

ANNUAL REPORT

2019 - 2020



THE OHIO STATE
UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Walter E.
Dennis
Learning
Center

ABOUT US

The Dennis Learning Center draws upon the skills and insights of a team of faculty, staff, lecturers, graduate students and undergraduate students. Together, we support the academic success of all Ohio State students through elective courses, individual academic coaching, group workshops and scientific research. In addition, we collaborate with other units to design and implement custom programs. Our many services draw upon and contribute to the theoretical and applied understanding of college students' learning, motivation and well-being.

We are part of the College of Education and Human Ecology and its Centers for Practice, Research and Policy. We are located in the Office of Student Life Younkin Success Center, along with other units dedicated to supporting students' academic, personal and professional success. Funding for our faculty, staff and core graduate teaching associate and lecturer positions comes from the College of Education and Human Ecology and the Department of Educational Studies. Generous financial support from donors allows us to offer academic coaching and workshop programs.



OUR MISSION

The Dennis Learning Center supports students so that they can enter, excel in and successfully complete academic programs at The Ohio State University. We help students thrive by working with them to improve many aspects of their academic functioning, including their motivation, time management, test taking, active reading, effective note-taking, study skills and self-regulated learning, and to decrease their academic stress and procrastination. We also are devoted to the advancement of research that promotes greater understanding of college students' academic success.



DLC SPOTLIGHT

Educational psychology doctoral student Andrew Perry most recently served as lead graduate teaching associate for ESEPSY 1259. In this role, he inspired an energetic culture focused on student support and organized four team development events to build community. In the interview below, Andrew shared his thoughts on working at the Dennis Learning Center.

What was your favorite part about working for the center?

My favorite part was interacting with undergraduates. Supporting their development and success was a wonderfully fulfilling experience. I felt that my efforts had a direct impact on the students, who were often experiencing some form of academic challenge when they took my course. I also appreciated the flexibility I had to tailor the course to the specific needs of my students.

Do you have a philosophy when it comes to supporting students' academic success?

My philosophy overall revolves around clear, timely communication that facilitates students' growth. Students may not know their own weaknesses or strengths when it comes to their academics. I aim to provide students with constructive and personalized feedback and to openly discuss specific techniques, strategies and resources to facilitate their success. In ESEPSY 1259, these discussions often relate to improvements students want to make in areas such as time management, procrastination and concentration.

How did you see the center's work culture develop this year as a result of the community-building events?

It was lovely to see the instructors, coaches and staff interacting at the community-building events. I saw folks, who normally never have the opportunity to converse, chatting and socializing. These events developed a network of colleagues that will last for many years to come.



As a first-generation college student yourself, you're engaged in research and programs related to the first-generation college student experience. How have these interests interacted with your teaching?

Teaching provided me with greater awareness that students may not know what resources are available to them in a college setting, nor where to find them. Often, it takes a helpful individual to guide them in the right direction. For continuing-generation students, this helping hand typically comes from parents. However, for first-generation students who do not enjoy this privilege, another caring member of the campus community can be influential in helping students maximize the college experience. I hope that I have been that guiding presence for the first-generation students who have taken my course.

How does the work you did at the center connect to your long-term goals?

My long-term career goal is to be a tenured faculty member with teaching and research responsibilities who serves students who may benefit from extra support, like first-generation students. Teaching at the DLC has provided me with first-hand experience doing what I wish to do with my life, as well as exposure to learning strategies that will be applicable in any course that I will be teaching going forward.

COURSES

In the 2019-20 academic year, we offered multiple sections of five educational psychology elective courses focused on helping students become skilled, confident and motivated learners.

ESEPSY 1159: Online Learning Strategies and Skills | 490 students in 17 sections

Students gained familiarity with tools and strategies that promoted effective and efficient online learning while bringing more interest and value to their studies.

ESEPSY 1259: Learning and Motivation Strategies for Success in College | 990 students in 41 sections

In our signature course, students fine-tuned their motivation, time management and study skills as they learned a wide range of strategies that enabled them to perform successfully in their college coursework.

ESEPSY 1359: Technology-Enhanced Learning Strategies | 58 students in 2 sections

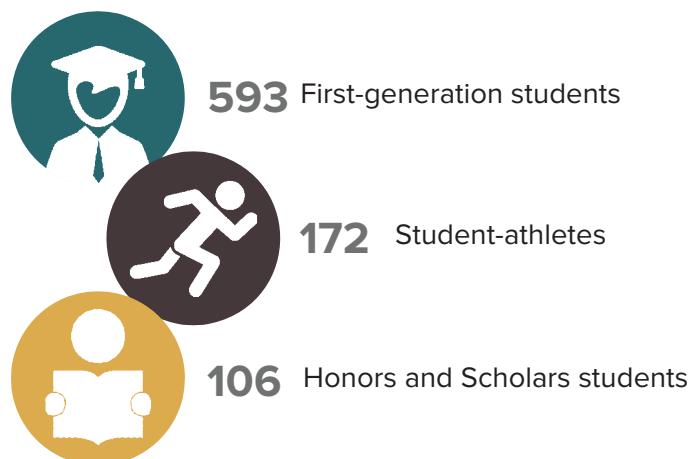
Students in this class developed self-reflection, information literacy, teamwork and presentation strategies as they used technology to communicate findings in academic and professional settings.

ESEPSY 2059: Becoming a Self-Regulated Learner | 237 students in 12 sections

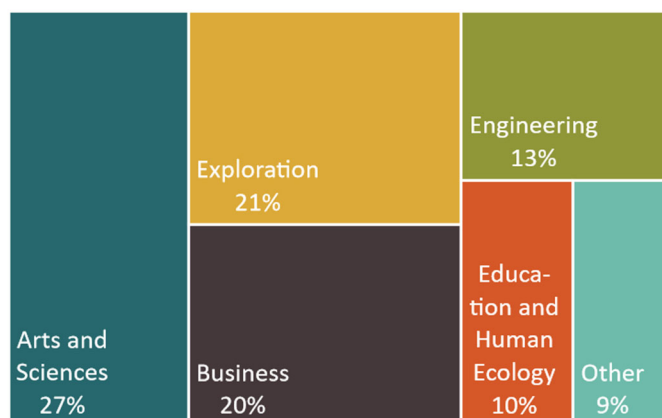
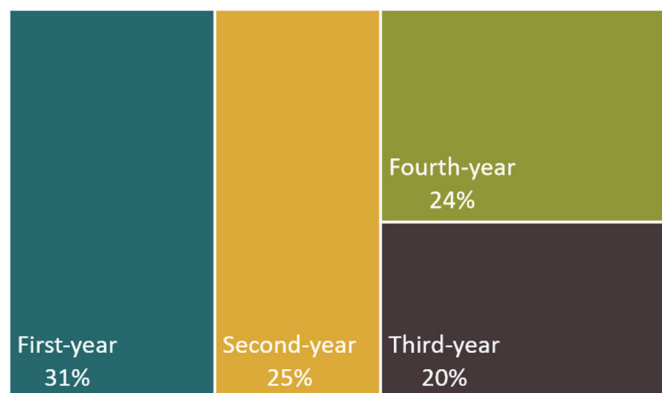
Students who recently had encountered academic obstacles built academic skills and resilient mindsets to complete the semester on a strong note.

ESEPSY 2060: Academic Success Strategies for International Students | 76 students in 4 sections

In this course, developed in partnership with the Office of International Affairs, students adapted to United States academic culture, practiced skills for success in Ohio State classrooms and became familiar with a wide variety of campus resources.



2019-20 was another record year in terms of course enrollment. Total enrollment increased by 92 students (5%) to reach a new high of 1,851 students in 76 sections.



What did students say about the Dennis Learning Center's courses?

- “It’s a class that genuinely wants you to learn about good study habits and working efficiently and productively. I looked forward to every lecture to learn something new about working smarter rather than harder.”
- “It taught me skills I can use in my future classes, whether it be online or in person.”
- “I appreciated the amount of freedom we had on the assignments. We were able to choose examples from our lives and apply them to this class.”
- “This class was awesome. I appreciated all the tips, whether it was note-taking or studying or whatever—even if I thought I knew something, I was still able to learn more.”
- “It gave me more insight into struggles I have both academically and outside of school. I’m certainly still growing as a student, but now that I’m equipped with the knowledge I acquired from this class, it should be smooth sailing from here.”
- “I appreciated most that this class really helped me become a better student, and it helped me to recognize areas where I am struggling as a student. This was my best semester yet GPA-wise and I attribute that to this class.”
- “The strategies and mindset I gained from this class I will carry with me for the rest of college and on to my professional life.”

How did students rate the center's courses?

Across all of our courses this past year:

- 94%** of students agreed that what they learned in the course would be useful in the future.
- 94%** of students rated their instructor as an excellent teacher.
- 90%** of students would recommend the course to a friend.

What did students say about the center's instructors?

- “Went above and beyond to help you learn.”
- “Very enthusiastic in teaching the course. Taught pertinent points and explained the science and research behind them in a concise and easily digestible manner.”
- “The feedback on course assignments was extremely beneficial to getting a better understanding not only for what was expected in the course, but also how to better utilize strategies and methods in the real world.”
- “She always had really good evidence to back up what she's teaching—for example, if you asked her a question, she would have a study she read about and would bring it up.”
- “Very energetic, which made me want to learn and dive into new material every day! Her presence mentally was definitely obvious in the class, and it definitely encouraged me to be present as well.”
- “Really cared about me and my classmates and our growth as not just students but human beings.”
- “She was able to relate to what we go through as students a lot. She understands what problems we face and was able to come up with strategies to beat those problems.”
- “She made the classroom a place where people felt confident enough to be themselves.”



ACADEMIC COACHING

Ohio State undergraduate, graduate and professional students took part in one-on-one coaching to develop efficient and effective academic strategies.

The Dennis Learning Center's academic coaching services provided Ohio State students with individualized feedback and taught them how to be accountable in areas such as building effective study methods, busting procrastination and becoming a confident and resilient student.

Academic coaches tailored each session by developing a clear understanding of individual students' goals, current study strategies and any challenges or concerns. Academic coaches then helped students learn about – and practice applying – new academic strategies, behaviors and attitudes to reach their goals.

How did students rate academic coaching?

After participating in academic coaching, students indicated “Agree” or “Strongly Agree” to the following statements:

100% The academic coach was genuinely motivated to help me.

100% The academic coach took the time to listen and really understand my reasons for coming to coaching.

99% I am very satisfied with my experience meeting with an academic coach.

99% The strategies/recommendations we discussed seemed very useful for me.

Who took part in academic coaching?

1,174 Total sessions

755 Total unique students served

1.5 Average number of sessions per student



What did students say about the coaching experience?

- “[My coach] took the time to understand me and my situation so she could help me better academically.”
- “The most valuable part of the coaching session for me was being able to get insight on strategies I have never thought of before.”
- “New strategies for organizing my assignments and planning ahead were unbelievably helpful and just being able to talk about what’s going on with someone who genuinely cared was amazing.”
- “The most valuable part was [my coach’s] ability to really get to know me and my goals. She really investigated about my program requirements, what my schedule looked like, kept my values in mind, and noted the factors that I believe help me function best. She gives great advice that allows me to personalize it so it is not just someone telling you what to do or how to do it but gives you control over your methods.”
- “I really appreciated that my coach could relate to a lot of what I am going through (PhD struggles) and that I was able to be open with her about what would or wouldn’t work for me. I liked being able to ask questions or express my doubt about certain methods. I also really liked that she sent the notes to me.”
- “This was very eye opening for me. My coach asked me how I specifically study and prepare for exams and revealed to me that I am spending a majority of my study time in a way that is not very effective or productive. I made changes that very day based on our discussion.”
- “[My coach] was so encouraging and genuinely helped me develop better study strategies. I got back to my dorm and recommended academic coaching to all of my friends and roommates. You all are miracle workers!”



WORKSHOPS AND PROGRAMS

We offered interactive college success workshops designed to improve specific attitudes and skill sets through the First Year Experience program's Success Series and by request. We also provided overviews of the Dennis Learning Center for orientation events, resource fairs and survey courses.

Our most frequently requested topics:

- 40** Stress Less
- 20** Procrastination and Time Management
- 18** Memory Tools
- 16** Thriving in Science and Math
- 15** Strategic, Confident Test-Taking

Together, our workshops and other outreach events had a combined total audience of approximately 9,000 in 245 sessions.



Time management workshop for the women's golf team at the Jane and Walt Dennis Golf Performance Center.

What did students say about the workshops they attended?

- "[The coach] offered a lot of different strategies in a kind way. I also appreciated that this presentation was from a student and that [she] gave examples from her undergraduate experience."
- "It was very engaging and exciting because of the way he made jokes and acted naturally in front of us. It helped me better picture applying these techniques to my everyday life, because I could relate to what he said."
- "It was really relatable and we reflected on things we do in our lives and how we could fix it by making small changes."
- "ALL OF IT WAS HELPFUL!!! I really needed this presentation."
- "The discussion with someone else ... helped me realize it wasn't just me feeling these things — other people did too. That made it easier to try to correct the negative thoughts because I had more than one person to discuss with."
- "The presenter was really engaging and had us think about how the topics related to us specifically."

How did students rate our workshops?

Participants indicated "Agree" or "Strongly Agree" to the following statements about each workshop:

- 94%** The presenter was knowledgeable about the topic.
- 87%** The workshop was relevant to me personally.
- 77%** The workshop will help me be a more successful student.

In addition to our standard set of workshops, the Dennis Learning Center developed and implemented programs in collaboration with both on-campus and community partners.



Graduate and Professional School Success

- Keynote address for the “Graduate School Survival Skills” half-day orientation event, hosted by the Office of Student Life, Ohio Union Activity Board
- A small-group interactive workshop, “Time Management: Skills to Bolster Graduate School Success,” for students in the National Institutes of Health-funded Discovery Postbaccalaureate Research Education Program (PREP)
- “Success Strategies for Your Graduate Education” lecture for the Electrical and Computer Engineering orientation
- “Overcoming Procrastination” workshop for first-year PhD students in History
- Two-part webinar on time management for graduate and professional students working toward their degrees from home during the COVID-19 pandemic: “Productivity and Planning” and “Overcoming Procrastination”
- Three-part series on study and time management strategies for graduate students in the Department of Teaching and Learning
- “Stress Less” and “Memory Tools” workshops for graduate students in Agricultural Communication, Education and Leadership, with a focus on real-world application

Pipelines to Higher Education

- Four sessions of a custom “Time Management and Memory Tools” workshop for the Westerville Central High School Advanced Placement/International Baccalaureate Boot Camp
- “Maximizing Your Ohio State Experience” presentations for high school students and their families as part of the Academy Program orientation
- Participation in a resource fair for the Young Scholars Program to expose rural and urban high school seniors to college resources that can aid in their success
- “Gearing Up for Higher Education” workshop for nontraditional students in collaboration with Education and Human Ecology’s coordinator of pipeline and completion programs
- Overview of academic help-seeking for first-year military and veteran students transitioning to Ohio State after time away from the classroom, in collaboration with the Undergraduate Veterans Leadership Program
- “Keys to Strategic, Confident Test-Taking” workshop for the Buckeyes Inspire mentoring program that provides high school students in Columbus with access to college preparation
- Enrollment of 22 high school students in ESEPSY 1259 through the Ohio State Academy Program (College Credit Plus)

Internationalizing Higher Education

- Partnership with the Office of International Affairs to offer 16 workshops to identify the strengths that international students bring to Ohio State and develop strategies for success
- “Dealing with Procrastination” workshop for new students majoring in International Affairs
- Enrollment of 286 international students in the center’s college success courses to foster global awareness and academic community

Diversity and Inclusion

- 13 “STEM Study Skills” sessions during a summer bridge program, as well as autumn workshops on “Dealing with Procrastination” and “Memory Tools for Effective Studying” for students in the National Science Foundation-funded Louis Stokes Alliance for Minority Participation (LSAMP) in STEM program
- “Stress Less” and “Keys to Strategic, Confident Test-Taking” workshops for college and high school teen moms preparing to go to college as part of the Office of Diversity and Inclusion’s collaborative program, A Comprehensive College Experience for Single-Parent Students (ACCESS)
- “Gearing Up for Higher Education” and “Stress Less” workshops for first-generation and underrepresented students in the Fisher First early arrival program
- “Memory Tools for Effective Studying” workshop for incoming students in the R-LEAD early arrival program, focused on inclusion, learning, wellness and community
- Participation in a resource fair for the Latinx Early Arrival Program (LEAP) to share resources and strategies for college success
- “Planning Effective Study Groups” workshop for the Women in Engineering program
- “Planning Effective Study Groups” workshop for first-year students in the Arts and Sciences Program for Advancing Scholarship and Service (PASS), focused on academic, cultural, career and community benefits of diversity
- “Stress Less” and “Planning Effective Study Groups” workshops for the College of Dentistry’s DentPath postbaccalaureate program for students from underserved or underrepresented backgrounds
- “Gearing Up for Higher Education” workshop for first-year female engineering students in partnership with the Diversity, Outreach, and Inclusion Office in the College of Engineering
- Overview of academic support services for the Buckeyes First first-generation college student organization
- Providing dedicated academic coaching and participating in community-building events for students in the SpringForward academic recovery and enrichment program



ENGAGEMENT IN THE PROFESSION

The Dennis Learning Center team engaged the Ohio State and broader community through an array of professional development presentations, workshops and webinars. Audiences included academic advisors, faculty, graduate teaching associates and administrators.

- “Writing Motivation and Habits: A Self-Regulatory Perspective” presentation for the intensive writing workshop sponsored by the Education and Human Ecology Centers for Practice, Research and Policy
- “Top Tips for Incoming Students” presentation for First Year Experience peer leaders
- “The Truth about Procrastination” presentation for Residence Life staff
- “Recent Research on Procrastination” presentation for First Year Experience staff
- “Supporting Student Success Through the Use of Effective Study Strategies” workshops for the Drake Institute for Teaching and Learning graduate teaching associate orientation
- “Communication Styles for Research and Advising Relationships” workshop for graduate and professional students, sponsored by the Ohio Union Activity Board
- “Teaching with Mental Well-Being in Mind” workshop for instructors in the College of Social Work
- “Referring Students to the Dennis Learning Center” presentations for Counseling and Consultation Service staff and trainees
- “The Art of Referring Students to Academic Support” webinar for academic advisors
- “Communication Styles and Optimism and Resilience” webinars in partnership with the Office of Postdoctoral Affairs
- “Reducing Procrastination Through Self-Monitoring and Reflective Writing” webinar for the Ohio College Learning Center Association
- “Talking to Students and Parents about the Dennis Learning Center” presentation for Admissions Staff



Writing talk hosted at the College of Education and Human Ecology's Center on Education and Training for Employment.

INNOVATION

The Dennis Learning Center added several new programs to its offerings this year.

New Group Studies Offering: Procrastination Accountability Groups

We developed a new one-credit offering to help students understand and address procrastination. Open to all graduate and undergraduate students, the weekly one-hour meetings covered research-based principles for overcoming procrastination and provided opportunities to set goals, practice applying strategies and report back on challenges and accomplishments in a supportive setting. Students shared the following outcomes and feedback:

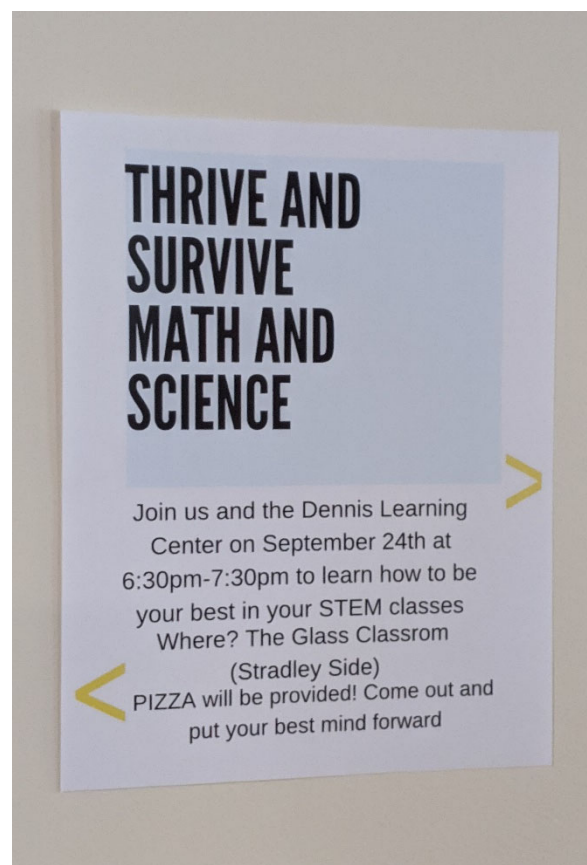
- “I have started being a lot more mindful of how I use my time and have become a lot more aware of the triggers that make we want to procrastinate.”
- “Since I started this course, I have started planning my weeks and my days out more so I feel less stressed.”
- “Instead of avoiding to even look at the assignment like I would do in the past, now I give it an honest attempt to get started. After getting started I realize that whatever I was nervous about was not even that bad, or it is something that I can continue to figure out if I keep working on it.”
- “The most valuable part of the course was the group aspect. I loved being a part of such a diverse group of individuals, ranging from all levels of their college career, age, nationality and so on.”

New Workshop: How to Thrive in Science and Math

We offered 11 sessions of a new workshop that shared a variety of specific strategies students could apply in classes such as calculus, chemistry, biology and physics. Based on consultation with Ohio State instructors, the workshop presenters went through real examples from past university exams to give students the chance to practice applying problem-solving skills. Overall, the workshop covered keys to success in science and math to help students tackle these classes with renewed confidence. The workshop was a popular choice in residence halls and survey classes.

New Workshop: Using Your iPad for Academic Success

In partnership with Digital Flagship, we offered five First Year Experience workshops to help students use their iPads to maximize academic success at Ohio State. Students learned how to get more out of their study time by reducing the negative impact of multitasking. They also gained hands-on practice with educational apps and iPad settings that could support learning, planning and focus. In addition, they learned the why and how of the learning strategies related to each topic covered in the workshop.



SUPPORTING STUDENTS DURING COVID-19

Our instructional and coaching teams kicked their efforts into high gear this spring to support students as they transitioned to emergency remote teaching and learning.

Compassionate teaching during COVID-19

Learning from and with other instructors was an important part of our experience as we adapted to online-only instruction. Sharing ideas and questions during weekly Zoom meetings helped us design engaging, flexible curricular opportunities. As we sought to support students by considering the salience of their lives outside of the classroom, four key approaches guided our teaching: (1) encouraging connections among students, (2) communicating with timeliness and consistency, (3) providing flexibility and multiple ways to engage and (4) expressing care for students. Student feedback about taking one of the center's courses during the COVID-19 pandemic included:

- “The in-person [video-based] Zooms were a change of pace from many of my other classes. It supported the atmosphere of the class as a comfortable learning environment.”
- “My instructor was great at communicating changes and stayed unbelievably organized for such a hectic time.”
- “From the very beginning of this difficult time [my instructor] completely understood and recognized what challenges we would be facing and adjusted accordingly. I felt at any time I could reach out to him, whether for this class or another.”

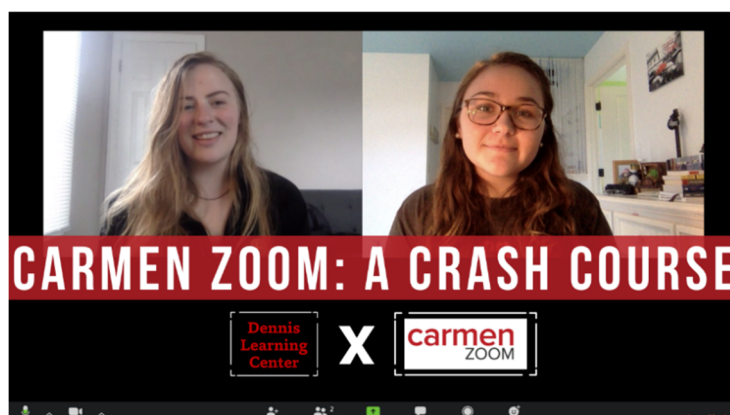


Academic support during COVID-19

As student employees, the center's academic coaches experienced firsthand the challenges of continuing their academic work while sheltering in place. The team worked tirelessly throughout the spring semester to find new ways to support their fellow Ohio State students, from individualized coaching sessions on CarmenZoom to creating resources, such as Top Five Tips, with evidence-based strategies to help students adjust quickly to their new learning environments.

We hosted Graduate Student Communities on CarmenZoom to address the isolation felt by many graduate students and the challenges of staying productive. Facilitated by the center's program manager and graduate coaches, the communities brought together graduate students to share strategies and stay on track with their goals.

Undergraduate coaches energized the center's social media channels with additional learning and motivation strategies, including peeks into how they set up their at-home study spaces. Our website and YouTube channel also featured new videos to help students succeed in their remote classes, including “How to Crush Your (Online) Exams,” “How to Prepare for Online Lectures” and “CarmenZoom: A Crash Course for Students.”



RESEARCH

As part of its core mission, the Dennis Learning Center is devoted to the advancement of rigorous, nationally recognized research that extends the knowledge and understanding of college students' academic success. Director Christopher Wolters leads a research team of faculty, staff and graduate students who together conduct research on motivation and self-regulated learning, with a special focus on the experiences of students assisted by the center.

During the past academic year, published work by members of the research group include:

Hensley, L. (2020). Assessing academic strategies in college learning centers: Considerations for scholarly practitioners. *The Learning Assistance Review*.

This review article discusses how self-report questionnaires, interviews, think-alouds and study diaries contribute different insights into students' academic strategies. It also suggests guidelines for evaluating the suitability of various data collection methods in light of assessment contexts, questions and goals.

Hensley, L., & Munn, K. (2020). The power of writing about procrastination. *Journal of Further and Higher Education*.

Inductive thematic analysis was used to investigate how writing reflective journals influenced students' procrastination tendencies. Findings indicated that journaling spurred four pivotal processes: understanding procrastination, making changes in the moment, motivating action and finding direction for change.

Iaconelli, R., & Wolters, C. (2020). Insufficient effort responding in surveys assessing self-regulated learning: Nuisance or fatal flaw? *Frontline Learning Research*.

This study provides a direct examination of the impact of respondents' attention on the validity of self-regulated learning data generated from self-report surveys. Findings revealed that the inclusion of inattentive students did not alter more substantial inferences or conclusions drawn from the data.

Won, S., Hensley, L. & Wolters, C. (2019). How sense of belonging, self-efficacy, and utility value shape college students' academic help-seeking. *Journal of Experimental Education*.

Results of structural equation modeling showed that sense of belonging significantly predicted reported use of adaptive help-seeking strategies, even when accounting for students' motivation. Findings show that college students' perceptions of their social contexts inform if and how they seek help with their learning.

For a full listing, visit go.osu.edu/dlcresearch

Through ongoing research, we are investigating the following topics:

- The impact of taking ESEPSY 1259 on college students' motivation, grades and retention
- Differences in students' perceptions of supportive teaching in online vs. face-to-face settings
- The impact of workshop interventions on college biology students' academic beliefs and outcomes
- How a sudden change of context to online instruction impacted students' academic engagement
- Understanding the self-regulated learning strategies of first-generation students

GRANTS & KUDOS

Investigating the Effects of a Learning-to-Learn Course

Supported by an Ohio State **Student Academic Success Research Grant**, the center has found strong evidence for the effectiveness of the ESEPSY 1259 course as an intervention to support self-regulated learning. Students who completed the course reported more adaptive changes in their motivational beliefs, learning strategies and academic well-being compared to students in a matched comparison group.

Impacts of Short-Term Interventions on Predictors of Long-Term Success

Combining funding from a second **Student Academic Success Research Grant** and a **Research and Implementation Grant** from the Drake Institute for Teaching and Learning, the Dennis Learning Center and Center for Life Sciences Education designed and delivered workshop-style interventions for introductory biology students to improve students' metacognition and time management. In qualitative interviews, students identified several processes that enabled the workshops to make an impact on their academic behaviors and outcomes. Most notably: the timing of the workshop (after the first exam) served as a wake-up call, specific examples provided relevance and follow-up assignments encouraged application and accountability.

Building Community

With the support of a **Teaching Community Grant** from the Drake Institute for Teaching and Learning, the center organized four gatherings to build community among our student, administrative and instructional team members. Offering the events, reflected one participant, "demonstrates an investment in the team and enhances our experience as professionals."

Professional Service

Senior Associate Director **Lauren Hensley** was elected as vice president of the Ohio College Learning Center Association. She will help to shape the organization through serving a three-year term on the board of directors.

Teaching Endorsement

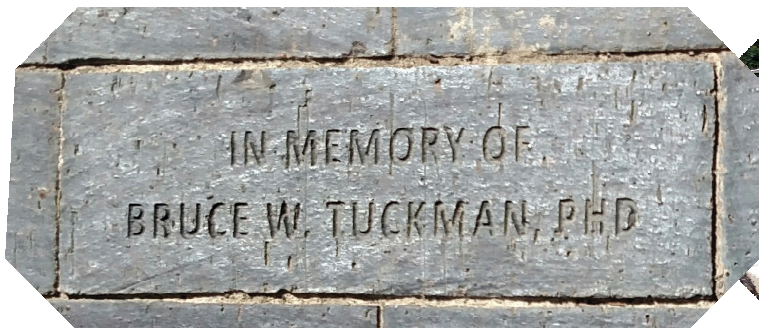
ESEPSY 1159 instructor **Ken Matthias** received the Meaningful Inquiry Endorsement from the Drake Institute for Teaching and Learning. The endorsement reflects engagement in 15 hours of professional development and Ken's commitment to designing assignments that are inclusive and equitable.

Research Awards

ESEPSY 1259 instructor **Andrew Perry** was awarded the Studying and Self-Regulated Learning Graduate Student Research Award from the American Educational Research Association (AERA) for the study "Help-seeking and help-giving in postsecondary physics: The roles of course context and gender."

ESEPSY 1259 instructor **Manisha Nagpal** won first place in the oral presentation category in the College of Education and Human Ecology section at the Edward F. Hayes Graduate Student Research Forum for the study "Bridging the gap between social reasoning and action: Impacts of collaborative small-group discussion."

Former ESEPSY 1259 instructor **Yeoeun Kim** received the Excellence in Undergraduate Research Mentoring Award from the Office of Student Academic Success for her work supporting and inspiring undergraduate researchers' intellectual, professional and personal growth.



As part of the restoration of Mirror Lake, a commemorative brick was placed in honor of Bruce W. Tuckman, founding director of the center. Look for Bruce's brick next time you cross campus by way of Mirror Lake. You can find it near the stairs at the lake entrance by Pomerene Hall. O-H-I-O!

CONTRIBUTE TO OUR MISSION

The Walter E. Dennis Learning Center Endowment Fund

Fund Number: 641645

go.osu.edu/dennisendowment

The endowment of Walter E. Dennis Jr. and family enables the center's academic outreach programs to take place year after year. Income from the fund covers primary support for our team of undergraduate academic coaches. The coaches facilitate one-on-one sessions with Ohio State students, deliver the center's core set of workshops across campus and provide inspiration for communication and outreach efforts. The fund also enables our staff to share research-based insights from the center with other educators and practitioners through presentations at local and national conferences. Contributions to this fund will add to the center's endowment.

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College of Education and Human Ecology

Bruce W. Tuckman Student Enrichment Fund

Fund Number: 315444

go.osu.edu/tuckmanfund

This fund, established in honor of Bruce W. Tuckman, has received donations from the family, friends, colleagues and former students of the founding director of the center. In the past year, the fund was utilized to expand the availability of undergraduate academic coaching across campus. The fund also was used to fund a part-time graduate academic coach to support graduate and professional students through academic coaching, community groups and workshops. In addition, the fund enabled undergraduate academic coaches to continue their work over the summer, representing the center at orientation programs and events. Contributions to this fund will allow us to be responsive to immediate needs.

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