

Academic Success Center AY 2017-2018

Annual Report AY 2017-2018

LEARN
TO LEARN

The **Academic Success Center** (ASC) supports students as they learn how to learn in the university.

Our programs are designed to help students develop the learning and organizational strategies to be successful at OSU.

Our peer-based approach creates collaborative and supportive spaces for students in all colleges, all majors, and all class standings.

Program metrics & delivery details for 2017-2018:

SUPPLEMENTAL INSTRUCTION (SI)

(small-group study tables, peer-based)
1534 unique students served in **15,953** student contact hours and **2659** SI tables
BI 21X, BI 23X, BI 33X, CH 23X, MTH 251, PH 20X

ALS 116: ACADEMIC SUCCESS (coursework)

204 students served
Course focuses on the science of learning. Small class sizes promote engagement within a supportive community

ACADEMIC COACHING
(1:1, peer-based)
456 students served in **636** contact hours
Open to all students & majors each term

ASC Strategists
(1:1, peer-based)
1082 visitor interactions with **200** sit-down consults & **1400** walk-in support hours
Drop-in consults to help students identify study strategies and locate campus resources

THE LEARNING CORNER

73,373 users & **91,808** sessions
Online academic success support with strategies, worksheets, & instructional videos

In the following pages, read about the work we've done on

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Support for students in academic difficulty	Page 3
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For an alternative report format, please be in touch: success@oregonstate.edu or 541-737-2272.

OUTREACH
3329 students served in **81** workshops & events over the course of **107** hours
Served by request from departments, organizations & groups

The ASC helps students progress toward graduation | 2017-18

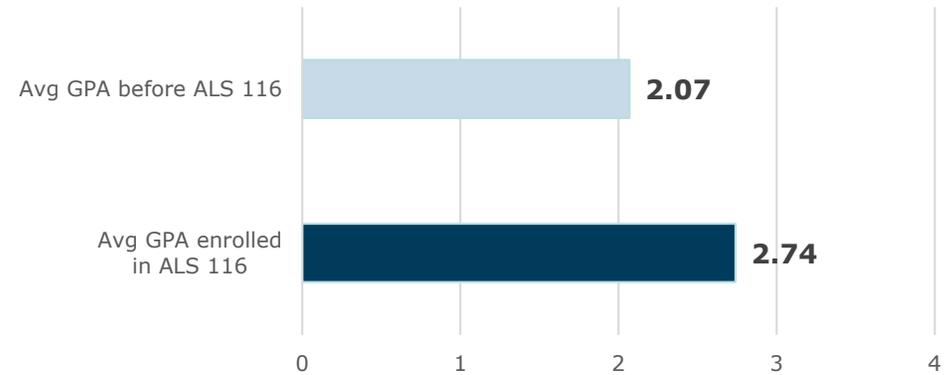
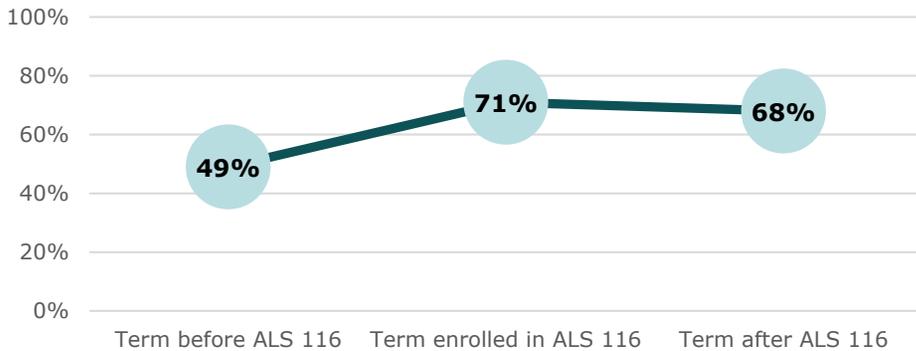


Students benefit from strategies they can apply across courses and from collaboration and time on task with a supportive community of learners. Through its programs and services, the ASC provides key support for students to achieve academic milestones towards degree completion requirements.

ALS 116: ACADEMIC SUCCESS: ALS 116 engages students in the science of learning, identifying academic strengths and challenges, and applying new learning strategies to coursework. It equips students for positive decision-making and for overcoming academic barriers to graduation.

Corvallis campus students who passed ALS 116 had a **31% increase in percentage of students in good academic standing** during their term of enrollment in ALS 116

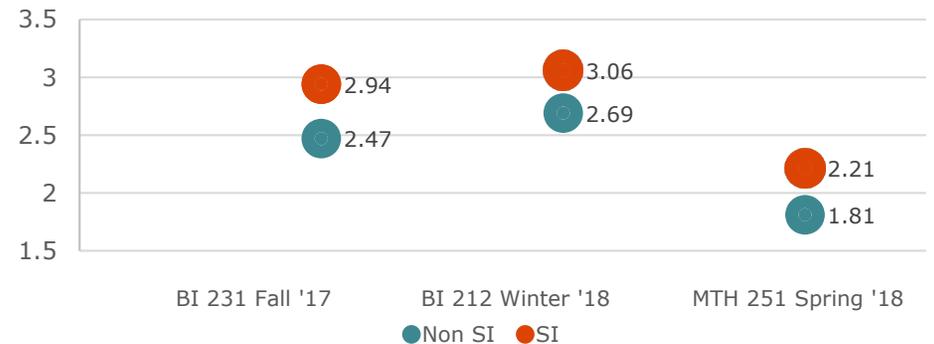
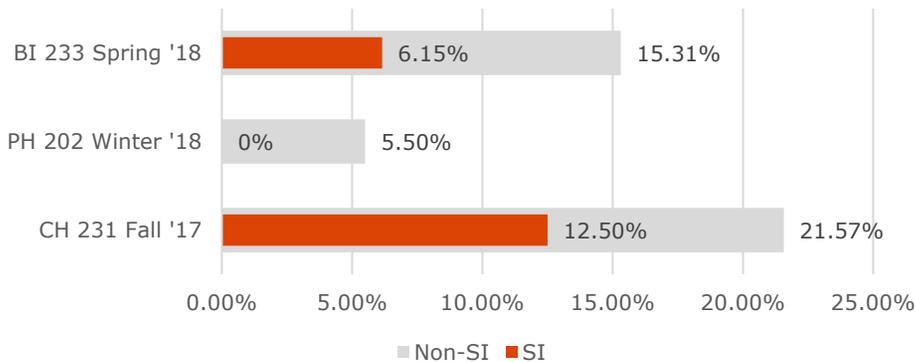
Corvallis campus students who passed ALS 116 **increased their average GPA +.63** during their term of enrollment in ALS 116



SUPPLEMENTAL INSTRUCTION (SI): This has been a year of transition for SI, with a new coordinator and expanded support from 5 to 7 course series. With these changes, SI has continued to positively impact student completion in historically-challenging courses. The benefit of regular participation in SI can be seen through SI students' higher average course grades and lower DFWU rates:

Students who regularly participated in SI **had lower DFWU rates** than students who did not participate

Students who regularly participated in SI **earned higher average course grades** than students who did not participate

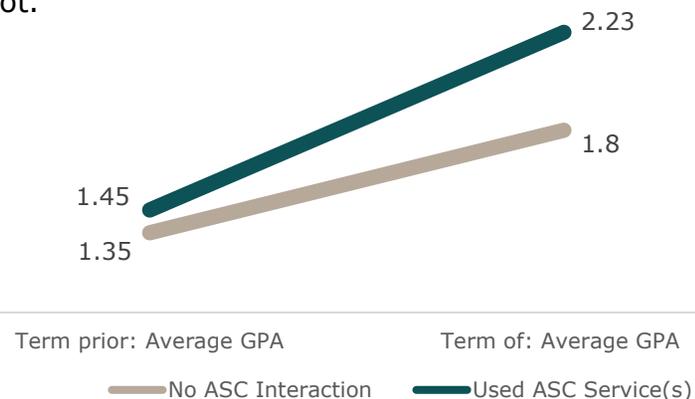


ASC services support students experiencing academic difficulty | 2017-18



Resources addressing academic difficulty are essential for retention and support of students facing challenges impacting their path to graduation. The ASC provides timely and effective services for students seeking to improve academic performance. These services help students complete coursework, identify and practice new learning strategies, and make and plan to meet academic goals.

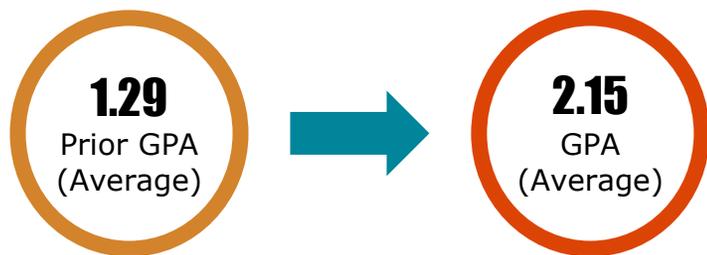
STAR Students who accessed **ASC support made greater improvements** than STAR students who did not.



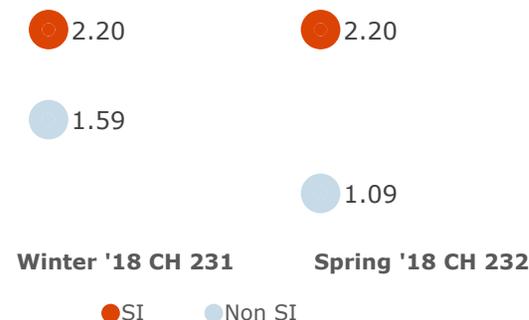
Corvallis campus students who were in negative academic standing prior to enrolling in ALS 116 recorded **an average GPA increase of +.92** the term they passed ALS 116.



79 students came to Academic Coaching with negative academic standing from a previous term. On average, that group **improved their GPA by .86** the term they worked with a coach.



Students retaking CH 23X: General Chemistry in the trailing series who regularly participated in SI **earned higher average course grades** than students who did not participate

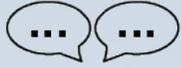


Students value collaboration, support, and learning strategies | 2017-18



The ASC provides opportunities for students to engage in collaborative learning with peers, to experience a supportive environment, and to use and reflect on new strategies for learning. This work aligns with NSSE's engagement indicators, LEAP Essential Learning Outcomes (AAC&U), and best practices associated with student success (Kuh, Kinzie, Schuh, Whitt, and Associates, 2010).

COLLABORATION



- 94% of students in Supplemental Instruction (SI) tables agree or strongly agree that they learned from or had questions answered by other students in the study table
- 164 students who met with an academic coach noted that the most useful part of their appointment was talking about their experiences and gaining insight
 - “[The coach] let me have to time think and figure out what things might help me rather than just telling me strategies.”
 - “It was really helpful to be able to bounce potential ideas off [the academic coach] who was ready and willing to listen from an academic perspective.”
 - “Being able to talk [with an academic coach] about how I learn and have someone help me point me in a direction to figure out my own strategies and have some epiphanies.”

SUPPORT



- 97% of students in SI tables agree or strongly agree that their SI Leader cares about their understanding of the material
- 95% of students in SI tables agree or strongly agree that they felt welcome at their SI Table
- “This term [in ALS 116], my understanding of academic success has grown tremendously. From being a virtually straight “A” high school student, to a first generation “C” average college student, an obvious disconnect was present ... Specifically, I grew in realizing the importance of self care and willpower as it relates to academic success.”
- In the coaching exit survey, many students who have worked with an academic coach noted feeling “listened to,” “understood,” and “supported”

LEARNING STRATEGIES



- Several ASC website pages devoted to learning strategies based in the science of learning saw increased traffic (see chart for highlights) →
- “Academic success is about feeling confident in study habits and test taking, being self-aware, making sure your body and mind are healthy, and so much more...I utilized the skills and strategies that I learned throughout [ALS 116] to find a way to study better to improve my test scores and grades...I was able to maintain above average grades throughout the quarter.”
- 97% of students in SI tables agree or strongly agree that they are regularly encouraged to ask or answer questions during study tables
- 90% of students in SI tables agree or strongly agree that study tables helped them improve their performance in the course
- 203 students who met with an academic coach said that discovering a new tool or strategy was the most useful thing about their appointment

Learning Corner page	17-18 Views	16-17 views	% change
<i>All Worksheets</i>	63,311	44,578	+43.75
<i>Reading tips</i>	7,736	5,011	+54.38
<i>Procrastination</i>	4,681	2,038	+129.69
<i>Manage my time</i>	4,056	3,530	+14.90
<i>Scheduling tools</i>	3,933	3,138	+25.33

The ASC promotes quality interaction between students and faculty | 2017-18



National research (including the NSSE survey) has identified the positive influence faculty interactions have on student persistence. OSU's 2015 Campus Inclusivity Survey revealed that while most undergraduate students see faculty as an important part of their academic support (83%), many often feel intimidated by faculty (69%), think faculty seem too busy (68%), or believe faculty think of them as stupid (65%). Given that interaction with faculty is one of the few ways all students engage with and experience the university the ASC focused efforts this year on promoting quality interactions between faculty and students.

FALL 2017

- Presented the START Orientation Session "Academic Growth & Success at Oregon State University" to approximately 3000 **parents and family members** during 10 sessions in summer 2017. The presentation highlights elements of the academic transition, in particular the difference between working with high school teachers and college level faculty.
- Launched a new Welcome Week event, "Strategies for Success in the College Classroom," featuring 4-member faculty panels (17 total participated) sharing their expectations for students and also normalizing help-seeking and communication with professors and instructors. 878 **first-year students** were recorded in attendance but we estimate the total to be closer to 1200.
- Developed an Office Hours **infographic** to speak to students and provide strategies for successful office hours engagement
- Facilitated the **faculty workshop** "Supporting Students: In the Classroom, On Canvas, & One-on-One" during the ILRC Summer Symposium on Teaching and Learning Technology.
- Updated the **ASC website** to better support student navigation to resources and use of office hours

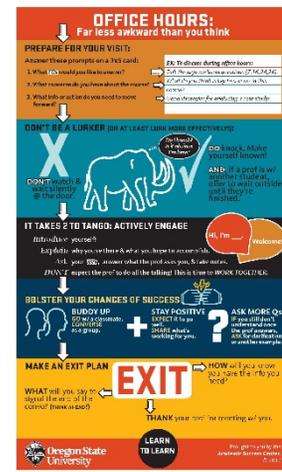
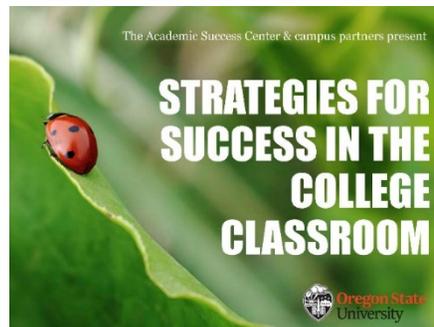
WINTER 2018

- Developed additional content to support **faculty outreach** to students in the College of Science and launched new content on website for broad access
- Provided **training to academic coaches** on how to support students planning for office hour interactions

Faculty/staff landing page



ASC website main page



Helping students access & navigate support resources | 2017-18

The ASC has always valued connecting students to people and resources, but this was a landmark year for diversifying the ways students can access support and navigate campus. By varying the ways we communicate with students, we were able to expand our reach. We like to call it squid-hubbing. So many arms, so many ways to help students get where they need to go.



WALDO HALL 125



In moving to Waldo Hall 125, the ASC restructured its approach to serving the campus community in our front office. Waldo 125 is now a space for visitors to ask quick questions or to have in-depth consults with student Strategists on a walk-in basis.

ASC STRATEGISTS



The ASC introduced Strategists, student employees responsible for providing information to their peers and visitors on a drop-in basis. Strategists help students identify campus resources, explain the processes for using these resources, and consult on learning/academic questions.

TRAINING & SUPPORT



The ASC worked with units & groups across campus to better equip partners & students to make effective referrals.

Panhellenic Recruitment Guides

CAPS Staff *ALAS* **CTL Teaching Talks**
MTH Dept. GTAs

DCE Staff

CH Dept. Faculty *OSU Library*

CFSI Scholarship Chairs

Academic Advisors
& more...

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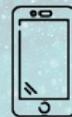
The ASC redesigned its website's homepage to prioritize student navigation as they connect to resources across campus. This redesign connects users to information about tutoring resources, office hours support, study space options, and learning strategies.

success@oregonstate.edu



In addition to our phone, in-person, and text contacts, the ASC engaged in email correspondence to respond to 85 inquiries; 62 were from students, and 23 were from faculty, staff, and individuals outside of OSU.

TEXT-A-QUESTION PHONE LINE



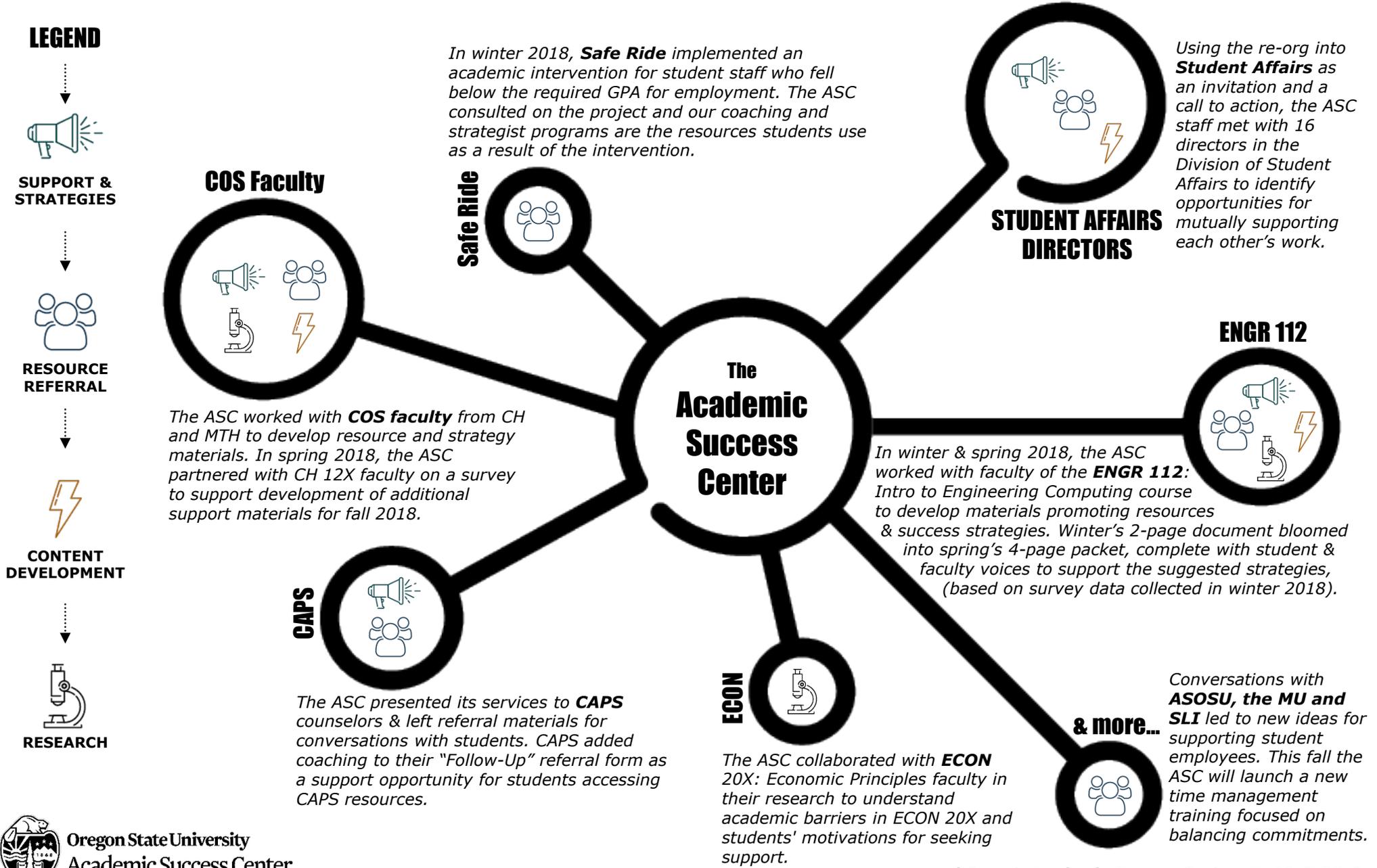
In fall 2017, the ASC piloted a text-a-question line for students to text quick questions about living and learning at OSU. The ASC fielded 63 questions through spring 2018, with the majority of questions relating to academic support, advising, and living on campus.



Collaboration Nation | 2017-18



This year, the ASC increased its efforts to intentionally develop campus partnerships and collaborations. To better equip faculty and staff in their work with students, we developed our catalog of downloadable content on the ASC website's Faculty & Staff pages, designing material focused on outreach, resource referral, and academic support & strategy messaging to students. We also partnered with faculty to conduct research and create materials with course-specific success strategies. Several examples of these partnerships can be seen here:



ASC Index (thanks Harper's!*) | 2017-18

* In the spirit of **Harper's Index** (a page of dutifully researched data and metrics beautifully referred to as a "statistical poem" by editor Roger Hodge) from **Harper's Magazine**, we've gathered some additional metrics of interest from across our programs and services.

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of **unique students** served by the ASC in AY 2017-18: 2134

% served that were **first generation**: 28

% served in their **first year** at OSU: 51

% served that were **students of color**: 36

% served that were **underrepresented minorities**: 17

% served that were **transfer** students: 17

Funding received through successful grant proposals: \$20,800

% of submitted **grants** that were successfully funded: 100 (n.3)

of **conference** presentations at NWCRLA: 2

of **search committees** on which ASC staff served: 5

% of search committees in which ASC staff served as **search advocate**: 80

Total **student employees** at the ASC: 43

of **Student Affairs offices** with whom the ASC connected during our new outreach efforts: 16

of **requests/inquiries** from outside institutions to use or reference Learning Corner material: 7

Days into the fiscal year that the ASC was **brand compliant** with its marketing materials: 1

% of ALS 116 **enrollment** comprised of STEM students: 56

Average **GPA increase** for seniors who passed ALS 116: +.97

of students who took ALS 116 through **Ecampus**: 56

College accounting for highest % of enrollment in ALS 116: **Engineering**

% of SI participants who identify as **female**: 71

of **additional students supported** by SI with the addition of MTH 251 and the CH 23x trailing sequence: 500

of students who attended **10 or more** SI sessions throughout the year: 581

of students concurrently enrolled in **three SI tables** in a given term: 12

Top three colleges represented in SI: COS (47%), PHHS (24%), Pre-Engineering (12%)

of **doughnuts** thrown away by the ASC: 0

of people who entered **Waldo 125** and exclaimed "It's so much cooler in here!": data withheld



Next year in the ASC: Spoilers for 2018-19

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We've learned a lot this past year and will draw from our experiences talking with, listening to, and helping students in our Waldo 125 space; from our re-alignment into Student Affairs; from our collaborations and consultations with college faculty geared towards learning and sharing expertise in order to amplify support for students in the classroom; and so many other instances where we've gleaned from and contributed to thinking and conversations on academic support for students. In AY 2018-19, we look forward to

- **Launching an Online Tutor Training** program in partnership with Open Oregon State that will provide an introductory tutor training for tutors across the OSU campus and beyond
- **Promoting new learning resources** for students engaging in blended and online learning (we call the project the S.S. MaLT, and it's on course to sail the seas of academic achievement)
- **Increasing traffic** to our Waldo 125 space, continuing to assist students as they seek resources across campus and strategies to support their college-level learning

We're also thrilled to engage in new partnerships and programs as we work to extend support to students throughout OSU in their on-campus and online learning. Several projects we'll be working on are

- **SI expansion (to the College of Business and within the College of Science).** For AY 18-19 SI will be supporting BA 211/213 and CH 201/202 courses. This will result in roughly 900 additional spots being available to support students over the year.
- **High Promise Scholarship program coordination.** The ASC took over coordination of this program during AY 2017-18, and awarded 62 first-year students with \$1500 scholarships, to be dispersed over the course of 2018-19. In addition to the award money, students will be engaging in Academic Coaching appointments, and receiving academic support assistance from the ASC.
- **Text-a-question line growth.** At the beginning of the AY 2018-19 START season, text support for START participants shifted from being housed in New Student Programs & Family Outreach to living with the ASC, and we plan to expand our advertisement of this resource.
- **Student employee support (balancing work with academics and life).** During spring 2018, the ASC offered Student Affairs colleagues and units several different ways to partner and increase the support of student employees navigating the challenges of balancing work, school, and life. We've scheduled several fall 2018 workshops already for different units' student employees, and will also be working with student employees in colleges and departments.

This isn't an exhaustive list of our AY 2018-19 projects. Our team continues to strategize our efforts and involvement across campus as we strive to meet students where they're at and to support them on their path to academic success. We look forward to continuing to support student and faculty engagement, to learning with and from our colleagues, and to collaborating on and sharing our resources. We can't wait to check back in for next year's annual report, but in the meantime, our team is available and eager to hear your questions and thoughts. If we can clarify any of what you've read here, please be in touch.

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