

**ACADEMIC SUCCESS CENTER
DR. TED G. WESTMORELAND
ACADEMIC SUCCESS PROGRAM**

**ANNUAL
REPORT
2015-16**



CLEMSON
ACADEMIC SUCCESS CENTER

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From the Director

I am pleased to share the Academic Success Center's 2015-16 Annual Report with our partners and friends.



During the 2015-16 academic year, ASC staff served more than 7,600 students through our course support programs, academic coaching and advising services, academic recovery program and success strategy workshops. Our data continue to show that participation in ASC programs and services positively impacts student success indicators such as Clemson's first-to-second-year persistence, retention of scholarship eligibility and graduation rates.

One of the highlights of this report is our student profiles. I hope you enjoy learning a bit more about some of the students who engaged with ASC services or who worked for the ASC in a peer leader role. We are truly proud of their achievements. Also profiled are the recipients of the 2016 Dr. M. Elaine Richardson Annual Student Award, the 2016 Dr. Ted G. Westmoreland Faculty Award for Excellence and the 2016 Class of 1956 Staff Award for Excellence. We thank these awardees for their commitment to student success and the Class of 1956 for their dedication to recognizing outstanding faculty and staff.

We are also proud and honored to have partnered with faculty, academic advisers and colleagues from more than 53 departments across campus. Our shared vision of and passion for helping students realize their full potential inspire us to deliver high-quality student success programs and services that meet the varying needs of our students. Together we can do more. That's the power of collaboration.

To the Classes of 1956 and 1964, and all of our colleagues, partners and donors, thank you for sharing your time, talents and treasures. We couldn't do what we do without you and your dedication to our mission.

Sincerely,

A handwritten signature in cursive script that reads "Sue Whorton".

Sue Whorton, Ph.D.
Director, Academic Success Center



SUPPORTING STUDENT ACHIEVEMENT FOR 16 YEARS

ASC Vision, Mission and Goals

VISION

To empower every Clemson student to achieve his or her fullest potential.

MISSION

The ASC supports undergraduate student success by delivering a diverse array of services designed to foster the skills and mindset students need to enhance their learning and achieve their educational goals.

GOALS

1. Enhance student learning
2. Promote academic success, continued enrollment and graduation
3. Meet the needs of students

INCLUSION STATEMENT

We celebrate diversity in abilities, identities and perspectives, and invite Clemson students, faculty and staff from all walks of life to participate in our programs, services and employment. We believe that engaging with a variety of ideas and viewpoints results in deeper and more meaningful learning and creates the conditions for our students to thrive. We seek to be an active partner with Clemson students, faculty and staff in creating an inclusive campus environment in which mutual respect and support are demonstrated for all members of our campus community.

History

In fall 2001, the Academic Support Center was established and offered pilot programs in tutoring and Supplemental Instruction. The center's goals were to provide academic support resources to undergraduate students so that they succeeded at Clemson, remained enrolled and retained their scholarships. In 2003, the center name was changed to the Academic Success Center (ASC). In the spring of 2012, as a result of the generosity of the Class of 1956 and one of its members, Ted G. Westmoreland, D.V.M., the Class of 1956 Academic Success Center Building opened, and the Dr. Ted G. Westmoreland Academic Success Program was endowed.

Student Employees

Two hundred and sixty-eight students were employed at the ASC as SI leaders, tutors and peer workshop facilitators during the 2015-2016 academic year. Their average cumulative GPA was 3.73.

ASC WORKSHOPS

“The workshops (not just the study ones, but the lifestyle ones also) were really informative and encouraged me to do the things I was learning in class. It was also nice to know I could get help and advice whenever I needed it!”

Programs Supported by the Dr. Ted G. Westmoreland Academic Success Program and Class of 1956 Endowments

During the 2015-16 academic year, the following seven programs were housed in the Class of 1956 Academic Success Center Building: Academic advising, academic coaching, academic counseling, academic recovery programs, success strategy workshops, Supplemental Instruction and tutoring. A total of 7,672 students utilized one or more of these academic success services. Use of these services resulted in 59,685 unique contact points.

Academic Advising: Academic advising supported the University's mission of preparing students for learning beyond the confines of the academy. Academic advisers represented and interpreted University policies and procedures to students and helped them navigate the academic and organizational paths of the institution. ASC advisers served exploratory/undeclared students and former students returning.

Academic Coaching: Academic coaching provided students with the opportunity to talk one-on-one with a professional academic coach on an ongoing basis about self-management topics such as time management, study habits, goal setting and motivation.

Academic Counseling: Academic counseling provided students with the opportunity to meet with a professional academic counselor who gave individualized feedback to students on their study behaviors and outlined strategies students could use to improve their study and learning habits.

Academic Recovery Programs: The academic recovery programs included the academic recovery workshop, CU 1010, the Success Summit and Tiger Success. These programs helped students on academic probation to develop the skills and mindset they needed to return to good academic standing and gave students the opportunity to demonstrate their commitment to their academic success.

student profile

MICHAEL SCHMIDT

Senior, genetics
SI leader, Academic Success Center
Myrtle Beach, South Carolina

Within the next five years, I will be completing medical school and preparing for a residency.

I have used the ASC for multiple programs, most notably the SI (Supplemental Instruction) program. The ASC services improved my study skills, which resulted in academic improvement.

I spent two semesters as an SI leader for general chemistry, and I am currently in my second semester as a community of practice coordinator for the program. I have gained communication and time-management skills. In addition, I have learned more effective ways to study, and I have been exposed to many different realms of thought. I learned how to approach questions from multiple views, and I find that I am no longer satisfied with just getting the answer, but rather ensuring that I have an understanding of the process behind the question.

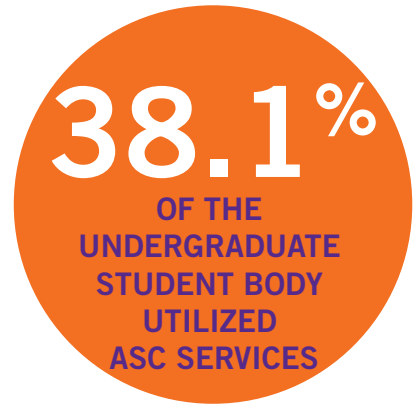
My experience at the ASC has been amazing. Working for the ASC the past four semesters has enhanced my life in so many ways. I have gained leadership skills and had an opportunity to build relationships with both peers and supervisors. The ASC has supplied me with so many positive experiences beyond just the academic ones. Without hesitation, I would recommend the ASC to other students because it provides a wide variety of services.

Success Strategy Workshops: Free workshops were presented throughout the year by faculty, staff and peer facilitators on a variety of learning and self-improvement strategies and techniques to help students succeed. A partnership was formed with General Engineering (GE) faculty that incentivized GE students to attend the workshops as a strategy for enhancing their performance in introductory GE courses.

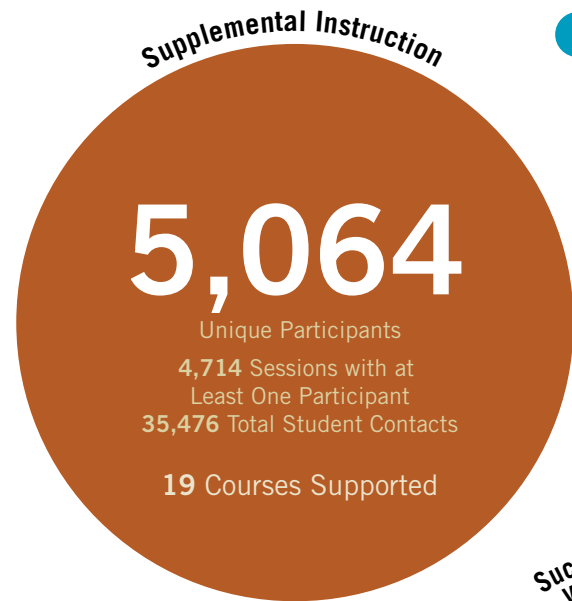
Supplemental Instruction (SI): Offered for historically difficult courses, SI sessions were offered twice a week. These interactive, 80-minute study sessions used collaborative learning activities that were facilitated by another student who had already been successful in the course. The goal of these study sessions was to help students master course concepts by giving them opportunities for additional practice.

Tutoring: Free drop-in tutoring was delivered for more than 100 undergraduate courses. Qualified undergraduate peer leaders certified by the College Reading and Learning Association facilitated tutoring sessions.

ASC IMPACTS ACROSS THE CAMPUS

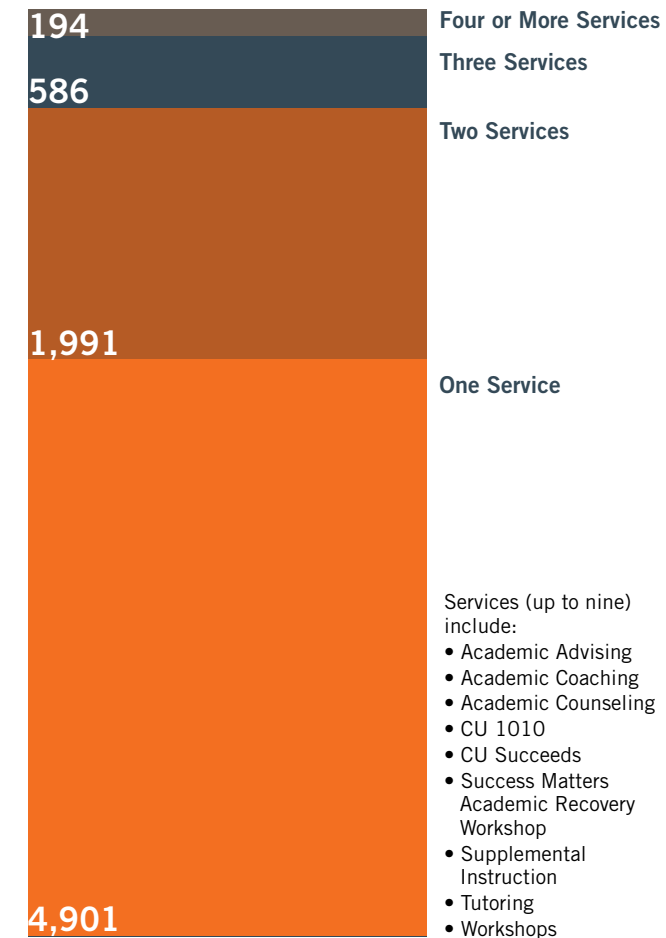


UTILIZATION BY SERVICE OR PROGRAM

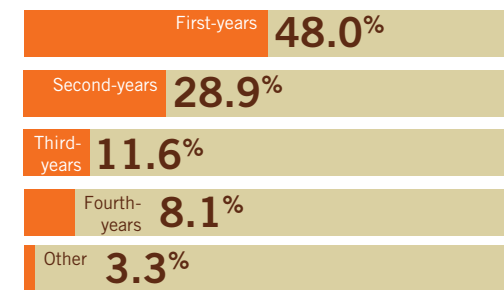


7,672 TOTAL NUMBER OF UNIQUE ASC USERS FOR THE 2015-16 ACADEMIC YEAR

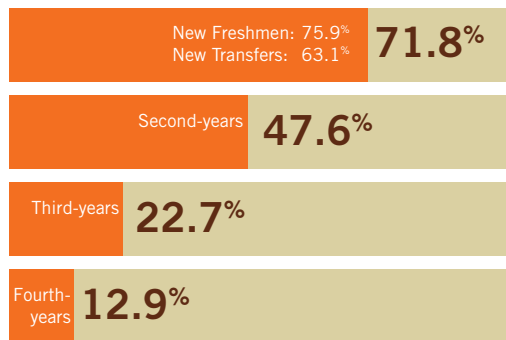
TOTAL UNIQUE ASC USERS BY COUNT OF SERVICES UTILIZED



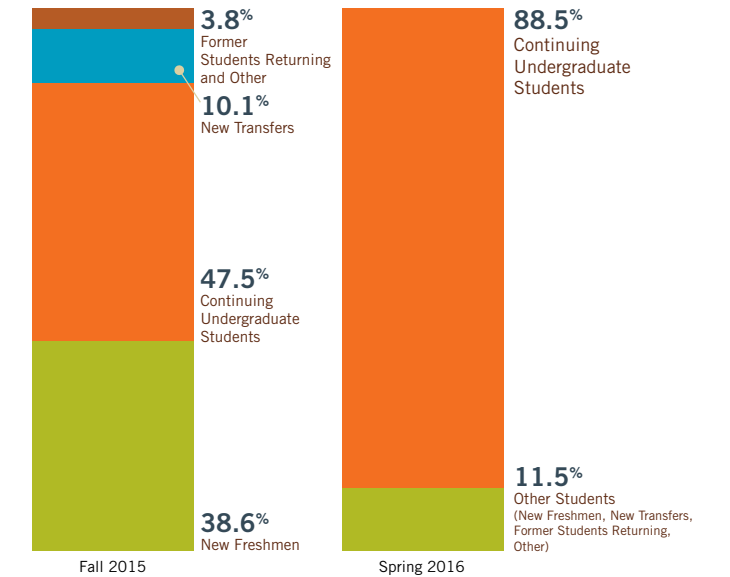
ASC USERS BY STUDENT CLASSIFICATION



UTILIZATION OF ASC SERVICES BY STUDENT YEAR OF ENROLLMENT

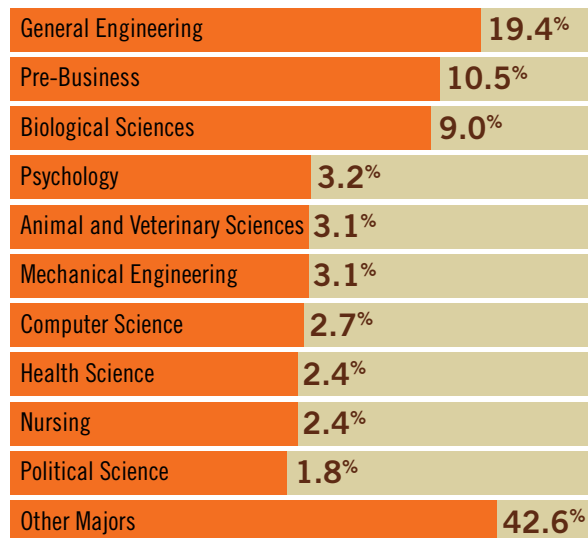


ASC USERS BY ENROLLMENT STATUS

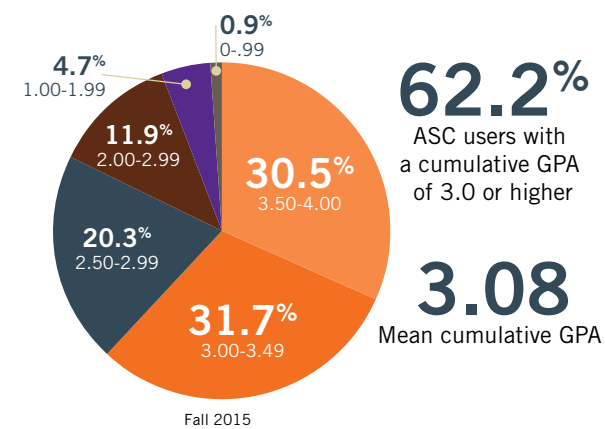


ASC USERS BY MAJOR

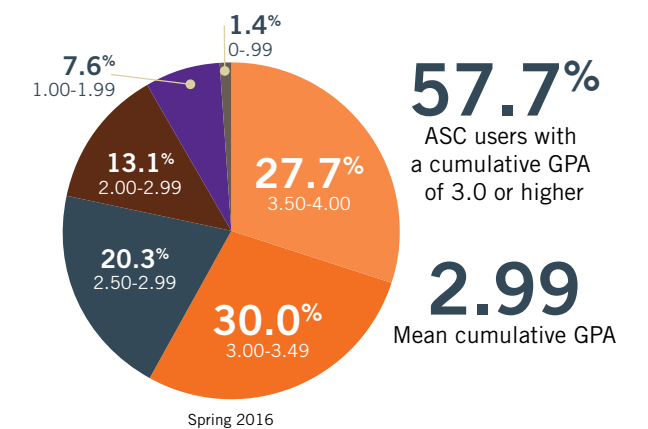
A total of 57.4% of ASC users were enrolled in the 10 majors below.



TOTAL ASC USERS BY CUMULATIVE GPA



TOTAL ASC USERS BY CUMULATIVE GPA



GOAL 1: ENHANCE STUDENT LEARNING

Increase in Perceived Level of Success

Students who utilized ASC services had an increased perceived level of success. After utilizing an ASC service, students strongly agreed or agreed with the following statements:

- A total of 91.2 percent felt more confident in their ability to achieve their educational goals at Clemson (85.4 percent in 2014-15).
- A total of 90.2 percent felt their knowledge of learning strategies increased (92.5 percent in 2014-15).
- A total of 88.3 percent felt an increased sense of commitment to achieving their educational goals (87.5 percent in 2014-15).
- A total of 81.1 percent adopted self-management behaviors (87 percent in 2014-15).

Ability to Identify Learning Strategies and Self-Management Behaviors

A total of 95.8 percent of students who utilized ASC services (academic coaching, academic counseling, the academic recovery workshop, Jumpstart workshops, success strategy workshops, Supplemental Instruction or tutoring) were able to identify at least one learning or self-management strategy they acquired that they could use to enhance their learning and performance (83.8 percent in 2014-15).

Acquire Transferable Skills

Students employed by the ASC were able to identify skills they developed on the job that they could apply to other settings. Of the STARS (Students Teaching Academic Responsibility) and peer mentors, 100 percent identified at least two transferable skills such as public speaking, facilitation and time management that they had acquired as a result of their employment at the ASC. Of the SI leaders, 55.5 percent indicated that they had developed at least two skills that they either used or planned to use outside of SI. Leadership, communication and teamwork skills were the most frequently cited skills, followed by organizational skills. Of the tutors, 100 percent identified at least two skills they had developed as a result of being a tutor, including working with a diverse population, communication skills, problem-solving strategies and teaching strategies.



student profile

BRIANNA BERRY

Senior, management
UPIC intern, Experiential Education
Peer leader, Academic Success Center
Charleston, South Carolina

I will graduate in December 2017 with a degree in management and an emphasis in human resources. In five years, I'd like to be in a job that allows me to develop and mobilize employees. I really enjoy developing individuals based on their passions and desires and seeing them placed in organizations where they can thrive.

Since my freshman year, I've utilized the ASC tutoring services, SI and academic counseling with the use of the Study Behavior Inventory. I also took the study skills course, CU 1010. These services have made a difference in my life because they highlighted my strengths and built my confidence as a student. In addition, the services made me aware of my weaknesses and assisted me in creating a plan to address those weaknesses. I haven't always been a goal-oriented person, but I think utilizing ASC services allowed me to become confident about getting the grades I wanted in specific classes and provided me with a means to set small goals in order to achieve my larger goals.

I have worked at the ASC since my sophomore year as a peer mentor and workshop presenter, and I am now an intern with one of the programs here. I wanted to work as a student leader because I completed the course that peer mentors assist in leading, and I was sold on how the skills in that class worked. I knew I wanted to help others rebuild their confidence to become successful students, and I wanted to help them meet the challenges that stand in the way.

I have benefited from working at the ASC by constantly being encouraged and challenged by the staff here. I've really enjoyed the staff; they care about my success and how they can help me. The most important thing I've learned is that if you neglect the other areas of your life and only focus on school, you will end up in a hard place. Part of college is learning how to maintain a healthy balance, and those who learn that skill will be even better employees later in life.

My experience at the ASC can be defined in one simple word: Resilience. This is a place where you can walk in with the difficulties of a college student and walk out feeling ready and equipped to turn those difficulties into successes.

student profile

MOLLY MAKOS

Senior, biological sciences
SI leader, Academic Success Center
UPIC intern, Experiential Education
Woodstown, New Jersey

After graduating from Clemson, I will pursue my Doctor of Medicine in Dentistry (DMD) and a master's degree in education at the University of Pennsylvania. This is a four-year program, and afterward, I hope to join a dental practice or possibly start at a specialty program for orthodontics.

As a student, I have utilized ASC workshops (both online and in person), tutoring for a number of science classes, ASC study spaces and SI sessions. These services helped to boost my confidence as an incoming student and gave me tools for success in my classes. The ASC also put me in contact with individuals who were as dedicated to their school work as I was, which allowed me to form a number of friendships throughout my time at Clemson.

I worked at the ASC as a CH 1010/1020 SI leader for two semesters; I was a community of practice leader for the SI program for an additional three semesters; and I am currently a UPIC intern at the ASC. I wanted to work as a student leader because I enjoy helping others reach their full potential, and the SI program gave me the opportunity to focus that potential academically.

As an ASC employee, I have grown as an individual. I am much more confident in my abilities to study in my own course areas. Additionally, I have gained skills to be a more effective and efficient learner. I am more comfortable leading a group of people through a meeting or study session, and I have developed personal and professional skills that I will use in my future career. There's something for everyone at the ASC!



SUPPLEMENTAL INSTRUCTION (SI)

“I learned that it was very helpful to work in a group setting. Different people have different approaches, and it can be helpful to hear how others go about solving problems. I also liked making a schedule because it keeps everything on track, especially when you have a limited amount of time. I started working in study groups more frequently. I have a friend in my class, and we started getting together to work through some practice problems, and I found it very helpful. I also started going to the library, and one of the first things I do is make a schedule to make sure I finish everything I have to do.”



Award winner

KATIE HAFNER '16

Recipient: 2016 M. Elaine Richardson Student Award
M.S. candidate, bioengineering
Graduate teaching assistant, Academic Success Center
Columbia, South Carolina

In the next few years, I hope to work in the med tech industry, preferably in a role as a process engineer for a medical device reprocessing company.

As an undergraduate, I utilized ASC tutoring, SI and workshops. Tutoring and SI sessions helped me nail down certain information in my classes, but more importantly, they reassured me of what I knew so I could become more confident in my freshman-year classes. The ASC workshops, such as those on test taking and time management, helped me decide how to break up my study time so I would be better prepared for exams and still have free time to pursue fun activities.

I worked as a tutor at the ASC from spring 2014 to spring 2016, as an ASC Orientation ambassador during the summers of 2015 and 2016, as a STAR (Students Teaching Academic Responsibility) from fall 2015 to spring 2016 and now as a graduate assistant for tutoring. I was interested in the position

because I enjoyed helping others in areas in which I had excelled, and I felt I had good practice from helping my friends. I wanted a position that allowed me to put my skills to use.

After some time in my initial tutoring work, I found the ASC to be a place where I could help students with course material and where I could talk to students about ways to achieve their academic goals. As an Orientation ambassador, I had an opportunity to talk to incoming freshmen and their parents about the support they could find at the ASC. My presentation skills grew, and I felt more confident in my abilities as a peer leader.

Around the time that I began taking on more leadership roles at the ASC, I also began taking on projects and courses in my bioengineering major that allowed me to step into leadership roles. Because of my experience guiding students and acting as a peer leader, I felt more confident in taking charge in my lab and in my senior design group. My presentation skills benefited me when I began to present my ideas and projects to other people at conferences and at senior design meetings. Overall, the experiences I had at the ASC as an employee helped shape me into someone who has more confidence in communicating and expressing my ideas, thoughts and opinions.

REACHING OUR MILESTONES

GOAL 2: PROMOTE ACADEMIC SUCCESS, CONTINUED ENROLLMENT AND GRADUATION

Promote a Growth Mindset

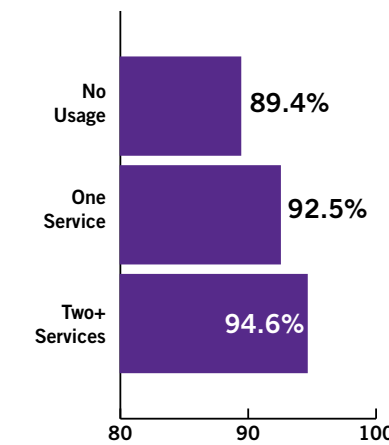
A review of all ASC services content, communications and training materials showed that the ASC promoted the adoption of a growth mindset, self-management behaviors and personal responsibility as strategies for enhancing learning and academic achievement.

Higher Success Indicators

Students who utilized ASC services had higher persistence rates, higher graduation rates, higher scholarship retention rates and lower drop/fail/withdraw (DFW) rates.

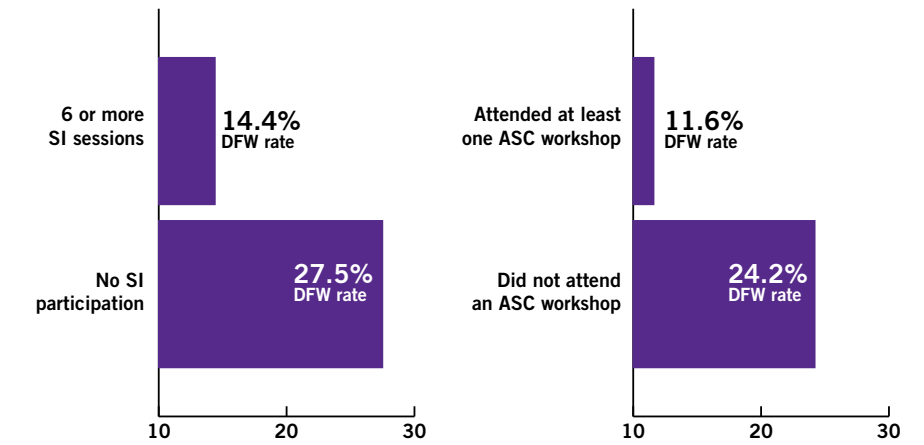
Students who utilized ASC services were more likely to:

STAY AT CLEMSON



Freshmen in the fall 2015 cohort who utilized ASC services returned at higher rates than students who did not utilize any ASC service.

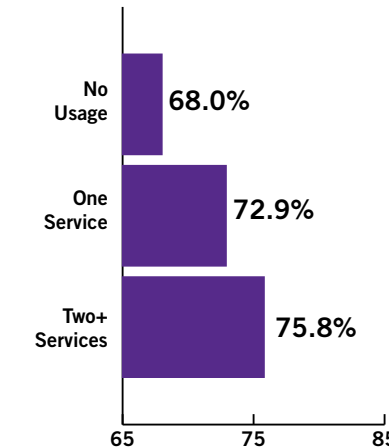
PASS AND COMPLETE COURSES



The DFW (grade of D, F or W) rate for students who utilized SI for six or more sessions was lower than that of students who did not utilize SI.

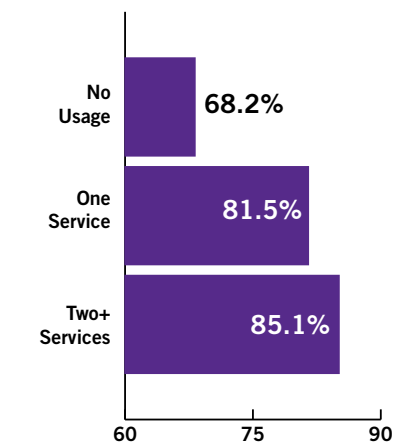
The DFW (grade of D, F or W) rate for students in general engineering courses (ENGR 1020, 1050, 1060, 1070, 1080 and 1410) who utilized the general engineering workshop bonus option was lower than that of students who did not utilize the bonus option.

KEEP SCHOLARSHIPS



Freshmen in the fall 2015 cohort who utilized ASC services retained their scholarships (HOPE, LIFE or Palmetto Fellows) at higher rates than students who did not utilize any ASC service.

GRADUATE FROM CLEMSON



Freshmen in the fall 2010 cohort who utilized ASC services during their Clemson career graduated at a higher rate than students who did not utilize any ASC service.

GOAL 3: MEET THE NEEDS OF STUDENTS

Increased Satisfaction

- A total of 94.8 percent of students who utilized ASC services and responded to ASC surveys reported they were satisfied with their ASC experience (93.8 percent in 2014-15).
- A total of 93.5 percent of faculty who were involved with the SI or tutoring programs indicated they were satisfied with these programs (92.7 percent in 2014-15).
- A total of 93.5 percent of students employed by the ASC indicated they were satisfied with their employment experience (data not collected in 2014-15).

Increase in Utilization Rate

- A total of 7,672 students utilized at least one ASC service (6,991 in 2014-15).
- A total of 38.1 percent of the undergraduate study body utilized one or more ASC services (36.8 percent in 2014-15).
- A total of 76 percent of new freshmen (74.3 percent in 2014-15) and a total of 61.5 percent of new transfer students (53.5 percent in 2014-15) utilized at least one ASC service.
- A total of 42.6 percent of new freshmen (41.6 percent in 2014-15) and a total of 26 percent of new transfer students (21.6 percent in 2014-15) utilized two or more ASC services.

- Of the students enrolled in SI-supported courses, a total of 43.9 percent attended at least one SI session (45.1 percent in 2014-15). Additionally, a total of 28.4 percent of SI participants attended six or more SI sessions (28.6 percent in 2014-15).
- A total of 26 percent of new freshmen attended at least one **tutoring** session (25.3 percent in 2014-15), and a total of 54 percent of tutoring participants attended two or more tutoring sessions (51 percent in 2014-15).
- A total of 3.1 percent of students on academic probation in the fall (2.7 percent in 2014-15) and a total of 2.7 percent of new transfer students (1.9 percent in 2014-15) utilized **academic counseling** in the fall.
- A total of 81.5 percent of students who attended a **Jumpstart workshop** utilized one or more ASC services in the fall (79.5 percent in 2014-15).

Increased Number of Partnerships and Collaborative Activities

ASC staff partnered with 53 different departments within the University resulting in 90 collaborative activities (51 collaborative activities in 2014-15). Key partnerships included those with Bridge to Clemson, College of Business, General Engineering, Student Accessibility Services, Undergraduate Studies, Student Affairs, Cooper Library and advisers from all colleges.

TUTORING

“Receiving personal attention from a knowledgeable source directly benefited my knowledge of the course material.”

ACADEMIC COACHING

“Time management was huge for me. Also, since I was a first-generation college student, I didn’t have anyone to tell me what to expect. Mrs. McWilliams (Beth McWilliams, ASC academic advising/coaching specialist) not only taught me study skills, but she gave me constant encouragement. I am very close to my parents, so leaving home was hard. Mrs. McWilliams was really the first person to make Clemson feel like home to me. Without her, I would have settled on my education, moved home and attended Piedmont Tech.”



Award Winner

KRISTIN GOODENOW

Recipient, 2016 Class of 1956 Award for Staff Excellence
 Director, College of Education and College of Behavioral, Social and Health Sciences Advising Center

I advise students in a variety of majors and oversee a team of advisers who directly touch the lives of around 1,000 Clemson students. I help formulate policy and procedure regarding advising, as well as facilitating prospective student visits and questions.

There is no shortage of ways the ASC contributes to the success of students! From long-term tutoring and SI to shorter workshops targeting specific study strategies, the ASC offers something for every student. The staff members at the ASC go out of their way to identify what our students need and to provide those services.

I work with high-achieving students who have typically “never had to study.” Many times, they just have a specific area to address, which is where the specific workshops often are most beneficial. The Jumpstart workshops — especially for science courses — have significantly helped our students to hit the ground running in a positive way instead of having to dig themselves out of an academic hole. Students often report that SI and tutoring (when used consistently) have made the difference in passing or not passing a difficult course.

Being recognized for helping students find the resources to achieve their maximum potential is humbling. I merely used the tools the University gave me to help connect students to the ASC.

It has been rewarding to see the ASC first created (where nothing existed) and developed to the point that it has a fabulous new building and expanded staff and services. I could not do my job without the services the ASC provides.

I would recommend the ASC to all students. When you need specialized advice, you go to the specialist. I know what courses a student needs to take to graduate, but I don’t always know what a student needs to be successful. The staff at the ASC are experts in this area and can take the time to create a plan for success with students.



Award Winner

PHILLIP FRAVEL, PH.D.

Recipient, 2016 Ted G. Westmoreland Award for Faculty Excellence
Associate director of agricultural education and lecturer

I am a career educator, having taught at the high-school level for 15 years before joining academia more than 20 years ago. During the past 17 years at Clemson, I have been a faculty member in the agricultural education program where I work with students who want to become high school teachers, Extension agents and other professionals in agricultural careers.

I focus on classroom preparation, as well as the development of agricultural mechanization skills (as a portion of my duties). I provide faculty design and consulting services to teachers and school officials at no expense to their programs. I also chair and design annual in-service programs and workshops for current teachers statewide.

During my 35-plus years in education, I have seen the changes in perceptions and the additional services that are afforded to students to assist them in addressing their weaknesses or challenges in meeting the demands of rigorous undergraduate programs.

After learning more about the number of students the ASC meets with throughout a given year and the services the center provides, I have been very impressed. I think

the center's services produce outstanding dividends to the academic community.

I was very surprised to receive this award. To be nominated and supported by students was very emotional for a veteran and seasoned educator. To have someone think about me, take the time to formally recognize me, draft letters of support and congratulate me following the selection was very humbling. The students I work with mean the world to me, and I very seriously accept my duty to prepare them for careers. An award based on a nomination originating from students is very dear to me.

During the spring 2016 ASC awards event, I was taken by both the enthusiasm and the energy of the administration, faculty, staff and student workers affiliated with the ASC. My conversations throughout the event were enjoyable and very student-focused. I felt I was "at home" and among folks who value the potential of the individuals who comprise the undergraduate student body. I learned so much about the workings and services provided by the center. Without a doubt, I would recommend the ASC services and most importantly the warm support provided by the numerous individuals involved with the ASC.

LEARNING STRATEGIES

"I learned how to predict what my GPA would be based on certain grades in my classes, which helped me to focus on what classes would require more attention to get the GPA I wanted. I also learned to make a study plan to prioritize the way I studied."

ACHIEVEMENTS AND ACCOLADES

Presentations

National Meetings

1. **Chasmar, J.M., and Benson, L.C.** "Future Time Perspective and Self-Regulated Learning: Multiple Case Studies in Industrial Engineering." American Society for Engineering Education 2016 Annual Conference. New Orleans, Louisiana. June 2016. Conference presentation.
2. **Chasmar, J.M., and Doney, M.** "Excel Skills for Assessment." Association for the Tutoring Profession 12th Annual Conference. San Francisco, California. March 2016. Pre-conference presentation.
3. **Chasmar, J.M, Doney, M., and Loppacher, J.** "Elevating Center Success." Association for the Tutoring Profession 11th Annual Conference. San Francisco, California. March 2016. Panel discussion.
4. **Whisler, L., Dickenson S., and Makos, M.** "Entangling Your Learning: Harnessing the Power of Collaborative Independence." College Reading and Learning Association. Portland Oregon. November 2015. Conference presentation.

Regional/State Meetings

1. **Chasmar, J.M., and Hafner, K.** "Flipping Tutoring: Using Technology to Innovate a Drop-in Program." Southeastern College Learning Center Association 1st Annual Conference. Charleston, South Carolina. June 2016. Conference presentation.
2. **Murphy, C., and Carnot, T.A.** "Riding the Broom That Gets You to Graduation." Southern Association for Institutional Research. Savannah, Georgia. October 2015. Conference presentation.

3. **Murphy, C.** "Trick or Treat, For Something Sweet, When IR and the Learning Center Partner." Southern Association for Institutional Research. Savannah, Georgia. October 2015. Roundtable.
4. **Daly, D., Haines, J., Miller, A., Ward, D., and Whisler, L.** "Promoting Independent and Self-Regulated Learning in a Collaborative Environment." North Carolina Peer Tutor, SI Leader and Mentor Statewide Conference. East Carolina University. March 2016. Conference presentation.

Leadership Positions

ASC staff assumed a leadership position in one learning center association. The position held was the ATP awards chair.

Tutor Certification

Of the incoming ASC tutors, 100 percent received CRLA Level 1 training and certification each semester. Additionally, all returning tutors received CRLA Level 2 training and certification each semester. Further, 14 ASC tutors opted to engage in Level 3 training, and all 14 students received Level 3 certification.

New Service

In June 2016, the ASC began to advise undeclared/exploratory students. Students entering Clemson University who have not chosen a major are assigned an ASC adviser who specifically works with them.

STAR AND PEER MENTOR SKILLS

"I have never been anxious about public speaking or lecturing but being a peer mentor has definitely improved my skills. I am also more open with others, and I focus more on my work. I probably would not have graduated if not for attending CU 1010 and becoming a peer mentor myself."



Dr. Ted G. Westmoreland Academic Success Program
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