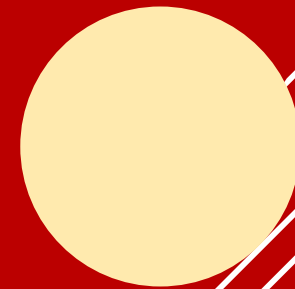


DENNIS LEARNING CENTER

ANNUAL REPORT 2020-2021



THE OHIO STATE
UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

ABOUT US

OUR MISSION

Supporting students so that they can enter, excel in and successfully complete academic programs at The Ohio State University.

The Dennis Learning Center draws upon the skills and insights of a team of faculty, staff, lecturers, graduate students and undergraduate students. We support the academic success of all Ohio State students through elective courses, academic coaching, group workshops, online resources and scientific research. In addition, we collaborate with other units to design and implement custom programs. Our 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. The center is located in the Office of Student Life's Yountkin Success Center, along with other units dedicated to supporting students' academic and career 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. The Dennis Learning Center-SpringForward Academic Coach position is funded by the Office of Student Academic Success. Generous financial support from donors allows us to offer peer-led academic coaching and workshop programs to serve students across campus and online.

INSIDE THE DLC

Academic Coach Tyler Eatman is a fourth-year undergraduate majoring in Sport Industry and minoring in Leadership Studies. His goal is to go to law school and business school, ultimately building a career in the sporting industry. In addition to working with undergraduate and master's students, he is the social media manager for the center's Facebook presence, including developing and hosting web episodes of "Talk to Tyler."



Meet Coach Tyler!

What has been your favorite part of working at the center?

My favorite part about working at the Dennis Learning Center is interacting with the students and staff. I enjoy meeting the diverse populations of students that the DLC has the opportunity to serve. Students feel empowered and knowledgeable after participating in our services. In addition, the staff does a great job in making the DLC an open and judgment-free environment. From meeting all of the staff members, I made new friends that will last a lifetime.

Tell us more about "Talk to Tyler."

Talk to Tyler is a series of interviews I conducted via Facebook Live. Once a month, I interviewed staff and faculty of the DLC and Ohio State to learn more about how they got their start, what they do now and what they love about the services they provide to Ohio State's undergraduate and graduate/professional student communities. This idea came from me watching different Facebook Live interviews that celebrities and athletes had during the quarantine. The experience of hosting is enjoyable. I love having great discussions with the guests. I learn a lot from the experiences that have shaped their personal and professional lives.

How has being an academic coach impacted you?

Academically, it has helped me meet undergraduate and graduate students with whom I can relate. These meetings work both ways to understand how different students are managing their Ohio State journey. On the professional side, I have developed new skills such as compassion, empathy, time management and problem-solving. I know these skills will help me with my future career in the sporting industry as a sports agent or compliance officer. Lastly, academic coaching has impacted me personally by helping me make new friends. I love meeting new people and having meaningful relationships. This experience has allowed me to have these meaningful relationships with different groups of people that I would not normally interact with. I am grateful for being an academic coach for the past three years and would not exchange this experience for anything else.

1676
STUDENTS

73
SECTIONS

30
PERCENT

3

ENROLLMENT

ESEPSY 1159: Online Learning Strategies and Skills

486 students | 17 sections

ESEPSY 1259: Learning and Motivation Strategies for College Success

878 students | 40 sections

ESEPSY 1359: Technology-Enhanced Learning Strategies

58 students | 2 sections

ESEPSY 2059: Becoming a Self-Regulated Learner

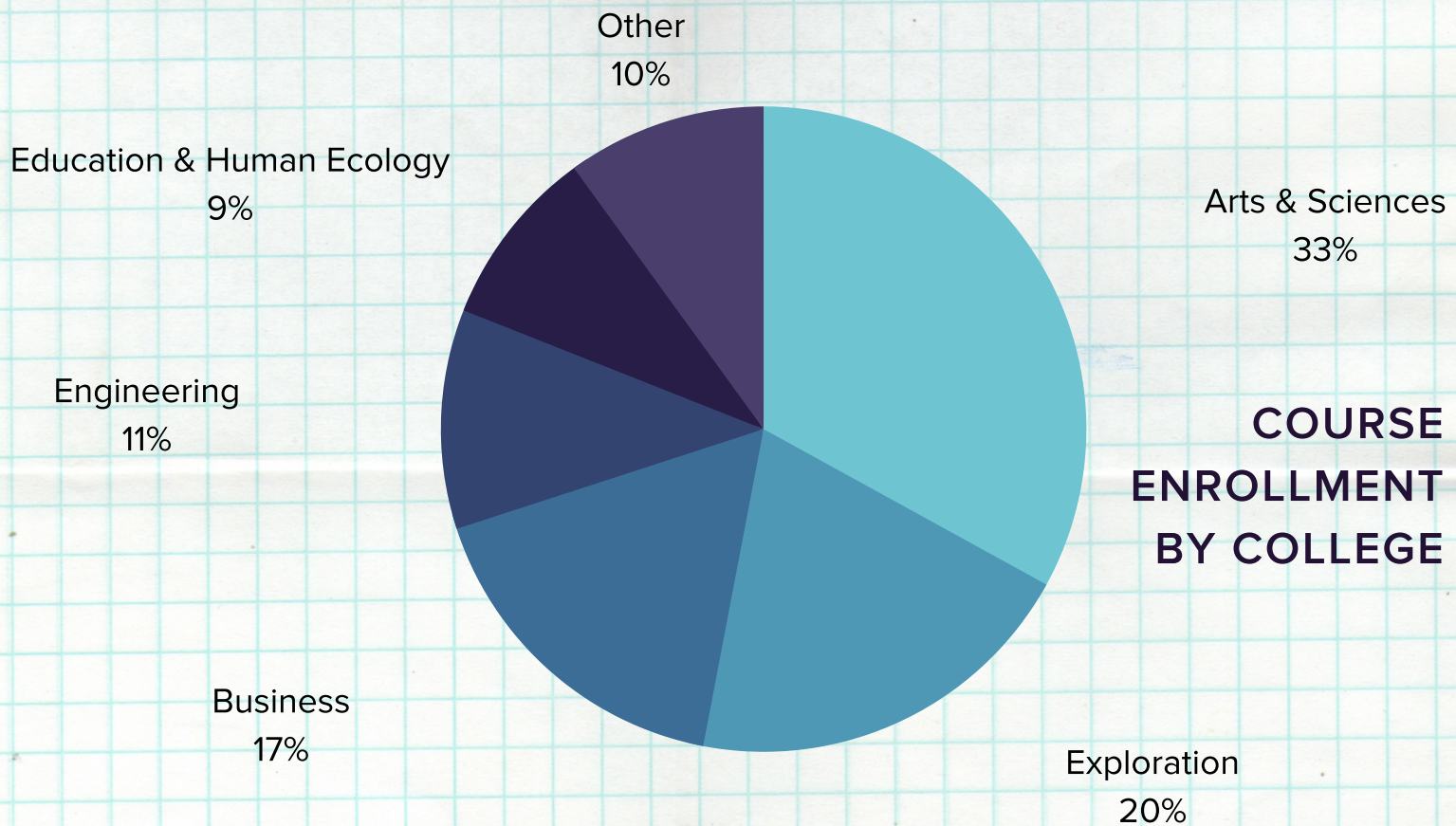
215 students | 11 sections

ESEPSY 2060: Academic Success Strategies for International Students

27 students | 2 sections

ESEPSY 5194: Group Studies – Procrastination Accountability Groups

12 students | 1 section



COURSE FEEDBACK

"[My instructor] created a great atmosphere in class. Made students feel heard, welcomed, accepted."

I became a lot more productive with the help of this course because I had lost a lot of drive as a result of COVID. It looks like I should be getting a 4.0 my last semester, and that is better than I could've asked for!

"I learned about skills and tools I didn't know existed and these helped me become a better student. At the beginning, I was hoping to have an easy course to pass, but after reviewing the material presented in module 1, I wanted to put forth the same effort that my instructor did with actually teaching. My goal then changed to actually learning something and becoming a better student, and I feel that I did so."

"I truly felt connected in this class. This is one of the only classes that made me feel how I felt when school was in person, and I enjoyed feeling like that again."

90%

would recommend
the course
to a friend

94%

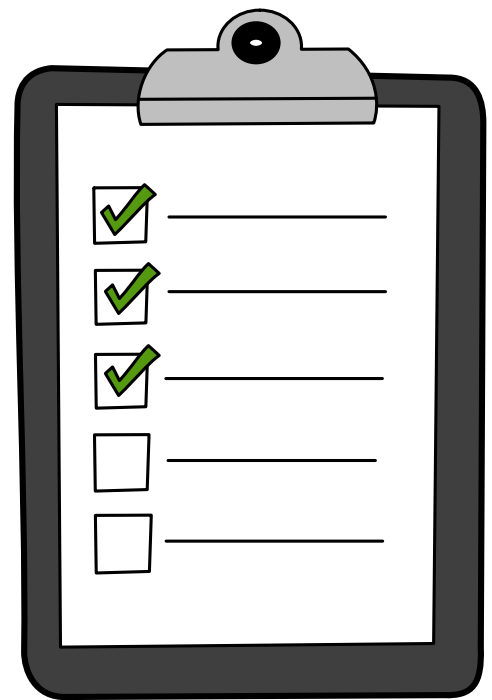
rated their
instructor
as excellent

95%

agreed/strongly agreed what
they learned in the course
would be useful in the future

ACADEMIC COACHING

Coaching provided an individualized experience to help students set and reach meaningful academic goals.



541
STUDENTS

PARTICIPATED IN
COACHING

1077
SESSIONS

OFFERED VIRTUALLY

20
COACHES

MET WITH
UNDERGRADUATE,
GRADUATE AND
PROFESSIONAL
STUDENTS

COACHING FEEDBACK

"It was nice to just talk about what was bothering me with someone who was so willing to listen and offer strategies to help."

"It is an outlet that allows students to discuss their academic concerns and to positively find solutions to either overcome or alleviate their issues."

"I really liked how it wasn't just centered around one class. It gave me strategies for every class as a whole. I also super appreciated how it was a judgement free zone where I could just say 'Hey I'm struggling and falling behind and need some extra help,' and was immediately greeted with 'of course lets figure out what we can do'. It makes you feel more important and not so small in a school that's so big."

"[My coach was] very relatable and personable! They made me feel like I was not alone in this and had resources to help guide me."

93%

agreed/strongly agreed that coaching helped them to be a better student

98%

agreed/strongly agreed that the academic coach was easy to talk to

100%

agreed/strongly agreed that academic coaching was a positive experience

WORKSHOPS

- Academic Emotions and Resilience
- Active Note Taking
- Dealing with Procrastination
- Gearing Up for Higher Education
- Memory Tools for Effective Studying
- Planning Effective Study Groups
- Preparing Papers
- Retaking College Courses
- Strategic, Confident Test Taking
- Successful Group Projects
- Thriving in Science and Math

Our workshops and webinars shared strategies for academic success with students, parents and other members of the Ohio State community.

112
SESSIONS

OF ONLINE
WORKSHOPS AND
WEBINARS

3780
ATTENDEES

AT VIRTUAL
PROGRAMS FOR
THE OHIO STATE
COMMUNITY

15
UNIQUE
WORKSHOPS

AND CUSTOM
WORKSHOPS
CREATED UPON
REQUEST

WORKSHOP FEEDBACK

"It was very relatable and there were many strategies given that I know I will use in the future."

"I have been feeling overwhelmed lately with my course load. Going over different strategies to deal with this was very helpful and also encouraging to know that I'm not the only person feeling overwhelmed right now."

"It was ... a reality check that I really need to be a more actively engaged student in order to do well in college."

"[It was helpful] just knowing that there are plenty of resources and that I am here for a reason."

91%

agreed/strongly agreed that the workshop helped them be more successful

93%

agreed/strongly agreed that the workshop content was personally relevant

98%

agreed/strongly agreed that the academic coach was knowledgeable about the topic

PUBLISHED RESEARCH

Find these articles
and more at
go.osu.edu/dlcresearch

Scholarly Publications

College students' regulation of cognition, motivation, behavior, and context: Distinct or overlapping processes?
Learning and Individual Differences.

College students' time management: A self-regulated learning perspective.
Educational Psychology Review.

Supporting autonomy, competence, and relatedness in a learning-to-learn course: College students' insights into effective instruction.
Teaching of Psychology.

The what, why, and how of distractions from a self-regulated learning perspective.
Journal of College Reading and Learning.

"[In] the learning-to-learn context ... students develop confidence and excitement for learning as they come to view themselves and peers as sources of knowledge and knowing. Such cognitive development is often heralded as an important outcome of postsecondary education overall (Cruce et al., 2006). To detect it so readily in the present study is a reminder that the learning-to-learn context is not a remedial environment but rather an essential foundation for helping students meet the demand of independent and interdependent thinking in college and beyond."

***- Excerpt from article in
Teaching of Psychology***

ENGAGEMENT IN THE PROFESSION

Our presentations and publications focused on developing inclusive and impactful teaching practices.

Selected Conference Presentations

Improving college students' self-regulated learning:
Evaluating the impact of a learning to learn course.

Understanding the impact of the COVID-19 pandemic
as challenges to undergraduates' self-regulated
learning.

Supporting academic engagement when college is
online and socially distanced.

Understanding the underlying processes for college
students' changes following metacognition and time
management workshops.

Articles and Chapters for Educators

Compassionate teaching during COVID-19: Key
approaches in a college success course.
The Learning Assistance Review.

Helping students ask for help: A review of academic
help-seeking and recommendations for student affairs.
Developments.

Understanding the practical, contextual, and malleable
nature of motivation—and why it matters.
Teaching Motivation for Student Engagement.

ACPA
AERA
APA
NCLCA
OCLCA

Our Sr. Associate Director served
as President of the Ohio College
Learning Center Association
(OCLCA). The board organized
monthly member virtual meetings to
discuss timely topics, planned its
first virtual annual conference and
doubled the organization's
membership.

VALUES IN ACTION

- Inclusive excellence
- Innovation
- Internationalizing higher education

Adapted services to provide virtual coaching, live synchronous workshops, and on-demand materials

Created a new video resource, "First-Generation Student Success: How to Build Your Social Network"

Facilitated 3 academic workshops for veteran student groups, serving non-traditional, LGBTQ+ and first-generation college students

Served 172 student-athletes and 598 first-generation students in our courses

Facilitated an on-site workshop for the Women's Golf Team and participated in a virtual panel for incoming football players and their parents

Planned a new summer workshop and autumn coaching series for campus change students, a research-meets-practice collaboration with EHE, supported by a Student Academic Success grant

Focused on international student success through 10 orientation workshops and 2 tailored course sections

Collaborated with units across campus to facilitate orientation panel sessions that provided streamlined information about academic support services to incoming students and their families

Provided training on inclusive teaching in higher education for our instructors, implemented social justice training for academic coaches and served on the EHE Centers DEI committee

MAKING AN IMPACT

Investigating the effects of a learning-to-learn course:

Supported by an Ohio State Student Academic Success Research Grant, the Dennis Learning Center (DLC) 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 DLC and Center for Life Sciences Education designed and delivered workshop-style interventions for introductory biology students. Students who participated in the extended workshop intervention earned higher grades on subsequent exams and reported increases in their commitment to earning a college degree.

Effective COVID-19 response:

Our focus this year was on innovative ways of addressing our core mission within the context of the COVID-19 pandemic. We responded to the sudden transition to online education by adapting coursework and workshops to provide relevant, responsive instruction, centering the student voice in new online tutorials and developing social media campaigns to encourage help-seeking. We also successfully transitioned our one-on-one academic coaching to a virtual format and authored two articles about compassionate, inclusive teaching.

Intentional support for students:

The newest phase of an ongoing partnership with the SpringForward program resulted in a unique full-time position funded by the Office of Student Academic Success - Transition and Academic Growth: the Dennis Learning Center-SpringForward Academic Coach. As an active contributor to the student-success missions of both departments, Paul Gregor provides academic coaching and ongoing support for students who struggled during their first semester at Ohio State, particularly for students who come from low-income, first-generation, or minoritized backgrounds. Learn more about Paul on the next page.

WELCOME!

We are excited to welcome Paul Gregor to the team as the first person to hold the position of Dennis Learning Center-SpringForward Academic Coach. As a first-generation college student who understands the importance of building support networks, Paul works intensively with students in the SpringForward academic recovery program and teaches ESEPSY 2059. Paul was previously a TRIO Student Support Services Academic Coordinator and a Supplemental Instruction Academic Program Specialist. He holds a master's degree in Curriculum and Instruction and is pursuing a Ph.D. in Philosophy and History of Education.



What made you interested in this position?

What caught my eye initially was the student population that SpringForward is intended to serve. I am interested in this population in terms of research as a doctoral student and from personal experience.

Fifty years ago, these students may not have matriculated to college or may not have been given a chance at a fresh start. In terms of my own story, as a first-generation college student I was not fully prepared with the knowledge of the rigors of college or the resources available to support students. I

left college after three years, without a degree. I returned five years later with a better mindset.

Working with students who, for a variety of reasons, have struggled to find success in college was the main attraction for me and the most salient of the many reasons I chose to apply to this position.

What has been your favorite part of the position so far?

My favorite part of the position so far is working closely with students. As an academic coach, I am afforded ample time to get to know each student. I enjoy hearing about their successes and challenges and, if necessary, discussing ways to overcome challenges. It is amazing what a simple conversation can do for the self-efficacy and self-esteem of students. I truly enjoy building rapport with students to lay the groundwork for an open and constructive dialogue.

What impact do you hope to have on students?

This not an easy question to answer. Each student has different expectations when they meet with me. At the very least, I would like each student to know that I am available to talk, which on its own provides a level of comfort. During the actual sessions, I attempt to work with students to find answers to their challenges. I share this process with students so that they have a sense of ownership in the process. I feel that this often results in a more profound impact for students than simply handing them prepackaged guidance. They are often amazed that they already knew what they needed to do.

SPOTLIGHT: PRODUCTIVITY PROGRAM

Our new six-week small group program provided support and accountability as graduate and professional students applied research-based strategies to boost productivity.

topics



improving time management



reducing procrastination



managing multiple responsibilities



overcoming perfectionism

30

students received certificates for completing the program

95%

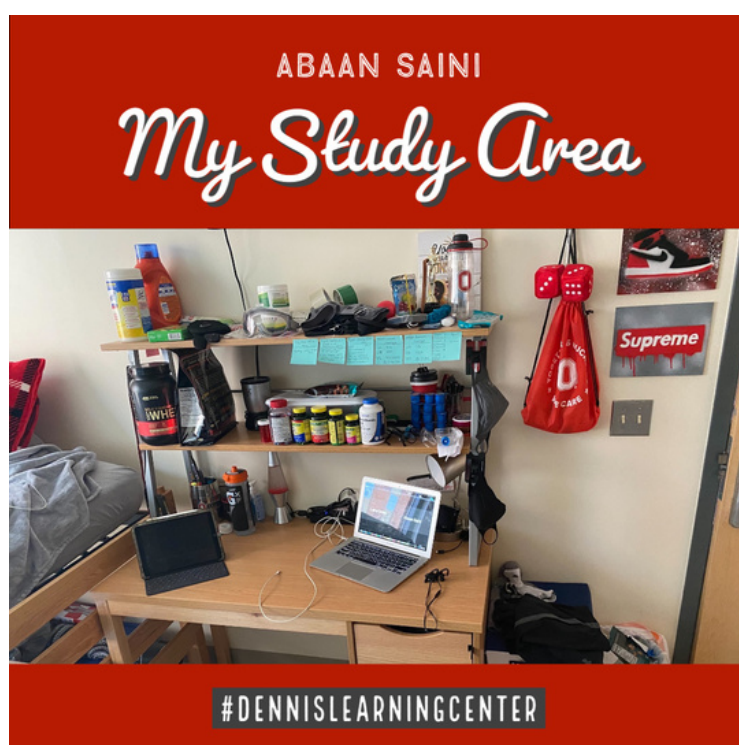
agreed/strongly agreed that their motivation, time management and productivity improved

100%

strongly agreed that they felt welcomed and able to speak freely

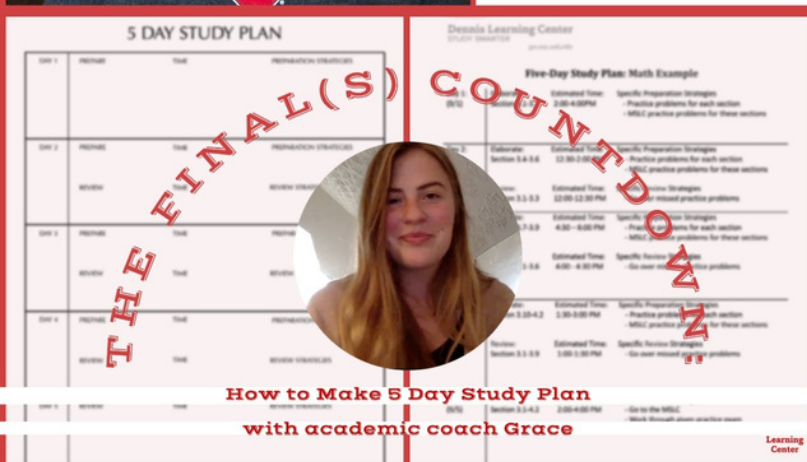
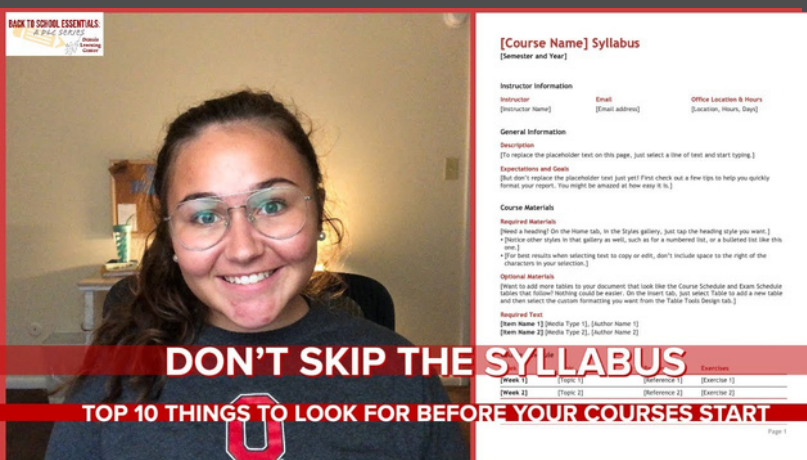
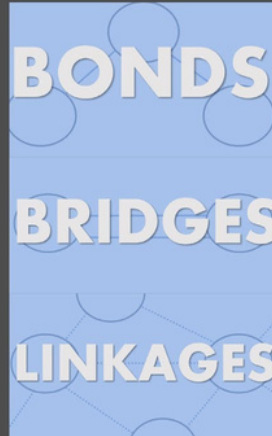
SPOTLIGHT: SOCIAL MEDIA

As students increased their online learning, we increased engagement on social media with interviews, Takeover Tuesday, "my study area" series and the #DLCisforme campaign.



SPOTLIGHT: ON-DEMAND RESOURCES

Our team created a "Back to School Essentials" series on YouTube along with other videos about effective studying and how (and why) to use the center's services.



CONTRIBUTE TO OUR MISSION

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.

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, developing resources to support students' transitions to college. Contributions to this fund will allow us to be responsive to immediate needs.

**Learn more about the
Dennis Learning Center
and follow us on social!**

go.osu.edu/dlc