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Creating a Student Success Center: Transitioning Graduate Students into an Online Community of Learners through a Collaborative Approach

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Creating a Student Success Center

Transitioning Graduate Students into an Online Community of Learners through a Collaborative Approach

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University of Nebraska-Lincoln

Link to presentation: https://go.unl.edu/vpsi

Background of EDAD Student Success Center

- Shift to online delivery of graduate programs

- Needs of the department
  - Onboarding students to department
  - Socializing students to graduate education
  - Developing students' competency in online learning

- Online Learning Consortium

- Goal→ Building a community of learners

College of Education and Human Sciences
EDUCATIONAL ADMINISTRATION

Collaboration and Partnerships

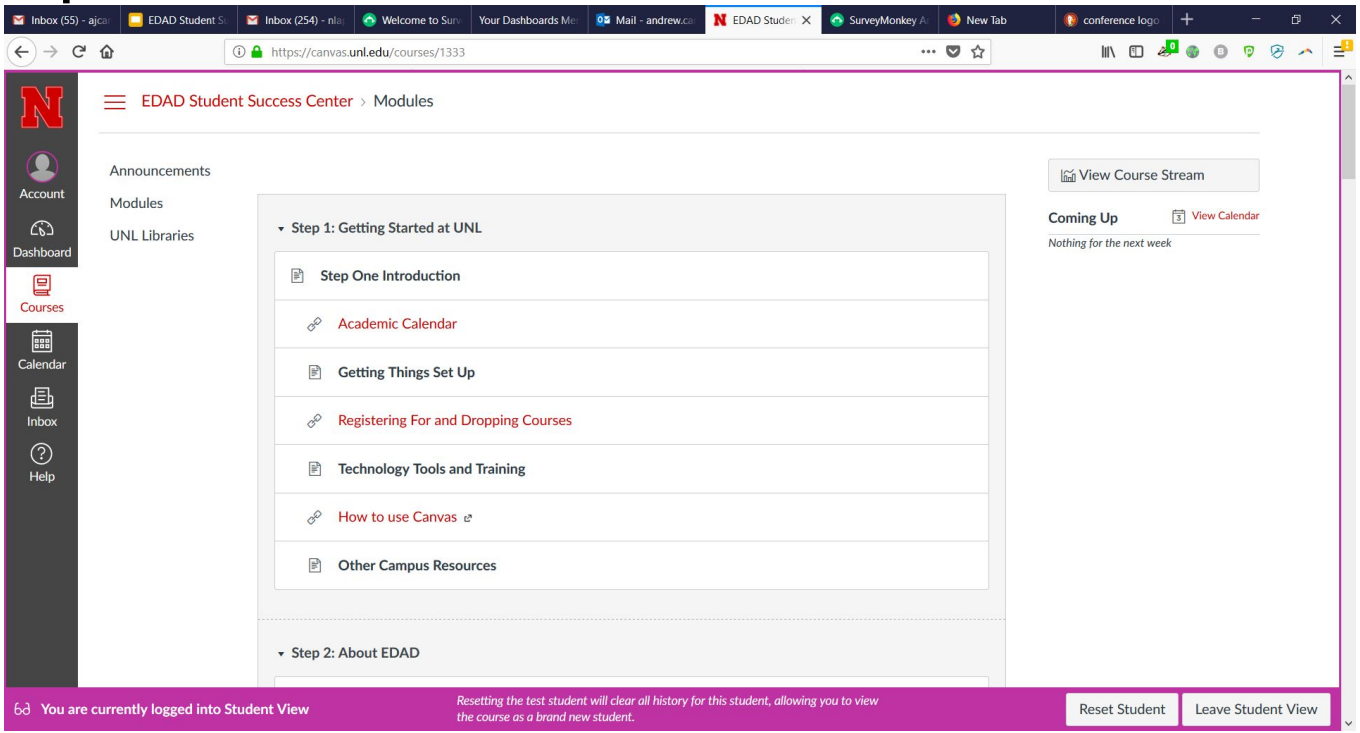
key to program's success, and strengthens relationships

1. EDAD departmental faculty and staff
2. Instructional Designer
3. University Libraries
4. EDAD graduate students (GSA)

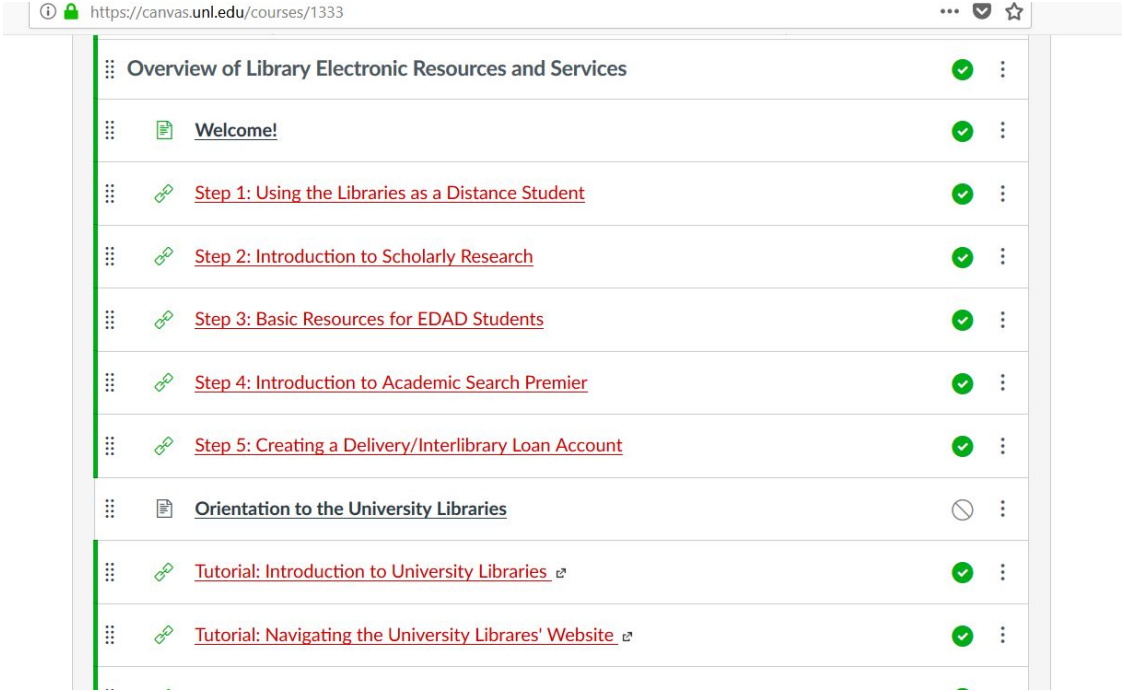
Goals

1. Convey program information
2. The demands/expectations of graduate education
3. The demands/expectations of online education
4. Getting to know the department

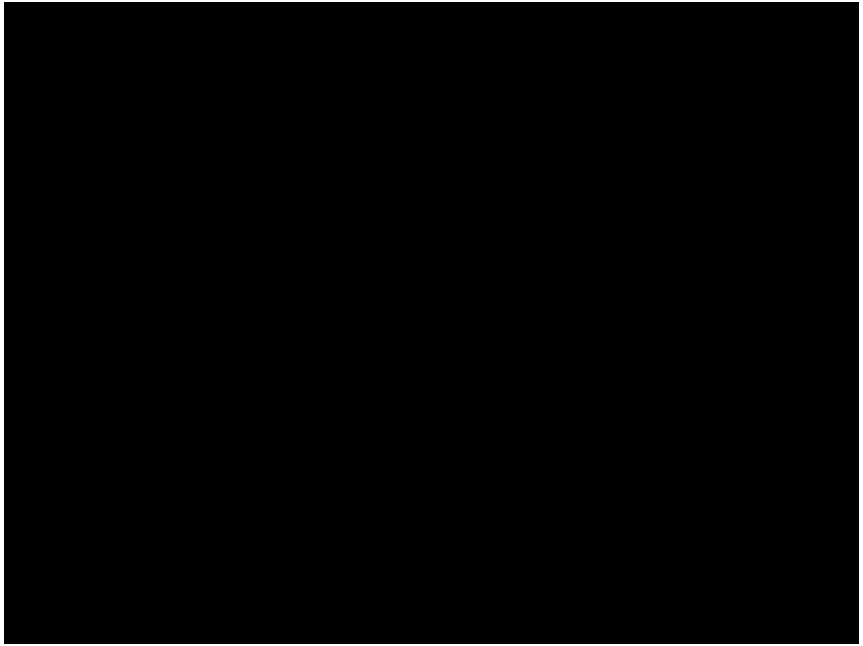
Development



Libraries' Tutorials



Faculty/Staff Videos



Assessment - Preliminary Survey

Respondents (n=30)

- Majority of respondents at least somewhat agreed that the information was useful
- A range of 50–53.27 percent of respondents selecting somewhat agree, agree, or strongly agree for assessing various library content areas
- 58.6 percent strongly agreed or agreed that the site was easy to navigate
- 55.17-55.17 percent somewhat agreed, agreed, or strongly agreed that the information increased their knowledge and familiarity with the noted aspects of the department.

Qualitative feedback (n=10)

- Most helpful areas: library resources (6), faculty videos (5), programmatic and institutional information (3), and writing resources (2).

Assessment - Qualitative Feedback

"I found the EDAD Student Success Center to be essential in my first weeks of the program. Having just been accepted, I felt a little lost, and a little uncertain. The EDAD Student Success Center gave me the tools to navigate the program, as well as continuing support."

—Adam Fullerton, PhD Student in
Educational Leadership and Higher Education

"Thank you for the [library] tutorial! This is my fourth semester as a graduate student, so I only wish I had experienced this earlier in my academic career here. I enjoyed the simplicity and intuitive nature of the presentation. Great job!"

—Anonymous Student

Assessment - Library Tutorial Use Stats

	Page	Pageviews	Unique Pageviews
		23,059 % of Total: 100.00% (23,059)	16,519 % of Total: 100.00% (16,519)
1.	/guide_on_the_side/tutorials/view_step_by_step_only/64	5,049 (21.90	
2.	/guide_on_the_side/tutorial/digital-commons	3,881 (16.83	
3.	/guide_on_the_side/tutorial/psych-lit-reviews	3,541 (15.36	
4.	/guide_on_the_side/tutorials/view_step_by_step_only/76	866 (3.76	
5.	/guide_on_the_side/tutorial/distancelibraryservices	815 (3.53%)	647 (3.92%)

1.	/guide_on_the_side/tutorial/edad	496 (53.33%)
2.	/guide_on_the_side/tutorial/edad-scholarly-research	199 (21.40%)
3.	/guide_on_the_side/tutorial/basic-resources-for-edad-students	144 (15.48%)

I thought this was great! I liked the "guide on the side" and interactive features. One hiccup - I didn't realize I needed to submit answers until the end, and when I did the tutorial again to add the answers I didn't get a certificate that indicated I answered them.

This tutorial was AWESOME! It was just informative enough to allow us to go in and explore the most useful resources. Thank you so much!

really helpful refresher! glad to know I can refer back at any time as it is a link in my course content. learned that you can scan /deliver materials that are only available in print - something I was not aware of. Thanks

I found this tutorial incredibly informative. While I'm a bit overwhelmed by the amount of resources, I'm grateful to have Ms. DeFrain as an expert to reach out to!

Very helpful! Included information that I wasn't aware of, and will be valuable to me as both a student and staff member.

This was extremely helpful! Thank you for the time you spent creating this.

I felt this was very helpful and I enjoyed the interactive nature!

Impact

- Impact on Instructional Design
- Impact on Libraries
- Impact on faculty and course work
- Media and publications

Why IT Matters to Higher Education
EDUCAUSEreview

Helping Graduate Students Join an Online Learning Community

by **Christina Yao**, **Brian Wilson**, Crystal Garcia, **Erica DeFrain** and Andrew Cano Monday, May 22, 2017

Key Takeaways

- **Online learners in graduate studies** often face two new realities at the start of their academic careers: **shifting identity** into becoming graduate students, and developing **online course competency**.
- The Student Success Center — a **strong orientation** to online learning and graduate education — provides a foundation for establishing a **community of online graduate program learners**.
- Through that community of learners and with **frequent interactions** with instructors and staff, students can begin the process of **becoming socialized** into our department and their field of study.
- Finding collaborative ways to **reduce their feelings of isolation** and help online graduate students realize that they are **part of a learning community** that spans the university greatly improves the student experience and helps **foster their success**.

Graduate education requires both independent and group learning to create a community of engaged learners who not only develop content knowledge but also become socialized into their chosen discipline. Traditionally, much of this community building and socialization happens in face-to-face interactions with both faculty and other graduate students. Replicating these types of interactions and experiences can be very challenging when graduate programs move online. In spring 2016, two individuals (authors Christina Yao and Brian Wilson) at the University of Nebraska-Lincoln (UNL) came together to address the challenge of creating a community of engaged learners in the Department of Educational Administration (EDAD). Our department currently has 423 students, with 66 percent of them fully online. In our discussion, we realized that online

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Trial and Error: Teaching Learners to be Online Students

At the University of Nebraska-Lincoln, fully online students enrolled in the master's of education administration degree program said they felt isolated and didn't know how to use the library and other services. The online Student Success Center is changing that.

By Wayne D'Orio // June 7, 2017

INSIDE HIGHER ED Admissions Insider

The Institution: University of Nebraska-Lincoln

The Problem: Nebraska-Lincoln learned its online-only Educational Administration graduate students felt isolated and had trouble connecting with faculty members

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Brian C. Wilson
Christina Yao
University of Nebraska - Lincoln
"Student Success Center: Supporting Graduate Students in an Online Learning Community"

Future Directions

- Challenges that we faced and how we will address them
- Synchronous sessions

Questions?

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