no

**What does time off look like, and how can we support that?**

**What community looks like?**

**Where do you want feedback? What are you working on and wanting to improve?**

**What are you excited about? What challenges do you foresee?**

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**An Evolving Work Culture**

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A YEAR OF TRANSFORMATION

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How are some of the topics we discussed that shape our work culture:
- Creating something new and better rather than returning to how things were
- Prioritizing physical and mental health & well-being for all
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Because DFWU grades do not advance credits towards a student’s degree, this 10.77 percentage point reduction in the DFWU rate is the equivalent to over $478,000 in tuition savings for SI 4+ students (accounting only for in-state residency status at base tuition for AY21).

**SUPPLEMENTAL INSTRUCTION SCALE UP**

**A Year of Collaboration**

This year, Supplemental Instruction (SI) underwent a substantial scale up, funded by the Division of Academic Affairs. This expansion primarily supported students enrolled in large, Baccalaureate Core (Bacc Core), multi-disciplinary lectures where SI has not historically had a presence, meaning we ran multiple new courses this year. Despite being in a pilot phase and navigating multiple COVID transitions, the scale up was an overwhelming success, nearly tripling the number of courses supported throughout the entire year and doubling the number of student contact hours from last year. In addition to the scale up, SI entered into new and exciting partnerships with Ecampus to expand course support for online students and with the Valley Library to provide SI tables in a more central location.

**Course Averages and DFWU Rates**

Typically, students who complete SI (attend 4+ sessions) earn roughly one-third to one-half grade point higher for the course than students who don’t participate in SI. In AY22, this trend held constant:

![Course Grade Averages and DFWU/DF Rates in AY22](chart)

**Retaking Students**

By design, SI targets historically challenging courses. This also means that it is an effective mechanism to help students in the courses that are most often retaken. In AY22, SI helped students who took a course and previously earned a weighted grade, and SI also helped students who previously withdrew in their prior attempt.

![Retaking Students Chart](chart)

Among retaking students who previously earned a course grade, students who completed SI earned a higher course grade in their subsequent attempt than students who did not participate:

- **Among retaking students who previously withdrew from the course, students who completed SI in their subsequent attempt earned higher course grades than students who did not participate in SI:**

In addition to higher course grades in both groups, SI’s grade distribution stayed at and above a C-, meaning SI not only helped students get higher grades, but it also helped students pass a class they might not have otherwise passed.

**What Students Have to Say About SI**

According to respondents of SI’s end-of-term survey:

- 99% of students report they sometimes, often, or always felt like SI helped them learn the material better.
- 96% of students would recommend SI tables to a friend, based on their experience.
- 95% of students sometimes, often, or always applied study skills used at SI tables to their studying outside of SI.
- 99% of students report they sometimes, often, or always felt like they belonged when they were at SI.

**What was the most positive aspect of participating in SI?**

- "the group inclusion and the access to diverse viewpoints. Being part of SI was like being part of a mosaic of thought. It was rewarding to witness both myself and others display increases in intelligence."
- "...how relaxed...the conversations were, I definitely felt like I belonged and that it was okay for me to not know a concept. The environment really helped me absorb the concepts we were covering."
- "...I can bounce ideas off of my SI table without fear of being shamed. Math isn’t one of my strong suits, but I’ve found that I can excel in it because of the people in SI and how they also once related to that feeling. This table has filled me with confidence, and I couldn’t be more grateful."
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Thinking & Working Together

Collaboration is a cornerstone of our work, and we enjoy engaging with other units. Ongoing partnerships, search committee work, and participation on committees and task forces help us build connections and better understand the university landscape. In addition to those efforts, partnerships with a range of units across campus helped us evolve our work and find new and creative ways to support students this year.

Student Support Offerings

Academic Technology

Academic Support Canvas Page. The Academic Support page in Canvas was moved to a more permanent Global Menu item. It helps students find course-based resources within an online learning environment. During AY22, that page had nearly 132,000 pageviews, and over 62,000 were unique.

Center for Fraternity & Sorority Life

CFSL Workshops. Through our partnership with CFSL, we continued to support chapters to meet their academic requirements. These workshops were advertised intentionally by CFSL leadership positions, and topics were relevant to the time in the term. Of those who responded to our survey, 82% indicated that the content was helpful, and 86% indicated that they would likely use a strategy they had learned in the workshop. We also received the following comments:

- I really enjoyed it! everyone was very understanding and nice :)
- It was very informative and such a stress reliever.
- I loved it!

The Valley Library

Learning Corner. During spring term, the Valley Library launched a pilot offering Learning Corner materials on the main floor near the printers. We chose tools that had high usage rates online and were surprised to find that folks opted for the physical copies at far higher rates than using a QR code to access digital versions.

Supplemental Instruction. For the first time in many years, SI held study tables in the Valley Library, in both the Mole Hole and the Autzen classroom. SI Leaders and students both reported a greater satisfaction with tables being held in a more central location on campus and appreciated the ability to more easily connect students with other resources like the Writing Center, the Help Desk, and the Mole Hole.

Writing Center Workshop Series. In collaboration with the Valley Library, the Writing Center began offering online workshops, including “Choosing and Narrowing Research Topics,” “Developing Thesis Statements,” and “Summarizing, Paraphrasing, and Quoting.”

External Collaborations

University of Central Florida Collaborative Conference. A team of six consultants collaborated with writing tutors from the University of Central Florida to design and host a mini-conference between the two Writing Centers. This collaboration took place over the course of Spring term, culminating in a 2-hour mini-conference, and illustrated a powerful model for future partnerships with other institutions.

Faculty Pedagogical Development

Center for Teaching & Learning

Timely Teaching Tips. Through partnership with the Center for Teaching & Learning (CTL), the ASC & Writing Center contributed to “Timely Teaching Tips” in OSU Today. Our tips helped connect teaching faculty to resources and opportunities to support students.

Ecampus

Survey Insights. The Writing Center team analyzed Ecampus Student Survey Data to better understand some of the barriers students have to accessing writing support. During spring term, we presented those themes to the Ecampus Instructional Design team and further developed our partnership around supporting instructors. These insights also led to a series of Facebook posts for the Ecampus student community; messaging emphasized the value of all writers having readers to provide support and feedback during the writing process.

Writing Intensive Curriculum (WIC)

WIC Workshops. The Writing Center staff partnered with WIC Director Sarah Perrault to offer two webinar workshops to faculty as part of the WIC spring event series. In April, Kelley Calvert delivered “Supporting Multilingual Student Writers,” which focused on a strengths-based approach to supporting multilingual students. In May, Marjorie Coffey moderated a panel presentation, “Another Angle on Assignments,” featuring three writing consultants who shared their perspectives about how faculty can support student writers through assignment design. This presentation led to a new handout that WIC staff shared in their spring newsletter.
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**GROWTH, LEARNING, & DEVELOPMENT**

Our team values curiosity, growth, and ongoing professional development. We are committed to learning, and we do so in a variety of ways, such as intentional team explorations of topics, feedback from student staff, engagement with campus partners, and data analysis. Here are some highlights of how we engaged in intentional learning during AY22 and plans we anticipate for the upcoming year.

**ALS/UEXP Program Review**

The ALS/UEXP department underwent a program review this year. A committee of six faculty and staff across campus reviewed the self-study, conducted interviews with stakeholders, and produced a report with recommendations. Using that report as a starting place, the chair and coordinator have generated a list of actions and strategies to move the department forward in response to this work.

**Multilingual Support**

Kelley Calvert joined our team in August and over the past year has brought her expertise in supporting multilingual students to our unit and beyond. New training topics included “Working with Multilingual Writers,” “Translanguaging,” “Asking Generative Questions Around Grammar,” and “Language Transfer.” Kelley will be working to more fully integrate these topics into initial training for writing consultants in the fall.

**Student Staff Reflection**

Expanding on previous years’ assessment efforts, the ASC & Writing Center asked student employees to make meaning of their experiences working in this unit. Students provided written reflections on professional development areas such as leadership skills, interpersonal skills, academic skills, and justice/equity work, and shared about their impressions of the work culture in each program. With responses totaling over 33,000 words, this has become the most robust written assessment about student employees collected in our unit. We plan to use these reflections to improve the support and professional development we offer and better name how students are impacted by working for the ASC & Writing Center. Student staff were able to email their reflections to themselves to save for their own future use in cover letters, resumes, and interviews where they may speak about the skills they’ve practiced and knowledge they’ve gained in ASC & Writing Center roles.

**Strategic Priority**

In support of the Division of Student Affairs Strategic Priority, we collectively explored four topics this year: neurodiversity, evolving leadership practices, data equity, and multilingualism. Since learning about these topics more deeply, we have delivered new trainings to student staff related to neurodiversity and multilingualism, begun updating our Learning Corner resources for accessibility, cataloged equity-related strategies for leadership and supervision, and discussed more equitable ways to collect and communicate data.

**Transition Communication Campaign: A Closer Look at Fall 2021**

During AY22, we sought to learn more about how first-year students experience the Transition Communication Campaign (TCC): weekly emails with content that’s timely to the week in the term and sent from the ASC. We used data from the email platform Marketing Cloud as well as demographic information from CORE. We focused on open rates over the course of the fall term, issued a brief survey, and facilitated several small focus groups with students. Here’s what we learned:

1. **The majority of students opened the emails.** Across populations, students were more likely to open 8+ emails than they were to open only 4-7 or 0-3. This was exciting to learn, but we also realized we couldn’t correlate open rates to engagement.

2. **Not all first-year students received all messages.** We were able to see that international students weren’t receiving the emails, because they weren’t included in the list parameters. This led us to creating more effective parameters for AY23 to ensure that international students would be included.

3. **Students find the content helpful, regardless.** In focus groups, students shared that although they may not need the information, they believe it’s important to receive because not all students are getting this information from their colleges/departments.

4. **Keep the deadlines. Add a grade calculator, scholarship information, and pictures.** The messages are long, which we knew, and students affirmed this through the survey and focus groups. They liked the deadline section and that the subjects lines named each week of the term. They also made suggestions for additional information that would be helpful, such as a grade calculator, scholarship information, and pictures.

**Plans for Next Year**

**New Team Members**

In AY23, we will welcome a new Supplemental Instruction Assistant Coordinator and Academic Coaching Coordinator.

**Peer Educator Training**

In response to campus needs for peer education training, part of the role of the new Academic Coaching Coordinator will be to design and deliver some peer education training offerings.

**Strategic Priority**

We are continuing our focus on multilingualism into AY23 with an emphasis on applying what we’ve learned. We’ll also start a new topic of exploration around facilitation techniques through an equity lens.

**Writing and Learning Tools**

Thanks to funding from the Women’s Giving Circle, several student employees worked to revise and develop learning tools, and we’re excited to share these in their final forms throughout AY23.
**GROWTH, LEARNING, & DEVELOPMENT**

Our team values curiosity, growth, and ongoing professional development. We are committed to learning, and we do so in a variety of ways, such as intentional team explorations of topics, feedback from student staff, engagement with campus partners, and data analysis. Here are some highlights of how we engaged in intentional learning during AY22 and plans we anticipate for the upcoming year.

**ALS/UEXP Program Review**

The ALS/UEXP department underwent a program review this year. A committee of six faculty and staff across campus reviewed the self-study, conducted interviews with stakeholders, and produced a report with recommendations. Using that report as a starting place, the chair and coordinator have generated a list of actions and strategies to move the department forward in response to this work.

**Multilingual Support**

Kelley Calvert joined our team in August and over the past year has brought her expertise in supporting multilingual students to our unit and beyond. New training topics included “Working with Multilingual Writers,” “Translanguaging,” “Asking Generative Questions Around Grammar,” and “Language Transfer.” Kelley will be working to more fully integrate these topics into initial training for writing consultants in the fall.

**The Success Kitchen**

The ASC & Writing Center continued to write and publish content through our blog The Success Kitchen. We posted 23 articles, with a total over 1,100 views. Our top-viewed post for the year was "Just Do It! Why Motivation Isn’t That Easy & How You Can Help Students Get Things Done.”

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**Student Staff Reflection**

Expanding on previous years’ assessment efforts, the ASC & Writing Center asked student employees to make meaning of their experiences working in this unit. Students provided written reflections on professional development areas such as leadership skills, interpersonal skills, academic skills, and justice/equity work, and shared about their impressions of the work culture in each program. With responses totaling over 33,000 words, this has become the most robust written assessment about student knowledge they’ve gained in ASC & Writing Center roles.

**Transition Communication Campaign: A Closer Look at Fall 2021**

During AY22, we sought to learn more about how first-year students experience the Transition Communication Campaign (TCC): weekly emails with content that’s timely to the week in the term and sent from the ASC. We used data from the email platform Marketing Cloud as well as demographic information from CORE. We focused on open rates over the course of the fall term, issued a brief survey, and facilitated several small focus groups with students. Here’s what we learned:

1. **The majority of students opened the emails.** Across populations, students were more likely to open 8+ emails than they were to open only 4-7 or 0-3. This was exciting to learn, but we also realized we couldn’t correlate open rates to engagement.

2. **Not all first year students received all messages.** We were able to see that international students weren’t receiving the emails, because they weren’t included in the list parameters. This led to us creating more effective parameters for AY23 to ensure that international students would be included.

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   We’ll make adjustments to content for AY23 and hope to invite students to reflect on their experience with the campaign earlier in the process. Going forward, we plan to improve our lists and do more to drive engagement through clicks.

**Strategic Priority**

In support of the Division of Student Affairs Strategic Priority, we collectively explored four topics this year: neurodiversity, evolving leadership practices, data equity, and multilingualism. Since learning about these topics more deeply, we have delivered new trainings to student staff related to neurodiversity and multilingualism, begun updating our Learning Corner resources for accessibility, cataloged equity-related strategies for leadership and supervision, and discussed more equitable ways to collect and communicate data.

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