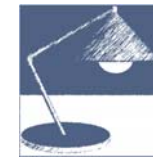




Mastering the Art of Effective Study: Fostering Academic Success Through an Intensive, Preventative Study Skills Seminar



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Overview

Academic Enhancement, housed in *The Study* at the University of Kentucky, is dedicated to enhancing the academic experiences of students by offering programs and services geared toward student recruitment, retention, and persistence.

Introduction

- To better serve the student population at the University of Kentucky, Academic Enhancement developed the *Master Student Seminar* as a preventative, proactive intervention for students. The seminar is designed to address key issues of student persistence and retention through formal instruction, modeling, and hands-on application of study skills.

- The development of the intervention is student responsive in that the topics included are determined by student scores on the Learning and Study Strategies Inventory (LASSI).

- Three types of seminars are generally offered; 1) one that is preventative in nature and generally geared toward first-year or transfer students, 2) one that is designed for students who have demonstrated a history of academic challenges such as being placed on academic probation, and 3) one that is custom designed to fit the needs of the organization requesting the seminar.

Description

The Master Student Seminar is a four-hour, non-credit earning seminar, originally based on Dave Ellis' *Becoming a Master Student*.

- Each seminar begins with a diagnostic learning and study skills assessment (LASSI), results of which are used to target ten potential areas of improvement including: anxiety about academic performance, attitude toward college work, concentration and attention, information processing, motivation, self-testing, selecting main ideas, use of support techniques, time management, and test preparation.

- The seminar continues with formal instruction, real life examples, and hands-on application of techniques and study strategies that have been endorsed by current research in the fields of educational psychology, learning and cognition, motivation, and self-efficacy. Special attention is paid to issues surrounding the first-year experience or transitioning into college.

- Specific seminar topics include: Principles of Learning & Hierarchy of Cognitive Skills, Time Management & Organization, Note Taking, Critical Reading, Study Strategies, and Exam Preparation. Strategies introduced in the seminar are immediately applicable to classes in which the students are concurrently enrolled.

Evaluation

Two forms of assessment are utilized to guide the development of the Master Student Seminar. First, the Learning and Study Strategies Inventory (LASSI) identifies strengths and weaknesses in areas related to college success. Second, student feedback is collected to evaluate perceived effectiveness of the intervention.

Average LASSI scores:

Scale	Mean	%-ile
Motivation	30.78	45
Use of Support Techniques	25.08	45
Information processing	25.37	35
Concentration	23.94	30
Time Management	22.5	30
Anxiety	22.2	30
Test Taking Strategies	25.99	25
Selecting Main Ideas	24.42	25
Self-Testing	21.48	25
Attention	31.09	20

Student Feedback:

Students were asked to rate their experiences in the *Master Student Seminar* on a 5-point, likert-type scale, where 1 was used to indicate "No, definitely not," and 5 was used to indicate "Yes, definitely."

Survey Question	% Responding at the 4-5 Level
I consider the Master Student Seminar to have been a valuable experience.	93
I plan to use the techniques and strategies I learned in the seminar in my classes.	93
Will you come to <i>The Study</i> for peer tutoring?	93
I am likely to recommend the Master Student Seminar to a friend.	86
Based on the instructors I have had before, I consider this instructor to be effective.	86
Rate the degree to which your expectations for this workshop have been met.	86
Did your study skills improve?	79
Did your confidence in your academic abilities improve?	71
Have you been to <i>The Study</i> for an academic consultation? (Y/N)	29
Have you been to <i>The Study</i> for peer tutoring? (Y/N)	29

Student Comments

- "The seminar was great."
- "It was very beneficial and I'm glad I attended it."
- "I learned a few study habits that are still helping me today... Thank you for the opportunity of Master Student Seminar, it helped me greatly."
- "As an M.S., I learned a great deal. Thank you. I will tell friends."
- "Interactive lessons were better than just lecture. I came with a negative attitude about [the] workshop and am leaving with a positive attitude."
- "Thanks! I thought this was very informative."
- "I appreciate very much the depth of information, how applicable it is, and the professional manner it was presented. It is an efficient investment of time. Thank you!"
- "Very good – helpful information. Activities helpful and kept the class moving."
- "Some things were repeated that I have already learned but it's always good to hear things more than once. It was very beneficial and I'm glad I attended it."
- "[T]hank you for the workshop last Saturday! The students all had positive comments and you did a wonderful job...We will be in touch next semester."
- "[T]he Master Student Workshop went over just wonderfully! Again, thank you so much for doing such a fabulous job. Our students took away some very important academic study skill tools. It is our hope they continue to utilize these tools while in high school and of course, we will continue to hound them about it! We will definitely incorporate this program into our high school visits and we look forward to working with you in the future."

For more information contact Chandra N. Strange at cnstrange@uky.edu, or visit our website at www.uky.edu/uqs/study.