

The Drop-in Support Centre: Academic support & more

Abstract: Non-school leavers, particularly those from culturally and linguistically diverse backgrounds have reported difficulty in transitioning to a more independent learning mode due to a lack of real-time contact with faculty staff and peers (Frohman, 2012; Holley & Oliver, 2010). In 2016, in the quest to support student learning, a weekly Drop-in-Support-Centre (DISC) initiative was piloted. The DISC provided an informal, learning space one day a week for students to access academic support if required. This study aimed to evaluate the utility of the DISC, examine profiles of attendees and assess the impact of attendance on academic performance. Of the 1008 undergraduate nursing students who were enrolled on the campus, 163 (16.1%) attended at least once. Those who attended were older, more likely to be overseas-born (74% versus 45% native-born, $p < 0.001$), and had a higher grade point average (4.04 versus 3.86 non-attendees, $p = 0.016$). Controlling for demographic factors, attendees at the DISC were over three times more likely (Adjusted Odds Ratio: 3.39, 95% CI: 1.68-6.87) to achieve higher GPA (>4.4) compared to non-attendees. References Frohman, R. G. (2012). Collaborative efforts work! Reflections on a two-year relationship between Faculty of Health and International Student Services-Language and Learning Unit. *Journal of Academic Language and Learning*, 6(3), A48-A58. Holley, D., & Oliver, M. (2010). Student engagement and blended learning: Portraits of risk. *Computers & Education*, 54(3), 693-700.

Target Audience: Schools and Educational Support Staff

Take home message: Innovative ways of providing academic support to students