



**ACADEMIC SUCCESS CENTER
DR. TED G. WESTMORELAND ACADEMIC SUCCESS PROGRAM
ANNUAL REPORT 2014-15**



From the Director

Increasing students' academic self-confidence. Strengthening students' commitment to academic achievement. Growing students' knowledge of learning and success strategies. Aligning with University goals of increasing the rates of students who return for their second year, maintain their state scholarship eligibility and earn an undergraduate degree.

At the Academic Success Center (ASC) we are about all of these things and more, and take great pride in the services we deliver to undergraduate students. Our mission is to support student success by delivering a diverse array of services designed to foster the skills and mindset students need to enhance their learning and achieve their educational goals.

I invite you to review our 2014-15 annual report and familiarize yourself with the success services we delivered to students — from course support services such as Supplemental Instruction and tutoring to success strategy workshops on time management and combating test anxiety to one-on-one academic coaching and counseling — and the data that show how the ASC is making a positive impact on student success.

A review of the retention, scholarship retention and graduation data continue to show that students who utilize ASC services return for their second year, retain their state scholarships and graduate at higher rates than students who do not utilize ASC services. Engagement matters. Furthermore, our data also show that students utilizing our services are highly satisfied with the support they receive from ASC services and staff, and the number of students we serve is on the rise. A total of 6,991 students utilized at least one ASC service during the 2014-15 academic year, a 3.1 percent increase as compared to 2013-14.

Whether students are high achieving, struggling or anywhere in between, there is something for every student at the ASC. We are extremely grateful to all those who made our success possible: Our donors, full-time staff, student employees and campus partners. We are especially grateful to the classes of 1956 and 1964, as well as Ted G. Westmoreland, D.V.M., for their generous support. Together, we are making a positive difference for our students. Thank you in advance for your continued support.

Sincerely,

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

Table of Contents

- 2 / Overview of the Academic Success Center
- 4 / The Academic Success Center by the Numbers
- 6 / Goal 1: Enhance Student Learning
- 8 / Goal 2: Promote Academic Success, Continued Enrollment and Graduation
- 11 / Goal 3: Meet the Needs of Students
- 12 / Achievements and Accolades





SUPPORTING STUDENT ACHIEVEMENT FOR 15 YEARS

ASC Vision, Mission and Goals

VISION

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

MISSION

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

GOALS

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

History

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

Student Employees

There were 262 students employed at the ASC as peer leaders during the 2014-2015 academic year: 162 SI leaders, 88 tutors and 12 STARs and peer mentors. Their average cumulative GPA was 3.73.

Programs Supported by the Dr. Ted G. Westmoreland Academic Success Program Endowment

During the 2014-15 academic year, the following six programs were housed in the Class of 1956 Academic Success Center Building: Academic coaching, academic counseling, academic recovery programs, success strategy workshops, Supplemental Instruction and tutoring. A total of 6,991 students utilized one or more of these academic success services. Use of these services resulted in 61,545 unique contact points.

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

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

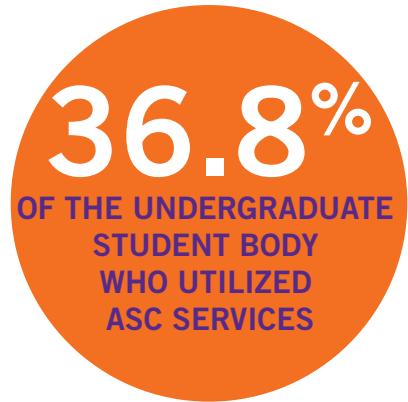
Academic Recovery Programs: The academic recovery programs included the academic recovery workshop, CU 1010, the Success Summit and Tiger Success. These programs helped students on academic probation to develop the skills and mindset they needed to return to good academic standing and gave students the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

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

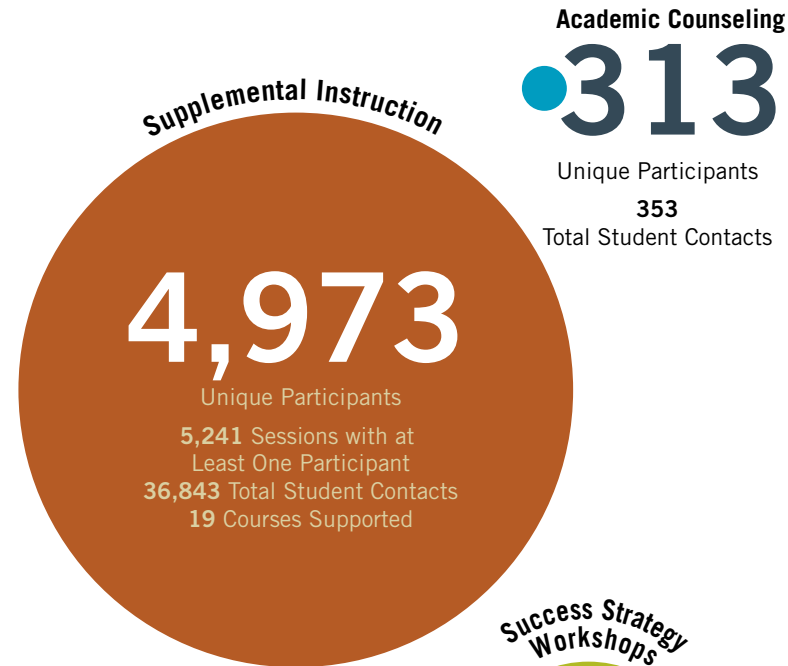
Supplemental Instruction (SI): Offered for historically difficult courses, SI sessions were offered twice a week. These interactive, 80-minute study sessions used collaborative learning activities that were facilitated by another student who had already been successful in the course. The goal of these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

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

ASC IMPACTS ACROSS THE CAMPUS

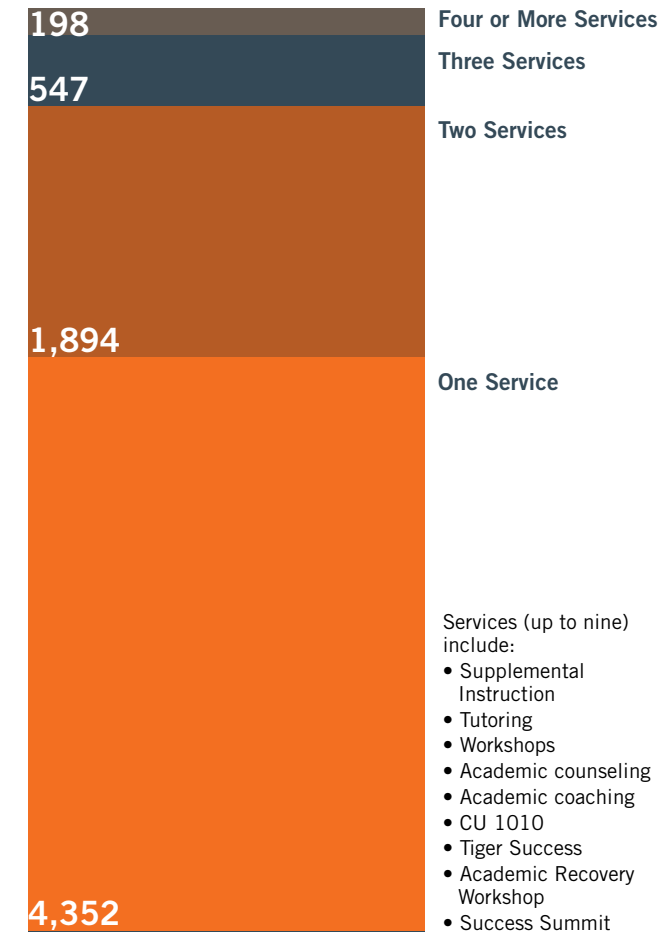


UTILIZATION BY SERVICE OR PROGRAM

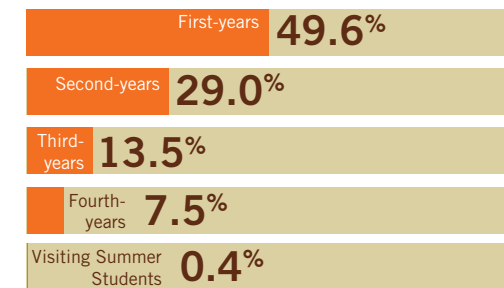


6,991 TOTAL NUMBER OF UNIQUE ASC USERS FOR THE 2014-15 ACADEMIC YEAR

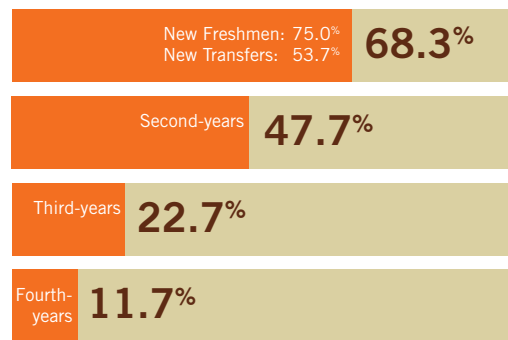
TOTAL UNIQUE ASC USERS BY COUNT OF SERVICES UTILIZED



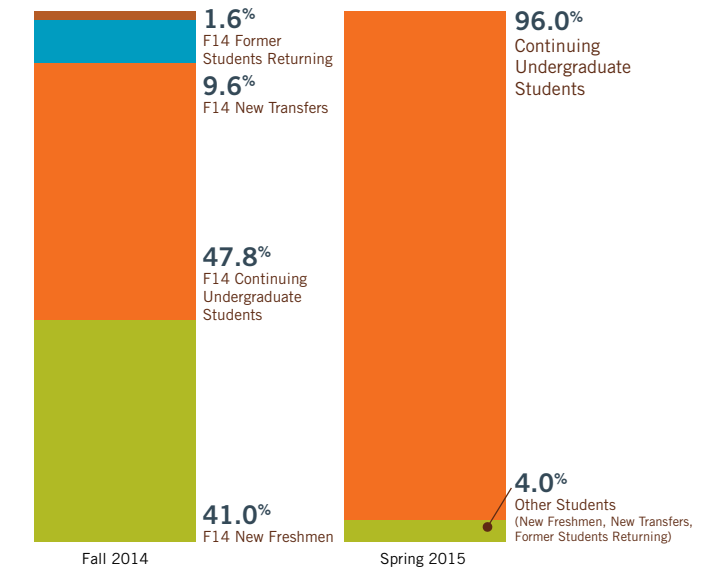
ASC USERS BY STUDENT CLASSIFICATION



STUDENTS WHO UTILIZED ASC SERVICES BY YEAR OF ENROLLMENT

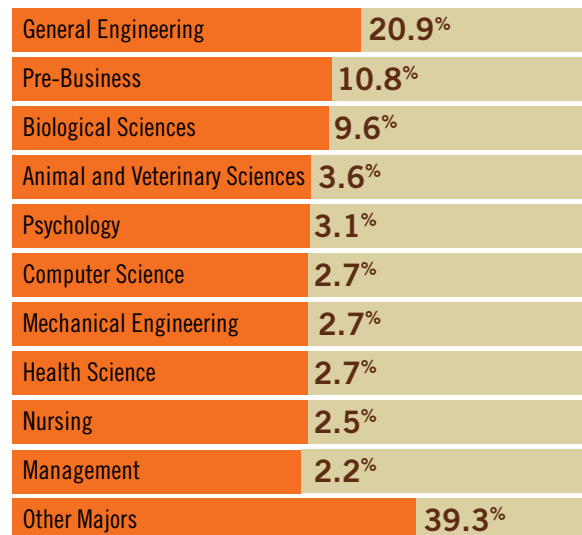


ASC USERS BY ENROLLMENT STATUS

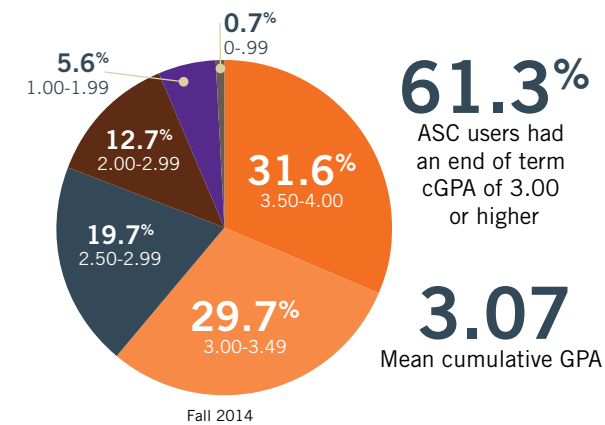


ASC USERS BY MAJOR

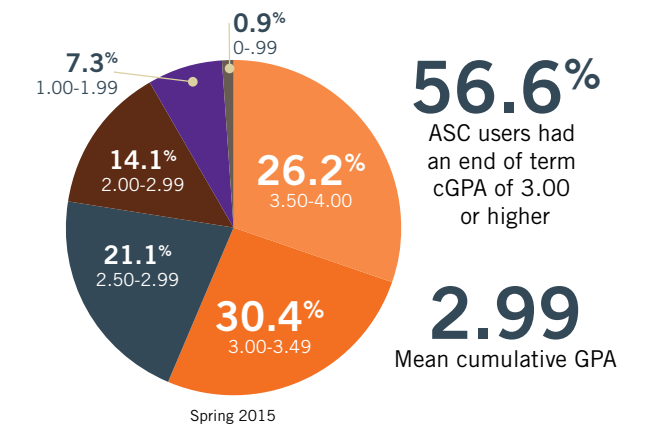
Overall, the top-10 majors comprised 60.7% of the population of the students utilizing the ASC.



TOTAL ASC USERS BY CUMULATIVE GPA



TOTAL ASC USERS BY CUMULATIVE GPA



REACHING OUR MILESTONES

Goal 1: Enhance Student Learning

Outcome 1: Increase in Perceived Level of Success

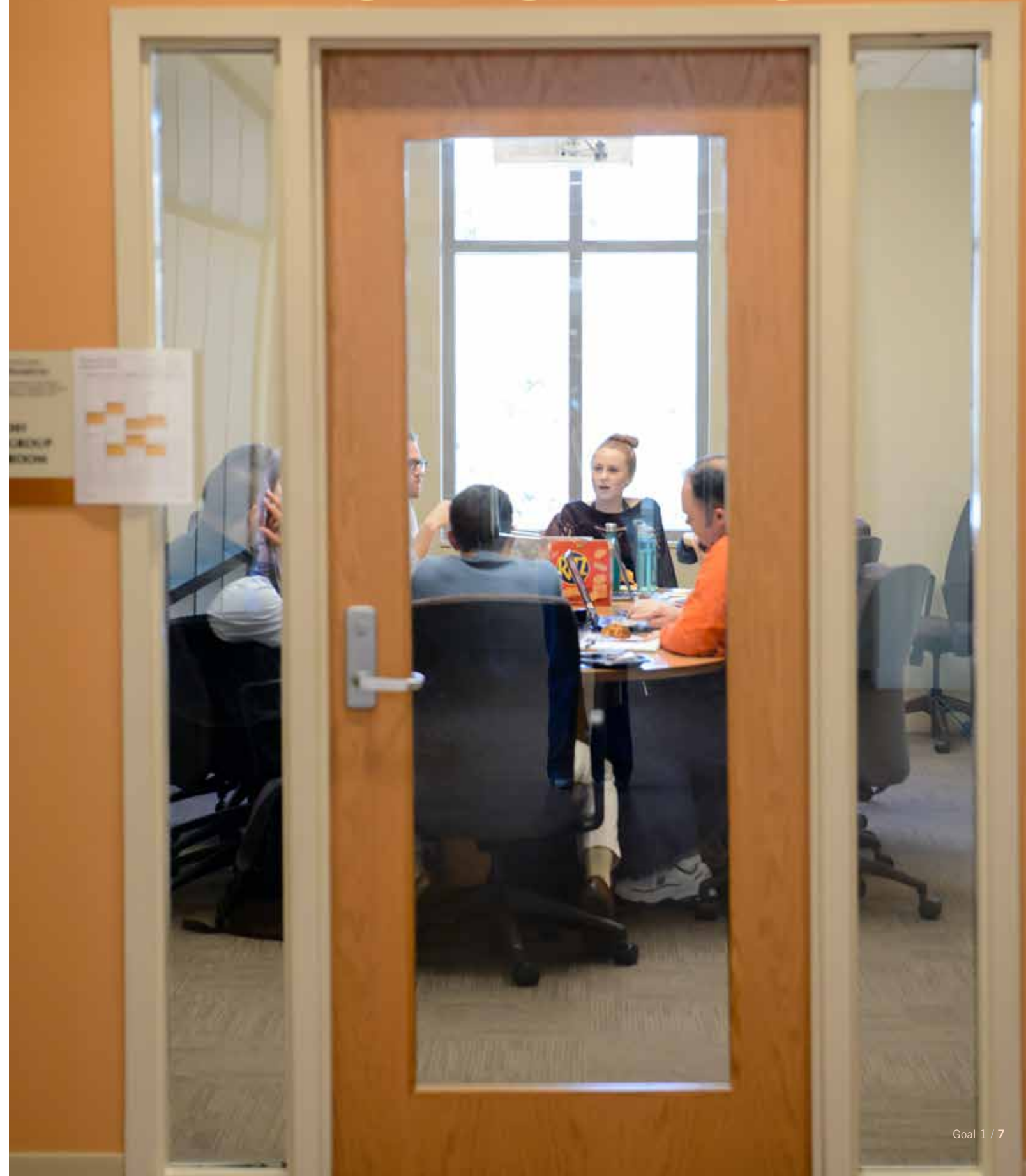
Students who utilized ASC services had an increased perceived level of success. After utilizing an ASC service, students strongly agreed or agreed with the following statements: 85.4 percent felt more confident in their ability to achieve their educational goals at Clemson; 87.5 percent felt an increased sense of commitment to achieving their educational goals; 92.5 percent felt their knowledge of learning strategies increased; and 87.0 percent adopted self-management behaviors.

Outcome 2: Ability to Identify Learning Strategies and Self-Management Behaviors

Students who utilized ASC services were able to identify learning strategies and self-management behaviors that they could use to enhance their learning and performance. A total of 83.8 percent of students who utilized Supplemental Instruction, academic counseling, the academic recovery workshop, success strategy workshops or the Success Summit were able to identify at least one learning or self-management strategy they learned.

Outcome 3: Acquire Transferable Skills

Students employed by the ASC were able to identify skills they developed on the job that they could apply to other settings. Of the STARS (Students Teaching Academic Responsibility) and peer mentors, 100 percent were able to identify at least one transferable skill such as public speaking, facilitation and time management that they had acquired as a result of their employment at the ASC. Ninety-nine percent of SI leaders indicated that as a result of being an SI leader they had developed at least one skill that they either used or planned to use outside of SI. Leadership, communication and teamwork skills were the most frequently cited skills, followed by organizational skills. For the tutors, 91.4 percent were able to identify and discuss the skills they had developed as a result of being a tutor, including leadership, communication, assertiveness, time management and organizational skills.



REACHING OUR MILESTONES



Goal 2: Promote Academic Success, Continued Enrollment and Graduation

Outcome 4: Promote a Growth Mindset

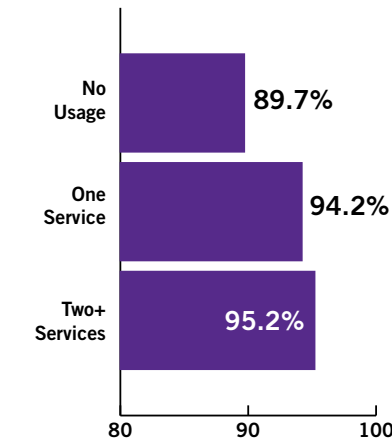
A review of all ASC services content, communications and training materials showed that the ASC promoted the adoption of a growth mindset, self-management behaviors and personal responsibility as strategies for enhancing learning and academic achievement. However, there were gaps noted in the promotion of a growth mindset in some materials and programs, and these will be addressed in the future.

Outcome 5: Higher Success Indicators

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

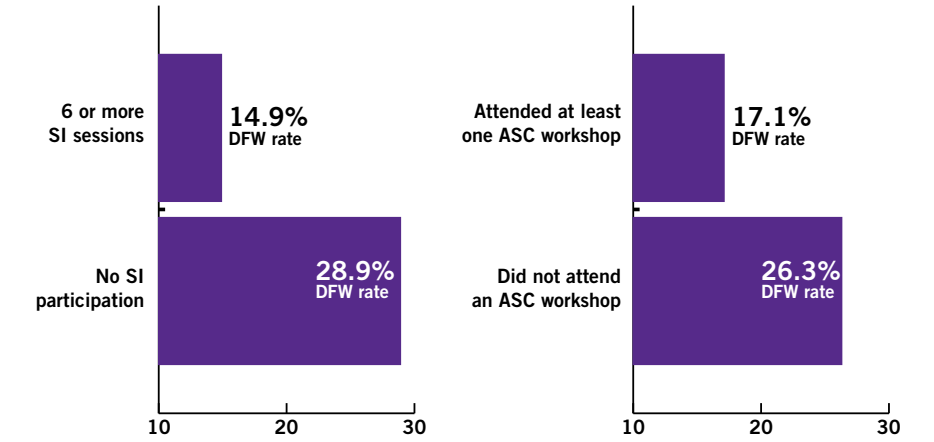
Students who utilized ASC services were more likely to:

STAY AT CLEMSON



Freshmen in the fall 2014 cohort who utilized ASC services returned at higher rates than students who did not utilize any ASC service.

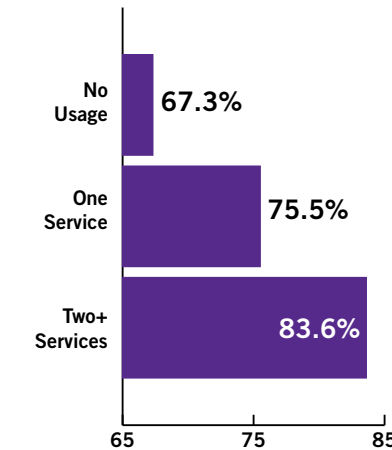
PASS AND COMPLETE COURSES



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

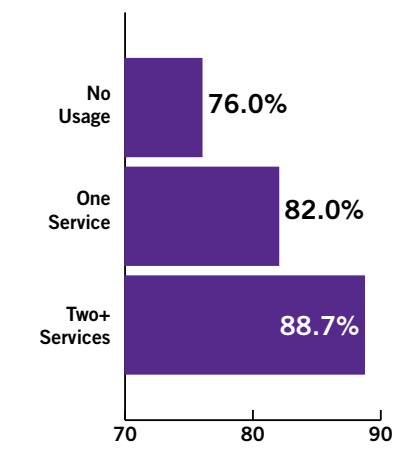
The DFW (grade of D, F or W) rate for students in general engineering courses (ENGR 1050, 1060, 1070 and 1080) who utilized the general engineering workshop bonus option was lower than that of students who did not utilize the bonus option.

KEEP SCHOLARSHIPS



Freshmen in the fall 2014 cohort who utilized ASC services retained their scholarships (HOPE, LIFE or Palmetto Fellows) at higher rates than students who did not utilize any ASC service.

GRADUATE FROM CLEMSON



Freshmen in the fall 2009 cohort who utilized ASC services during their Clemson career graduated at a higher rate than students who did not utilize any ASC service.

REACHING OUR MILESTONES

Goal 3: Meet the Needs of Students

Outcome 6: Increased Satisfaction

Satisfaction data for this academic year show that students who utilized ASC services and faculty who were involved with the SI or tutoring programs were satisfied with ASC services. Of the students and faculty who responded to ASC surveys, 93.8 percent of students reported that they were satisfied with their ASC experience, and 92.7 percent of faculty indicated that they were satisfied with the SI and tutoring programs. Because student satisfaction data were not collected during the 2013-14 academic year, a comparison of the satisfaction data could not be made. A comparison of the 2014-15 and 2015-16 satisfaction data will be provided in the 2015-16 annual report.

Outcome 7: Increased Utilization Rate

Student utilization data for this academic year show an increase in the number of students who utilized at least one ASC service, decreases in the percentage of new freshman and transfer students who utilized one ASC service, an increase in the percentage of new freshman students who utilized two or more ASC services, an increase in the percentage of students attending at least one SI session, an increase in the percentage of students attending six or more SI sessions, an increase in the percentage of students attending at least one tutoring session, an increase in the percentage of students attending two or more tutoring sessions and an increase in the percentage of students

who attended a Jumpstart workshop who also utilized at least one ASC service as compared to 2013-14 academic year data. The number of students who utilized at least one ASC service increased 3.1 percent from 6,781 to 6,991. The percentage of new freshmen who utilized one ASC service decreased 3.8 percent from 36.5 percent to 32.7 percent and for new transfer students, decreased 1.5 percent from 33.4 percent to 31.9 percent. The percentage of students utilizing two or more services increased 1.9 percent from 39.7 percent to 41.6 percent.

The percentage of students enrolled in SI-supported courses who attended at least one SI session increased 1.2 percent from 45.9 percent to 47.1 percent and increased 2.9 percent from 25.8 percent to 28.7 percent for students who attended six or more SI sessions. Participation in tutoring also increased. The percentage of new freshmen who attended at least one tutoring session increased 4.8 percent from 20.5 percent to 25.3 percent, and the percentage of tutoring participants who attended two or more tutoring sessions increased 1.9 percent from 49.1 percent to 51 percent. Finally, data show that students who participated in a Jumpstart workshop utilized ASC services at a higher rate than students who did not attend a Jumpstart workshop. The percentage of Jumpstart participants who utilized one or more ASC services increased 3.8 percent from 75.7 percent to 79.5 percent.

Outcome 8: Increased Number of Partnerships and Collaborative Activities

Collaboration data from this academic year show an increase in the number of continuing and new University partnerships and collaborations outside the University as compared to 2013-14 academic year data. Continuing and new University partnerships increased 75.9 percent from 29 to 51. Collaborations outside the University increased 100 percent from 10 to 20. Campus partnerships were formed with the following departments and programs: Housing and Residence Life, Fraternity and Sorority Life, New Student and Family Programs, Michelin Center for Career and Professional Development, PEER, Bridge to Clemson University, Emerging Scholars, FIRST Academy, General Engineering, Undergraduate Admissions, Undergraduate Studies, Student Financial Aid, Police Department, University Libraries, RISE and CBBS learning communities, Fike Recreation Center, PNC Bank, CCIT, Counseling and Psychological Services, Class of 1941 Pearce Center for Professional Communication, Development office, Global Road Safety Program and Clemson Online. Collaborations outside the University include conducting tours of the ASC for five universities, hosting a learning center networking conference, serving on the executive board for two regional learning center associations and delivering 11 presentations at professional conferences and meetings.

ACHIEVEMENTS AND ACCOLADES

In addition to programs and partnerships, the ASC students and staff were the recipients of numerous awards, were active in serving as presenters for international and national conferences, and assumed positions of leadership in professional organizations. These are some of our achievements.

Student Awards

Billie Meacham was selected as 2015 National Peer Tutor of the Year by the Association for the Tutoring Profession.

Presentations

There were 11 presentations delivered at professional meetings.

International

1. Whisler, L. (May 2014). SI Training Course for Academic Credit. Seventh International Conference on Supplemental Instruction, San Diego, California.
2. Whisler, L. (June 2014). Embedding E-Portfolio Skills into a Peer Learning Curriculum. Minnesota E-Portfolio Summit. Duluth, Minnesota. Invited participant.

National

1. Chasmar, J., Jablonski, D., and Moschella, E. (September 2014). Assessing Peer Academic Support for Cognitive and Behavioral Outcomes. National College Learning Center Association Annual Conference. Albuquerque, New Mexico.
2. Chasmar, J., and Loppacher, J. (September 2014). Launch Your Tutor Training to the Next Level: Create a One-Day New Tutor Training Orientation. National College Learning Center Association Annual Conference. Albuquerque, New Mexico.
3. Treuer, P., and Whisler, L. (November 2014). Navigating the 21st Century with Robust Learning Skills. College Reading and Learning Association. St. Paul, Minnesota. Pre-Conference Institute.
4. Chasmar, J., Doney, M. (March 2015). Excel Skills for Assessment. Association for the Tutoring Profession 11th Annual Conference. San Francisco, California. Pre-Conference Presentation.
5. Murphy, C. (April 2015). Webinar co-presenter. Innovative Educators on the Implementation of the Student Lingo Product.

Regional/State

1. Carnot, T.A., McCubbin, D., and Murphy, C. (June 2014). Data Collection, Analysis and Reporting to Support a New Success Center Initiative. South Carolina National College Learning Center Association. Columbia, South Carolina.
2. Chasmar, J. (June 2014). Moving Forward with Tutor Training: Creating a Comprehensive, Certified Model. South Carolina National College Learning Center Association. Columbia, South Carolina.
3. Carnot, T.A., and Murphy, C. (October 2014). Adjusting the Metrics of a Learning Center as University Mission, Values, Goals and Objectives Change. Southern Association for Institutional Research. Destin, Florida.
4. Carnot, T.A., and Murphy, C. (June 2015). Implementation and Integration of the Student Lingo Workshops into the Programs of a Learning Center. South Carolina National College Learning Center Association. Rock Hill, South Carolina.

Leadership Positions

ASC staff assumed leadership positions in two learning center associations. These positions were public relations co-chair of the Association for the Tutoring Profession and secretary of the South Carolina National College Learning Center Association.

Tutor Certification

Of the incoming ASC tutors, 100 percent received CRLA Level 1 training and certification each semester. Additionally, all returning tutors received CRLA Level 2 training and certification each semester. Further, 18 ASC tutors opted to engage in Level 3 training, and all 18 students received Level 3 certification.

New Service

In the spring 2015 term, the ASC began delivering transition advising and course-registration guidance for all former students returning to Clemson after a break in enrollment. ASC advisers provided individual academic and developmental advising to former students as they prepared for re-enrollment, and advisers connected students to other ASC resources designed to enhance the students' ability to make a successful transition back to Clemson.





For Additional Information

Class of 1956 Academic Success Center
Dr. T.G. Westmoreland Academic Success Program
836 McMillan Road
Clemson, South Carolina 29634-5126
864-656-6452
Fax: 864-656-6215
Email: asc@clermson.edu
Website: clermson.edu/asc