Dear Friends of the Academic Success Center,

I am pleased to present our 2020 annual report to you. Whether it be through our course support services, academic coaching, or success strategy workshops, I’m deeply proud of all the ways my ASC colleagues support students and help them achieve their fullest potential.

In this report, you can also learn more about the Success Matters program and CU 1010, a two-credit student success course, both of which we designed to support students struggling academically. Our goal for these initiatives is to equip students with the information, strategies and support they need to return to good academic standing and continue making progress towards achieving their goal of earning a Clemson degree. In addition, this report includes stories from the students we serve of how the ASC has made a positive difference for them.

Making a positive difference in the lives of our students guides our work every day. We could not do what we do without the generous support and collaboration of donors and campus partners like you. Thank you for helping us to be difference makers!

Sincerely,

Sue Whorton
Director

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

ACADEMIC SUCCESS CENTER (ASC) VISION
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
• Create an inclusive and high-quality learning environment
• Increase engagement and collaboration with undergraduate students, faculty, and staff

PURPOSE
INSPIRING SUCCESS: One Student. One Class. One Clemson.

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.

OUR SERVICES
During the 2019-20 academic year, ASC staff delivered the following services to undergraduate students: Academic Advising (for former students re-enrolling and students who have not yet declared a major), Academic Coaching and Consulting, Course Support Programs (LearningLab, Peer-Assisted Learning (PAL), and Tutoring), and Success Strategy Workshops.

OUR STUDENT STAFF
The ASC continues to help undergraduate students succeed, grow, and learn thanks to the outstanding support of our student employees. During the 2019-20 academic year, the ASC employed over 200 students as PAL leaders, tutors, peer success leaders, student advisory board members, and office assistants.

STUDENT UTILIZATION
During the 2018-19 academic year, 7,165 students utilized one or more ASC services. 75% of new freshmen and 52.3% of new transfer students utilized at least one service.

An average of **254 UNIQUE STUDENTS UTILIZED TUTORING** each week during the Fall 2019 semester.
ASC Participants by College
FALL 2018

- 16.9% Sciences
- 16.9% Business
- 14.9% Behavioral, Social, and Health Sciences
- 8.8% Agriculture, Forestry, and Life Sciences
- 7.1% Architecture, Arts, and Humanities
- 1.6% Education
- 3% Other (Bridge and Graduate students)
- 36% of undergraduate student body utilized ASC services

Utilization of ASC Services by Student Year of Enrollment

- NEW FRESHMEN: 52.3%
- NEW TRANSFERS: 75%
- SECOND-YEARS: 36%
- THIRD-YEARS: 15.7%
- FOURTH-YEARS: 9.5%

Total Unique ASC Participants by Count of Services Utilized

- ALL STUDENTS
  - ONE SERVICE: 66.2%
  - TWO SERVICES: 23.7%
  - THREE SERVICES: 8.5%
  - FOUR SERVICES: 2.6%
- NEW FRESHMAN
  - ONE SERVICE: 45.7%
  - TWO SERVICES: 36.1%
  - THREE SERVICES: 13.6%
  - FOUR SERVICES: 4.6%
- NEW TRANSFERS
  - ONE SERVICE: 59.9%
  - TWO SERVICES: 26%
  - THREE SERVICES: 10.8%
  - FOUR SERVICES: 3.4%

ASC Participants Successfully Pass and Complete Courses
Students who utilized PAL for 6+ sessions SUCCESSFULLY PASS AND COMPLETE COURSES at a rate higher than that of students who did not.

- PAL Course Completion Rates
  - Fall 2019: 95.8%
  - Fall 2017: 94.1%
  - Fall 2016: 93.8%
- General Engineering Course Completion Rates
  - Fall 2019: 85.1%
  - Fall 2017: 87.2%
  - Fall 2016: 91.3%

ASC Participants Keep Their Scholarships
Freshmen in the fall 2018 cohort who utilized ASC services RETAINED THEIR SCHOLARSHIPS at the same rate as students who did not.

- NEW FRESHMEN: 79.6%
- NEW TRANSFERS: 79.6%
- ONE SERVICE: 76.3%
- TWO SERVICES: 73.3%
- THREE SERVICES: 73.3%
- FOUR + SERVICES: 73.3%
- NO USAGE: 73.3%

ASC Participants Have Higher Graduation Rates
Freshmen in the fall 2018 cohort who utilized ASC services during their Clemson career GRADUATED AT A HIGHER RATE than students who did not.

- NEW FRESHMEN: 94.1%
- NEW TRANSFERS: 91.3%
- ONE SERVICE: 87.2%
- TWO SERVICES: 83.7%
- THREE SERVICES: 83.7%
- FOUR + SERVICES: 83.7%
- NO USAGE: 71.7%

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

ASC PURPOSE

ASC BY THE NUMBERS

Clemson University Academic Success Center

66.3% Cumulative GPA of ASC Participants

3.00-4.00 GPA: 27.1%
2.00-2.99 GPA: 54.2%
1.00-1.99 GPA: 14.9%
0.00-0.99 GPA: 3.6%

ASC by the numbers
COURSE SUPPORT PROGRAMS equips Clemson students with strategies for “learning how to learn” in their courses. Tutors and PAL leaders focus on helping students understand course content. They, along with the PLCs in the new LearningLab share and model effective learning strategies. One form of modeling is to ask questions that prompt students to make connections between what they know, what they need to know, and what resources are available to fill the gap. Dylan’s spotlight exemplifies one approach to effective questioning techniques.

How do we know PAL leader and tutor modeling is connecting with student learning? We asked new PAL leaders and tutors to explain why they chose specific activities for a session, and we asked the students in that session to tell us what they learned. The PAL leaders and tutors included: breaking complex problems into smaller parts, listing formulas and “known” information to better understand what the problem is asking, drawing a flow-chart to think through the math. 94.8% of the 188 students who attended sessions during our assessment period named at least one problem-solving or learning approach from the session that they can use to support their learning.

As important as it is to be able to learn for oneself, feeling a sense of belonging in a supportive community is essential for students to remain enrolled and to thrive. We support the General Engineering Learning Community (GELC), which provides peer coaches as academic mentors for entering freshmen whose calculus skills need to be improved. Rachel’s spotlight shows that the program’s learning strategies course creates a supportive environment for students to become a community of learners.

A PAL session is a dynamic environment that allows students to reinforce class material by drawing deeper connections. Students work together to make sense of difficult material under the guidance of a PAL leader. The new planning form provides a “what” section for the PAL leaders to list what specific problems they will use for the session. Putting an emphasis on course content allows the PAL leader to adjust to what their participants identify for review and not just stick to the “plan.” This allows PAL sessions to feel more useful for the participants. The next section provides room for the PAL leader to think about “how” they can use the concepts. Here the PAL leader thinks about what specific questions they want to ask their participants and what activities they want to use in the session. The final “why” section provides space for the PAL leader to reflect on how well they think their session went and what they could improve on in their next session.

When the opportunity to improve the PAL session structure presented itself, I was excited because I want to help other PAL leaders be more successful. I want them to know that I care about the issues that are most important to them and that can make their experience as a PAL leader better. I am very thankful that I was able to help a program that has given so much to me.
Of the 188 students who attended PAL sessions during our assessment period, 94.8% named at least one problem-solving or learning approach from the session that they could use to support their learning.

Madisyn Currie  
HOMETOWN: Lexington, SC  
MAJOR: Health Science  
TUTOR/TUTOR MENTOR

As a tutor mentor, I helped compile notes, worksheets, and study guides for the tutor resource database. I loved helping to create this database because it makes tutoring sessions more helpful for students and less stressful for tutors. I always go on the database to find resources for practice problems or if I need to refresh on some material for a course. I have also done a lot of work with the observation forms that tutors and tutor mentors utilize to gain feedback and insight for their own sessions. Observations are vital in helping tutors gain insight into how to make their sessions more successful.

Holding tutor mentor meetings has had a positive impact on both new and returning tutors. In these meetings, I love to ask tutors what they might be struggling with and ask other tutors if they have any advice for new tutors. This has created a closer community of tutors. In addition, these meetings have been a way for me to help tutors develop their interview skills, so they can portray how important tutoring is in a job or graduate school interview. Tutoring is an amazing skill that is applicable to so many different experiences.

I am very passionate about working hard and using the resources around me, and it feels great to be able to make these passions into a job. Being a tutor has allowed me to express the values of hard work, communicating with students in a way that promotes a comfortable and productive environment, and creating a community where students can build connections with others. All of these things impact students by preparing them for a productive and successful future, and I love being a part of that.

Rachel Christine Burger  
HOMETOWN: Aiken, SC  
MAJOR: Biosystems Engineering  
PEER LEARNING CONSULTANT/GELC COACH

Being in GELC gave me a chance to learn how to study for college because high school classes were easy for me. GELC also gave me a chance to connect with people who were in the same classes. Being an introvert, this really helped me make friends and find a group of people that I still hang out with today. If I hadn’t been in GELC my freshman year, I would’ve struggled academically and definitely more socially. There’s a possibility that I wouldn’t have stayed in engineering or at Clemson at all.

I wanted to be a GELC coach and Peer Learning Consultant in the LearningLab to give back to the community that gave me so much during my freshman year. I wanted to be able to help incoming freshmen with anything that they could be struggling with and just be that support system for them.

Being supported by and working with the ASC has helped me grow as a learner in ways that I couldn’t even think of after I graduated high school. I know more than I think I know academically and about myself. Learning doesn’t stop when you leave the classroom and you can teach yourself anything with a few learning strategies under your belt. I have also learned that being a strong student doesn’t mean that I know everything, it just means I’m willing to learn and at least try. I am more aware of my learning and if I’m struggling in an area, I know exactly what to do to improve that area and gain more knowledge. I am very grateful for my opportunities with the ASC.

In Fall 2018, 50% of all ASC participants were General Engineering, Pre-Business, Biological Sciences, or Nursing Majors.

44.9% of all new freshmen attended at least one PAL session in Fall 2018 or Spring 2019.
ACADEMIC ADVISING
Supports students in navigating curricular requirements, academic policies and regulations, and resources at Clemson. Our advisors support the following populations:

• AAH UNDECLARED | As they determine the academic program of study appropriate to them through active exploration of their values, skills, and interests.

• FORMER STUDENTS RETURNING | As they navigate the transition back to Clemson University after one or more semesters away through collaboration with departmental advisors and campus partners.

The following quotes emphasize the most important things gained from academic advising students while being supported by our advisors. Students shared that they received:

• “confidence and reassurance about the path forward in fulfilling degree prerequisites and graduating.”

• “confidence and perspective that I still have a solid plan ahead of me for next semester even though I’m still not sure what I want to be my major and minor.”

• “support in making decisions regarding the schedule of this upcoming semester and brief overview of resources available through the Academic Success Center.”

• “I gained a lot of knowledge regarding the different majors and options offered at Clemson. I learned the importance of having a plan and found out what majors would best fit me.”

• “I learned about other majors that fit what I am looking for, as the major I am currently in is not meeting my wants or needs.”

• “As a senior I feel like I already knew what I wanted to accomplish in my last year, but my advisor provided suggestions that I had not previously considered and informed me of resources that I had not previously been aware of. I feel like the greatest thing I gained from this experience was knowing that I have someone to assist me if I face complications to graduate, or if I am unsure of the best steps to take moving forward.”

ADVISING, COACHING, AND CONSULTING (ACC) team empowers students to reach their full potential. Our mission is to equip each student with the mindset, skills, and behaviors integral to their success. We are thrilled to share we welcomed five new advising and coaching specialists to our team this year.

“...the greatest thing I gained from this experience was knowing that I have someone to assist me if I face complications to graduate...”

Between the August 2018 and December 2019, our team served more than 1,700 students across more than 3,800 individual appointments.

Of students who completed evaluations regarding academic advising appointments:

98.6% AGREED | I feel more confident in my ability to succeed at Clemson.

98.6% AGREED | Personally benefited from participating in this service.
ACADEMIC COACHING
Allows students to see themselves, their skills, and their study habits from a fresh perspective. Academic coaches collaborate with students to develop the mindset, skills, and behaviors they need to be successful students in the classroom environment, both in person and online.

When asked the most important thing gained from Academic Coaching, some students shared that they most appreciated their improved self-confidence and belief in themselves even when setbacks occur.

Of students who completed evaluations regarding academic coaching appointments:
100% AGREED I feel more committed to attaining their educational goals
100% AGREED I feel better able to prioritize and manage their time and energy

The following quotes reflect what these students gained most from their experiences with our coaches:
• “the confidence that I can do it and that I can be successful. If I get a bad grade on something that I can bounce back and keep working hard. Not to give up on myself, but my coach believes in me.”
• “a reminder of a positive trend in performance even if I am not at the point I would like to be at.”
• “gained a more positive way of thinking about setbacks.”
• “I am fully confident that my coach tailors their coaching to any issue that their students walk through the doors with, with their knowledge that any setback can have an effect on academic performance. Personally, for me, that meant providing me with the support and guidance to develop new ways to decrease stress.”
• “emotional support [of] someone who can relate to me and someone to keep me accountable”
• “I’m not alone at the university as long as I know who to reach out to for help.”

Some students reported that it was the strategies that were the most important things they gained from their appointments.
• One student responded that it was the “knowledge of how to better time manage and reduce stress” that was most important.
• Another student stated that “figuring out what my weaknesses were when it came to studying were a huge help as I was able to address them before my first round of exams”.

LEARNING STRATEGIES CONSULTING
Provides tangible learning strategies tailored to a student’s goals and Study Behavior Inventory results.

When asked what they planned to take with them from the experience, students continued to perceive improvement in their approaches to time management and studying as a result of their participation. Students shared:
• “The most important thing I gained from the session was that time is my only limited, but equal resource, so I should use it wisely.”
• “It’s not as hard as I make it, and how everything is manageable if I study correctly.”
• “[I learned] how to cope with panic that comes across me during the actual test, and how to stop this panic from occurring in the first place with preventative study methods.”
• “I gained good strategies to help me study more effectively.”

All of these responses reinforced the fact that the majority of students felt more equipped and more confident in their ability to succeed due to their experience with this service.

Through these services, our team fostered an environment in which students will thrive at Clemson University and beyond by providing academic, social, and transitional support.

LOOKING AT 2020
Beginning in January of 2020, our team engaged in several strategic shifts in the delivery and documentation of our services to better support students:
• We utilized CUNavigate, a University wide student success platform, to schedule and document our interactions with students to provide increased transparency and communication between appointments.

Of students who completed evaluations regarding learning strategies consulting appointments:
98.2% AGREED — I feel more confident in my ability to succeed at Clemson
98.2% AGREED — I feel more knowledgeable about learning and study strategies I can use.

• We leveraged CUNavigate to implement targeted appointment campaigns to priority student populations as identified by Clemson University.
• We integrated the Study Behavior Inventory across our entire academic coaching service, expanding our capacity to incorporate its results into our recommendations to students.
• We engaged in professional development activities and reflective practices to identify opportunities for enhanced support of underrepresented student populations.

“Figuring out what my weaknesses were when it came to studying were a huge help as I was able to address them before my first round of exams.”
ACADEMIC ADVISING, COACHING, AND CONSULTING

CLEMSON UNIVERSITY ACADEMIC SUCCESS CENTER

students we support:

Haylon Card
HOMETOWN: Sebring, FL
MAJOR: Mechanical Engineering
ACADEMIC COACHING

I transferred to Clemson from Spartanburg Community College. While I’m originally from Sebring, Florida, I spent most of my life in Spartanburg, South Carolina. Within the Academic Success Center, I primarily use academic coaching to help me improve my study and learning skills.

My Clemson Experience has been a little different than most. I first started here when I was 29, older than the majority of my classmates. Despite this, I’ve made some great friends that I spend time with whenever I have time. Unfortunately, I do not have a bunch of free time. I currently work three jobs totaling close to 40 hours a week, not including the private tutoring I do on the side. When I’m not working, I like to read, play board games, tabletop role playing games, and video games.

My first semester at Clemson didn’t go well. I failed a class and didn’t do great in my others. Academic coaching was recommended to me because I ended up on academic probation. I still meet up with my academic coach every other week because I think it helps me constantly improve my study and learning skills. I would like to take my improved learning skills into graduate school to improve my ability to do research.

Haylon’s academic coach described him as “actively engaged in the coaching process.” Over time, he felt more confident about his ability to be successful and particularly enjoyed implementing intense study sessions and using Bloom’s Taxonomy as a guide for framing his goals for each intense study session.” Haylon now serves as a peer leader for the Academic Success Center within Course Support Programs, sharing skills he learned and continues to practice with other undergraduate students.

Justin Green
HOMETOWN: Columbia, SC
MAJOR: Business Management
ACADEMIC COACHING & LEARNING STRATEGIES CONSULTING

My Clemson Experience has been somewhat of a roller coaster since I arrived in Fall of 2016. I went from not being very involved freshman year to now being President of the National Panhellenic Council (ONPC) as a senior. I have been inspired along my journey by all of my peers who have succeeded in their own personal paths, as well as the ones who most closely resemble mine and the success that I hope to achieve. Outside of class, I fill my time with my organizations, mainly Alpha Xi Delta, Alpha Phi Alpha Fraternity, Inc. These organizations are important to me because of the consistancy that they have given me through my college career.

The ASC services I chose were essential to me because as a freshman I wasn’t doing well at all, school was really a struggle and I was unsure if the path that I had chosen as a senior in high school was my true purpose. My academic coaching experience has been the most useful for me in my time at Clemson.

The coaches that I have gotten to work with have been helpful in taking me from the 10,000-foot view to one in which I could better identify and manage everything on my plate. The organization strategies and thought processes that I gained as a result of my experiences will stick with me through my next semesters at school and into life after graduation.

Justin’s academic coach described him as “devoted to the process.” He has actively engaged with academic coaching for the past three academic terms and “values the opportunity to think through how to approach the management of his academic and non-academic commitments.” Justin serves as “a source of inspiration for living his values, which is reflected in how he prioritizes his time and energy as a member of the Clemson community.”

Madeline Richmond
HOMETOWN: Deerfield, MA
MAJOR: Health Science
MINOR: Spanish Studies
ACADEMIC COACHING

My Clemson experience has been shaped by many things, in and out of the classroom. The relationships I have cultivated have had a tremendous impact on my short time at Clemson. I am a member of Alpha Delta Pi sorority, the Elections Board, and the Clemson University Guide Association; three very different organizations that have each brought me different experiences and opportunities. The friendships and memories I have made within each organization have changed my life for the better. I truly feel as if I am a part of the “Clemson Family” that is spoken about so frequently and boldly. These people inspire me to be a better version of myself each and every day.

At first, I chose each ASC service out of curiosity, I have attended PAL avidly since freshman year and have utilized its services in General Chemistry, Organic Chemistry, and Anatomy and Physiology. I have found PAL to be a huge help in all of those classes but began to incorporate drop-in tutoring when I wanted one on one help or had a specific question. Towards the end of Fall semester my sophomore year, I started going to academic coaching in order to learn better study skills. I would like to think of myself as a fairly organized person, but my academic coach has helped me create better study plans and has encouraged me to try new study techniques. My coach has quickly become a wonderful mentor to me, and I value all the advice greatly.

Both PAL and academic coaching have been very beneficial to me. PAL is wonderful for helping one keep up with the course material continually and creating a deeper understanding. The PAL leaders I have had have all been wonderful and beyond qualified. Academic coaching has impacted my pursuit of a degree in more of a holistic way by integrating various methods that will be beneficial years after Clemson. The services at the ASC have taught me many things that I will take into the future, the greatest being the prioritization and management of time.

Madeline’s academic coach described her as “valuing the structure of academic coaching and support with working through how to balance academic responsibilities with other on and off campus involvement.” Through continued engagement, she “developed more effective study strategies for each course through the academic coaching process, which has led to early success in those courses in the current term.”

Cassie Conlan
HOMETOWN: Washington Township, NJ
MAJOR: Biochemistry
MINOR: Chemistry
PEER SUCCESS LEADER

Over the past 2 years, I had the incredible opportunity to grow as a leader, working alongside ASC staff, mentors and peers, helping to give students the tools they need to excel and acquire skills a didactic course could never teach me. When I came to Clemson, I knew I wanted to help give back to the student body in some way, yet I was torn exactly how I wanted to do this.

When I heard of the Peer Success Leader program, I knew that it would be the perfect position for me. Through this role, I have provided students not only with knowledge they need to succeed in a single course, but with a toolbox of strategies they need to change and grow as an individual to excel in all of their courses throughout their time at Clemson. It additionally gives me great gratification knowing that the strategies I teach my peers will be able to carry through, not only their time at Clemson but into their future career and personal life, allowing for success in all arenas of life. Though my main responsibility through this role is to shape students into better versions of themselves, each student I meet through my work has the same effect on me—teaching me ways in which they cope with life’s challenges and inspiring me with their drive, earnest and passion for education. I am further driven to be a better leader and person by my brilliant supervisors, who hold me to high expectations which I not only strive to meet but far surpass. The leadership, communication and adaptability skills I have learned through being a PAL are ones I will cherish forever and carry with me.

The lesson I have learned that truly stands out the most to me is that listening is a far more important skill that talking because something can be learned from every conversation if you just tune into it.

93.1% would recommend being an ASC peer leader to other interested and qualified students
The PEER SUCCESS LEADER (PSL) program provides undergraduate students the opportunity to serve their campus community by developing and presenting academic success workshops to their peers. Their presentations are focused on a variety of topics such as time management, study strategies, exam preparation, and note-taking.

During the 2018-19 academic year, Peer Success Leaders presented a total of 47 workshops. Additionally, there was a 49% increase in the number of workshop participants as compared to the previous year.

The Peer Success Leader program continued to provide undergraduate students with the opportunity to become academic leaders in the Clemson community. This program offered an outstanding professional development opportunity outside of the classroom. During the 2019-2020 academic year, PSLs focused their training on learning new interactive workshop activities, sharpening their presentation skills and practicing Kolb’s Learning Styles. The PSL Leadership team presented the “Outstanding Peer Success Leader” to a member of the team and will acknowledge all of the leaders in this program for all of their hard work and contributions to the Academic Success Center. This year, we were honored to present the award to Cassie Conlan for her commitment to the program and to student success!

Of the participants who completed a PSL Workshop evaluation . . .

96.7% AGREED My PSL presenter communicated the strategies and/or concepts in the workshop very well or well

97.8% AGREED I now feel more confident in my ability to succeed at Clemson than I did before.

98.3% AGREED I now feel more knowledgeable about learning/study strategies I can use than I did before.

PSL presentations are focused on a variety of topics such as time management, study strategies, exam preparation, and note-taking.
SUCCESS STRATEGY WORKSHOPS
Success Strategy Workshops are 45-minute, in-person interactive presentations designed to help students sharpen their thinking skills, increase their confidence and enhance their knowledge of success strategies and resources.

Faculty, staff, and Peer Success Leaders (PSL) facilitated workshops throughout the fall and spring semesters. Workshop topics included study smarter strategies, avoiding procrastination, effective studying, note-taking, test anxiety, getting organized, preparing for final exams, and more. Between Fall 2018 — Fall 2019, over 150 success strategy workshops were offered to undergraduate students.

ILEARN ONLINE WORKSHOPS
iLearn online workshops are free interactive videos available to students 24/7. These series of online videos consist of personal and academic success topics including, test taking, organization, and study strategies.

943 STUDENTS VIEWED 1,331
ILEARN ONLINE VIDEOS during the Fall 2019 semester. The most viewed video was “Financial Literacy: Smart Money Skills for College & Beyond” with 792 views.

JUMPSTART WORKSHOPS
The annual Jumpstart Workshop program is offered the day before fall classes begin and assists new freshmen and new transfers who want to learn about college-level expectations and making a successful transition into Clemson. Jumpstart is designed to allow students a unique opportunity to hear from current professors and professional staff on topics such as foreign language, math, science, and English, as well as provide them the ability to ask them questions and interact in a classroom environment before their first day of school.

In Fall 2019, 24 workshops were offered, and 510 students participated in one or more workshops. Of the Jumpstart participants, 72.4% utilized at least one ASC service during the fall term.

167 STUDENTS participated in “Sleep Matters,” the MOST ATTENDED SUCCESS STRATEGY WORKSHOP during the Fall 2019.

BUSINESS 1010 PRESENTATIONS
The ASC’s collaboration with the College of Business included in-class presentations to Business 1010 students. The presentations included an overview of ASC services and important success strategies such as the five-day test preparation, study techniques, organization tips, and developing a growth mindset. During the 2019-2020 academic year, ASC staff presented to all Business 1010 sections for both Fall 2019 and 2020 terms. ASC staff delivered a total of 56 presentations to over 1,200 students.

43% OF STUDENTS ENROLLED IN BUS 1010 in Fall 2019 utilized at least one ASC service in Fall 2019.

28.7% STUDENTS ENROLLED IN BUS 1010 in Spring 2020 utilized at least one ASC service Spring 2020 (so far)

STUDENT PLANNERS
In Summer 2019, the ASC began the process of refreshing our brand. We sought feedback from our campus partners, current students, and the Student Advisory Board members to ensure we were aligning our brand with the needs of our current students. In Fall 2019, we accepted an invitation from Professor Michele Cauley to work with her students enrolled in Marketing 3220 to learn more about the impact of the ASC social media platforms. The student team and our Outreach staff conducted an evaluation on our messaging, graphics, and outreach impact data. After reviewing student feedback, we aligned our messaging, descriptions, and photos across each ASC online platform. We strategized and reviewed social media analytics to confirm the best time, graphics, and language to publish on each of our online platforms to increase brand awareness and knowledge of ASC services. Since our collaboration with the Marketing 3220 students, we have had an increase of over 80 Instagram followers, as well as increased page interactions and weekly profile visits.

COLLABORATION WITH MARKETING 3220 STUDENTS
Thanks to the generosity of the Class of 1956, the ASC offers several resources for students including our highly anticipated student planners. Planners were made available for students at the beginning of the Fall 2019 and Spring 2020 terms. In addition to information about ASC services, the planner also included helpful academic resources as well as weekly and monthly calendars, learning strategies and study tips, and a final exam study guide.

1,322 UNIQUE PARTICIPANTS attended Success Strategy Workshops in the Fall 2018 and Spring 2019 semesters.

3,983 TOTAL WORKSHOP ATTENDANCE
Fall 2018 - Spring 2019.

97.6% OF STUDENTS WHO SAID THEY BENEFITTED from attending their workshop.

95.5% OF STUDENTS WHO SAID THEY LEARNED A STRATEGY they can use in the future.

97.5% STUDENTS WHO SAY THEY LEFT THE WORKSHOP FEELING MORE KNOWLEDGEABLE about learning and study strategies than they did before.

187 OF STUDENTS ENROLLED IN BUS 1010 (so far)
As part of our commitment to ensure that the ASC’s programs and services are aligned with the needs of undergraduate students, the ASC rolled out the Student Advisory Board (ASC) in Fall 2019. The inaugural SAB consisted of 16 undergraduate students who served as ambassadors for the ASC, and represented the voice of the Clemson University student body. The SAB was given the charge to provide valuable feedback on the Center’s services, operations, and marketing strategies. To promote ASC services and initiatives, SAB members developed and implemented promotional events across campus, created content for the ASC social media platforms, and helped to update the Center’s marketing materials. During the 2019-2020 academic year, SAB members provided valuable feedback on how to best educate students and faculty about ASC services, utilize images and graphics in ASC promotional materials, lay out the ASC planners, and create a more inclusive and welcoming environment in the ASC building.

In creating the SAB, ASC staff aimed to create an experience that was not only beneficial to the ASC, but also rewarding for the SAB members. Based on members’ feedback, the ASC achieved this goal as SAB members reported gains in their communication, listening, critical thinking, decision-making, creativity, time management, and teambuilding skills. One SAB member noted that, “This experience further enhanced my understanding of this university, the behind the scenes operations of our university, and how much this university truly cares for our success. The fact that the ASC created an entire SAB to focus on their one building and all of its assets speaks so highly of the faculty in that building and their desire to be the absolute best for our students.”

Kaylea Von Seggern

HOMETOWN: McLean, VA
MAJOR: Marketing
MINOR: Packaging Science
STUDENT ADVISORY BOARD

I have been on the Academic Success Center Student Advisory Board for almost a year. My relationships with the ASC started when I was a freshman attending PAL sessions and breaking study roots. The ASC was a large part of my success here at Clemson and I am honored to have the chance to give back. Throughout my time being a member of the SAB, my favorite experiences always come from talking to students about our services and seeing that light bulb reaction of “oh, I can get tutoring for that class there!” My most impactful experiences are when I can demonstrate to students the difference the ASC can have on their academic achievement. I am proud to be a member of this advisory board because we have made tangible impacts to the ASC by providing our input on the signage and photos around the building. Additionally, we had a meaningful discussion about how the ASC can approach student representation whether that be gender, race, or age. Most of all, I believe the SAB has greatly increased awareness for the ASC around campus through our promotional events and word of mouth. Being a part of this SAB has allowed me to look at things with a different perspective by listening to all the opinions around me and taking initiative when the time is right. I have grown as a leader because of my involvement with the ASC.

SUCCESS MATTERS

Success Matters is a university-wide initiative coordinated through the Center and is comprised of two programs: Early Alert and Reboot. These programs require extensive collaboration among academic and student services departments to provide students with targeted and timely consultation as they pursue their Clemson degree.

EARLY ALERT

Early Alert aimed to provide newly enrolled freshman and transfer students with detailed information about their midterm course performance so that they were able to:

- Evaluate their performance in their courses
- Make any necessary adjustments in their study and classroom behaviors.
- Make informed decisions about whether to remain enrolled in courses in which they may be experiencing academic difficulty.

These programs required investment from stakeholders at all levels within each academic college, including their leadership, faculty, and student services personnel. A key component of our intervention involved targeted outreach by academic advisors at key points in the academic term to provide additional support beyond the pre-registration process. Additionally, we coordinated the involvement of campus partners to inform students about critical financial aid and academic eligibility policies and procedures.

To further engage students in academic advising and Center resources, we utilized CU Navigate, a University-wide online success platform, in January 2020 to conduct outreach and message students about success resources.

REBOOT

This program recognizes success is not always achieved in a predictable pathway. Reboot aimed to guide students on academic probation in their pursuit of good academic standing by:

- Facilitating awareness of available resources (staff, programs, and services).
- Encouraging utilization of these resources.
- Providing additional opportunities to assess their academic situations and develop success plans with an advisor familiar with their degree program and academic eligibility policies and procedures.

“Student Advisory Board Signatures Collaborations”

“This experience further enhanced my understanding of this university, the behind the scenes operations of our university, and how much this university truly cares for our success.”
CLASS OF 1956 AWARD FOR STAFF EXCELLENCE
Established in 2013 through an endowment generously created and funded by members of the Class of 1956, the Class of 1956 Award for Staff Excellence is presented annually to a distinguished staff member who has made exemplary contributions to undergraduate student success at Clemson University. Recipients receive a monetary award and plaque. Additionally, the recipient’s name is added to the perpetual Class of 1956 Award for Staff Excellence plaque on display in the Class of 1956 Academic Success Center Building.

ASC 2020 AWARD RECIPIENTS

Jenai Brown
Coordinator of Tutoring
Academic Success Center

As the coordinator, I manage the recruitment, hiring, training, and supervision of 60-70 undergraduate tutors. Through ongoing training, tutors learn how to become role models and mentors for the Clemson students they serve. I make an effort to help tutors recognize that success doesn’t always mean getting it right on the first try nor is it the absence of failure. Success means having the resources, the motivation, and the support to keep pushing forward toward the goals that matter to you. In the three years since I took on this role, my continuous goal has been to build a community of support for the tutors so that they recognize the value of peer learning and utilizing each other as a resource. I have created leadership roles for experienced tutors to mentor a small group of tutors. I am passionate about helping our tutors apply the relevant skills they cultivate in their role to other areas. I make it a point to help them recognize not just the skills but also the invaluable experiences they’ve gained as tutors. One of my goals for every tutor is that they are able to articulate those skills and experiences to future employers and graduate programs.

Being recognized with this award leaves me astonished but also proud. Knowing that my work with tutors has been not only noticed but appreciated means more than I could ever articulate. I also am proud of the unit I work with because my leadership and accomplishments reflect the values and efforts of the Academic Success Center staff as a whole. I have known since I first interviewed for any position that the goal of the ASC is to provide every student with the opportunities to be successful. Being a part of making that goal happen is gratifying work that I look forward to every day.

2020 AWARD RECIPIENT

DJ 2020 AWARD RECIPIENT

Dr. Alison Starr-Moss
Senior Lecturer and Academic Advisor
Department of Genetics and Biochemistry

I am a proud graduate of Clemson University (’03, Animal and Veterinary Sciences) and completed my doctorate at Texas A&M University (’07, Genetics). I am currently the primary advisor for more than 200 Genetics and Biochemistry (G&B) majors and, over the last eight years, have advised over 800 students. I want my students to know I see them and appreciate each one for letting me be a small part of their Clemson story. As a faculty member and academic advisor, I have a unique perspective on many challenges our current students face, both academic and personal. I encourage students to define specific goals to help focus strategic planning. I use existing strengths and expertise across campus to foster individual student interests. Success “has a different meaning to each student (e.g., grades, career goal, employment, experience, volunteering, leadership) and there is no one definition that can adequately reflect each student’s individual success.” I define “Student Success” as seeing students graduate content with their Clemson journey.

The ASC services are essential to my mission in advising and supporting G&B majors. From the free tutoring to the support services of academic coaching, I am constantly referring students to the ASC. I not only refer students to tutoring but also point out that our G&B majors serve as tutors! Additionally, I love the directed support from the Success Matters program and CU 1010 for academic recovery. I appreciate having a center of professionals to which I am comfortable referring students.

I am truly honored to receive the Ted G. Westmoreland Faculty Award for Excellence because recognizing excellence for the work I am doing is the greatest compliment and reinforcement I can receive.

2020 AWARD RECIPIENT

Dr. Ted G. Westmoreland AWARD FOR FACULTY EXCELLENCE
Established in 2013 through an endowment generously created and funded by the late Dr. Ted G. Westmoreland, the Dr. Ted G. Westmoreland Award for Faculty Excellence is presented annually to honor a distinguished faculty member who has made exemplary contributions to undergraduate student success at Clemson University. Recipients receive a monetary award and plaque. Additionally, the recipient’s name is added to the perpetual Dr. Ted G. Westmoreland for Faculty Excellence plaque on display in the Class of 1956 Academic Success Center Building.

Dr. Alison Starr-Moss
Senior Lecturer and Academic Advisor
Department of Genetics and Biochemistry

I am a proud graduate of Clemson University (’03, Animal and Veterinary Sciences) and completed my doctorate at Texas A&M University (’07, Genetics). I am currently the primary advisor for more than 200 Genetics and Biochemistry (G&B) majors and, over the last eight years, have advised over 800 students. I want my students to know I see them and appreciate each one for letting me be a small part of their Clemson story. As a faculty member and academic advisor, I have a unique perspective on many challenges our current students face, both academic and personal. I encourage students to define specific goals to help focus strategic planning. I use existing strengths and expertise across campus to foster individual student interests. Success “has a different meaning to each student (e.g., grades, career goal, employment, experience, volunteering, leadership) and there is no one definition that can adequately reflect each student’s individual success.” I define “Student Success” as seeing students graduate content with their Clemson journey.

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ASC 2020 AWARD RECIPIENTS

2020 AWARD CO-RECIPIENT

Eric Branan
ASC Social Media and Outreach Intern; Student Advisory Board member

My name is Eric Branan, and over the past year I have had the opportunity to serve as the Academic Success Center's social media intern. As a Biology major here at Clemson, this role was definitely outside of my normal comfort zone, but since early high school I have had interest in marketing/social media management. Being someone who has a love for science, but also a passion for something so different, I am constantly looking for ways to grow in my marketing and social media capabilities, and this position was definitely the perfect fit for me. Not only did I grow in the manner of creation and management, but this job also pushed my level of professionalism far beyond what it has seen thus far.

2020 AWARD CO-RECIPIENT

Danielle “Dani” Petersen
Peer-Assisted Learning Leader and Mentor

My name is Dani Petersen and I'm a senior biochemistry major, graduating this May. I have been a PAL Leader since spring of my freshman year, supporting MATH 1040/1070, which is a two-semester equivalent to standard Calculus I or MATH 1060. Over the years, I've learned so much, but the best part has got to be my students. They make me smile every day and I've grown close to many of them. This award means the world to me. It means that everything I did for my students wasn't for nothing. Sometimes I doubted myself and wonder if they really appreciate all the snacks and the time I put into creating PAL sessions that I hope will inspire them. This is just confirmation that it wasn't for nothing. I had the opportunity to read much of what was said about me by my students after I won, and I'm blown away. There's nothing I want to do more than thank them in person, but I know that I can't. I got so many congratulations messages from some of my regular attendees and it felt so good and I was genuinely so surprised.

Probably the most impactful moment for me was with a student last semester who had not done so well on one of her exams. She failed it and was very emotional. I told her I would be her one-on-one tutor and met with her every week for the rest of the semester. I didn't think much of it, because I just thought “this is my job.” However, she was very emotional when she passed the class and told me how I was one of the few people who she felt really believed in her. I tear up every time I think about that moment, because that's when I realized that I was a mentor for her. I think this job has made me a better person and I appreciate all the memories that I've gotten out of it. I am going to miss my kids after I graduate. I miss them already.

2020 AWARD CO-RECIPIENT

Dr. M. Elaine Richardson Annual Student Award Recipients

The Dr. M. Elaine Richardson Annual Student Award was established to honor Dr. Richardson and her 42 years of service to Clemson University. This award is presented annually to an ASC student employee who has demonstrated excellence and commitment to helping students achieve their full potential and made exemplary contributions to the ASC. Recipients receive a monetary award and plaque. Additionally, the recipient’s name is added to the perpetual Dr. M. Elaine Richardson Annual Student plaque on display in the Class of 1956 Academic Success Center Building.

The 2019–20 academic year was a unique one in that ASC award selection committee members determined that two of our student employees equally deserved the honor of being named outstanding student employee of the year. Both students made outstanding contributions in entirely different ways but were equally impactful in their work.

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The 2019–20 academic year was a unique one in that ASC award selection committee members determined that two of our student employees equally deserved the honor of being named outstanding student employee of the year. Both students made outstanding contributions in entirely different ways but were equally impactful in their work.

Receiving this award means many things to me, first being how grateful I am to have been at a place that fosters growth in its students, both inside and outside the classroom. For the staff at the ASC to put their trust in a Biology major, so that I could pursue something that really interests me really means the world. This award also reassures me that the time and effort I put into each of my projects, from coming up with ideas for promotions, to things like fine tuning signage, has not gone unnoticed. There are so many student workers at the ASC who all pour their time and efforts into what they do, and I am extremely thankful to be one of the few who stood out in this group of talented individuals. With all of that said, I extend a sincere “thank you” to Dr. M. Elaine Richardson for founding the award that helps to promote affirmation for exceptional student workers, to my boss and friend Tori for first allowing me to take on the position, and to all of the staff at the ASC who believed in me with whatever project they envisioned.