From the Director

I am pleased to share the Academic Success Center annual report with you — our donors, colleagues and friends.

During the past year, ASC staff took the time to thoughtfully review and revise our vision, mission, goals and purpose statements. You will find our new statements in this report. They serve to focus our work and remind us of our ultimate purpose — to inspire success.

Here, we have the opportunity to tell the stories of students and how their engagement with ASC services positively impacted their success. This report also reveals the deep commitment of ASC staff to deliver student-centered programs that focus on helping students become independent, confident and skillful learners and achieve their educational goals. Lastly, the report spotlights an exciting collaboration in its second year between the ASC and the general engineering program called the General Engineering Learning Community.

I am deeply grateful for the generous support you have provided and continue to provide to make the ASC the campus hub for undergraduate learning and success. Thank you.

Sincerely,

Sue Whorton, Ph.D.
Director, Academic Success Center
Overview of ASC Services, Staff and Student Utilization

Our Services
ASC staff delivered the following services for undergraduate students during the 2018-19 academic year: academic advising (for former students re-enrolling and students who have not yet declared a major), academic coaching, learning strategies consulting, course support programs (PAL, tutoring and MathLab) and success strategy workshops.

Our Staff
We couldn’t do what we do without the help of our student employees. During both the 2017-18 and 2018-19 academic years, the ASC employed more than 220 students as Peer-Assisted Learning leaders, tutors, peer success leaders and office assistants.

Student Utilization
During the 2017-18 academic year, 7,435 students utilized one or more ASC services resulting in 51,693 unique points. Nearly 75 percent of new freshmen and transfer students utilized at least one ASC service.

Our Vision, Mission and Goals

Vision
The students we serve will become independent, confident and lifelong learners.

Mission
Provide proactive, intentional and innovative services that equip students with the tools, knowledge and mindset needed to enhance their learning.

Goals
• Enhance student learning and development
• Meet the needs of students
• Promote student success, continued enrollment and graduation

Purpose
Inspiring Success: One Student. One Class. One Clemson.

Position Statement
As Clemson’s hub for learning and success, we empower students to maximize their full potential.

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.

Graduate from Clemson
All 2012 Cohort

Stay at Clemson
All 2017 Cohort

Keep Scholarships 2017 Cohort
Started Fall ‘17 with Palmetto Fellows or LIFE Scholarships

Successfully Pass and Complete Courses Fall 2018

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.

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ASC by the Numbers

Utilization Of ASC Services By Student Year Of Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>New Freshmen</th>
<th>Second-year</th>
<th>Third-year</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>78.3%</td>
<td>46.0%</td>
<td>16.3%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>39.4%</td>
<td>75.0%</td>
<td>93.6%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

ASC Participants by Major
A total of 67.8% of ASC participants were enrolled in the 15 majors below.

- General Engineering: 17.0%
- Pre-Business: 12.1%
- Biological Sciences: 10.0%
- Nursing: 4.0%
- Mechanical Engineering: 3.5%
- Animal and Veterinary Sciences: 3.2%
- Psychology: 3.2%
- Computer Science: 2.9%
- Health Science: 2.2%
- Food Science and Human Nutrition: 1.9%
- Microbiology: 1.8%
- Biochemistry: 1.7%
- Parks, Recreation and Tourism Management: 1.6%
- AAH Undeclared: 1.5%
- Industrial Engineering: 1.3%
- Other Majors: 32.2%

After utilizing an ASC service, students agreed with the following statements:

- 94.3% felt more confident in their ability to succeed at Clemson
- 94.0% felt more knowledgeable about learning strategies
- 93.8% felt an increased sense of commitment to achieving their educational goals
- 95.9% personally benefited from utilizing the ASC services

ASC’s Student Employees

- 95.2% personally benefited from their employment at the ASC
- 90.3% would recommend being an ASC peer leader to other interested and qualified students

ASC Participants by Count of Services* Utilized

<table>
<thead>
<tr>
<th>Count of Services</th>
<th>New Freshmen</th>
<th>Total Unique ASC Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Service</td>
<td>1,239</td>
<td>4,638</td>
</tr>
<tr>
<td>Two Services</td>
<td>1,067</td>
<td>1,929</td>
</tr>
<tr>
<td>Three Services</td>
<td>403</td>
<td>633</td>
</tr>
<tr>
<td>Four or More</td>
<td>158</td>
<td>235</td>
</tr>
</tbody>
</table>

Total Unique ASC Participants by Count of Services* Utilized

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Total ASC Participants by Cumulative GPA

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<th>Spring 2018</th>
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<tr>
<td>3.00-4.00</td>
<td>36.8%</td>
<td>31.6%</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>30.6%</td>
<td>28.8%</td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>6.81%</td>
<td>7.09%</td>
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Mean Cumulative GPA

- Fall 2017: 3.14
- Spring 2018: 3.05
“Over the past six semesters, I had the extraordinary opportunity to learn and grow alongside students and mentors who have made an everlasting impact on my life. I started working as a Peer Success Leader with the Academic Success Center when the program formed in August 2016. With such meaningful work, phenomenal people and constant push for personal and professional growth, it’s impossible to pick just one favorite part of being a Peer Success Leader. I am grateful for each student I have met who has inspired me inside and outside the classroom. I am grateful for each heart-to-heart shared with my supervisors about academic help and life advice alike, for each teammate that has challenged me to think from new perspectives and for each resource that the Academic Success Center provides for me and all students. I will graduate in May 2019 with a unique sense of self-awareness thanks to my six semesters in this program. This position has taught me to constantly assess my progress and see how I can improve, think creatively and critically to craft an effective message, that a growth mindset can change absolutely everything and that no matter where you’re at, it is always important and never shameful to ask for the help you need.”

Melissa Rau
Communication (minors: Entrepreneurship and Nonprofit Leadership) | Richmond, Va.
Peer Success Leader Program
Melissa was recognized as the 2018-2019 Outstanding Peer Success Leader at the ASC Annual Awards Banquet.
“As a first-year student, making meaningful connections has been very important to me, and so a vast majority of my time is spent getting to build new relationships. What inspires me is the hope that one day I will be able to help and make someone feel not as alone. I love the idea that through a design, or a piece of writing, people can connect with one another and make the world seem less lonesome. When first arriving at Clemson, I genuinely had no idea what I wanted my undergraduate degree to be in. I’ve always known that I wanted to create; I just didn’t know what major would provide me with the opportunity. The academic advisers in the ASC really want the best for you, and they make the uncertainty that accompanies choosing your major less scary. I know even though I will be assigned another academic adviser in the Department of Graphic Communications, I can always ask my previous adviser for help. I am extremely grateful for having used the ASC, because I now know that there is a large group of people that truly care about my future and experience at Clemson.”

JJ Roberts
Graphic Communications (minor: Business Administration and Creative Writing)
Fort Meyers, Fla.

Academic Advising: An ongoing educational process. Academic plans are developed through a collaborative partnership between the individual student and academic adviser. The academic adviser equips each student with knowledge of curricular requirements, academic policies and regulations and campus resources. Our academic advisers support the following populations:

- AAH Undeclared: Students determine the academic program of study appropriate to them through active exploration of their values, skills and interests.
- Former Students Returning: After one or more semesters away, students navigate the transition back to Clemson University in collaboration with ASC advisers, departmental advisers and campus partners.
- Graduate Students: Students interested in taking graduate courses.
- Former Students Returning: Students interested in returning to Clemson University.
- Former Students Returning: Students interested in returning to Clemson University.

Academic Coaching: A holistic, student-driven process during which mindset, skills and behaviors are developed through a collaborative partnership between each individual student and academic coach. An academic coach equips each student with a toolkit of tangible strategies while demonstrating unconditional positive regard as an ongoing source of support and connection within Clemson University.

When asked the most important thing gained from academic coaching, students shared:

- Just the confidence that I can do it and that I can be successful. If I get a bad grade on something, I can bounce back and keep working hard. Not to give up on myself, but my coach Beth believes in me.
- Emotional support. Someone who can relate to me and someone to keep me accountable.
- I gained a more positive way of thinking about setbacks. I am fully confident that my coach Erin tailors her coaching to any issue and her knowledge that any setback can have an effect on academic performance.
- A reminder of a positive trend in performance, even if I am not at the point I would like to be at.
- That I’m not alone at the University as long as I know who to reach out to for help.
- Figuring out what my weaknesses were when it came to studying was a huge help as I was able to address them before my first round of exams.
“I started my journey as a transfer student in the Bridge to Clemson Program. I am currently enrolled in my fourth semester here at Clemson University. Coming from a technical college to a nationally ranked university was a big adjustment that had adverse effects on my academic career. Utilizing the resources of the ASC helped me to turn my academics around. The biggest influence on my success here at Clemson was academic coaching. Academic coaching gave me one-on-one guidance and strategic assistance in time management, study plans, short-term goals, long-term goals and a countless number of other tips and tricks to help with the Clemson college experience. The services provided by the ASC changed my mindset and outlook on difficult problems and situations. I am grateful to take this perspective with me beyond my years here at Clemson University.”

Joseph Duncan
General Engineering | Columbia, S.C.
Academic Coaching and CU 1010

Learning Strategies Consulting: A reflective and exploratory process during which the individual student and learning strategies consultant discuss success strategies that can best assist the student. The learning strategies consultant equips each student with a toolkit of tangible strategies they can employ that are tailored to their Study Behavior Inventory results and personal goals.

Fall 2018: saw 122 unique students
Fall 2018: 150 individual appointments

Of the students who completed evaluations regarding their learning strategies consulting experience:

100 percent agreed. I feel more knowledgeable about learning and study strategies I can use.
100 percent agreed. I feel more confident in my ability to succeed at Clemson.
96 percent agreed. I personally benefited from participating in this service.

When asked what they planned to take with them from the experience, students shared:
• That it’s not as hard as I make it, and how everything is manageable if I study correctly.
• It is important to look over the information before class starts so you are not starting with nothing. You also have to delegate time after class to look back over the information so that it is easier to retain.
• How to cope with the panic that comes across me during the actual test, and how to stop that panic from occurring with preventative study methods.
• I gained strategies to help me study more effectively.

Through these services, the ACC team aimed to provide academic, social and transitional guidance and a supportive environment with the goal of helping students thrive at Clemson University and after graduation.

SIGNATURE PROGRAMS
During the 2018-2019 academic year, members of the advising, coaching and consulting team provided leadership for the following signature programs:

Coffee with a Coach: An annual event through which we aim to educate Clemson students, faculty and staff about Academic Success Center resources. Academic coaches engage attendees in conversations around success topics such as time and self-management, goal setting and motivation.

In September 2018, the ACC team hosted the fourth annual Coffee with a Coach event, with more than 150 students participating.

Peer Success Leaders: A program providing undergraduate students the opportunity to develop and present creative, academic workshops to their peers. Peer Success Leaders’ presentations focus primarily on academic topics including time and self-management, study strategies and motivation and goal setting. Peer Success Leaders also serve as teaching assistants for CU 1010, University Success Skills.

During the 2017-2018 academic year, Peer Success Leaders, who participated in more than 40 hours of training, presented 50 workshops to 855 students. The number of students attending one or more peer-led workshops during the 2017-18 academic year increased by 267 students as compared to the previous year.

As a result of participating in this program, Peer Success Leaders reported personal growth across three areas: (1) engagement; (2) innovation; and (3) professionalism.

When asked to describe their growth, Peer Success Leaders shared the following:
• I believe that juggling school and work has reinforced my character and my work ethic. I bring that to a presentation by being relatable to my students.
• As a PSL you need to be self-aware in the sense that you need to know what your strengths and weaknesses are while presenting.

LOOKING AHEAD
The ACC team is preparing to welcome two new advising and coaching specialists to the team. The team will then be composed of six full-time and two part-time professional staff members who bring unique sets of talents, experience and backgrounds.

Of the students who completed evaluations regarding peer-led workshops:
98% agreed. I feel more confident about their ability to succeed at Clemson.
98.3% agreed. I personally benefited from attending the workshop.

Transferable Skills: Engagement
36 percent indicated growth in the competency of communication.
73 percent indicated growth in the competency of collaboration.
55 percent indicated growth in the competency of leadership.

Transferable Skills: Innovation
55 percent indicated growth in the competency of adaptability.
73 percent indicated growth in the competency of analytical skills.

Transferable Skills: Professionalism
55 percent indicated growth in the competency of self-awareness.
9 percent indicated growth in the competency of integrity and ethics.
"During my three years working as a tutor and another as the graduate assistant for tutoring, there have been some significant changes. However, I feel as though the overarching aim to provide students with the tools they need to succeed has remained the same. This mentality must begin with the leadership and the culture that the staff creates.

The staff shows, through its leadership, that it is invested in creating an atmosphere where ideas are able to flow freely, and the student staff is empowered to perform. This empowerment of tutors and PAL leaders begins at the start of their first semester and continues throughout the job. Training is held so that the future peer leaders learn skills such as active listening and effective questioning to better facilitate sessions. This learning continues as all PAL leaders and tutors attend monthly meetings and are observed to ensure that the ideas introduced in training are reinforced and being put into practice.

I have seen that, as the student staff is given the proper tools to assist their peers, the students then receive the proper tools to succeed. It has been amazing to see the behind-the-scene process of what happens here in order to ensure that students become lifelong learners. It just goes to show how it is much more beneficial to teach someone to “fish” instead of simply giving a “fish” to them."

Kaleb Elliot
Master of Business Administration
Boiling Springs, S.C. | Graduate Assistant for Tutoring

The Course Support Programs team provides learning support programs for more than 100 foundational undergraduate courses. These programs include peer-assisted learning (PAL), tutoring and learning labs. Our main goals are to equip students with strategies they can utilize to achieve success in their current course work and to help them develop the skills and mindset to become independent, confident and lifelong learners.

All of our programs employ undergraduate peer leaders who have been successful in these foundational courses. Peer leaders know the course expectations and content from the inside and are able to connect with the challenges students encounter in learning and mastering college-level course material.

To increase students’ sense of independence and confidence, we train the peer leaders to give “fishing lessons.” What does this mean? Peer leaders utilize strategies that promote deeper learning and encourage students to take ownership for their learning. Some of these strategies include encouraging students to:

• Write out the words of the steps for solving a math problem and then explain those steps to someone else.
• Ask the “why” and “how” questions about course problems and work collaboratively with other students to answer those questions.
• Work collaboratively to create a matrix that compares and contrasts major course concepts.

Creating a sense of community within our programs is also a high priority for staff and peer leaders alike. We strive to create an inclusive, welcoming and supportive environment in all of our program sessions.

Give a person a fish, and you feed them for a day. Teach a person to fish, and you feed them for a lifetime.
— CHINESE PROVERB

Course Support Program Participants
A total of 5,242 unique participants

<table>
<thead>
<tr>
<th>Program</th>
<th>PAL Users</th>
<th>Tutoring Users</th>
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Clemson University Academic Success Center
Course Support Programs at the ASC

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I know what it is like to feel like you can’t succeed. I came to college as a biochemistry major and had plans to go to medical school. Then college hit me like a ton of bricks, and I almost flunked out my freshman year. I switched my major to computer science and have been building my way back from there. That experience helped me get past the stigma of asking for help, and I attended PAL sessions for business calculus. My PAL leader was fantastic and guided me through how I can’t just solve the problem but must first understand the greater application. I was confident enough in business calculus that I started explaining things to people during class like my PAL leader did. My instructor noticed and encouraged me to apply to be a PAL leader.

As a PAL leader, I talk with my session participants about my story, especially if I see them struggling or getting down on themselves. Being a PAL leader has also helped me remember to take my own advice and not be afraid to ask for help. It has opened the door for me to consider possibly getting a master’s degree and teaching after graduation.

Jordan Wilson

**Student Feedback:**
- After participating in PAL, 81.4 percent of participants agreed that they felt more confident in their ability to succeed at Clemson than they did before.
- When asked if PAL helped participants feel more prepared for tests, 85.5 percent of students agreed.
- Over 75 percent of participants agreed that attending PAL improved their understanding of course material.
- Over 75 percent of participants agreed that PAL helped them understand the value of collaborative learning.

**Of the new freshmen in 2017-18:**
- 84.2 percent enrolled in at least one PAL-supported course.
- 50 percent attended at least one PAL session.

**PEER-ASSISTED LEARNING (PAL)**
Study mode: facilitated and collaborative.
PAL sessions provided students with the opportunity to participate in twice-weekly 90-minute collaborative study sessions for 18 different foundational courses. PAL sessions provided a structured group learning experience that allowed students to work together as a team in solving course-related problems, collaboratively discuss challenging course concepts and learn from mistakes along the way. PAL was delivered for the following courses during the fall 2018 and spring 2019 terms:

**PAL Supported Courses**
- ACCT 2010
- ACCT 2020
- BIOL 2220
- BIOL 2230
- CE 2020
- CH 1010
- CH 1020
- CH 2230
- CH 2240
- CHE 2110
- IE 3840
- MATH 1020
- MATH 1040
- MATH 1060
- MATH 1070
- MATH 1080
- MATH 2070
- ME 2010

Nearly half of the students enrolled in organic chemistry and anatomy and physiology during the 2017-18 academic year utilized PAL, and their engagement made a difference.

<table>
<thead>
<tr>
<th>Course</th>
<th>Participated in PAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 2230</td>
<td>68.8%</td>
</tr>
<tr>
<td>CH 2240</td>
<td>65.0%</td>
</tr>
<tr>
<td>BIOL 2220</td>
<td>58.1%</td>
</tr>
<tr>
<td>BIOL 2230</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

Data show that the students utilizing PAL on a regular basis earn a letter grade higher in these courses than students who did not engage in a PAL session.

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 2230</td>
<td>2.84</td>
<td>3.07</td>
</tr>
<tr>
<td>CH 2240</td>
<td>2.56</td>
<td>3.09</td>
</tr>
<tr>
<td>BIOL 2220</td>
<td>2.62</td>
<td>3.24</td>
</tr>
<tr>
<td>BIOL 2230</td>
<td>2.97</td>
<td>3.54</td>
</tr>
</tbody>
</table>
```

I know what it is like to feel like you can’t succeed. I came to college as a biochemistry major and had plans to go to medical school. Then college hit me like a ton of bricks, and I almost flunked out my freshman year. I switched my major to computer science and have been building my way back from there. That experience helped me get past the stigma of asking for help, and I attended PAL sessions for business calculus. My PAL leader was fantastic and guided me through how I can’t just solve the problem but must first understand the greater application. I was confident enough in business calculus that I started explaining things to people during class like my PAL leader did. My instructor noticed and encouraged me to apply to be a PAL leader.

As a PAL leader, I talk with my session participants about my story, especially if I see them struggling or getting down on themselves. Being a PAL leader has also helped me remember to take my own advice and not be afraid to ask for help. It has opened the door for me to consider possibly getting a master’s degree and teaching after graduation.

Jordan Wilson
“Of all of the activities in which I have participated at Clemson, my absolute favorite activity is tutoring at the ASC. While studying with friends, I realized I enjoyed helping my peers learn, so I decided to work at the ASC. I also participated in PAL sessions and realized the value of having established studying techniques and learning processes to help with reviewing material. By the end of my freshman year, I knew that I wanted to help other students do this in General Chemistry I and II, a challenging group of courses.

Being part of the ASC team has been a wonderful experience, and my hope is that I have influenced my fellow peers’ education at Clemson for the better. The ASC not only provides a generous resource for students to turn to when in need but it provides student employees with an amazing opportunity to help others become their best selves. My goals as a peer leader have been to aid students in doing just that through achieving academic success and encouraging them to establish skills that will help them become lifelong learners.

Helping my peers at Clemson achieve their full potential in the classroom has been an incredible experience. This opportunity inspired me each day, especially when students come back to tutoring after a difficult test with an excellent grade and a proud smile thanking me for the part that I played in their achievement.

My job at the ASC has taught me patience, the importance of empathy and the skills to explain tricky material to someone who does not know much about that topic. I will carry forward these valuable skills and lessons in my life as a physician guiding the learning of my patients and participating in a lifelong journey of learning and teaching.”

Sophie Nance
Health Science (minors: psychology and life science cluster) | Aiken, S.C. | PAL Leader and Tutor

The learning labs provided students enrolled in foundational math and accounting courses with a collaborative study space on a daily basis. In its pilot year (2017-18), supported courses included business and STEM calculus, financial and managerial accounting as well as general chemistry were added for the 2018-19 academic year. The goal for the labs was to provide a space where students could engage with their course material and work on homework on a daily basis with other students enrolled in the same course.

MATHLab and ACCTLab were staffed by trained peer lab leaders for each course. Students were encouraged to bring their study materials and work at their own pace individually or with other students. Lab leaders periodically checked in to ask leading questions or suggest resources when students needed a nudge to go deeper.

Compared to PAL and tutoring, the learning lab structure was unique because it allowed students to establish their own study routine and peer learning community. Our long-term goal is that students will develop the habit of reaching out to connect with peers as a support resource throughout their academic career.
In 2016, Dr. Beth Stephan, director of academics for general engineering, met with ASC staff to develop ways of helping first-year general engineering students whose calculus skills were not sufficient. A collaborative strategy was needed to help students successfully complete the first calculus course so they could complete the general engineering curriculum in a timely manner. Failure to complete calculus would delay or derail pursuit of their intended engineering major. This new, collaborative partnership between the general engineering program and the ASC resulted in the creation of a new student success program called the General Engineering Learning Community (GELC). GELC students follow a curriculum path that extends the traditional fall/spring freshman curriculum to fall/spring/summer, adding an additional academic term to the curriculum path. This extra time allows GELC students to build confidence about their academic abilities and absorb difficult concepts in math and engineering while staying on track to graduation by giving them a longer runway to master success.

“Since the beginning of the first semester of my freshman year, my whole perspective has changed. I came into Clemson underestimating the work I’d be faced with. As soon as the first wave of exams hit, I did terribly. I felt that I would lose respect from my parents and miss my opportunity for an education. CU 1010 focused on helping students understand efficient study and learning skills.

CU 1010 not only impacts your learning skills but it also connects with you on an emotional level. I felt like I was riding a rollercoaster of failure alone, but I met people around campus who felt the same way. Knowing that you’re not the only one struggling with classes makes you feel understood and relatable to others. You work together to find new and effective ways to study, and you track your progress together.

From this, I have seen an improvement with my grades and involvement in my classes. I feel more relaxed. Most importantly, I learned that I am not going to be as successful with my grades like high school, but it’s OK to be below that mark. The assignments are meant to improve our academic success by getting us to try new things to see how they work. Reflection is key to success rather than forgetting about it completely. Overall, if it wasn’t for my enrollment in GELC and CU 1010, I have no idea if I would still be enrolled at Clemson or still be in engineering.”

Carter Davis
General Engineering — Industrial Engineering
Cope, S.C. | GELC; PAL and Success Strategy Workshop participant
The general engineering program and the ASC have employed a new, innovative approach to learning called “Entangled Learning.” Entangled Learning was co-developed by ASC assistant director Laurel Whisler. Entangled Learning empowers students to direct their own learning through intentional peer-to-peer collaborations and continuous reflection and documentation of new learning. With Entangled Learning, and the support of ASC staff, Stephan found a promising approach and willing partners to leverage existing services to provide a streamlined support network for these students.

In Fall 2017, the initial GELC cohort was 110 students entering general engineering. In Fall 2018, 90 students joined the GELC cohort entering general engineering.

The Academic Success Center supports the GELC in four specific ways:

1. Communities of practice (CoPs): Many engineering firms place their employees into collaborative learning groups for apprenticeship and efficiency in conducting research or product development. Structuring the GELC so students learn in CoPs provides real-world training as well as peer support. The ASC trains peer coaches to facilitate the CoPs and employs a graduate student well-versed in Entangled Learning to help develop CoPs within the learning strategies course.

2. Learning strategies course: All GELC students enroll in a study strategies course that is shaped by Entangled Learning principles and processes. Stephan, Whisler and ASC graduate assistant Abby Stephan created the syllabus for the course and developed materials and assignments to scaffold student learning.

3. Professional development: The ASC supported professional development for the participating general engineering instructors, engineering advisers and ASC staff supporting the GELC. The ASC sponsored sessions on understanding and using Entangled Learning and brought international experts on social learning theory and communities of practice, Beverly and Etienne Wenger-Trayner, for two days of training and development workshops.

4. PAL sessions: ASC staff schedule MATH 1040 sessions on days and times that align with the GELC students’ schedules. Additionally, ASC staff collect and share PAL attendance data for GELC students.

One of the goals for the GELC is to create a “clearinghouse” to coordinate academic enrichment activities and ensure a single point of contact for academic support services. This included a second goal of increasing utilization of ASC services. Both goals have been achieved. In fall 2017, GELC students used ASC services at a higher rate as compared to general engineering students enrolled in the standard first calculus course.

Starting in Fall 2019, a portion of the GELC students will be selected to be Boyd Scholars. The Boyd Scholars program, made possible by a generous grant from the Darnall W. and Susan F. Boyd Foundation, gives students the time to become successful without the additional financial burden of the necessary additional academic term to remain on track with the engineering curriculum. Boyd Scholars are students in the GELC who are selected to complete their summer courses at Clemson in the long summer academic term.

The scholarship will run from May-August 2020 and will cover the tuition and fees for the seven credit hours required in the summer, along with summer housing and summer meal plan. It is anticipated that 100 Boyd Scholars will be selected during Summer 2019.

Learning is equivalent to adaptability — the ability to alter my perspective and my approach to a topic for a certain course. My first semester of college has taught me that learning is not done to its full potential in a classroom environment. Even though the introductory and foundational blocks are being laid in class, the learning component is done in several ways outside of class. Clemson has shown me that I am accountable for my learning experience, that it is up to me to be successful and that it will require a tremendous amount of effort. I am now responsible for the depth at which I comprehend topics that will appear on an exam, because every exam is based on application rather than memorization. I believe that I have grown to be a dynamic learner through my willingness and commitment to adjust to any space when it comes to my education. As an adult, I am in control of my future, and being a dynamic learner gives me the opportunity to maximize resources that offer me a greater chance of achieving my goals.

— Kendra Johnson, Fall 2018 GELC student
Success Strategy Workshops at the ASC

The focus of our workshops program is to deliver workshops that increase students’ knowledge of success and learning strategies and provide opportunities for personal growth. The workshop program includes Jumpstart workshops, success strategy workshops and Reboot. Additionally, iLearn success videos are delivered through the ASC website.

Jumpstart Workshops | Jumpstart Workshops are delivered annually for new freshmen and transfer students before the start of the fall term. Jumpstart workshops are designed to help new students make a successful transition to Clemson and college-level academic expectations. During the workshops, Clemson faculty and staff share strategies and tips for learning how to excel in difficult courses like math, science and foreign language. In Fall 2018, 22 workshops were offered and 1,605 students participated in one or more workshops. Of the Jumpstart participants, 72.2 percent utilized at least one ASC service during the fall term.

Success Strategy Workshops | Success strategy workshops are developed and presented by faculty, staff and undergraduate peer success leaders (PSLs) throughout the fall and spring terms. Workshops are designed to help students discover strategies they can utilize to enhance their academic performance and personal growth. Topics include reading, notetaking, time management, organizational, note-taking and study strategies, as well as life skills and preparing for final exams. During the 2018-2019 academic year, 78 success strategy workshops were offered during the fall term and 51 in the spring term.

Reboot | Reboot aims to guide and encourage students at the beginning of the fall and spring terms. Reboot is one component of the larger Success Matters program and is offered at the beginning of the fall and spring terms. Reboot aims to guide and encourage students on academic probation in their pursuit of good academic standing by:

• Promoting success resources (staff, programs and services),
• Encouraging utilization of these resources and
• Providing additional opportunities for students to assess their academic situations and develop success plans with an adviser familiar with their degree program and academic eligibility policies and procedures.

Of the students who completed evaluations after attending Reboot:

95.2 percent agreed: I feel more confident in my ability to succeed at Clemson.
97.6 percent agreed: I feel more committed to achieving my educational goals.
98.8 percent agreed: I will make more productive choices toward being a successful student.

When asked what they planned to take with them from the Reboot experience, students shared:
• Getting off probation seems more achievable to me now.
• I need to make more attainable goals and engage more in human resources.
• I know now that help is available and that change and recovery is possible for me at Clemson.

Success Matters: Reboot

ASC staff developed the Success Matters program to support students who experience academic difficulty during their first term of enrollment — recognizing that success is not always achieved on a predictable path. The Reboot workshop is one component of the larger Success Matters program and is offered at the beginning of the fall and spring terms. Reboot aims to guide and encourage students on academic probation in their pursuit of good academic standing by:

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Workshop Committee | A task force of seven ASC staff members was convened in Fall 2017 and tasked with reviewing the current success strategy workshop program and making recommendations for growing the visibility of and student participation in the program. To date, the committee has reviewed attendance and evaluation data and the structure of the program. The task force is currently working on recommendations for enhancing the participation in and impact of the program.
Business 1010 Presentations | The ASC collaborated with the College of Business to deliver a common presentation to all BUS 1010 sections during the Fall 2018 and Spring 2019 terms. ASC staff delivered a total of 12 presentations to over 1,000 students. The presentation included an overview of ASC services as well as the following success strategies: the Study Cycle, five-day test preparation plan and developing a growth mindset.

Student Planners | To promote ASC services and to help students develop their time management and organizational skills, ASC staff designed a student planner that was distributed to students at the start of the Fall 2017 and Fall 2018 terms. In addition to a weekly calendar, the planners include information about ASC services and learning and study tips. The planners have proven so popular with students that they will be distributed again for the 2019-20 academic year. Special thanks goes to the Class of 1956, whose generosity has made it possible for the planner to be provided to students at no charge.

Student Advisory Board | As the hub for undergraduate student learning and success, the ASC will be rolling out a Student Advisory Board in Fall 2019. The inaugural Student Advisory Board (SAB) will provide a leadership opportunity for 15-20 undergraduate students to serve as ASC ambassadors. Ambassadors will provide ASC staff valuable guidance and feedback on student needs and ASC services and promotion strategies. Additionally, ambassadors will help promote ASC services and initiatives. ASC staff are committed to making the ambassador position one that will enhance students' leadership and communication skills while serving Clemson and their student community.

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ASC Award Recipients

**DR. TED G. WESTMORELAND AWARD FOR FACULTY EXCELLENCE**

### 2018 Recipient

**Dr. Todd Schweisinger**

**Undergraduate Program Director/ Senior Lecturer**

I am an educator, lifelong learner and aspiring philanthropist. As the undergraduate program director of mechanical engineering, I champion excellence to help mechanical engineering undergraduate students at Clemson University achieve their goals. I find teaching and mentoring personally rewarding, and I am grateful to serve in a profession that values education. I persevered in my own education because of individual guidance that I received from great mentors, so it is humbling to be recognized for the positive influence that I have had on others.

I encourage students to believe in themselves, be persistent and always try their best. I enjoy observing students develop their confidence and potential to lead so they may empower others to greatness. My development as a learner encompassed more than formal classes and lectures; and addressing the challenges of a global economy will require learners to apply their knowledge in new and impactful ways. Consequently, I am also grateful to serve students in my role as the faculty adviser of the Clemson University Makerspace, where anyone with a Clemson ID can come innovate in a cross-disciplinary, collaborative environment.

We are heterogeneous as a species, and students arrive to Clemson at different stages in their ability as self-regulated learners. Education research has provided us with tools to help our students learn what works best for each of them, and I encourage any student wanting to improve as a learner to tap into the resources provided by the people at the Academic Success Center.

### 2019 Recipient

**Dr. Xiaobo Hu**

**Professor of Political Science**

As a researcher and teacher, it is my responsibility to identify real global engagement and create opportunities for Clemson students’ success, whether through Model UN, China programs or Washington, D.C., engagement. The students have engaged newsmakers, senior diplomats, top policy advisers and the best of their peers worldwide. Their success is my success — a two-way street whereby I help shape their pathways to success and their successes define my accomplishments.

The Academic Success Center, the Award Committee and many others at Clemson University are doing the same thing in identifying real and proven pathways for students’ success. I hope to share the honor of receiving the 2019 Dr. Ted G. Westmoreland Faculty Excellence Award with all of them, as well as every student of mine.
Academic Adviser and Coach

Ashley Crisp

My role within the Academic Success Center includes supporting former students in their transition back to the University, advising undeclared students as they explore majors and providing personalized learning strategies for students through academic coaching. All of these student populations are experiencing some level of transition, and it is important that they feel empowered and educated on academic resources as well as policies and procedures that can help them make the best decisions possible.

Receiving this award speaks to the importance that Clemson, as a whole, has placed on providing a quality experience for our undergraduate students. I cannot say enough about how campus partners have made an effort to help returning students with everything from changes in prerequisites to building a class schedule around a student’s full-time job. This award is a great accomplishment for me. It highlights all of the time and partnerships I have poured into being a reliable resource for students.

For any student I interact with, I want them to walk away with information to make their own informed decision on what is the best route for them. I am happy to provide perspective and advice, but at the end of the day it’s critical that they are completely confident in knowing their own personal needs, goals and values. I want every person who leaves my office to know that they have empowered and educated on academic resources as well as policies and procedures that can help them make the best decisions possible.

To me, student success means that students are empowered to achieve the goals they set for themselves, and it is extremely rewarding to support them in this journey. In their pursuit of success, I recommend that students take advantage of all resources available to them. I encourage them to use ASC because of the wide range of services offered that can benefit every student, no matter their class standing or grade point average.

On the journey to success, I aim to serve as each student’s partner in educational discovery and strive to build an advising relationship where they feel connected, supported and valued. I count it a personal success when students share their successes with me.

It is truly an honor to receive this award, and I am grateful to be recognized for supporting students in achieving academic, personal and professional success. To me, student success means that students are empowered to achieve the goals they set for themselves, and it is extremely rewarding to support them in this journey. In their pursuit of success, I recommend that students take advantage of all resources available to them. I encourage them to use ASC because of the wide range of services offered that can benefit every student, no matter their class standing or grade point average.

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For me, student success is about having specific academic goals that are both short-term and long-term. Balancing these goals with other important aspects of life is important to each student’s overall well-being and success.

With each interaction, I keep in mind that every student’s background plays a role in how they shape and view the world, as well as how they experience college. As a first-generation college graduate, I was able to show students that success is possible. The ASC reminded me of how mindset is a crucial growth, and I made it my goal to live out this mindset in my actions and words in college and throughout life.

The number of resources provided at the ASC to ensure student success is outstanding. Students are able to meet with academic coaches, and students can attend workshops related to a topic they need assistance with. Personally, I love the ASC because they really take the time to listen to your academic struggles in order to develop a plan that is catered to your needs and your success. Best of all, they root for you and encourage you as you strive for success.

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