

Academic Success Center

Class of 1956 Academic Success Building
Clemson University

What do you know about
transitioning from high
school to college?

Which of the following is the most critical skill college students must develop?

- A. Studying for extended periods of time
- B. Accepting responsibility for yourself and your actions
- C. Studying in less than ideal situations (such as your dorm room or common areas)
- D. Getting across campus in less than 10 minutes

Which of the following will be most effective in your transition from high school to college?

A. Getting organized

B. Going to class

C. Becoming an expert on course requirements and due dates

D. All of the above

Which of the following is a problem for over 90% of all college students?

A. Maintaining grades

B. Procrastination and time management

C. Student / Professor Communications

D. Fulfillment of Course Requirements

In college...

a) Study outside of class 1-5 hours each week.

Or

b) Study outside of class 2-3 hours for each hour spent in class

80/20: 20/80 Rule

A. High School

- A. 80% of the information students need to know comes from teachers
- B. Students view teacher as THE primary agent of test preparation
- C. 20% consists of brief reviews a day or so before the tests

B. College

- A. Professor provides in class about 20% of content needed to be successful on exams
- B. Students must generate other 80% by synthesizing, grounding, and expounding upon class information – outside of class!

If you put the same amount of time and energy into your college studies as you did in high school, you can expect to reduce your high school GPA by 1.3.

Example:	HS GPA	3.6
	Same effort	<u>- 1.3</u>
	College GPR	2.3

Take Home Message: Study 2-3 hours outside of class for every hour in class.

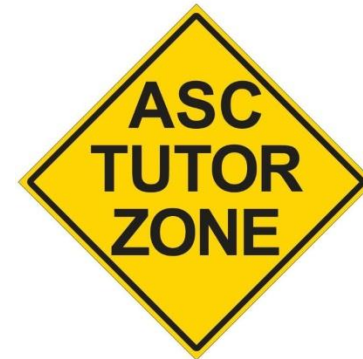
How can the ASC help
you to be a successful
Clemson student?

ASC Services (FREE!)

- Tutoring
- Supplemental Instruction
- Academic counseling
- Academic coaching
- Workshops
 - Jumpstart workshops in August BEFORE classes start
 - Fall and Spring workshop series

Tutoring

- Group tutoring, Sunday-Thursday
 - 90+ courses per semester
 - Afternoon and evening schedules
 - Drop-in, no appointment needed
- Four Tutor Zones
 - Cooper Library, Level 5
 - Hendrix Center Lounge
 - University Union Loggia
 - 1956 ASC Building
- Tutor Request Policy



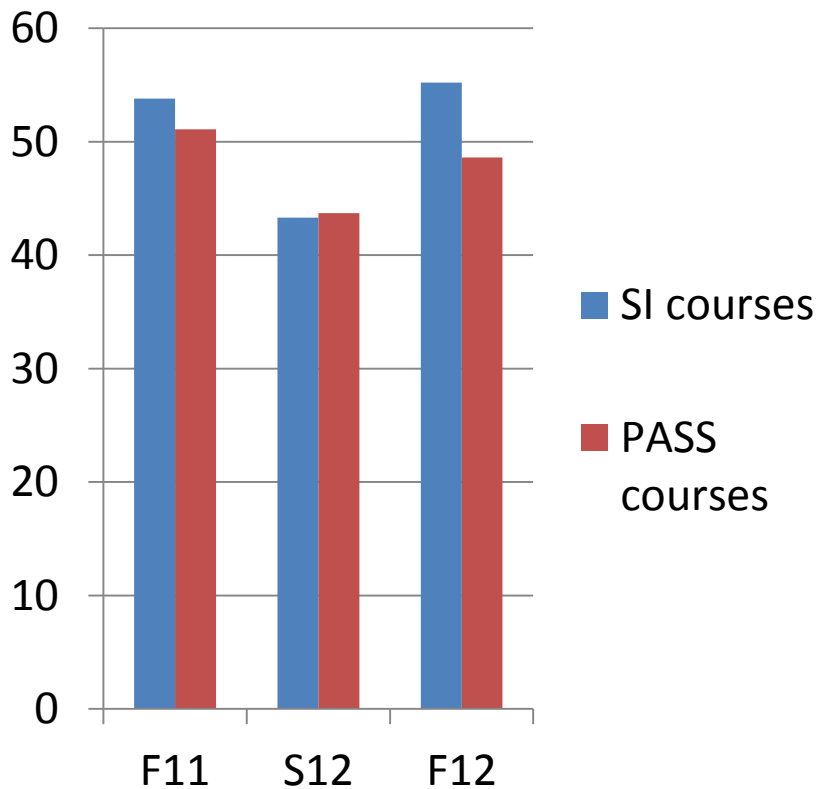
(Deadline for fall semester is Friday, November 8, 2013)

Supplemental Instruction/ PASS

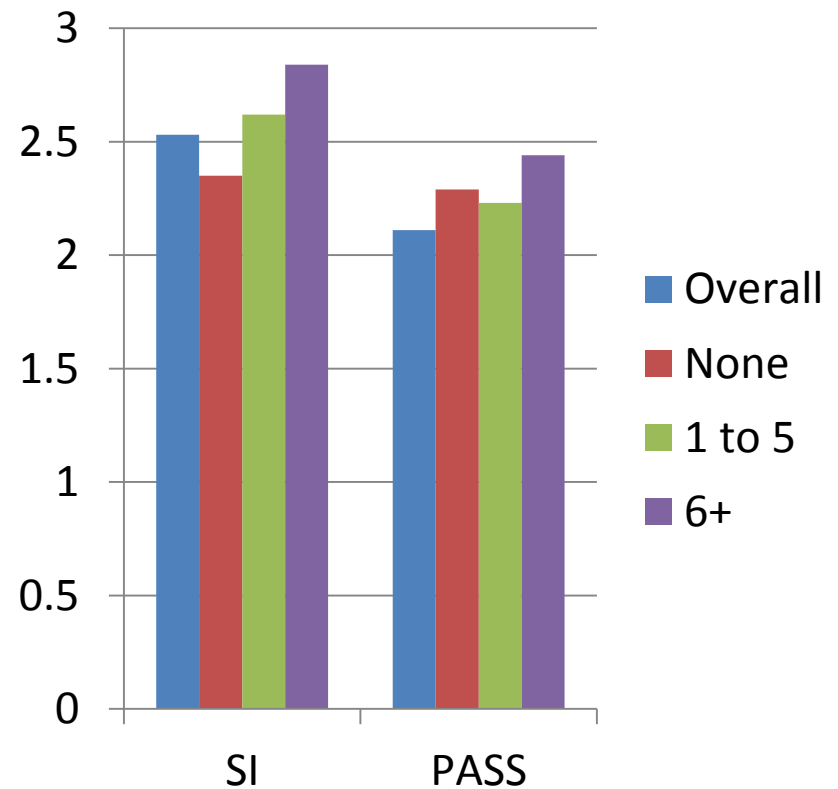
- Peer-led group study program that helps students master course content and develop transferable independent learning strategies
- PASS is a variant with differences only in number and length of sessions and number of sections per leader
- Targets high-risk (challenging) courses
- 15 courses, 150+ sections in fall '13
- Impact – and importance of 6+ visits

SI/PASS Use and Effectiveness

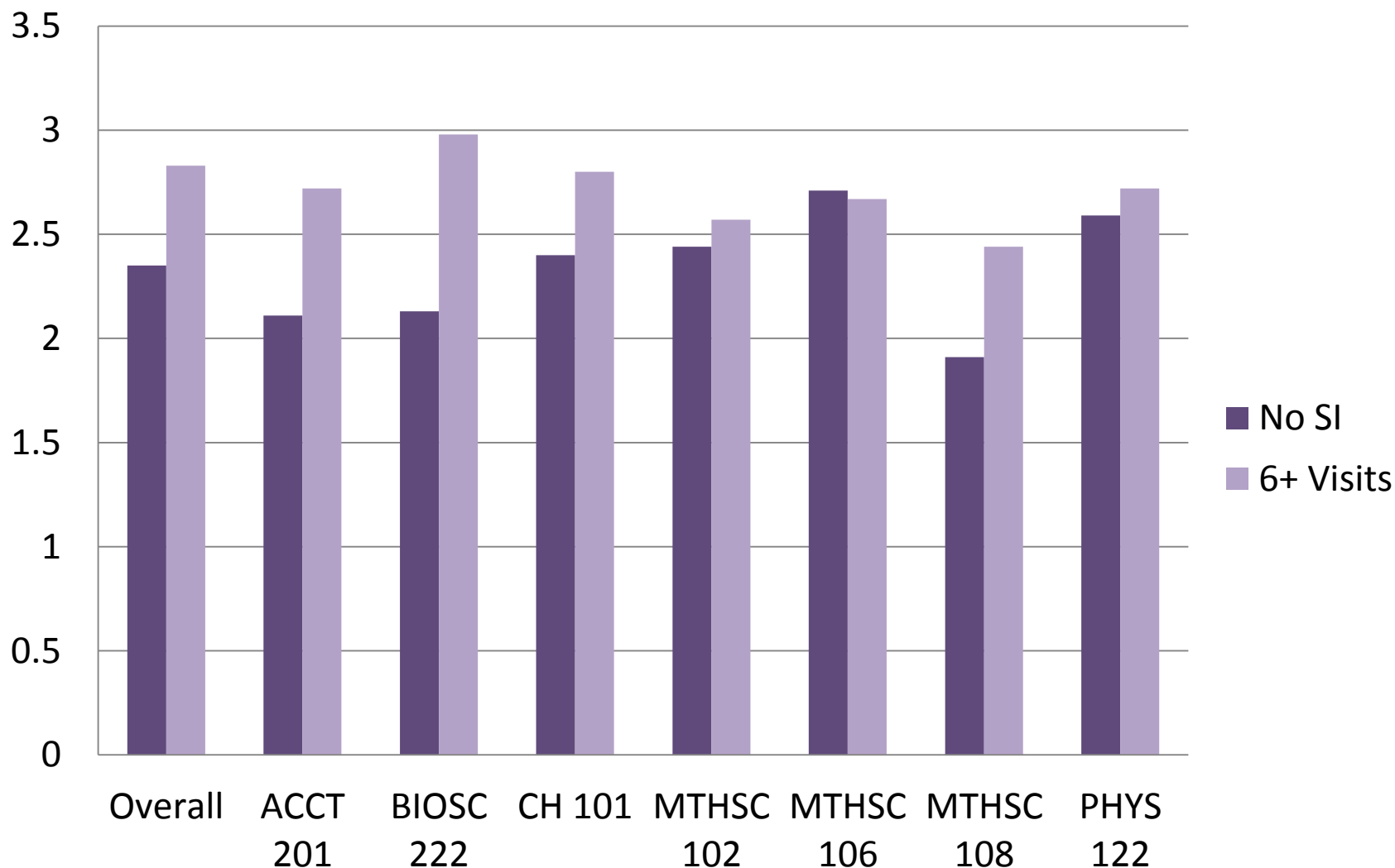
Attendance (as % enrolled)



Final course grade Fall 2012



Impact of SI/PASS on Academic Performance in Challenging Courses (Fall 2012)



SI/PASS Student Comments

- *“Going to SI is why I passed PHYS 122! I got a D on the first two tests and started going regularly. I ended up with a B for the course!”*
- *“I went to SI every week as part of my study routine so I could get extra practice on the problems, and because, well, why not?”*



Academic Counseling

- One-on-one consultations
- Study Behavior Inventory (SBI)
(After first tests, take SBI and meet with Mrs. McGregor)
- Topics discussed include...
 - Test anxiety/test preparation
 - Time management
 - Understanding & remembering course material
 - Using effective study strategies

Student Comments from Counseling Evaluations

- “I now read more actively and better understand the material.”
- “I have less anxiety and my grades are improving.”
- “My grades have improved significantly and I am a happier person.”
- “The 5-day study plan has helped me to not procrastinate as much and to be more prepared for tests.”
- “The strategies have helped in day-to-day activities as well as my long-term comprehension.”
- “I am overall studying more and my grades are better.”

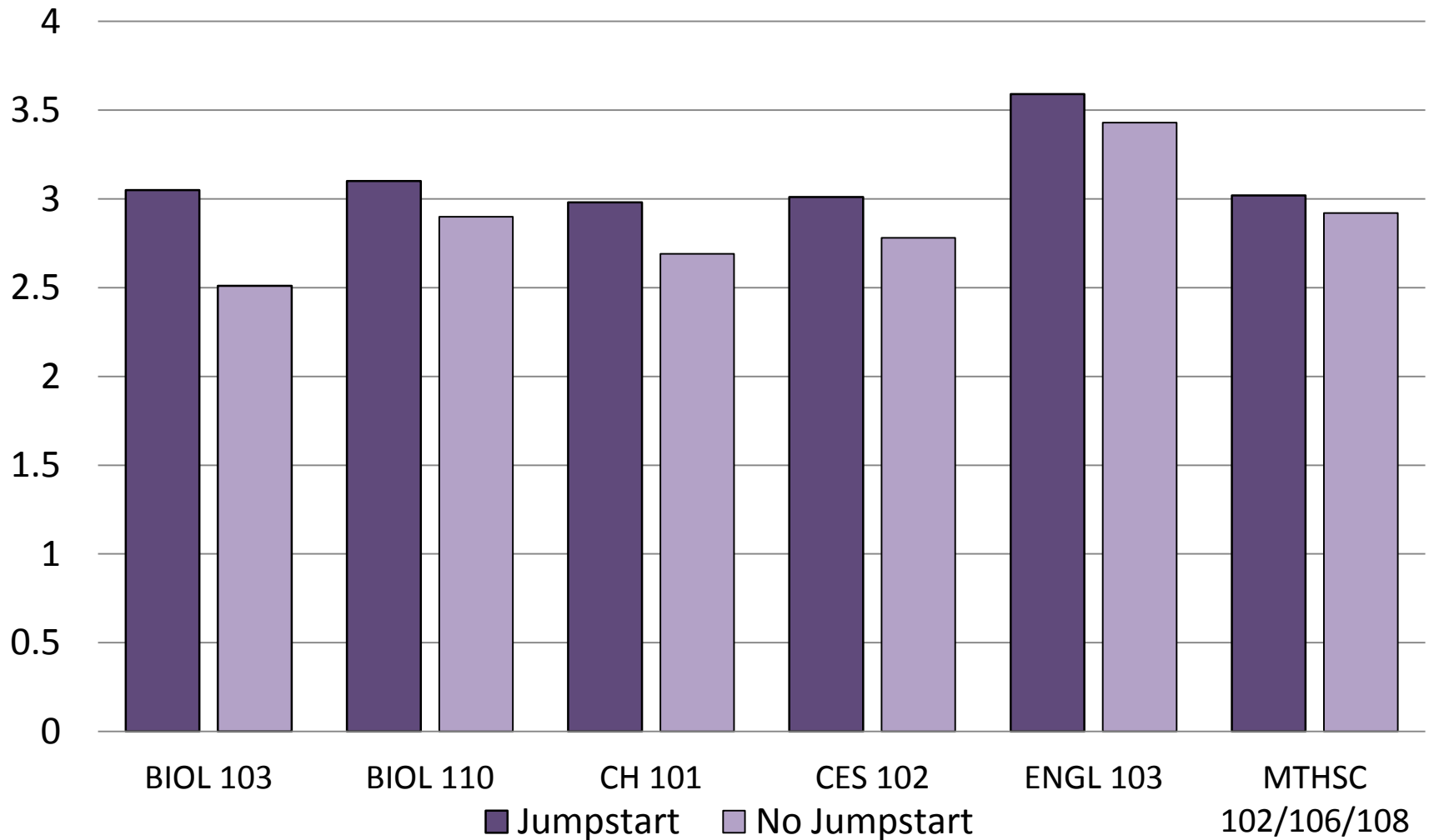
Academic Coaching

- **Benefits of Academic Coaching**
 - Discover personal strengths and learning style
 - Enhance organization skills and improve time management
 - Develop a plan for attaining goals and evaluating feedback to achieve academic success
- **Weekly meetings**
 - Personalized sessions
 - One-on-one setting

Academic Skills Workshops

- Semester workshops - topics include.....
 - Note-taking
 - Test-taking Strategies
 - PROCRASTINATION 101 (Sign up Today or Whenever)
 - Reading at the Speed of Sight
 - Stress management
- JUMPSTART workshops BEFORE classes start....
- Schedule, detailed descriptions and registration link can be found on the ASC website

Jumpstart Workshop Attendance and Course Grade, Fall 2012

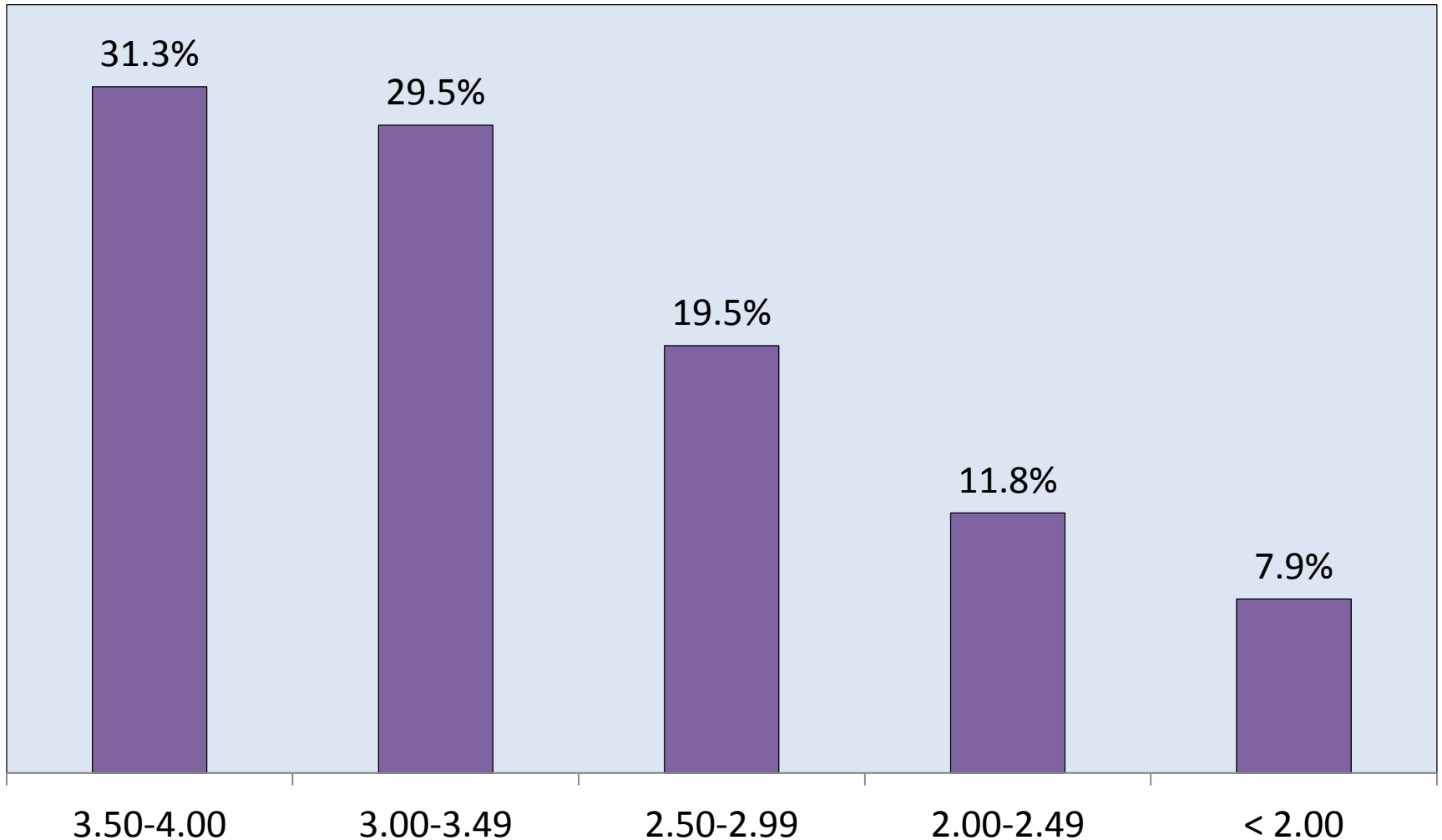


Note: While many other factors impact the final course grade besides participation in Jumpstart, this metric indicates that those students enrolled in BIOL 103, CH 101, and CES 102 have a statistically significant higher final course grade ($p \leq 0.01$ when they attend the associated Jumpstart workshop. ($p \leq 0.05$ for BIOL 110 courses; no statistically significant differences for ENGL 103 or MTHSC courses)).

Who is using ASC services?

Students Using ASC Services Fall 2012

(Percentage by GPR Range, n= 5185)





- Construction of the Class of 1956 Academic Success Center was completed in the spring and the building dedication was held April 12, 2012.
- The building also is a home for the
 - Writing Center
 - ePortfolio Center
 - Office of Student Disability Services.

Student Disability Services

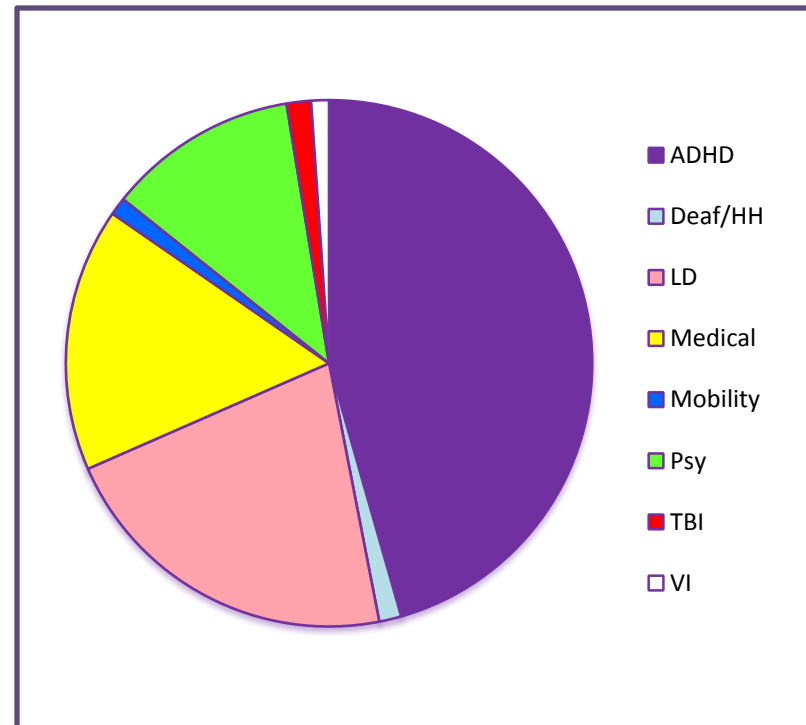
- SDS provides appropriate and reasonable accommodations for students with documented disabilities
- Have an IEP or 504 Plan in high school?
Contact the SDS Office at
(864)656-6848

Student Disability Services

Spring 2013

Number of students: 735

Attention Deficit Hyperactivity Disorder	335
Deaf/Hard of Hearing	10
Learning Disability	158
Medical Disability	119
Mobility Impairment	8
Psychological Disability	86
Traumatic Brain Injury	11
Visual Impairment/Blind	8
Total	735

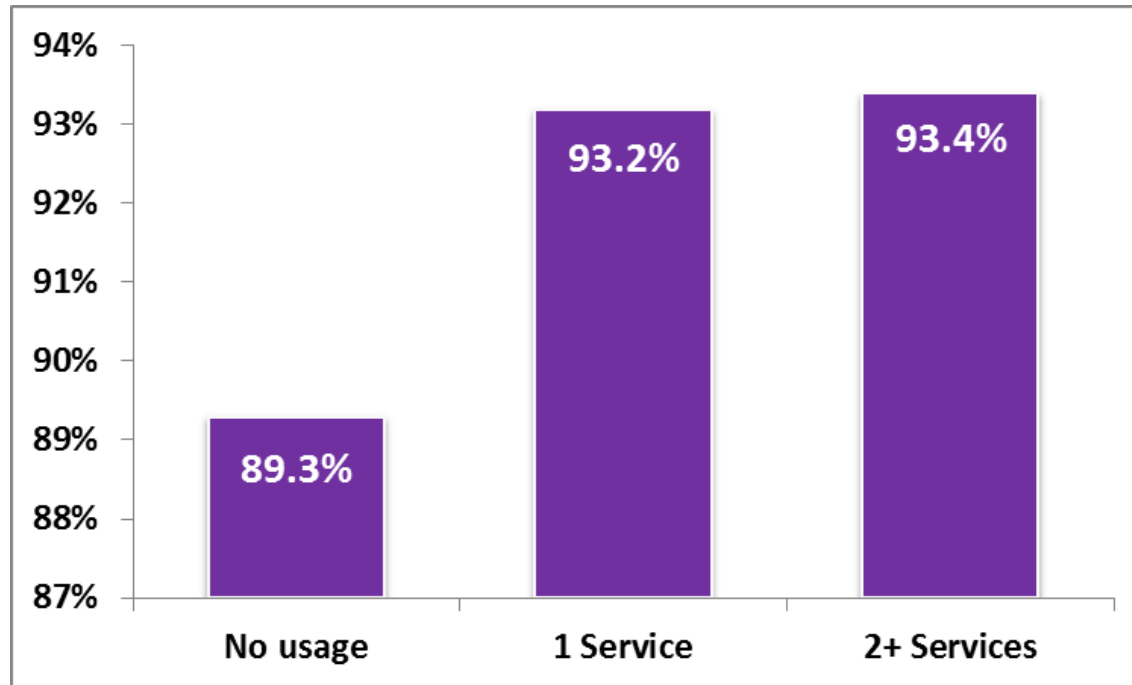


In many cases students are identified with more than one diagnosis. This data indicates the primary category only.

The total number of 735 does not include:
 29 referrals to Redfern Health Center for ADHD Rx
 83 referrals to Parking Services for short-term parking permits

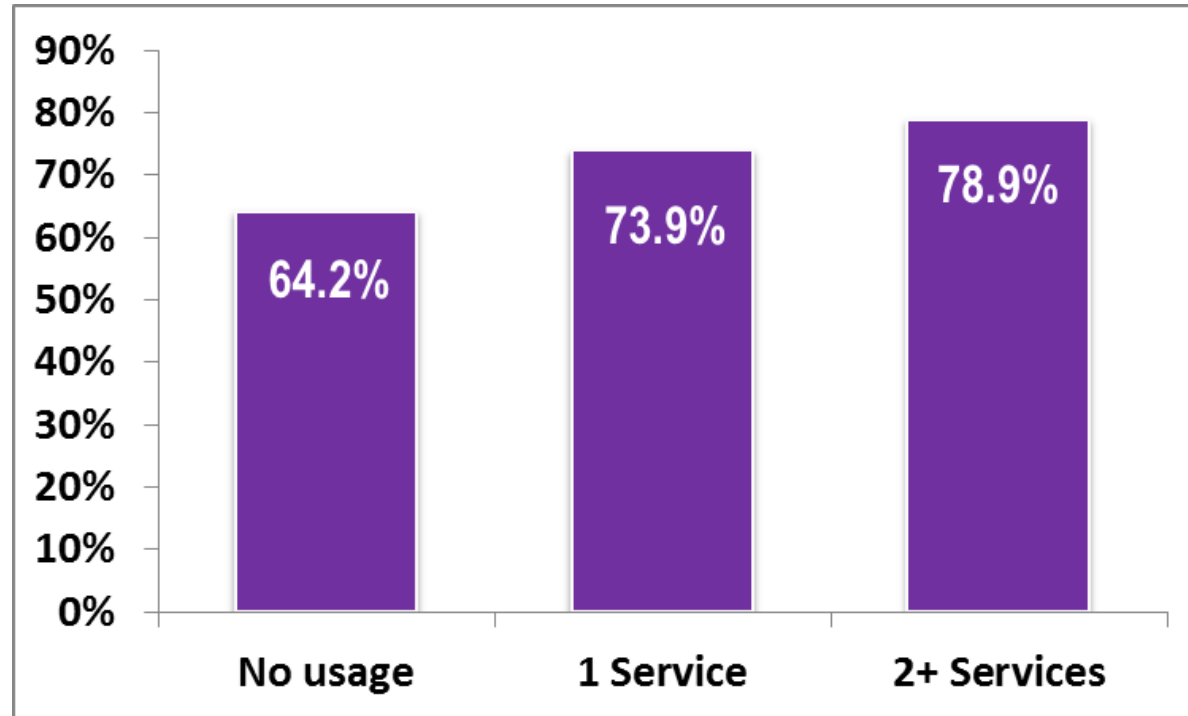
Does the ASC help?

Students who use ASC services are more likely to return for their sophomore year



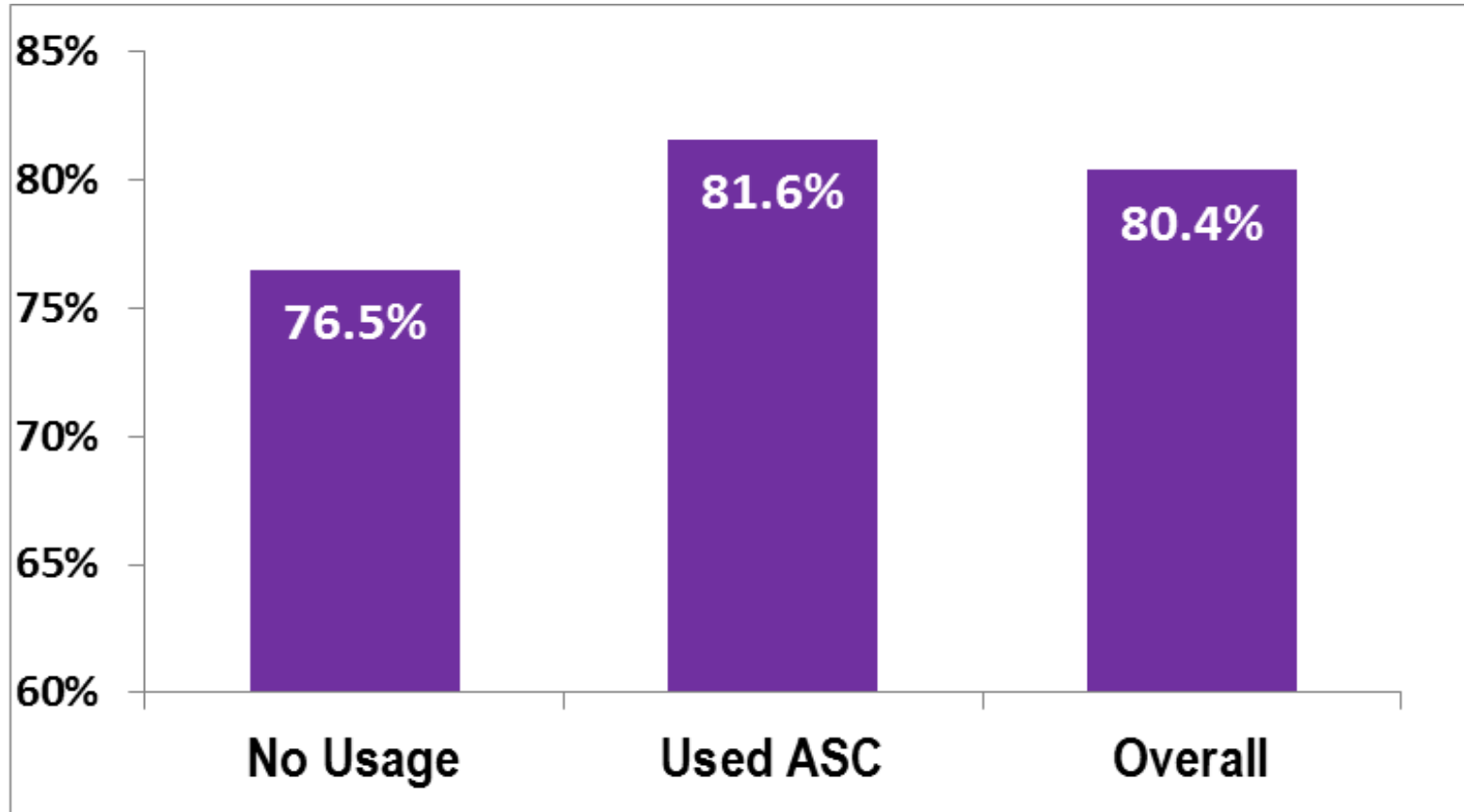
First- to second-year retention rate: 91.3%. Based on number of ASC services used by all first-time, full-time freshmen who enrolled at Clemson fall 2011 (n=2899). Services used include tutoring, workshops, and six+ SI visits in a course/semester.

Students who use ASC services are more likely to.....**keep their SC scholarship**



SC scholarship retention rate: 70.3%. Based on number of ASC services used by all first-time, full-time SC freshmen who entered Clemson fall 2011 with HOPE, LIFE or Palmetto Fellows scholarships (n=1828). Services used include tutoring, workshops, and six+ SI visits in a course/semester.

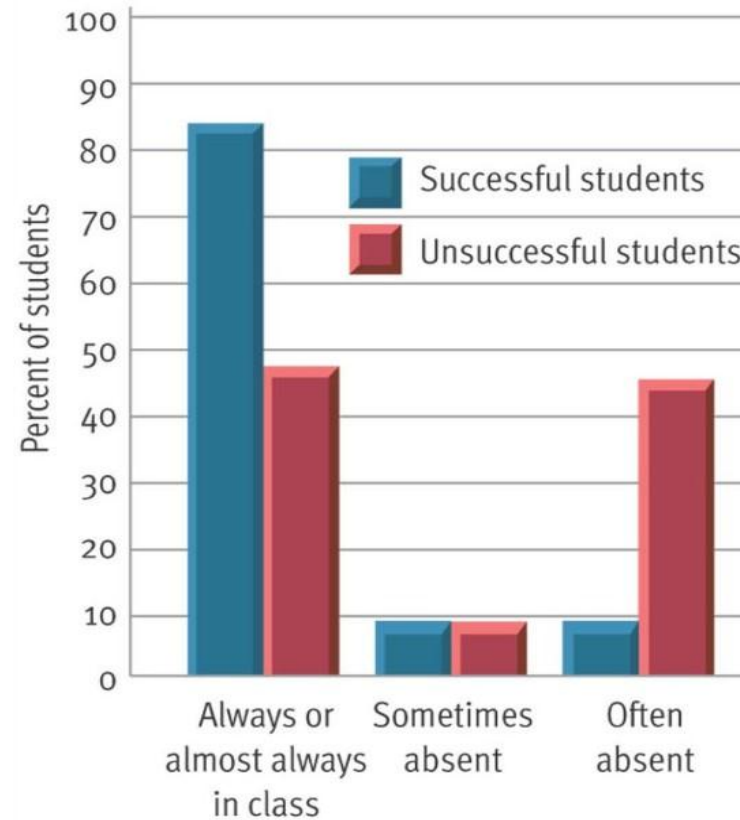
Students who use ASC services are more likely to **graduate at a higher rate**



Six-year graduation rate: 80.4%. (Percentage of 2005 cohort who graduated in six or fewer years). Based on impact of career usage of ASC services while a Clemson student. Services used include tutoring, workshops, six+ SI visits in a course/semester, and attending CU 101.

Some additional thoughts from
the ASC staff....

Importance of Attending Class: Attendance vs Performance



© 2005 Wadsworth - Thomson

**Take Home Message: Go to
class!!**

Over 8% of the freshman class in fall of 2012 were on academic probation after their first semester at Clemson (GPR below 2.0).

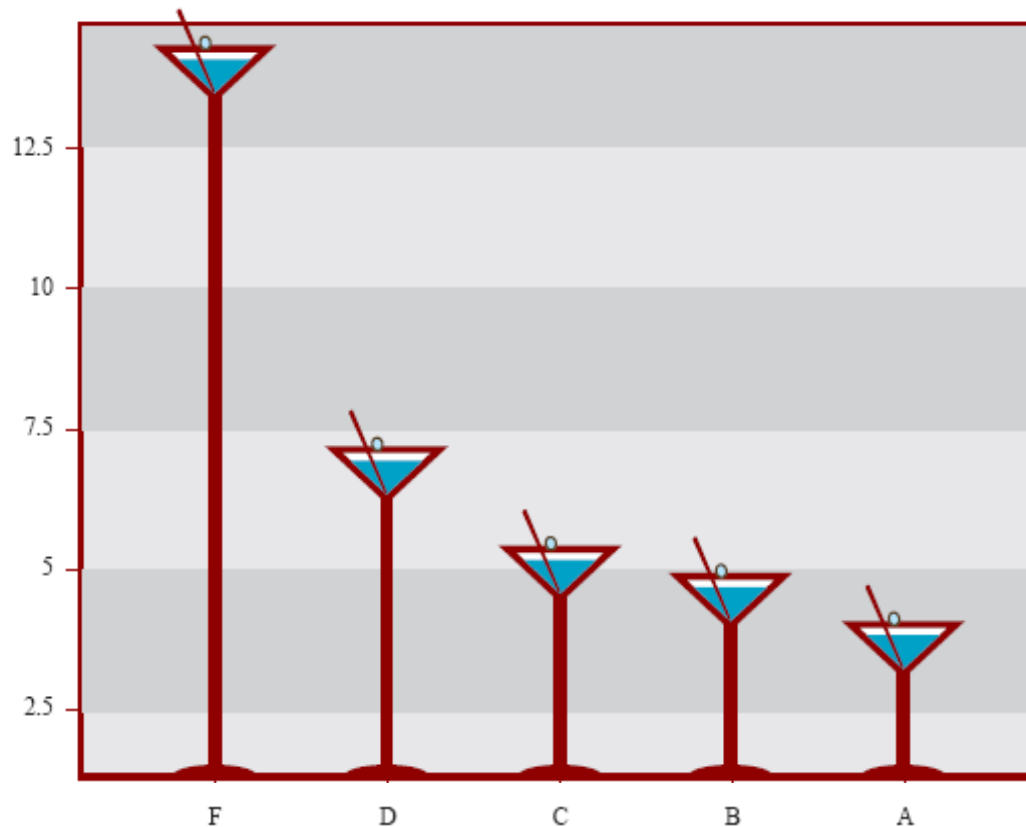
Why Do You Think Students Fail?

Why Students Fail.....

- Poor time management
- Sleep problems (sleep deprivation, etc.)
- Relationship problems
- Procrastination
- TV, Video Games, Internet, Texting, FB
- Not handing in assignments
- Poor study habits
- Homesick
- Unclear about what they want from college
- What about alcohol?

Can alcohol consumption have a negative impact on your grades?

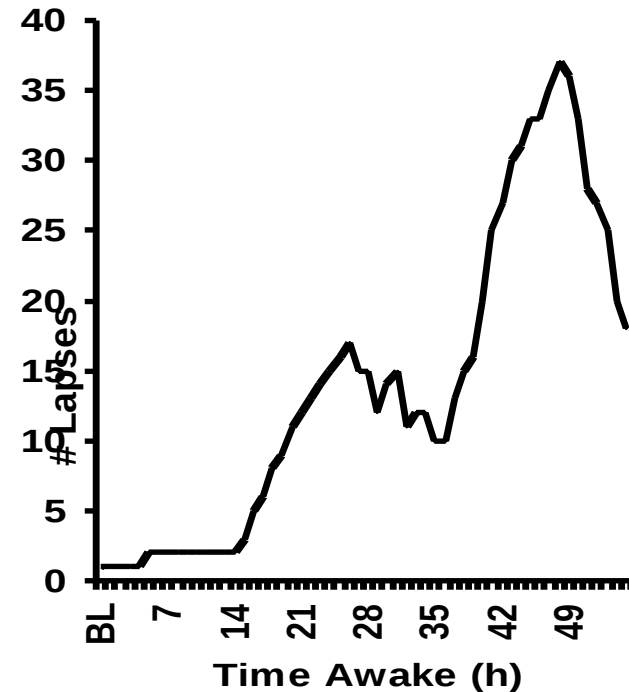
Overall Average Number of Drinks per Week by GPA for All Students



Source: Core Institute, Student Health Programs, Southern Illinois University, 2008

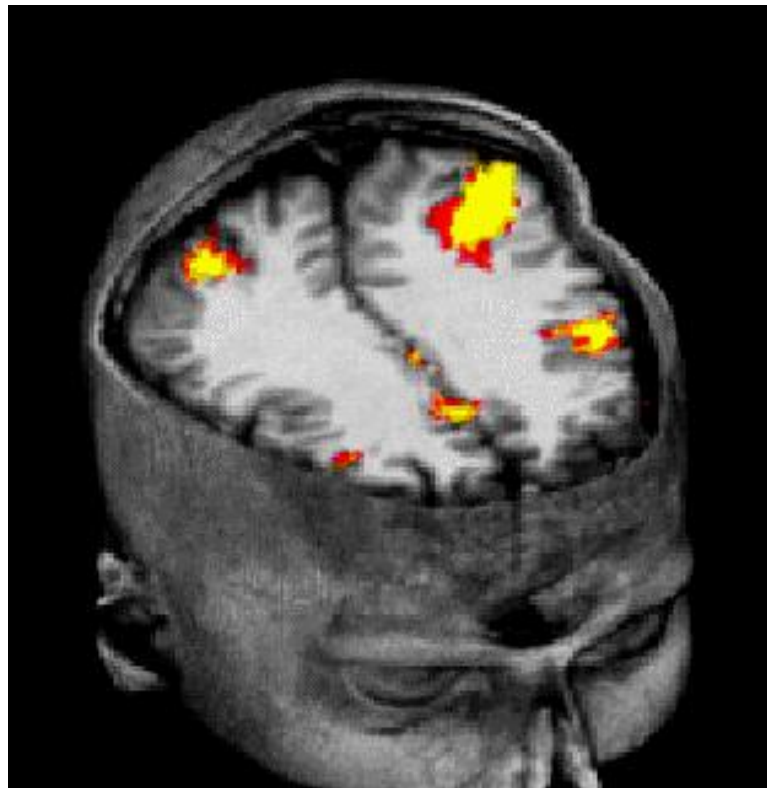
Performance Lapses

- Adequate sleep: Few lapses in attention during the daytime.
- Staying awake to study at night?
 - Expect to have more difficulty focusing on material.
 - Expect to learn less and recall less than if you study during the day.

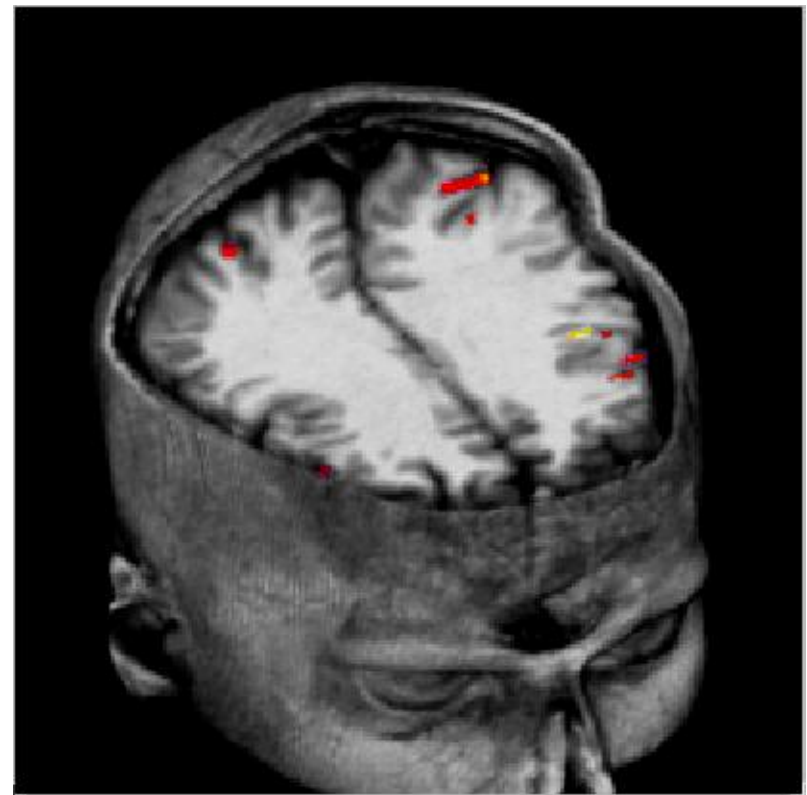


Brain Activity and Performance on a Math Task

Normal Sleep



Sleep Deprivation



Adapted from Drummond et al., 1999

What do current students have to say about the ASC and our services?

- I went from straight C's to straight A's and am still at Clemson because of the ASC.
- SI is a wonderful program and my SI leader was amazing. He was always prepared and found ways to make even the more challenging things easy to understand.
- I approach both SI and tutoring with the desire to help students learn how to study, not just help them get a better grade.
- The ASC has motivated me to work harder.
- The new building symbolizes the impact the ASC has on students.

Questions?

We can only help the students who come to us.

Please contact us at:

ASC

232 '56 ASC Building

(864) 656-6452

www.clemson.edu/asc

asc@clemson.edu

SDS

239 '56 ASC Building

(864) 656-6848

www.clemson.edu/SDS

sds-l@clemson.edu

