Mobile Device?

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(1) EXP's "Support from the Start"

An Early Referral Program for First-Year Students

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University Exploration

(2) <<Support from the Start>> Qu'est-ce que c'est?

- ✓ Automated mass referral system

- ✓ Designed for NFYS students in Exploration

- ✓ Qualtrics survey → Triggered emails

- ✓ Asks students to share their attitudes, behaviors

(2.25) Support from the Start Content

✓ Descriptions of & links to campus resources

✓ Tips and suggestions

✓ Academic success and personal wellness

(2.5)

University-wide contract
with Qualtrics
is in the works!

(2.75) Outline of Presentation

- ✓ Evolution of Support from the Start

- ✓ Scholarship informing Support from the Start

- ✓ Findings from 2014 student responses

- ✓ Practical takeaways

- ✓ Discussion

(3) A brief history: 2012 Version

THE OHIO STATE UNIVERSITY — UNIVERSITY EXPLORATION

Special Opportunities for New Students

Do you want to learn about majors through our online lecture pilot? This fall, we are offering one section of survey class with an in-person recitation from 12:40-1:35 on Fridays. Lectures will be largely completed by viewing online content each week (all other sections have in class lectures with presentations given by each college). If you want to try out online video-based lectures, sign up for section 12168 with Dan DeMay.

Would you like to receive information about academic resources at Ohio State from your advisor during your first semester? If so, please complete the following and turn in at your Day 2 advising appointment:

Name: _____   OSU ID: _____

OSU Email: _____@buckeyemail.osu.edu

Now, tell us what you are curious about:

☐ Free tutoring services
☐ Managing test anxiety
☐ Individualized academic support services
☐ Overcoming procrastination
☐ Getting help from a professor or teaching assistant
☐ Avoiding academic misconduct

☐ Finding good places to study on campus
☐ Balancing classes, work and activities
☐ Utilizing Counseling and Consultation services at OSU
☐ Veteran's Services
☐ Registering with the Office of Disability Services

(4) 2012 Takeaways

Good start, but we need to learn from students…

(5) 2013 Version

✓ Develop research component

✓ Survey → Intervention → Survey

✓ Intervention group vs. No-Intervention group

✓ Research Q: Will intervention grp use more?

(6) 2013 Version: Qualtrics

Are you aware of X? (X = campus resource)
- If so, did you visit X?

- If yes, how many times?

- If yes, how early in the term did you start?

(7) 2013 Takeaways

✓ Email preferred medium for referral content

✓ Factors in students' resource usage missing?:

- Attitudes toward seeking help
- Motivation for help-seeking
- Convenience factors
- Support resources helpful

(8) 2014 Prep

Motivation

Stigma

Grades

Peers

Clear benefits

Effective Referrals

Emailed

Timed

Not too many

Barriers

Online vs. in-person?

Hours

Location

(9) New Feature: Timed Emails (Dynamic vs. Static Groups)

Cc:

Subject: Preparing for Your Upcoming Physics Test

Hello Peter,

This message corresponds with the Campus Resource Survey #1, in which you indicated that you've got a Physics test coming up in the next couple of weeks. The following message contains campus resources you can use to help you prepare for your test. We hope this is a timely and welcome reminder for you.

Where to find in-person Physics tutoring:

Physics Tutoring through the Dennis Learning Center – The Dennis Learning Center offers free, drop-in tutoring with certified peer tutors for Physics (and Math and Chemistry) courses five nights a week. The Dennis Learning Center is located in the Younkin Success Center on Neil Ave. and tutoring is just one of many services they offer for students, including workshops, appointments and classes all aimed at helping students develop skills for academic success.

Physics Tutoring through the Residence Halls – Certified peer tutors for Physics (and Math and Chemistry) are also available to you in select

(9.5) Skipping ahead a bit…

Q2.7	… If I had been more frequently reminded of available academic support resources."	… If I had been reminded of academic support resources when I actually needed them."
Dynamic	58 (17%)	88 (25.8%)
Static	89 (32.7%)	122 (44.9%)
Grand Total	147	210

(10) 2014 Takeaways to Practice with First Year Students

AU 14 Data

Scholarship

Experience

Practical Takeaways
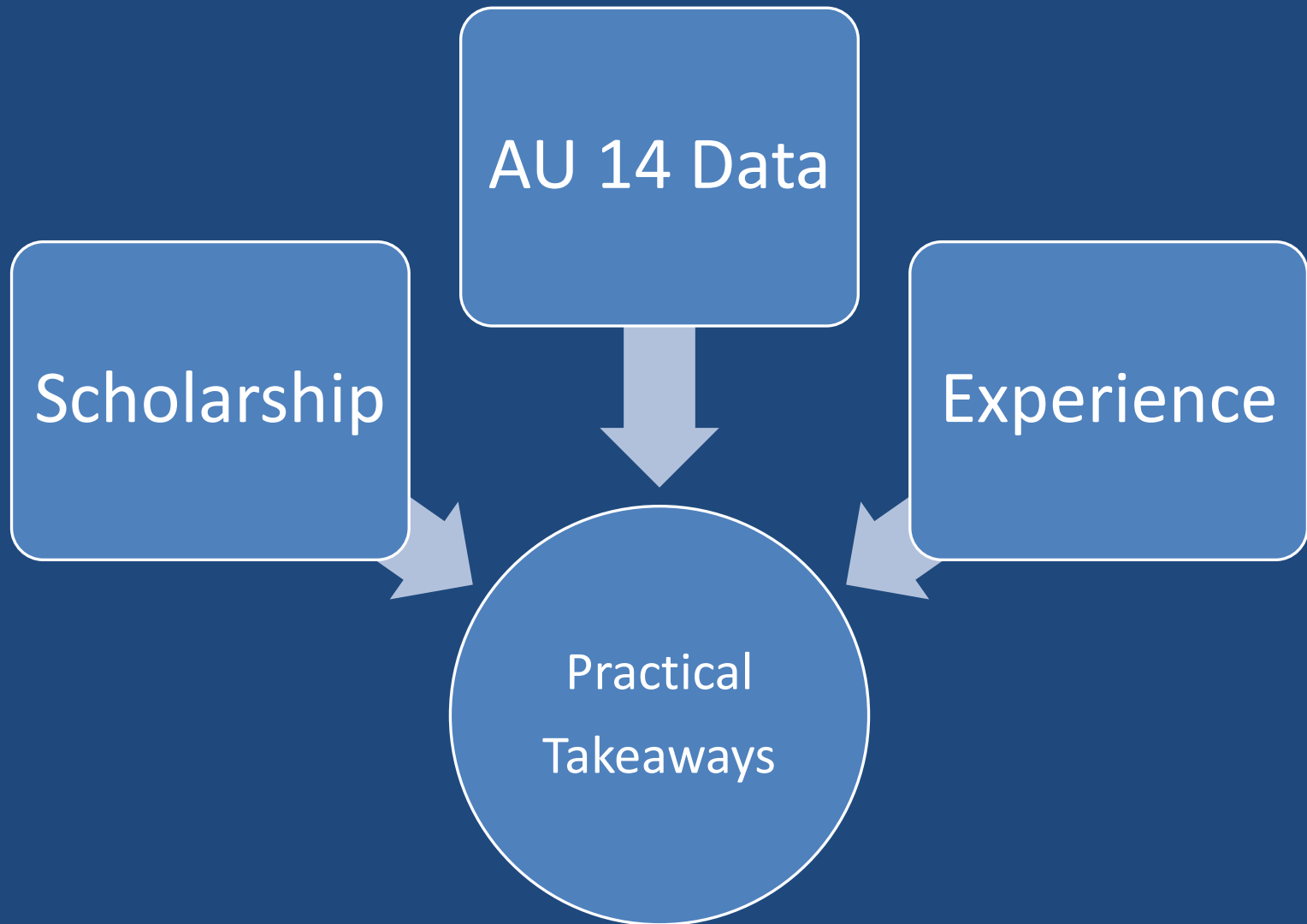
(11) The Scholarship:
Self-Regulated Learning

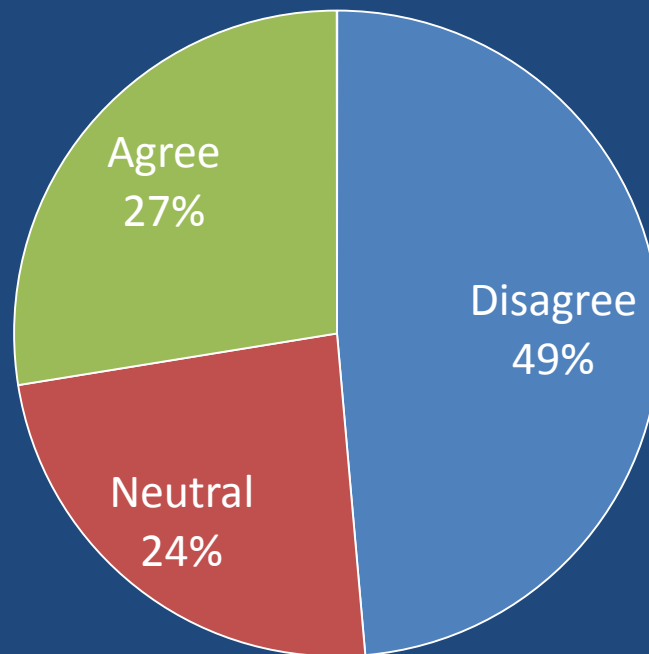Self-regulation…

what I need to do.

(11) The Scholarship: Self-Regulated Learning

Self-regulation…

How should I do <u>what I need to do</u>?

(12) The Findings:
Self-Regulated Learning

**"I have an organized system
for collecting links and emails pertaining to academic and
personal support resources at OSU."**

Agree 27%

Disagree 49%

Neutral 24%

(13) The Findings: Self-Regulated Learning

Pre-Intervention:

I never begin preparing for a big test, paper or project more than a week in advance.

Gender	(Strongly) Disagree	Neutral	(Strongly) Agree	Grand Total
Male	25.1%	25.9%	49.0%	239
Female	36.9%	20.1%	43.0%	374
Grand Total	**32.3%**	**22.3%**	**45.4%**	**100.0%**

Males more likely to report they are procrastinators.
No significant change reported by end of semester!

(14) The Practical Application: Self-Regulated Learning

✓ Share your insider "tricks of the trade"

✓ Ask students about their methods

✓ Refer to Academic Coaches in WEDLC

✓ Help students shift perspective

(15) The Scholarship:
Help-Avoidance

Stereotype threat

People don't believe I can succeed and seeking help will just prove them right

- Difficult to identify because inherent to stereotype threat are some very personal beliefs about self and societal perception.

The resources here on campus will help you succeed and that will prove them wrong!

- Bottom line: if you think that extra support can help you be successful then that's the way to go.

(15.25) Stereotype Threat?
Male / Female, First Gen / Non-First Gen

Male, first gen students more likely

- to report not having used resources at all

Female students more likely…

- to use resources if they had more peers doing so
- use resources if struggling in a class
- to disagree that "Strong students use support resources less often"

First gen students more likely…

- to desire clearer picture of how support resources will benefit them

(15.5) The Findings: Help-Avoidance

- 43% percent of students who agree that *"Strong students use academic support resources less"* reported …

(16) The Scholarship: Help-Avoidance

Help seeking as threat to autonomy

Help seeking signifies incompetence / dependence
"I need to do it on my own."
"Strong students don't need tutoring."

Help seeking will lead to autonomous achievement
- The best students have a strategy for achieving success and using the expertise of others is part of that strategy

(17) The Findings: Help-Avoidance

- 34% of First Gen students reported not utilizing any resources at all in first semester

(18) The Practical Application: Help-Avoidance

Stereotype threat

People don't believe I can succeed and seeking help will just prove them right

- Difficult to identify because inherent to stereotype threat are some very personal beliefs about self and societal perception.

The resources here on campus will help you succeed and that will prove them wrong!

- Bottom line: if you think that extra support can help you be successful then that's the way to go.

Help seeking as threat to autonomy

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"I need to do it on my own."
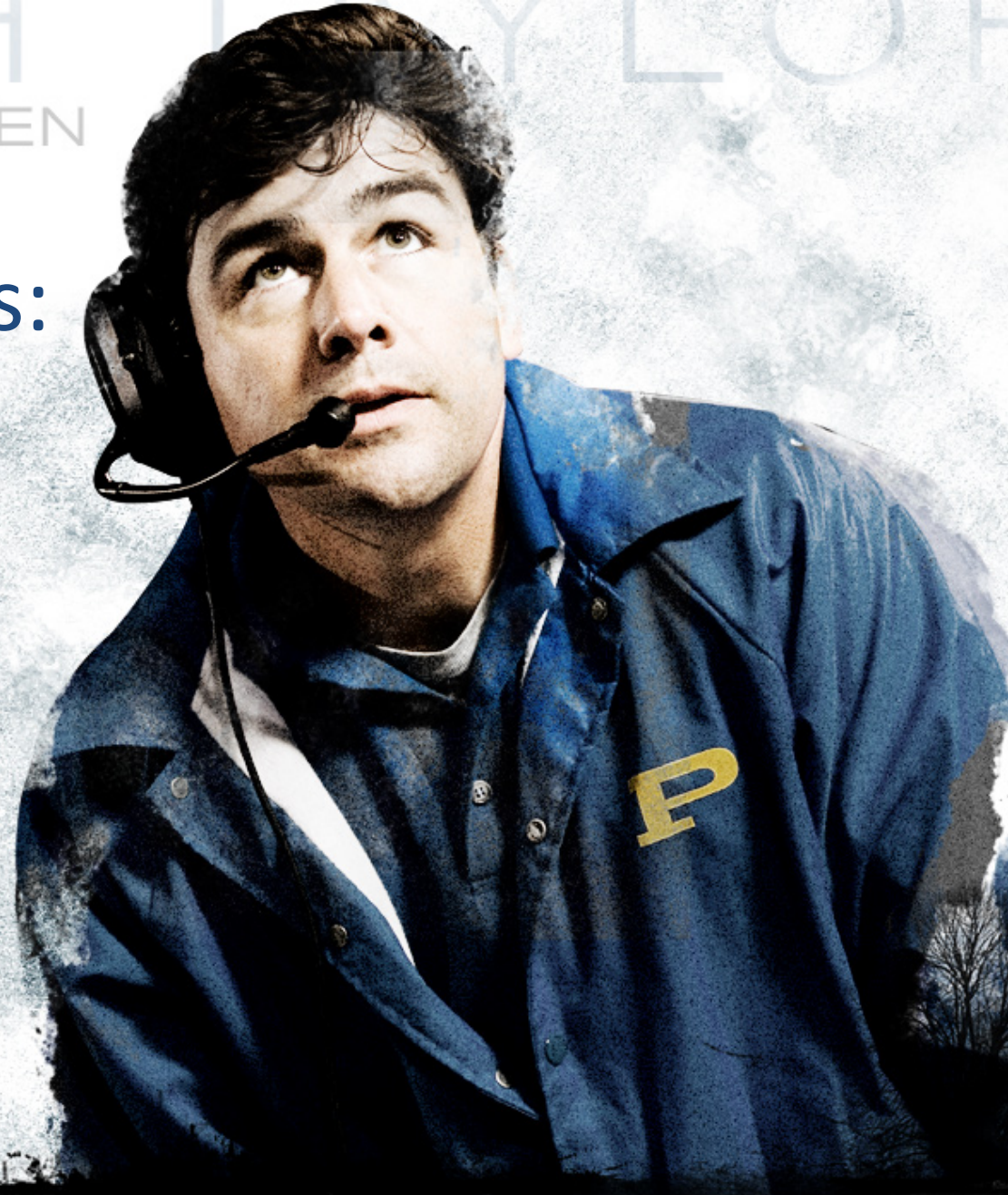"Strong students don't need tutoring."

Help seeking will lead to autonomous achievement

- The best students have a strategy for achieving success and using the expertise of others is part of that strategy

(19) The Findings: Motivation

(20) The Findings: Motivation

The resources you used… what motivated you to use them?	Yes
Advisor / Instructor / Support from the Start	**41%**
Peers	**40%**
Struggling / Grades	**69.5%**

(21) The Findings: Convenience

Convenience	(Strongly) Disagree	Neutral	(Strongly) Agree
I won't visit a resource unless it's close.	**54.2%**	19.4%	26.4%
I'd rather use online resources b/c they are more convenient.	**44.7%**	21.5%	33.8%
To Static group: Having resources emailed to me before big tests would be convenient.	24.6%	21%	**51.1%**

(22) The Scholarship: Motivation

Achievement Goal Theory

Goal is to finish the assignment, get good grades

"I did everything asked of me on the syllabus!"

"Went to MSLC before the test & it didn't help."

Goal is to achieve mastery of material

- In college, need self-generated strategy beyond syllabus
- Use MSLC to *learn* math, rather than cram before tests!

(23) The Scholarship: Motivation

Attribution theory

Poor performance attributed to things external

"I don't like to blame it on the instructor, but it was instructor's fault."

"I just can't do Chemistry." (blaming ability)

Performance attributed to things student can improve

- Don't be at the mercy of the instructor: what are ways you can overcome poor instruction?
- Ok, maybe, but first let's discuss effort and motivation.

(24) Discussion

(25) Acknowledgments

- Thank you to:
  - Center of Study for Student Life
  - Lauren Hensley (Dennis Learning Ctr)
  - Colleagues in EXP