I am pleased to share the Academic Success Center’s 2016-17 Annual Report with you — our donors, colleagues and friends.

During the 2016-17 academic year, ASC staff served more than 7,700 students. Student survey data as well as institutional data continue to show that ASC course support, advising, coaching, consulting and workshop programs benefit students as they work to achieve their educational goals.

In this report, you will find content about new initiatives ASC staff developed and launched during the 2016-17 year. They include the following:

- MATHLab for students enrolled in business and STEM calculus courses
- Peer success leader program

We are excited about the potential for these programs to help more students succeed in difficult calculus courses and develop leadership skills they can apply after graduation.

Also in this report are the personal stories of students who have utilized ASC services or worked as an ASC peer leader. We are passionate about helping students to realize their full potential, and I am excited for you to read about the positive impact the ASC has had on these students’ Clemson experiences and their careers.

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

Sincerely,

Sue Whorton, Ph.D.
Director, Academic Success Center
Two hundred and fifty-two students were employed at the ASC as PAL leaders, tutors and peer success leaders during the 2016-17 academic year. Their average cumulative GPA was 3.74.

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

During the 2016-17 academic year, the following programs were housed in the Class of 1956 Academic Success Center Building: academic advising, academic coaching, academic recovery program, learning strategies consulting, peer-assisted learning, tutoring, MATHLab and success strategy workshops. A total of 7,710 students utilized one or more of these academic success services. Use of these services resulted in 57,272 unique contact points.

Academic Advising: Academic advising supported exploratory/undeclared students and former students reenrolling by providing guidance on course selection and undergraduate academic policies, procedures and resources.

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 Recovery Program: The academic recovery program included the Success Matters workshop and CU 1010. The workshop and course helped students on academic probation develop the skills and mindset they needed to return to good academic standing and gave students an opportunity to focus on their academic success.

Learning Strategies Consulting: Learning strategies consulting offered students 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.

MATHLab: MATHLab gave students enrolled in business and STEM 1000- and 2000-level calculus the opportunity to come together in a dedicated space to regularly study together with the goal of mastering calculus concepts. Peer leaders encouraged active and collaborative learning while allowing students to work at their own pace.

Peer-Assisted Learning (PAL): PAL provided 80-minute twice weekly group learning and problem-solving sessions for students enrolled in historically difficult courses with high enrollments. PAL leaders facilitated an environment for students to learn collaboratively to master course content and develop effective learning skills and strategies.

Success Strategy Workshops: Workshops on a variety of learning and self-improvement strategies and techniques were presented throughout the year by faculty, staff and undergraduate peer leader facilitators. A partnership with General Engineering (GE) faculty teaching introductory GE courses incentivized GE students to attend workshops by awarding students extra points towards their final course grade.

Tutoring: Tutors offered drop-in learning assistance for students who had specific questions or wanted more support to master specific course concepts and learning strategies. Tutoring was offered for 100+ courses. Tutors had the opportunity to become certified by the College Reading and Learning Association.
ASC BY THE NUMBERS

7,710 TOTAL NUMBER OF UNIQUE ASC USERS FOR THE 2016-17 ACADEMIC YEAR

ASC USERS BY STUDENT CLASSIFICATION
- New Freshmen: 55.8%
- Second-years: 25.9%
- Third-years: 11.5%
- Fourth-years: 6.7%
- Other: 0.1%

ASC USERS BY ENROLLMENT STATUS
- Fall 2016: 44.1% New Freshmen
- Spring 2017: 92.8% Continuing Undergraduate Students
- 7.2% Other Students (New Transfers, Former Students Returning, Other)

ASC USERS BY CUMULATIVE GPA
- 60.9% ASC Users with a Cumulative GPA of 3.0 or Higher
- 3.04 Mean Cumulative GPA

UTILIZATION OF ASC SERVICES BY STUDENT YEAR OF ENROLLMENT
- New Freshmen: 82.8%
- Second-years: 42.6%
- Third-years: 20.4%
- Fourth-years: 10.5%

ASC USERS BY MAJOR
A total of 58.8% of ASC users were enrolled in the 10 majors below:

- General Engineering: 18.3%
- Pre-Business: 11.3%
- Biological Sciences: 9.2%
- Psychology: 3.5%
- Animal and Veterinary Sciences: 3.3%
- Mechanical Engineering: 3.0%
- Nursing: 3.0%
- Computer Science: 2.9%
- Health Science: 2.3%
- Microbiology: 1.8%
- Other Majors: 41.2%

UTILIZATION OF ASC SERVICES BY SERVICE OR PROGRAM
- 4,635 Unique Participants
- 4,543 Sessions with at Least One Participant
- 31,790 Total Student Contacts
- 19 Courses Supported

Academic Coaching
- 449 Unique Participants
- 219 Sessions with at Least One Participant
- 8,972 Total Student Contacts
- 115 Courses Supported

Learning Strategies Counseling
- 242 Unique Participants
- 300 Total Student Contacts

Tutoring
- 2,203 Unique Participants
- 2,448 Sessions with at Least One Participant
- 9,995 Total Student Contacts
- 15 Courses Supported

Workshops
- 3,537 Unique Participants
- 219 Sessions with at Least One Participant
- 8,972 Total Student Contacts

Services (up to eight) Include:
- Academic Advising
- Academic Coaching
- CU 1010
- Learning Strategies Consulting
- Peer-Assisted Learning
- Success Matters
- Tutoring
- Success Strategy Workshops

TOTAL ASC USERS BY CUMULATIVE GPA
- Fall 2016:
  - 7.5% 1.00-1.99
  - 11.0% 2.00-2.99
  - 19.0% 3.00-3.49
  - 32.9% 3.50-4.00
- Spring 2017:
  - 7.6% 1.00-1.99
  - 13.4% 2.00-2.99
  - 19.7% 3.00-3.49
  - 28.8% 3.50-4.00

ASC USERS BY THE NUMBERS / Clemson University Academic Success Center
Academic Success Center by the Numbers / 5
**GOAL 1: ENHANCE STUDENT LEARNING**

Increase in Perceived Level of Success

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

- A total of 95.6 percent felt more confident in their ability to achieve their educational goals at Clemson (91.2 percent in 2015-16).
- A total of 94 percent felt their knowledge of learning strategies increased (90.2 percent in 2015-16).
- A total of 93 percent felt an increased sense of commitment to achieving their educational goals (88.3 percent in 2015-16).
- A total of 90.8 percent adopted self-management behaviors (81.1 percent in 2015-16).

Ability to Identify Learning Strategies and Self-Management Behaviors

A total of 91.9 percent of students who utilized ASC services identified at least one learning or self-management strategy that they could use to enhance their learning and performance (89.8 percent in 2015-16).

Acquire Transferable Skills

Students employed by the ASC were able to identify transferable skills they developed as a result of their employment experience (93.8 percent in 2015-16).

A total of 82.9 percent of new freshmen (76 percent in 2015-16) and a total of 23.3 percent of new freshmen attended at least one Jumpstart workshop (26 percent in 2015-16), and a total of 54.7 percent of tutoring participants attended two or more tutoring sessions (54 percent in 2015-16).

**GOAL 2: PROMOTE ACADEMIC SUCCESS, CONTINUED ENROLLMENT AND GRADUATION**

Promote a Growth Mindset

ASC services and the content of communications and training materials served as vehicles for the ASC to promote 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, graduation rates and scholarship retention rates than students who did not utilize an ASC service.

Promote Inclusion

ASC staff promoted inclusion of all students through the development of an inclusion statement as well as through our mission statement, communications (website and outreach) and building environment.

**GOAL 3: MEET THE NEEDS OF STUDENTS**

Increased Satisfaction

- A total of 96.9 percent of students who utilized ASC services and responded to ASC surveys reported they were satisfied with their ASC experience (98.8 percent in 2015-16).
- A total of 90.2 percent of faculty who were involved with the PAL or tutoring programs indicated they were satisfied with these programs (93.3 percent in 2015-16).
- A total of 100 percent of students employed by the ASC indicated they were satisfied with their employment experience (93.5 percent in 2015-16).

Increase in Many Utilization Rates

- A total of 7,710 students utilized at least one ASC service (7,672 in 2015-16).
- A total of 38 percent of the undergraduate study body utilized one or more ASC services (38.1 percent in 2015-16).
- A total of 82.9 percent of new freshmen (76 percent in 2015-16) and a total of 73.3 percent of new transfer students (61.5 percent in 2015-16) utilized at least one ASC service.
- A total of 48 percent of new freshmen (42.6 percent in 2015-16) and a total of 35.9 percent of new transfer students (26 percent in 2015-16) utilized two or more ASC services.
- Of the students enrolled in PAL-supported courses, a total of 39.3 percent attended at least one PAL session (43.9 percent in 2015-16). Additionally, a total of 29.3 percent of PAL participants attended six or more PAL sessions (25.4 percent in 2015-16).
- Of the students enrolled in Jumpstart participants attended at least one Jumpstart workshop (26 percent in 2015-16), and a total of 54.7 percent of tutoring participants attended two or more tutoring sessions (54 percent in 2015-16).
- A total of 85 percent of Jumpstart participants utilized one or more ASC services in the fall (81.5 percent in 2015-16). Further, data show that Jumpstart participants utilized ASC services in the fall at a higher rate than students who did not attend a Jumpstart workshop.
Academic Coaching Goals
Academic coaching is a student-driven and goal-oriented service that provides students with ongoing, individualized and targeted support. Coaches focused on helping each student they worked with to define what success means to them and then shared strategies tailored to help each student attain success and achieve their individual goals. Students could choose to meet with a coach on a weekly, biweekly or monthly basis.

Coffee with a Coach
In September 2016, the Academic Success Center hosted its second annual Coffee with a Coach. The goal of this event was to educate Clemson students, faculty and staff about ASC resources while also engaging them in conversation about learning strategies, time and self-management, goal setting and motivation. Over 300 students, faculty and staff engaged in this event and enjoyed coffee and breakfast items while talking with ASC staff members and peer success leaders. Participation in this event increased from 2015, and we look forward to seeing continued success in the future.

“I will graduate in December 2018 with a degree in accounting. Outside of my coursework, I am involved in a few organizations that help motivate and encourage the youth in this area to stay active in their own community. One of my biggest involvements is helping kids to prepare themselves for college. When I first started at Clemson, I realized how demanding the classes were. I transferred to Clemson, and my previous school did not have anything like the ASC. As I started going to the MATH 1020 PAL sessions, I found that I wasn’t the only one struggling with the content. The more I went, the better my grades became.

“Academic coaching is probably the resource I use the most. I met with my coach once every other week to go over study strategies and create a clear schedule that I could follow. These meetings helped me to talk out ideas and identify where I could do better. If it were not for the ASC, I don’t think I would still be here.

“I would definitely recommend the ASC to a friend with the advice to go early and go often. Don’t wait until the end of the semester or even the middle of the semester. The ASC helps you take control and helps map out a plan for success. In my future career, I hope to help failing businesses become profitable and help fund services like those offered at the ASC. I feel that if I can help at least one person understand and gain the knowledge that I have at Clemson, then I have lived a life worth living.”

Corbin McCauley
Senior, accounting
Seneca, South Carolina

“Sometimes it’s hard to ask for help at a college like Clemson because students want to feel like they can do it if they only try a little harder. The ASC helps students with that transition in order to give them a successful academic and college experience.”

Abby Nommay
Junior, English
Charleston, South Carolina

“The ASC is truly a safe haven — a means for committed students to get some extra support for classes in which they want to be successful! I highly recommend it to anyone who feels lost. It is a great resource that’s available FREE to every student here, and I’m a firm believer in taking full advantage of resources provided to me.

“PAL and tutoring definitely helped me with my academics. Studying on my own can be a challenge, and my tutors and PAL leaders pushed me in the right direction. I attended religiously and definitely credit a large part of my success to attending these sessions. Academic coaching helped me get back on track this year after a disastrous freshman year. My whole academic career has had a massive turnaround thanks to the guidance of my academic coach. I went from nearly flunking out to almost straight As!”

“Outside of classes, I’m involved in the Clemson Navigators, a Christian organization, and I try to attend as many football and basketball games as I can. I changed majors from biochemistry to computer science, so I don’t know where I’ll end up, but I know I’ll be in a good place doing something I love. I might be working for a software company or maybe in graduate school. What I do know is that I’ll always be thankful for the services the ASC has provided for me.”

Jordan R. Wilson
Sophomore, computer science
Daytona Beach, Florida

“Sometimes it’s hard to ask for help at a college like Clemson because students want to feel like they can do it if they only try a little harder. The ASC helps students with that transition in order to give them a successful academic and college experience.”

Abby Nommay
Junior, English
Charleston, South Carolina
ACADEMIC ADVISING

ACADEMIC ADVISING GOALS

Academic advising is an ongoing educational process that connects the student to the University. Academic advising supports the University’s mission of preparing the student for learning beyond the confines of the academic. ASC advisers primarily supported two unique student populations:

• Undeclared students: Our advisers assisted students in exploring their values, skills and interests as they discerned a major that was right for them.

• Former students returning: Our advisers served as the first advising point of contact for students returning to Clemson after time away from the University.

For former students returning, our goal was to support the students in their transition back to Clemson. ASC advisers sought to equip all students with the information and resources they needed to be successful both inside and outside of the classroom.

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Bobby Boyles
Freshman, geology and modern languages
Mount Pleasant, South Carolina

“I was a geology major and I really enjoyed my classes. I decided to minor in modern languages because I think it’s a valuable skill to have.”

My adviser did a wonderful job accommodating my needs, helping me work out my class schedule and assisting me in exploring potential majors. Without these services, I probably wouldn’t be on the track I am now. I’m really glad to be on the academic course I have worked out; I love it. The ASC helped me to find a direction in college when I really didn’t know what I wanted to do.”

Hilary Caldwell
Senior, psychology
Lexington, South Carolina

“I will graduate in December 2018 with a degree in psychology and minor in youth development studies. I began my academic journey at Clemson at the age of 27 on the recommendation of my husband, a 2001 Clemson graduate. Immediately following graduation, I intend to become a child life specialist to support children and their families as they cope with challenges associated with illness. Long term, I plan to pursue a doctorate in child psychology.

Clemson’s Academic Recovery Program introduced me to the Academic Success Center and its services. I worked with a learning strategies consultant, Lori, who helped me to better understand how I learn and how to develop a greater capacity to learn. She introduced me to strategies for previewing and reviewing material that I continue to employ in the majority of my courses each semester.

I have also worked regularly with an academic coach, Ashley, who has helped me over the past three years to develop a stronger mindset about learning. Learning is about growth, not the grade. Through Ashley’s guidance, my goals in the classroom shifted from a focus on memorization to learning the content for retention and application.

Working with the staff at the ASC has helped me to better understand my role as a student and how to utilize the resources available to me. Among Lori, Ashley and my academic adviser in psychology, I have a dedicated support system that genuinely cares about my success.

Even the ASC building is a part of that system. It is a welcoming place to study where I feel a part of something. My advice to students who might be struggling is twofold: Probation is not the end, and take advantage of the advice and services provided in the ASC. Hold yourself accountable and take ownership over finding what suggestions and services will be useful to you.”

Jeffrey Todd Fulton ’17
Manager of project coordination,
Windstream Enterprise
B.S., management
Greenville, South Carolina

“I graduated from Clemson in August 2017, nearly 11 years after my first semester on campus. I began my journey at Clemson while on my first deployment through the Army Reserves in Afghanistan in 2005. I took classes on campus for the first time in the fall of 2006. I did not give myself time to properly reintegrate into the hustle of college life, so my grades took a hit and prolonged my college experience. I deployed for a second tour to Afghanistan from 2010 to 2011, which took a toll on me mentally, as I was responsible for 15 soldiers on a route clearance patrol in which we sought out improvised explosive devices along our routes. Once again, I did not prepare mentally prior to starting back at Clemson, and I was suspended for one year, starting in January 2014.

“I began working at Windstream as a contractor and later as a manager before applying for readmission to Clemson in spring 2016. That is when I was introduced to the ASC and its services. Ashley advised me the day before classes started, and I continued to work with her as an academic coach throughout my last semesters at Clemson. I believe that the extra study tools and seminars provided through the ASC gave me every possible chance of succeeding in my classes at Clemson.

With a full-time job and a wife at home, being a part-time student was the only feasible option for me. During my last several semesters as a part-time student, I earned eight A’s and one B (in my Capstone Management course) to graduate in August 2017. I will forever live with this memory of overcoming obstacles and reaching my goal to become a Clemson alumnus. I would encourage everyone going through personal struggles to reach out for assistance while putting your pride aside. My pride almost kept me from achieving my dreams of graduation, and I hope my story can encourage others to invest in themselves throughout their academic journey.

“I would strongly recommend the ASC to a friend. If there is anyone who knows the challenges that college can present to students, it’s me. Clemson believes in seeing students succeed, and for students who may be struggling with the rigorous academic requirements, the ASC offers a chance to be successful using additional tools and discipline techniques that can help them complete their degrees.”
A NEW INITIATIVE

PEER SUCCESS LEADERS

Launched in fall 2016, peer success leaders (PSL) served as a supportive resource to students who struggled academically. ASC advising and coaching specialists developed a PSL training course that enhanced every PSL’s personal expertise in the areas of study strategies, time and self-management and presentation skills. Each PSL chose one success domain on which to focus so they could begin the process of becoming a peer subject matter expert for the students they served. Their primary responsibilities included assisting CU 1010 instructors with in-class activities, collaborating with other PSL and ASC staff to present success strategy workshops and facilitating discussions in both one-on-one and group settings to help students identify strategies for academic success.

Brooklyn Faye Garrett
Senior, women’s leadership and philosophy
Westminster, South Carolina

“I transferred to Clemson from a small private college after my freshman year. I am majoring in women’s leadership and philosophy with an emphasis area in law, liberty and justice. I was introduced to the ASC during my first semester at Clemson when I was failing my biology class. I met with an academic coach, and, since then, I have changed my study habits completely, earning a B in the course at the end of that semester. It was the first time someone asked me questions about how I was studying and helped me to reframe my mindset about classes. My coach challenged me and helped me set goals. The ASC made me realize that it wasn’t about how hard I was studying. My academic success depended on how smart I was studying.

“My adviser and personal mentor, Jessica Martin, encouraged me to apply to become a peer success leader (PSL) in the ASC the next semester. After working in this role, I have become much more efficient at managing my time and balancing responsibilities. I have developed skills in Canvas and Adobe, and I have increased my professional communication skills. As a teaching assistant for CU 1000, I am able to utilize my personal experience and knowledge of academic resources to help other students navigate their way through classes, providing personalized feedback and advice.

“I would not be the student I am without the ASC. I want other students in need of help to know that we have this great resource of services right here conveniently on campus. I wear an ‘invisible’ ASC badge wherever I go by advocating for the coaching, tutoring, workshops, study rooms, writing center and job opportunities the ASC has to offer.

“My eyes have been set on law school since interning at the South Carolina Supreme Court. Before attending law school, I’ll be working in a firm and competing for the prestigious job of Miss South Carolina this June (representing the Upstate). I have five goals for my platform: Cultivating talent, healthy living, creative goal setting, scholarship and academic success. Winning Miss South Carolina would broaden my outreach, expanding my ability to affect more students. Education is about uplifting people; it’s about contributing to your community. That’s my message.”

Meredith Gentry
Senior, biological sciences
Greenville, South Carolina

“Leading workshops on study and personal management skills for my peers requires me to know how to do these things myself. I think students are encouraged to hear the story of someone else who is working on the same things while having success and overcoming obstacles. Learning and teaching these tools helps me to continue growing in these areas.”

“Leading workshops on study and personal management skills for my peers requires me to know how to do these things myself. I think students are encouraged to hear the story of someone else who is working on the same things while having success and overcoming obstacles. Learning and teaching these tools helps me to continue growing in these areas.”
COURSE SUPPORT PROGRAMS

Overview
Course support programs support undergraduate success through innovative initiatives that are responsive to student needs. Course support programs include tutoring, MATHLab and peer-assisted learning (PAL). We know that some students want individualized attention and prefer drop-in tutoring. Some value the collaborative, structured, active learning environment that PAL provides. Others appreciate the MATHLab because they want a dedicated space in which they can collaborate with other students in the same course to practice problems and work on homework. Our focus is to create learning spaces for students to master course content and pick up effective learning strategies along the way. Participating in tutoring, PAL and MATHLab enables students to strengthen their understanding of course concepts and to meet other students who share the same level of dedication to learning. Comments from a year-end survey of student participants indicate these messages are being heard and that students value the variety represented by our services.

Name Change
To better reflect our focus on learning, the Supplemental Instruction program was renamed peer-assisted learning (PAL) at the start of the 2016-17 academic year.

“Tutoring helped me to learn how to study my notes in a more effective way. I also became more motivated to read and prepare before a lecture.”
Alianna Pearson
Freshman
Wildlife and Fisheries Biology

“In PAL, I improved my ability to work with others on complex problems rather than trying to figure everything out on my own. PAL also helped me learn to commit a certain amount of time to the class each week.”
Adam Zwilling
Junior
Mechanical Engineering

“The ASC helped me learn a lot about time management and organizing my schedule so that I could get all of my work done with time to spare. I also learned about the best ways to study throughout the semester so that I was not having to relearn everything for the final. Finals week was much easier than usual this semester.”
Natasha Shoopack
Senior
Civil Engineering

“I learned that teamwork makes the dream work. Being able to work in groups in MATHLab with the assistance of an experienced tutor was awesome. I also learned that just getting things done ahead of time makes life so much easier.”
Ariel N. Lopez
Junior
Management

“I would say that the ASC is extremely useful when trying to study for exams or get caught up on work you are struggling with. I enjoy being able to have such easy access to the drop-in tutors. This really reduces stress.”
John Sidney Bubak
Freshman
General Engineering
I am a third-year medical student at the Medical University of South Carolina, where I am pursuing a doctorate of medicine. The ASC helped me develop academic skills to become a lifelong learner, which has been critical to my success in medical school. Moreover, it helped me to become a better teacher. One of the most important parts of medical education is peer-to-peer learning. ASC lessons taught me how to interact with my friends so that we have mutually educational lessons. Highlights of my work with the ASC were receiving the Outstanding STAR Mentor award and having multiple students tell me that I played a role in their success.

Working in the ASC helped me develop a number of skills and strategies that have carried over into the medical field. For instance, developing lesson plans, giving classroom lectures, improving my organization and time-management skills, becoming more effective at communication and improving my efficiency in taking notes have all carried over. I also developed openness toward new study methods, a greater appreciation for inclusiveness and an appreciation for how little I actually do know. I acquired most of these skills latently by working with the ASC and other students. It wasn’t until I reflected back that I realized all of the ways that the ASC benefited me.

Each year, a significant number of ASC tutors and PAL leaders plan to enter a health care profession after graduation. Students seek ASC peer leader positions knowing that the experience will allow them to deepen their own understanding of science and math concepts in preparation for tests required for health-related professional schools such as the Medical College Admission Test (MCAT) and the Dental Admission Test (DAT). Students share that serving as a PAL leader or tutor provided them with the opportunity to hone their communication skills in preparation for talking with future patients. Former and current ASC peer leaders have provided their perspectives on how their leadership roles prepared them for success in the health care field.

Elliot Mappus '14, M.S. '15
B.S. and M.S., bioengineering
Students Teaching Academic Responsibility (STAR) mentor, 2011-2014
Supplemental Instruction leader for organic chemistry, 2013

I have learned a great deal about communication through my roles as a tutor and a tutor mentor. I came into my position with a knowledge of organic chemistry, but my tutees often asked challenging questions during my sessions. This pushed me to develop better communication and problem-solving skills in order to navigate through the concepts. I also became more creative in my explanations and demonstrations because not everyone understands the same ideas in the same ways. I feel that I have emerged from my time at an ASC employee with a more flexible and adaptable mindset.

I am so thankful to have an ASC on campus! There are resources for every student, and the faculty and staff have such a passion for us and our scholastic goals. The center is a judgment-free zone, and I know how much this can make a difference when asking for help. It is so incredible to utilize this center and to contribute to this incredible atmosphere as an employee.

Natalie Stringer
Senior, biological sciences
Tutor mentor, PAL participant, intern for qualitative data analysis
Anderson, South Carolina

Next year I will pursue my medical degree at the Medical University of South Carolina. After four years of medical school, I hope to be enrolled in an internal medicine residency program. I aspire to become an interventional cardiologist.

I have worked at the ASC since 2016 as an organic chemistry tutor. I wanted to become a tutor for organic chemistry because I was successful in this tough course. I know I would not have been able to perform well in organic chemistry without my PAL leader, so I wanted to be able to become a similar resource for my peers. In 2017 I also became a tutor mentor. This has been a very exciting role because I am able to facilitate monthly meetings with other science tutors. We work together to build a community within the ASC. I love serving my peers and my colleagues, and I am so thankful for this position!

I am so thankful to have an ASC on campus! There are resources for every student, and the faculty and staff have such a passion for us and our scholastic goals. The center is a judgment-free zone, and I know how much this can make a difference when asking for help. It is so incredible to utilize this center and to contribute to this incredible atmosphere as an employee.
I'm currently a fourth-year medical student at the Medical University of South Carolina. I have accepted a pediatric residency with the Medical University of South Carolina in the hopes of becoming a pediatric cardiologist. I graduate in May 2018.

“The ASC helped me develop my public speaking skills, so speaking in front of a crowd is no problem for me. I’ve also been able to become better organized, which I developed by working at the ASC and helping other students become organized. Being an ASC employee prepared me to be flexible and work ‘on the fly,’ a skill I’ve had to use frequently during my clinical years in medical school.

“The ASC definitely helped me learn to use study skills such as working practice problems and making index cards that help me remember anatomy and different disease processes such as ventricular septal defect and the Tetralogy of Fallot. My ASC experience also enabled me to sharpen my effectiveness as a team member, an invaluable skill in a hospital setting. I honestly didn’t know I had those skills until I started studying for tests or completing rounds in the hospital.

“One of the best things about my time at the ASC was seeing how appreciative students were when I was able to help them excel in their classes. Another bonus is walking around here at MUSC and recognizing some of the students I worked with in the past. It’s great to know that I had a small part in helping them achieve their higher education goals. That is so rewarding!”

I am a family nurse practitioner working in Greenville, S.C., at a pediatric practice. Prior to my current job, I served as a nursing missionary at a large orphanage in Mozambique, Africa, from 2009 to 2011, and I worked as a neonatal intensive care nurse from 2011 to 2016.

“Working at the ASC gave me more responsibility than I had experienced previously and showed me what the demands of a daily job would be. This prepared me to take on more leadership in my first job because I already had the skills needed to succeed.

“My work at the ASC helped me to develop proficiency in time management, public speaking and problem solving. I use these skills daily as a nurse practitioner who takes care of children. Not one hour goes by that I am not prioritizing my time, speaking with a child’s parent or colleague, or working through multiple problems. As an SI leader, I was able to take the skills I had and develop them further in preparation for what would come after college. At the time, my position as an SI leader felt difficult. It was one of the most difficult things I encountered during my time at Clemson. However, I did not realize that fighting through the difficulty was preparing me for the future.

“I always loved the moments when students would come to every session and then report back that they had done well on a test and understood the information. I also remember the countless hours I spent making mock tests, and it was gratifying to have a student tell me that the mock test prepared her to stay calm on the actual test and excel. Being able to play a small role in someone’s success is a true blessing, and it’s humbling at the same time.”
A NEW INITIATIVE

**MATHLab**

In an effort to be responsive to the changing needs of students, the course support programs team implemented MATHLab in January 2017. MATHLab provided a dedicated space Monday through Thursday for students enrolled in Business and STEM calculus courses to study together for a common course and work at their own pace. Students routinely came to the MATHLab to work through homework and practice problems with the goal of developing the problem-solving skills they needed for math success. Peer tutors were available during MATHLab hours to encourage active learning and to support students as they thought through challenging problems.

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**Tutor Spotlight**

**Ryan Pregitzer**  
Junior, economics  
Economics tutor, tutor mentor, 2017-2018  
Virginia Beach, Virginia

"Although I have stopped by for tutoring a couple of times, the best service I have used through the ASC would be PAL sessions for MATH 1060/1080. My PAL leaders have always been helpful, and I get plenty of practice and feedback from classmates in PAL sessions.

"I started tutoring economics in spring 2017 so I could help other people. I have worked as an economics and statistics tutor. More recently, I have taken on more responsibility by becoming a tutor mentor, guiding and equipping fellow tutors with the tools most helpful to them in their work.

"Through my work at the ASC, I have learned that my knowledge and abilities are limited, which has been a humbling revelation. I have strengthened my belief in the widely feared ‘office hours’ and other study strategies such as spreading out test preparation. Having to take notes before, during and after class has helped me in my own studies. Though you may stumble and fall along the way, the effort you put forth may encourage and educate someone else in many ways.

"Working at the ASC has helped me achieve my goals. My ASC work has helped me reach out to people and make college more meaningful in a practical, tangible way. It’s also strengthened my skills in problem identification, communication and organization, all skills in which I wanted to improve.

"As far as my future plans, I’ve always been interested in data analytics, but I have yet to narrow down a field or an industry. I hope to have received a master’s degree in five years — likely in economics — but I’d also like to start a family if the opportunity arises."

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**Award Winner**

**Brianna Berry ’17**  
Recipient, Dr. M. Elaine Richardson Annual Student Award  
UPIC intern, STAR, Academic Success Center  
Charleston, South Carolina

"I am originally from Charleston, South Carolina. I graduated from Clemson in December 2017 with a major in management (emphasis in human resources) and a minor in psychology. While at Clemson, I was involved in the Tiger Ties business mentoring program and the Campus Outreach ministry. I also worked as a UPIC intern through the Career Center. I worked at the ASC from my sophomore year until graduation.

"After going on academic probation my freshman year, I utilized tutoring, PAL sessions and learning strategies consulting. I also enrolled in the CU 1010 academic course.

"Those services changed so much for me in my undergraduate experience. The programs not only provided me with resources that truly worked when I put them to use, but they also helped build my confidence as a student. The ASC viewed me as a whole student, and even though the ASC is here for academic support, I always felt as though the employees cared about how I was doing in all the other areas related to student development.

"I worked at the ASC as a peer success leader and then eventually as an intern over that area. When I took the CU 1010 class, I had a peer mentor who really encouraged me, and I wanted to do for other students the things she did for me. So, I started working at the ASC the following semester.

"I would say I benefited from working at the ASC by building my presentation and interpersonal skills, and I learned to be a reliable resource. Before I started working at the ASC, I could talk to people, but the conversation didn’t move forward with the ease that it does now. I now know how to really engage students and how to meet students exactly where they are. My time at the ASC has taught me how much I enjoy students and getting to see them have the ‘ah-ha’ moments. It’s so sweet to watch someone develop over time and become more confident.

"I have yet to meet a student who has used the ASC services consistently without experiencing some sense of change. The people here are so helpful and willing to be patient as you learn as a student.

"I recently found out that I got accepted into the student affairs master’s degree program at Clemson, so the next few years will be spent in school again. I have a huge passion for assisting both the underrepresented and nontraditional student populations, so I would love to put my time and energy there."

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Award Winners / 21
Award Winner

**Jessica Owens**
Recipient, 2017 Class of 1956 Award for Staff Excellence
Assistant director, advising, coaching and consulting, Academic Success Center

“I graduated from Clemson in 2011 with a degree in psychology and minor in nonprofit leadership. Clemson is where I met my husband, Brennen, and found lifelong friendship through my involvement in organizations.

“When I received this award, I was serving as the director of health professions advising, an office that supports students of any discipline as they pursue careers in health care. We served the 2,000+ students and alumni pursuing these careers by providing one-on-one advising to supplement the work of their departmental academic advisers. We assisted with anything from prerequisite coursework planning to interview preparation. I was so inspired by the work of the ASC through collaborative efforts in my work with them that I pursued my current position as the assistant director of advising, coaching and consulting at the ASC. I now work with this team on a daily basis to support a variety of student populations in their pursuit of academic success. Outside of my professional role, I am pursuing my doctorate in educational leadership. My studies in this program not only enhance my understanding of learning and organizational theory, but also my ability to connect with my students through shared experiences.

“It is an absolute honor to receive this award from the ASC. I am humbled to be recognized for supporting students in achieving their definition of success. I support students in making connections between their daily objectives and their long-term goals. I encourage students to be realistic in what they ask of themselves and to recognize that success is not limited to the academic sphere alone.

“My primary goal is to build a relationship with my students to the point that they feel comfortable seeking me out when they’re not sure where to go. The ASC has something to offer to every student. I believe its reputation will only continue to grow as more campus partners and students share its stories of success and support.”

Award Winner

**Kirsten Dean**
Recipient, 2017 Ted G. Westmoreland Award for Faculty Excellence
Undergraduate instruction and OER librarian, Clemson University Libraries

“My background is in rhetoric and writing studies, and I am currently studying for a second master’s degree in library science. Right now, I work as the undergraduate instruction and OER librarian at Cooper Library, which means that I teach workshops on information literacy and advocate for the use of Open Educational Resources across campus.

“It’s a privilege to be recognized for something that means so much to me. I love working with undergraduate students, and my highest priority as a teacher-librarian is to equip all learners with the skills and mindset to seek and critique information across contexts.

“I hope that I have encouraged the students in my workshops to listen, question and make connections. At its core, information literacy is about listening to diverse voices, evaluating and comparing those voices, and then synthesizing solutions/answers to the issue at hand. Successful students learn how to learn, identify and pursue their personal priorities, and keep an open mind as they encounter new information, strategies and opportunities. To me, success means flexibility and lifelong learning.

“Content may or may not stick, but I hope students take away two big ideas from our interactions: A growing understanding of learning (and researching) as a process and the vital importance of collaboration, including a willingness to ask for help. One of the advantages of providing ASC workshops is that I am not grading students on their performance. Instead, we’re collaborating to solve problems together. My goal is to share my expertise about writing and research in order to help students navigate academic expectations, but also to emphasize the lifelong nature of deep learning.

“I often recommend ASC services to students because seeking help from peers and experts is integral to learning. We’re wandering this campus together, physically and virtually, so we can learn from one another. Why not take advantage of this community? Workshops, tutoring and consultations at the ASC are perfect examples of what it has to offer.”