

Academic Success Center AY 2016-2017

Annual Report AY 2016-2017

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The **Academic Success Center** is located in Waldo Hall and provides a host of services, from supplemental instruction study tables to academic coaching, helping students overcome challenges and working with high achievers to help them reach the next level. Our mission is to support the university's learning environment and to promote student success through graduation and beyond.

Program metrics & delivery details for 2016-2017:

SUPPLEMENTAL INSTRUCTION

(small-group study, peer-based)

1082 students served

10,844 contact hours

BI 21X, BI 23X, BI 33X, PH 20X, CH 23X

ACADEMIC COACHING

(1:1, peer-based)

427 students served

712 contact hours
Open to all students & majors each term

ALS 116: ACADEMIC SUCCESS

(coursework)

167 students served

1900-3000 contact hours (based on attendance)

Small-sized interactive courses beg. wk. 2 each term

In the following pages, we're excited to present

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OUTREACH

2130 students served in workshops

1341 interactions via tabling and event participation
Served by request from departments, organizations & groups

THE LEARNING CORNER

97,761 users

122,113 sessions
Online academic success support with strategies, worksheets, & instructional videos

For an alternative report format, please be in touch:

success@oregonstate.edu or 541-737-2272.



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Annual Report, Academic Success Center, AY 2016-2017

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During AY 2016-17, the Academic Success Center (ASC) shifted from being the home of multiple programs to housing ALS 116, Academic Coaching, Supplemental Instruction, the Learning Corner, and academic success workshops. Our reorganization has invited further discussion around how we present ASC resources and how they work in concert with each other, and we worked together during our first term to draft and finalize our new mission statement to best represent our work, our values, and our commitment to student success.

ASC Mission

The academic success center (ASC) creates **opportunities for students to learn how to learn** throughout their academic careers. Our services support students as they **practice skills and habits** for academic success, **learn with and from their peers**, and reflect on their **ongoing development as scholars**. Through **partnerships with OSU** faculty and staff, our work promotes a university culture that responds to **students' needs** and affirms each **student's ability** to achieve their goals.

- 1 Students arrive to OSU having already experienced success. However, we know transitions into new learning environments often require shifts in strategies. Our team seeks to support students as they explore new strategies for being their most effective and efficient selves.
- 2 All of our ASC programs and workshops are designed to provide students with opportunities to explore new ideas and try new tools.
- 3 Both Academic Coaching and Supplemental Instruction invite students to think aloud through course material and academic experiences with their peers, and to experiment with potential strategies and tools.
- 4 We appreciate that learning to learn is a process that will occur not only during college but in life beyond college, too. ASC programs equip students with strategies and skills they can apply throughout their time here, and as they continue their professional development.
- 5 Our team is eager to collaborate with OSU partners to increase support of students in and outside of the classroom.
- 6 As we deliver our programs and resources for academic support to students, we continue to learn from students about what programs and materials they need and how we can better assist and support them in their time at OSU.
- 7 We believe in each student's ability to succeed, to meet challenge head-on, to ask questions and seek answers, to set and achieve goals, and to learn how to learn. We look forward to meeting with students to discuss ways we can support them in their academic journeys.



The ASC — a Timeline | 2016-2017

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Where we've been, where we're at — A lot has happened this year at the ASC, and while this won't capture it all, we've noted some highlights and milestones, and tidbits of our fun.

FALL 2016

- The **(new) ASC** is official
- ALS 116 starts in its redesigned form
- Work begins on the new ASC Mission Statement
- The new Learning Corner design goes live
- The ASC launches its new student-story publication, *GLIMPSE*
- We email first-year first-term students with a “yay” to celebrate the end of the fall quarter
- The ASC starts use of the agile “sprint” model for work as a team

WINTER 2017

- **ASC Mission Statement** is complete
- SI begins support of Chemistry 232
- Coaching launches online scheduling for appointments
- 3rd annual Student art show opens at BRC
- The Learning Corner strategy quiz goes live
- Work begins on crafting videos in partnership with & support of Math 111 (APLU grant)
- 3,362 lbs of food donated to OSU food drive with ASST partners
- Anika completes *Journey Into Leadership*

SPRING 2017

- New OSU branding released, ASC information re-design begins
- Coaching appointments surpass all-time record with a month of classes left in the term
- Issue 2 of *GLIMPSE* releases
- The ASC team presents at the NWCRLA conference
- Chris is hired as SI coordinator
- 100% of the ASC team completes *Search Advocate & SJEI* training
- **The ASC begins design of its new space**



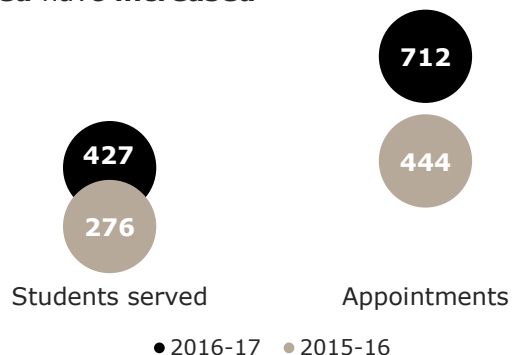
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Growth @ the ASC | 2016-2017

Academic Coaching

This year, Academic Coaching focused on growth of the coaching program and used key metrics for appointments and student usage to evaluate progress. The coaching program set several record-highs, including those for total coaching appointments and total students served.

From AY 15-16 to AY 16-17, **total appointments** and **total students served** have **increased**



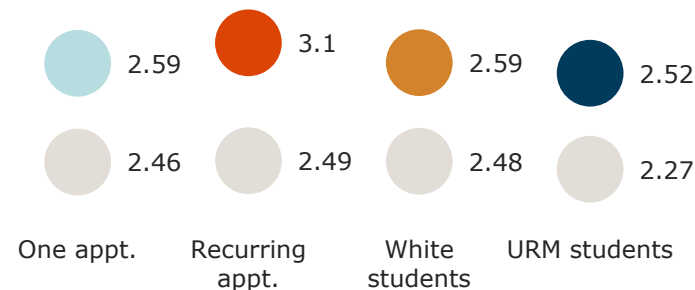
Total coaching appointments



of students using coaching



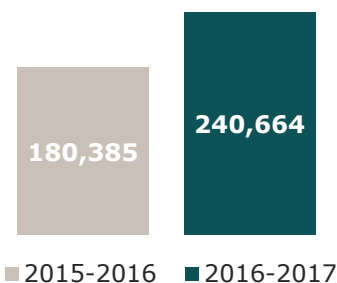
In 2015-16, students who participated in coaching experienced an **increased GPA** compared to the GPA from the term before they were coached



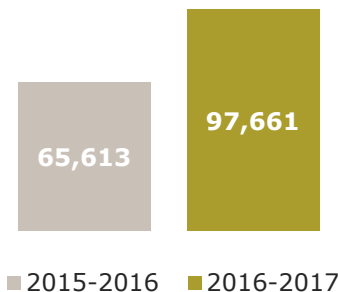
The Learning Corner

The ASC seeks to offer support to all students. At the start of AY 16-17, we launched our **updated Learning Corner**. With **advisor and student input**, and **collaboration** with University Marketing, we **created a timelier and more usable look** that increases the tool's ability to **support students** in an online format when the need arises. We also **launched a new strategy quiz** in February 2017 to help students more easily identify study strengths and opportunities for growth. This quiz was made possible through a **2015 Learning Innovation Grant**. Following these updates, Google Analytics have shown marked growth in traffic to the site between 7/1/2015 to 6/30/2016 and 7/1/2016 to 6/30/2017. In addition, we've seen **growth** in our **YouTube** video usage.

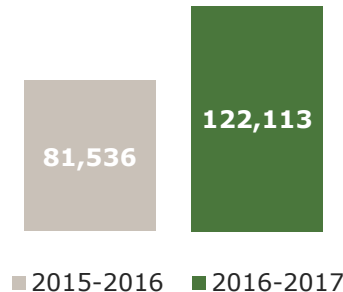
Total Learning Corner **pageviews** increased **33%**



Total Learning Corner **users** increased **49%**



Learning Corner **sessions** increased **50%**



Total YouTube Video Usage

	2015-2016	2016-2017	% Δ
Watch time (minutes)	26,621	59,671	↑ 124%
Views	10,042	21,478	↑ 113%
Shares	71	174	↑ 145%

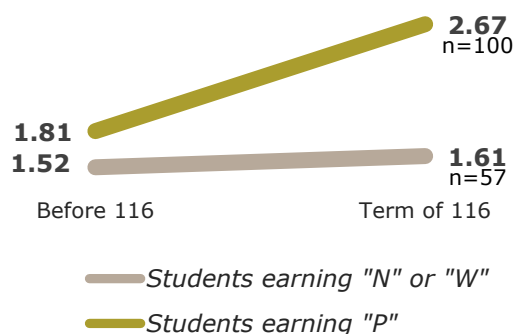
Pedagogically Speaking @ the ASC | 2016-2017

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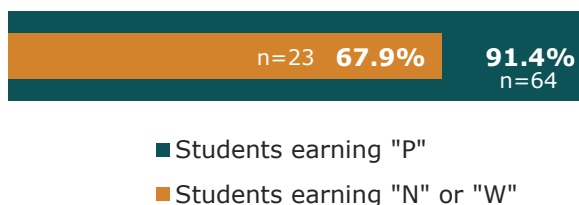
ALS 116: Academic Success Redesign

ALS 116 underwent significant curriculum redesign this year. Elements of the redesign included splitting the course into three units, and changing the course structure to always pair a day of learning/theory around a specific topic related to academic success with a day of practical application of that learning. Updated lesson plans incorporated readings from a new textbook, *The New Science of Learning*.

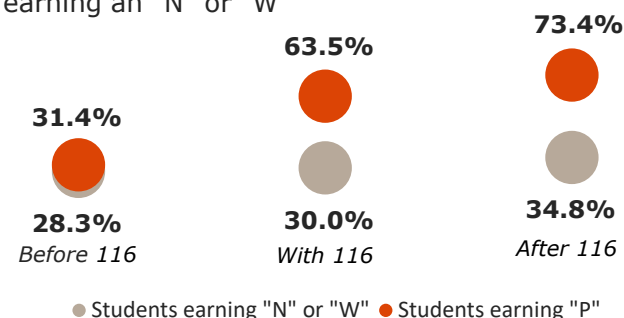
ALS 116 students saw a **GPA increase** between the terms prior to and of ALS 116, regardless of final ALS 116 grade



91.4% of students enrolled in fall and winter terms who earned a **"P" in ALS 116 re-enrolled at OSU the following term**, compared to 61.4% who re-enrolled after earning an "N" or "W" in ALS 116 during fall and winter terms



Students from fall and winter terms who earned a "P" in ALS 116 consistently **achieved good academic standing at a higher percentage rate** during their term of 116 and after when compared to students earning an "N" or "W"



Equitable & Inclusive Practices Presentation @ the NWCRLA Conference

As a team, the ASC developed and presented *Implementing Equitable and Inclusive Practices: Micro-Steps in Support of Macro-goals* to the 2017 Northwest Chapter of the College Reading and Learning Association's annual conference. Together, we shared strategies and tools used to

- conduct equitable student employee searches/hires, drawing from OSU's Search Advocate Training;
- design program and center materials for accessibility and belonging;
- emphasize inclusivity in communication;
- create inclusive spaces;
- conduct inclusive facilitation of groups; and
- embrace individual identities in the classroom.

We acknowledged benefits (i.e. direct and immediate impact on students' experiences) and limitations or challenges (e.g. limited scope of impact) to the micro-steps approach, affirmed our commitment to taking part in macro-steps, and shared our blueprint for our team's plans to engage in learning at the macro level moving forward.

It is *NOT* Business as Usual @ the ASC | 2016-2017

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Innovating, failing forward, experimenting — the ASC is committed to trying new ideas and thinking outside the box in order to reach and support more students. We use our research, pilots, and experiments to inform our next steps. Three highlights from this work are:

GLIMPSE: WHAT WE TRIED

To highlight the **individual nature and unique paths of success** that OSU students experience, the ASC developed a student success story publication. We issued a campus-wide call to faculty and staff to nominate students and received **52 nominees** from a wide range of majors, backgrounds, and communities.

We collected stories in various forms, then wrote, designed and released the publication **Glimpse**. Between its fall and spring issues, *Glimpse* showcased the academic journeys and triumphs of **24 undergraduate, graduate, and post-bacc students**. Approximately **8,000 copies were distributed** throughout the OSU campus and Corvallis community. Each issue is available online.

WHAT WE LEARNED

The ASC remains firm in its belief in the power of student storytelling and sharing between peers. As we continue the *Glimpse* project, we're keen to explore other written forms and methods of publication in order to

- increase our readership in an assessable way;
- increase awareness of successes, opportunities, and experiences; and
- drive community building and belonging.

In AY 2017-18, we will develop and implement an updated plan to amplify student voices, draft timely content, and share student experiences.

RETAKE OUTREACH: WHAT WE TRIED

To better **support students retaking historical roadblock course**, the ASC piloted an outreach campaign to encourage Academic Coaching as a resource. Retaking a course can delay progress to graduation, impact financial aid eligibility, and increase cost to degree for students.

Our pilot **identified students retaking ECON 201 or MTH 251** in fall, winter, or spring, sent these students emails acknowledging they were retaking the course, and **recommended students meet with an Academic Coach** for a series of three appointments to strategize for success.

WHAT WE LEARNED

- Outreach from an unknown person via email yielded a low response rate: only 8% of students came in for a coaching appointment.
- Students who came in for coaching didn't always focus on the course they were retaking, and many didn't complete the appointment series.
- There's a clear need to provide additional support for students as they retake courses: only 44% of the students retaking MTH 251 earned a C or better in their retake (56% earned a C- or Below), and the average course grade for those retaking was 1.69 (D+).

Moving forward, we'll strengthen our student staff training on this topic, conduct additional analysis about course retakes as a phenomenon, and experiment with different outreach methods to help students find resources and support.

COLLABORATIVE CONTENT & NEW FORMAT DELIVERY: WHAT WE TRIED

Our team jumped at the opportunity provided by an APLU (Assoc. of Public and Land-grant Universities) grant to **collaborate with Math 111 to develop support content for students** who will use the new learning platform ALEKS. Financial support from DUS allowed us to hire a student to help create visuals for **3 whiteboard videos**:

1. *Strategies for Success in OSU's Math 111*
2. *Use ALEKS like a boss in OSU's Math 111*
3. *6 Creative Ways to Approach Exam Prep in OSU's Math 111*

We believed the medium of whiteboard videos would resonate with students and provide them not only helpful content but an engaging format that would spur their participation.

WHAT WE LEARNED

Our Math 111 partners collected a rich set of student evaluations of the videos. From these we learned

- overall, the students found the content helpful; many mentioned learning and trying new strategies.
- students did like the whiteboards videos, but wanted to hear student voices.
- students prefer shorter, faster-paced videos.

As we continue to explore alternative methods for academic support delivery, we will reference this wealth of feedback to develop and implement goals and create user-centered content that is appealing in format and design.



On the Horizon @ the ASC | 2017-2018

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In the Plans

As of fall 2017, the ASC will be its own space in Waldo 125. This team looks forward to our summer retreats and strategic planning sessions to consider the possibilities and opportunities that will accompany our shift from available resources (peer education, online, workshops, coursework) to a physical center with those resources. In AY 2017-18, we look forward to

- **Hosting** several open-houses throughout the year to acquaint community members to our space and work
- **Exploring** new workshop possibilities, such as 20-minute strategy sessions
- **Engaging** with students as a one-stop-shop on their ways to and from class to offer strategies, referral to additional academic/campus resources, and positive support

In addition, the ASC is committed to strengthening connections between faculty and students and increasing student confidence around use of office hours and engagement with faculty. This work will include

- **The ASC's Welcome Week event.** In the past, ASC Welcome Week events have been optional. This year, our event is part of the required program for all first-years. Students will hear from a faculty panel discussing strategies for success in college and will participate in a staff-led debriefing session where they'll discuss the panel, identify new strategies to try, learn about ASC resources, and ask questions they have.
- **Participation in the ILRC Summer Symposium** with the workshop *Supporting Students: In the classroom, on Canvas, and one-on-one*. This workshop is designed to share tools faculty can use in their classrooms to help students enhance metacognitive habits, learn about relevant campus resources, and improve learning strategies.
- **Additional information about utilizing office hours added to the Learning Corner.** We're eager to interview students and faculty to craft articles and tips and share narratives around using office hours, becoming comfortable engaging with faculty, what faculty experienced as students, and what faculty and students suggest for the best possible office hours experience.
- **Academic Success modules on Canvas.** A collection of tools and resources to support faculty in their support of students, to be included in Canvas courses. Materials might include an academic success syllabus statement, information on ASC programs, links to the Learning Corner and its strategy quiz, etc.

These are a handful of our projects for next year. We look forward to sharing our results throughout the year and in the subsequent annual report. As always, our team is available and interested in your questions and thoughts. If we can provide any clarity, don't hesitate to be in touch.

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