



ACADEMIC
SUCCESS CENTER



ANNUAL REPORT 2024

DR. TED G. WESTMORELAND ACADEMIC SUCCESS PROGRAM



ACADEMIC SUCCESS CENTER

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From the Director

I AM PLEASED TO SHARE THE 2024 ACADEMIC SUCCESS CENTER REPORT WITH YOU — OUR DONORS, COLLEAGUES AND FRIENDS.

During the 2023-24 academic year, ASC team members served more than 5,800 students. After experiencing a dip in utilization due to the pandemic, the numbers of students utilizing ASC services increased this year as compared to the 2022-23 academic year. Our data continue to show that students who engage with ASC services and programs have higher first-to-second year persistence, state scholarship and graduation rates than students who didn't engage in ASC services. Our services and programs embody our shared vision of helping the students who utilize ASC services become confident, skillful and resourceful learners who can achieve their goals at Clemson and beyond.

In this report are highlights from each ASC program as well as student spotlights. I hope you enjoy learning more about the positive impact engaging in ASC services had on students' confidence and belief in their potential for success at Clemson as well as their sense of connection to Clemson. For our student employees, working at the ASC provided them with the opportunity to make a positive difference for their fellow students and develop professional competencies that will equip them for success in the workplace or graduate or professional school.

After reading this report, I hope you get a sense for the ASC team's commitment to our mission of delivering services and programs that empower students to discover and develop the skills, mindset and habits that will support their learning and success at Clemson and beyond.

Sincerely,



Sue Whorton, Ph.D.
Executive Director, Student Support Services



I hope you enjoy learning more about the positive impact engaging in ASC services had on students' confidence and belief in their potential for success at Clemson as well as their sense of connection to Clemson.



OUR MISSION

Deliver services and programs that empower students to discover and develop the skills, mindset and habits that will support their learning and success at Clemson and beyond.

OUR VISION

The students who utilize ASC services will thrive at Clemson — becoming confident, skillful and resourceful learners who can achieve their goals at Clemson and beyond.

OUR GOALS

- Enhance student learning and development
- Create an inclusive and high-quality learning environment
- Increase engagement and collaboration with undergraduate students, faculty and staff

OUR SERVICES

ASC professional and student staff delivered the following services for undergraduate students during the 2023-2024 academic year: academic advising (for students in the undeclared pre-


major and former students returning to Clemson), academic coaching, tutoring, PAL (peer-assisted learning) and success strategy workshops as well as an academic recovery program for students experiencing academic difficulty.

OUR STUDENT STAFF

The ASC is one of the largest employers of undergraduate students employees on campus. Our student employees are integral to the services we deliver at the ASC and to the success of the students we serve. During the 2023-2024 academic year, the Center employed 285 students as graduate assistants, PAL leaders, PAL coordinators, tutors, tutor mentors, interns, office assistants, and student advisory board members.

STUDENT UTILIZATION

During the 2023-2024 academic year, 5,844 undergraduate students utilized one or more ASC services - an increase of 3.5% from the 2022-2023 academic year. Of the new first-time-in-college students, 61.3% utilized at least one service with 36.7% of new transfer students utilizing at least one service.

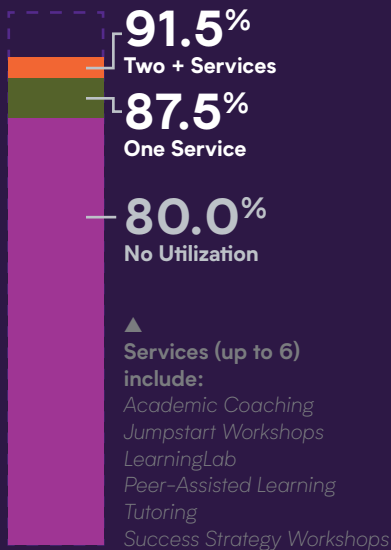


CLEMSON CLASS OF 1956
ACADEMIC SUCCESS CENTER

The Academic Success Center team empowers students to discover and cultivate their potential for learning, development and success at Clemson.

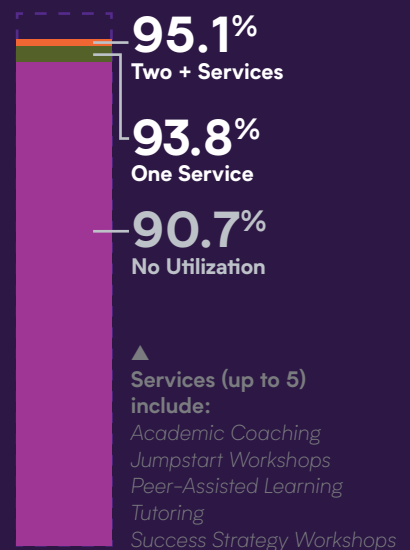
ASC Participants Have Higher Graduation Rates

Freshmen in the Fall 2017 cohort who utilized ASC services during their Clemson career **GRADUATED AT A HIGHER RATE** than students who did not utilize any ASC services.



ASC Participants Stay At Clemson

Freshmen in the Fall 2022 cohort who utilized ASC services **RETURNED AT HIGHER RATES** than students who did not utilize any ASC services.



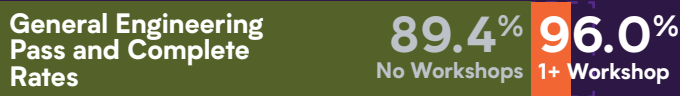
ASC Participants Pass and Complete Courses

FALL 2023

The **SUCCESSFULLY PASS AND COMPLETE COURSES** rate (grade of A, B, C, or P) for students who utilized PAL for six or more sessions was higher than that of students who did not utilize PAL.

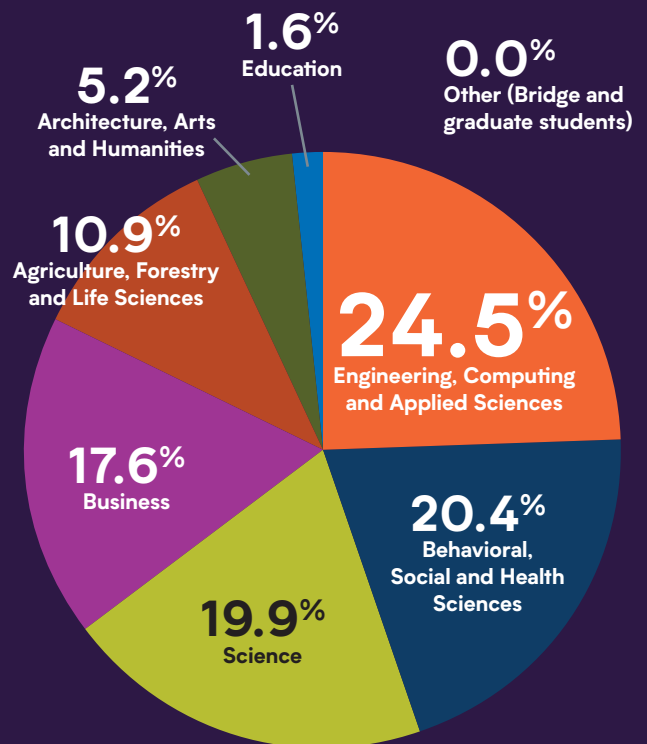


The **SUCCESSFULLY PASS AND COMPLETE COURSES** rate (grade of A, B, C, or P) for students enrolled in the "Engineering Disciplines and Skills" (ENGR 1020) or "Programming and Problem Solving" (ENGR 1410) courses who utilized the general engineering workshop bonus option was higher than that of students who did not utilize the bonus option.



ASC Participants by College

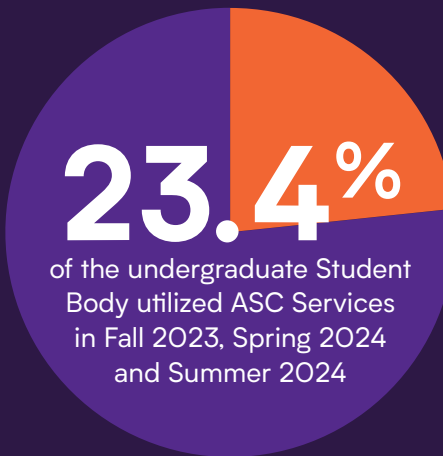
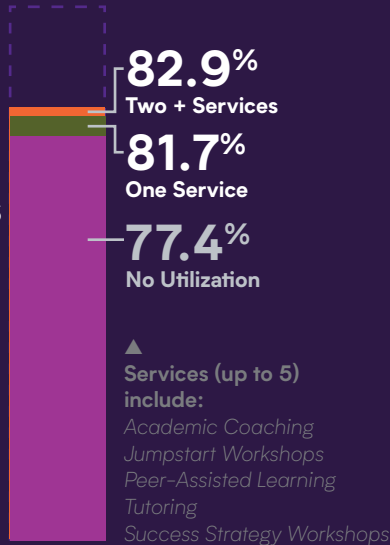
FALL 2023



The ASC employed **285** undergraduate students as PAL leaders, PAL coordinators, tutors, tutor mentors, interns, office assistants, and student advisory board members.

ASC Participants Keep Their Scholarships

Freshmen in the Fall 2022 cohort who utilized ASC services **RETAINED THEIR SCHOLARSHIPS** (LIFE or Palmeto Fellows) **AT HIGHER RATES** than students who did not utilize any ASC services.

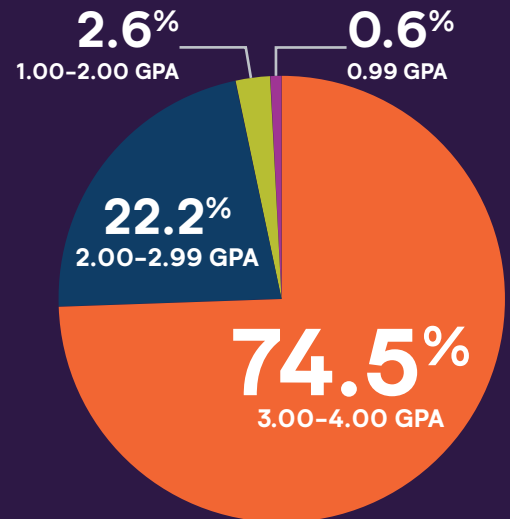


5,844

unique undergraduate students utilized at least one ASC service in Fall 2023, Spring 2024 and Summer 2024

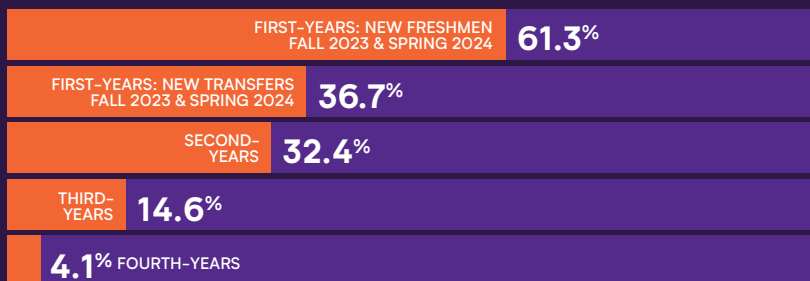
Cumulative GPA of ASC Participants

FALL 2023



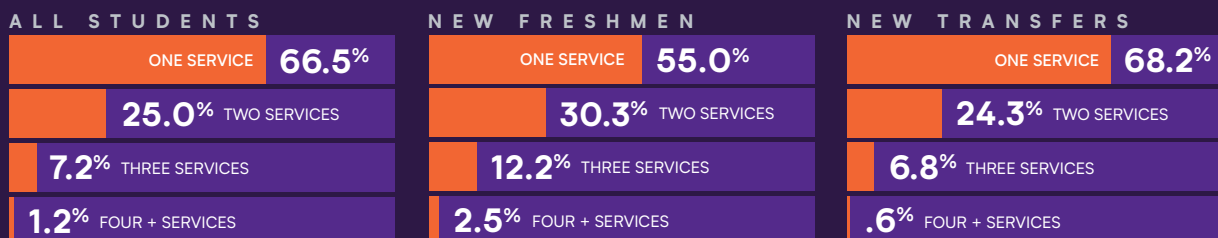
3.31 Mean GPA

Utilization of ASC Services by Student Year of Enrollment



ASC Participants by Count of Services Utilized

FALL 2023 & SPRING 2024



Services (up to 5) include: Academic Coaching, Jumpstart Workshops, Peer-Assisted Learning, Tutoring, and Success Strategy Workshops



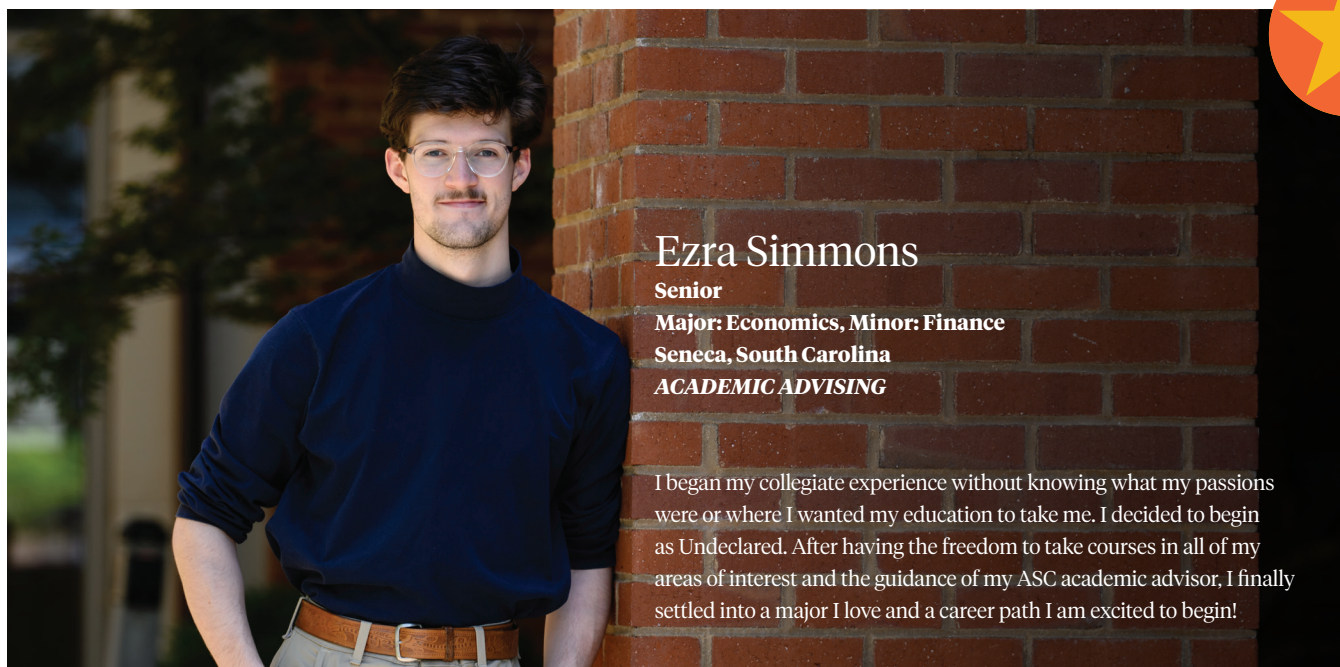
The **ACADEMIC ADVISING AND COACHING (AAC)** team delivers academic advising and coaching services that empower students at different stages of their academic journey and from all majors and GPAs to achieve their academic potential and goals.

ASC academic advisors help students identify their major of interest and navigate academic processes, such as the change of major process, with confidence so that they may make timely progress toward degree completion. ASC academic coaches

help students see themselves, their skills, and their learning and study habits from a fresh perspective. During coaching meetings, coaches focus on learning and success strategies students can utilize to achieve their academic goals.

From Fall 2023 through Summer 2024, **995** students were served in **1,898** AAC appointments.





Ezra Simmons

Senior

Major: Economics, Minor: Finance

Seneca, South Carolina

ACADEMIC ADVISING

I began my collegiate experience without knowing what my passions were or where I wanted my education to take me. I decided to begin as Undeclared. After having the freedom to take courses in all of my areas of interest and the guidance of my ASC academic advisor, I finally settled into a major I love and a career path I am excited to begin!

ACADEMIC ADVISING HIGHLIGHTS

During the 2023–24 academic year, the ASC academic advising team continued to work primarily with new, continuing and returning former students in the undeclared pre-major as well as with students wishing to explore and transition to an alternate major. Team members served as the primary academic advisor for the 260 students in the undeclared pre-major. In this role, they worked with students to develop a plan that included a primary major and a secondary major. This “parallel plan” helped students identify courses that would satisfy requirements for multiple majors so they could make timely progress towards a degree. Students were also encouraged to enroll in exploratory courses that would help them to discern their level of interest in a particular major. The level of support needed by students varied as some students quickly determined their major of interest while other students needed more time to identify a degree program that aligned with their interests. Additionally, the ASC advising team served as the first point of contact and support for former students who returned to Clemson after a break in enrollment. For these students, the ASC team provided academic advising and transition guidance to help them identify a new major if their

former major was discontinued or to assist them with the course registration process if they were returning as a non-degree student. During the 2023–24 academic year, the advising team served 39 returning former students.

During the 2024 new student orientation sessions held in June, July and August, the academic advising team welcomed and supported the 115 new Class of 2028 students in the undeclared pre-major by assisting students with course selection and providing them guidance on ways of beginning their major and career exploration process. The team will continue to support these students during the Fall 2024 and Spring 2025 semester as they discern their major and career interests. Once the students declare a major, they will transition to a departmental advisor for their major.

In Fall 2023, the academic advising team, in collaboration with the Center for Professional and Career Development, piloted a dedicated section of CU 1000 for new students in the undeclared pre-major to support them in their major and career exploration journey. CU 1000 is a course all new students are required to complete during their first term of enrollment that equips students

for success at Clemson. All students in the undeclared pre-major were enrolled in the same section and provided access to resources such as the Focus 2 assessment designed to assist students with career and educational decision making. Students were asked to complete the

ACADEMIC COACHING SERVED AN AVERAGE OF 32 STUDENTS EACH WEEK during the Fall 2023 semester.

100% of the students who completed post-academic advising appointment surveys indicated that they better understood Clemson University policies and procedures because of participating in ASC academic advising.

856 academic advising appointments for new and current students in the undeclared pre-major, non-degree returning former students and current students seeking an alternate major were conducted by ASC academic advisors between Fall 2023 and Summer 2024.

showed that the percentage of students in the undeclared pre-major who declared a degree-granting program had increased as compared to previous semesters. One of the goals of the academic advising team is to help students successfully engage in the process of identifying and changing into a major that aligns with their interests and skills. The advising team will continue to have a dedicated section of CU 1000 for students in the undeclared pre-major.

In Spring 2024, the academic advising team piloted a new type of advising appointment called "Explore Alternate Majors". This appointment was designed to support students in degree-granting majors who no longer wished to stay in their current major and wanted to explore alternate majors. ASC academic advisors assisted these students by showing them tools they could utilize to review the applicability of already completed coursework to the requirements for other majors.

assessment to identify majors that aligned with their strengths and interests and to then share their results with their assigned academic advisor during their pre-registration advising appointment. Initial results from the Spring 2024 semester



Bella La Grass

Freshman

Major: Finance, Accounting

Norwell, Massachusetts

ACADEMIC ADVISING

While I was initially nervous about adjusting to my new environment, coming from Massachusetts, the ASC was happy to work with me from the start. I first utilized an academic coach who helped me perfect my time management by crafting a unique schedule tailored to my academic and personal goals. After witnessing first-hand how beneficial the ASC's services are, I now regularly meet with my academic advisor, who is beyond happy to help me navigate my future ambitions. As I have come to learn, the faculty and staff genuinely care about the students beyond the scope of their GPA. With the help of the ASC, I now know that nothing I want to achieve is out of reach, and everything is possible with proper planning and encouragement.





Meredith Leach

Sophomore

Major: Biology, Minor: Chemistry

Florence, South Carolina

ACADEMIC COACHING

ASC services have helped me out so much during my Clemson experience, especially academic coaching. I began attending academic coaching during my first semester at Clemson because I struggled tremendously with test anxiety revolving around my general chemistry course. My academic coach not only provided the tools necessary to calm my nerves, but also assured me that I had adequately prepared for these exams, which in turn, instilled confidence in my test-taking abilities. Originally, I hated chemistry but I have grown to love it so much that I have added a chemistry minor to my graduation plan. I would not have discovered my love for chemistry without my academic coach - I still go to my academic coach before every round of exams for a pep talk.



referring them to departmental advisors and making them aware of available major and career exploration resources. This service will continue and be expanded in Fall 2024.

ACADEMIC COACHING HIGHLIGHTS

The academic coaching team served 496 students during the 2023-24 academic year. Coaches supported students by helping them identify and develop the mindset, skills, and behaviors that could best support their success. The topics students most frequently requested to discuss during coaching meetings included time management, study skills, notetaking methods, avoiding procrastination, and test taking practices. Academic coaches also met with students to help them debrief their results from the Learning and Study Strategy Inventory (LASSI), a tool available on the ASC website. More than 300 students completed the LASSI - which allows students to gain greater insights about their learning and study practices as well as their attitude toward learning.

In Fall 2023, the academic coaching team reimagined and revised the content for the original Success Matters program and launched Success Matters 2.0. The aim of Success Matters 2.0, a set of interactive online modules, is to provide self-

paced support for students who have experienced academic difficulty. The content focuses on topics such as well-being, growth mindset and goal setting that can help students make changes that will help them return to good academic standing. During the 2023-24 academic year, 1,562 students engaged with some or all of the Success Matters content.

In April 2024, academic coaching team members delivered a presentation on Success Matters 2.0 at the Region III Conference at the National

“My advisor made me feel very good and comfortable as an older student (much older), which was important to me...” Academic Advising student

496 students attended a “First Academic Coaching” appointment between Fall 2023 and Summer 2024.

93.5% of the students who completed the “First Academic Coaching” appointment survey identified at least one strategy or behavior about which they became more knowledgeable.

100% of students who completed the “First Academic Coaching” survey indicated that, as a result of participating in Academic Coaching, they felt more knowledgeable about learning and study strategies they could utilize.

The AAC team collaborated with campus partners such as the Office of Advocacy and Success (OAS) and Counseling and Psychological Services (CAPS) to share ways of effectively supporting students. The AAC and OAS teams met in July 2024 with the OAS team sharing ways we can better utilize OAS tools such as the CARE report to support students in crisis and those dealing with mental health challenges and food insecurity. In August 2024, AAC team members delivered a presentation on academic coaching as a part of CAPS’ annual training/onboarding for their counseling interns. Continuing mutual collaboration and support efforts such as these will enhance our mutual understanding of student success services and resources as we collectively strive to meet students where they are and equip them for success.

Academic Advising Association (NACADA). The team shared the insights gained from the Success Matters 2.0 project as well as practices Clemson engages in to support students who have experienced academic difficulty.

In Fall 2024, the AAC team plans to offer group academic coaching sessions aimed at students in learning communities such as Connections and the Community for Undergraduate Business Students (CUBS) to engage and support students of diverse backgrounds in developing more effective learning strategies and increasing their awareness of all ASC services.



Aubrianna Pfaltzgraff

Junior

Major: Chemistry, Minor: Biology

Greenville, South Carolina

ACADEMIC COACHING

Using Academic Success Center services has helped me succeed as a student at Clemson. I have been seeing an academic coach since the semester I transferred here. Coaching has improved my time management, taught me valuable study techniques, and keeps me accountable. I feel more confident in my academics because I have a great support system and know how to prepare for exams. Using the ASC has definitely helped me get the grades I want and made my Clemson experience more enjoyable and less stressful.

Welcome!

IF YOU HAVE A SCHEDULED APPOINTMENT WITH A MEMBER OF OUR ACADEMIC ADVISING AND COACHING TEAM, PLEASE TAKE THE FOLLOWING STEPS:

REVIEW YOUR APPOINTMENT CONFIRMATION EMAIL and reminder in CU Navigate to verify whether your appointment will take place in person or virtually.

- FOR IN-PERSON APPOINTMENTS:

- Please check in using the CU Navigate app (QR code below).

SELECT APPOINTMENTS > CHECK-IN ONLINE > OKAY

- A team member will meet you at this door at the time of your appointment.
- Visit the ASC front desk just past the 2nd-floor staircase with any questions or concerns.



- FOR VIRTUAL APPOINTMENTS:

- Access the link provided in your confirmation email a few minutes before your scheduled appointment.
- You will be admitted from the waiting room at the start of your appointment.
- Please note you may complete your virtual appointment from anywhere. If you have difficulty finding a suitable space for your meeting, you may reserve a space at this link: <https://libraries.clemson.edu/seats/#libraries>.
- You may complete your virtual appointment with or without headphones.

To schedule an academic coaching appointment using CU Navigate, please use the QR code above: Schedule an Appointment > ASC Academic Coaching > Academic Coaching

97% of ASC participants who completed an ASC survey **FELT MORE CONFIDENT IN THEIR ABILITY TO SUCCEED AT CLEMSOn** after utilizing ASC services.



In Fall 2023, a new unit, **ACADEMIC TRANSITION AND ENGAGEMENT PROGRAMS (ATE)**, joined the Academic Success Center department. In the ATE unit are the Summer Start, STEM Start and FIRST Generation Success programs.

SUMMER START

Summer Start provides a selected group of Clemson first-year applicants with the opportunity to begin their Clemson enrollment in the summer. The students who accept the offer of summer admission to Clemson enroll in two courses and live in on-campus housing during the second

eight-week summer term. The Summer Start team works collaboratively with academic departments, the Office of Admission and Clemson Home to register students for summer courses, provide housing, and deliver services and resources they need to successfully transition from high school

to college. Summer Start staff are committed to delivering an enriching summer experience for Summer Start students that focuses on personal and academic success as well as community building and sense of belonging.

Highlights

In 2024, 514 students accepted the offer of summer admission and enrolled at Clemson. Each student was enrolled in two courses that satisfied requirements for their major. Additionally, the ATE team provided success coaching, mentoring and community building activities designed to support students' academic success and foster a sense of belonging for each student. Students reported experiencing a greater sense of belonging as a result of their Summer Start experience and confidence about returning for the fall semester. Summer Start students succeeded academically as well with the cohort having an overall GPA of 3.67.

Goals for Summer Start 2025 include expanding the number of course offerings available for students as well as to increase the enrollment to 550–600 students. The Summer Start team plans to continue supporting the 2024 Summer Start students through their first year at Clemson by offering events and continuing support services in Fall 2024 and Spring 2025 for these students.

STEM START

STEM Start is a new summer enrichment program designed to support the success and degree attainment of new first-time-in-college students from South Carolina who are first-generation students and interested in pursuing a STEM (Science, Technology, Engineering and Math) major. The goals of this program are to introduce students to the variety of STEM majors and careers as well as prepare them for success in STEM majors.

Highlights

With funding provided by the South Carolina legislature, the STEM Start team launched this initiative in 2024 during the second eight week summer session with the 46 students admitted to the program. All of the students received a grant that covered their tuition and room and board expenses. The students were housed on campus and enrolled in two courses that allowed them to make degree progress as well as increase their knowledge and awareness of potential STEM majors and careers. In the mornings, students attended class. Their classes related to their STEM major and also incorporated academic support activities such as writing a lab report and math enrichment activities to prepare them for their upcoming Fall 2024 science and math courses. In the afternoons, students engaged in co-curricular activities such as attending presentations introducing them to STEM majors at Clemson, participated in career development workshops and visited eight employers in the Upstate who recruit and hire STEM graduates to support them in clarifying their choice of major and the job possibilities connected to those majors.

The 2024 STEM Start program was a success – all 46 students completed the program, remained in a STEM major in Fall 2024, and the average GPA for the cohort was 3.85. Additionally, students formed meaningful connections with their peers with 100% of the students sharing that they felt an increased sense of belonging within their peer group and at Clemson after participating in STEM Start. To continue and strengthen our connection to these students, they will be invited to participate in workshops and community-building activities



throughout the Fall 2024 and Spring 2025 semesters. Further, students shared that they were exposed to majors and job possibilities that they were not aware of before they participated in STEM Start.

Given the success of the Summer 2024 program, we hope to grow the Summer 2025 STEM Start program to 100 students admitted to STEM majors who are from South Carolina and who are first-generation or demonstrate significant financial need. The STEM Start team will be taking our learning from Summer 2024 to refine and enhance program offerings for the 2025 cohort.

FIRST GENERATION STUDENT SUCCESS PROGRAM

The FIRST Program provides services designed to support the academic, social, personal and career success of Clemson students who are the first in their family to attend college. FIRST Program services include a first-year peer mentoring program, student organization, and workshop series.

Highlights

During the 2023–24 academic year, the FIRST Program team worked with student leaders to deliver the monthly Tiger Tips program. First-generation faculty, staff and administrators met

with first-generation students to share their college experience and provided guidance for successfully navigating the challenges of college. President Jim Clements was the featured presenter for one of the Tiger Tips sessions and generously shared his time and words of encouragement for the students. In November 2023, the FIRST program team participated in the national First-Generation Celebration Day to celebrate the resilience and achievements of first-generation students. In Spring 2024, the FIRST Program team collaborated with the Career Center staff to promote the inaugural Tigers on Track program. This program educates first-generation students about co-op and internship opportunities with the goal of students successfully applying for and obtaining a co-op or internship. Upon completion of the program, students are awarded a grant to help them with purchasing work attire or expenses associated with the co-op or internship such as paying the security deposit for an apartment for a summer co-op. At the conclusion of the spring semester, 19 students successfully completed the Tigers on Track program. We are proud to report that, in July 2024, the FIRST program was awarded a grant from the Taco Bell Foundation. The grant will be utilized to enhance the impact of our peer mentoring program, Tigers on Track, and the Fall 2024 First Generation Celebration week.

“Because of the FIRST program I was able to excel and achieve a high GPA. I also became a mentor in the FIRST program, where I helped other first-generation college students thrive in the university (academically and socially). I was also able to take my classes and work in Clemson’s Creative Inquiry program, which led me to finding my dream career as a scientist immediately after graduation at Eli Lilly.”

Angelina Harley



The **PEER LEARNING SUPPORT PROGRAMS** team aims to deliver individual and group learning support services that engage, equip and empower students for learning and success in their courses.

Highlights

The Peer Learning Support Programs (PLSP) unit had a successful 2023-24 academic year. The PLSP team focused our efforts on initiatives to equip, engage, and empower students as learners and as leaders. Our Tutoring and Peer-Assisted Learning (PAL) programs supported 60 courses with more than 45,000 seats in those courses and employed 238 students. As compared to the 2022-23 academic year, we saw increases in

utilization for both the PAL and Tutoring programs. The Tutoring program had 10,121 visits in 2023-24 as compared to 9,475 visits in 2022-23 - an increase of 6.8%. The PAL program logged an increase in visits from 20,266 in 2022-23 to 27,084 in 2023-24 - an increase of 3.4%.

To address instructor-identified gaps in student readiness, we expanded our service offerings in 2023-24 to support additional foundational

courses. We collaborated with the Physics Department to provide an embedded tutor for Introductory Physics (PHYS 2070). During class, the embedded tutor assisted with addressing student questions and guiding problem-solving. The number of tutoring session visits for PHYS 2070 more than tripled from 72 visits in Fall 2022 to 254 visits in Fall 2023. We look forward to continuing this collaboration in the 2024–25 academic year. Additionally, the PAL program expanded support for General Biology (BIOL 1030/1040). Team members collaborated with course instructors to coordinate session times with the course schedule and ensure students in each section of the course regularly saw a PAL leader during class. In the first semester of support, 40.9% of the BIOL 1030 students attended one or more PAL sessions. We will continue to support General Biology in 2024–25 and anticipate an increase in utilization.

To grow their professional development, PLSP staff designed and offered experiential learning initiatives for all PLSP student employees that promoted self-reflection. In Fall 2023, student employees attended a workshop facilitated by Academic Success Center professional staff titled, “Tips from a Hiring Manager.” This workshop shared guidance on preparing for an interview

and crafting a cover letter that emphasizes one’s strengths. Prior to the workshop, every student employee completed the Gallup Strengths Assessment and received a report of their top five strengths that allowed them to reflect on their strengths. During the Spring 2024 semester, we invited former PAL leaders and tutors to return to Clemson to share their post-graduation journey. Panelists shared their experiences in graduate and medical school, talked about getting their first job, and offered tips for building a fulfilling professional life.

In Summer 2024, The Tutoring Program applied for renewal of our College Reading and Learning Association (CRLA) International Tutor Training Program Certification. CRLA sets professional standards that must be met for certification for tutor hiring, training, and skill development. We are proud to report that the Tutoring program was recertified at Level 3, the highest level offered by CRLA. Our PAL program, although not formally certified by CRLA, implements equivalent training standards for our PAL leaders. By the end of their first semester of employment, all PAL leaders and Tutors complete the equivalent of CRLA Level 2 training, equating to more than 20 hours of active engagement in topics focused on student learning and development.



Yashvi Patel

Sophomore

Majors: Biochemistry and Psychology

Columbia, South Carolina

TUTOR

Before I started my position as a tutor, I didn’t expect to be emotionally invested in the students and how they’re doing in the class. But, I started having returners almost immediately—students who would schedule my sessions every week to work on problems and clear up concepts. I’m most proud of the relationships I’ve formed with these students and especially that they feel I’ve helped them enough and treated them well that they want to keep coming back to my sessions. It makes me so happy when they come back and say they got an A on their exam or that they were able to do their homework with no outside help! It’s much more rewarding than I would have expected.



Sydney Taggart

Senior

Major: Health Science Pre-Professional Studies

Minor: Life Sciences

Gaithersburg, Maryland

My role as a PAL leader has been the most rewarding leadership experience of my life. I am most proud of my connection with my students. Nothing is more incredible than watching my students progress and succeed. Whenever asked for feedback, they constantly express gratitude for PAL and all we do to help support their learning. Last year, one of my students was my Starbucks barista and wrote "Best PAL Leader" on my cup – I was nearly in tears. Other students have studied with me at the library, ate lunch with me on campus, reached out to me for grad school advice and so much more. To me, this is so much more than a job – four semesters was not nearly enough time!

HAYLON CARD SERVANT LEADER AWARD

The Haylon Card Servant Leader Award was established in 2022 by Peer Learning Support Programs (PLSP) in memory of Haylon Card, a peer leader who passed away in December 2020. Haylon was a PAL leader and tutor for mechanical engineering courses. He focused on creating a supportive and safe environment for others, actively pursued opportunities to grow in his role, and strived to give back to the PLSP community in meaningful ways. This award is given annually to a PLSP student employee who demonstrates the qualities of leadership, service and mentorship exemplified by Haylon Card. It is our hope that this award honors Haylon's legacy while establishing a culture in which PLSP student employees feel empowered to uplift, encourage and check in on one another and create a workplace where all feel seen and heard.

2023 Recipient

Sydney Taggart was selected as the 2023 recipient of the Award. Sydney served as a PAL leader for Anatomy and Physiology and was recognized for creating a welcoming environment in her sessions and encouraging her fellow peer leaders. Her nominator, a fellow PAL leader, shared, "During our sessions, Sydney goes around to all the table groups and tells them to ask her anything they might be confused about, letting the students know that there are no dumb questions and she really wants to just talk to the students/build relationships with them. As the semester progressed on, I noticed how some of our regulars were starting to arrive extra early to our sessions, just to sit with Sydney and talk to her about life, the class or anything on their minds. Sydney... mentored me through mastering public speaking and how to effectively teach our students. Additionally... during [training] meetings, ...Sydney makes an effort to talk to all of the PAL leaders and tutors, gives valuable pieces of advice, and makes everyone feel included.

97% of ASC participants who completed an ASC survey were able to identify at least one learning or self-management strategy or behavior they became more knowledgeable about after utilizing ASC services.



JUMPSTART WORKSHOPS

Our Jumpstart workshops support new students in smoothly transitioning to Clemson while also familiarizing them with college-level academic expectations as well as ASC and campus resources. These workshops are offered annually to incoming first-year and transfer students before the start of the fall term.

Highlights

In August 2023, ASC team members and faculty and staff partners led 23 workshops on a range of course-specific subjects and success strategies tailored to the needs of new Clemson students. Workshop topics included success in biology, math, chemistry, modern languages, college-level research, engineering, and transitioning to Clemson. A total of 820 students attended one or more workshops.

Student responses indicated that they benefited from participating in the Jumpstart workshops.

Of the participants who completed an evaluation:

99.2% of participants indicated that they personally **BENEFITED FROM ATTENDING THEIR WORKSHOP**

98.9% of participants indicated that they felt more **CONFIDENT IN THEIR ABILITY TO SUCCEED AT CLEMSON** after attending their workshop

JUMPSTART AVERAGE GRADE COMPARISONS

Course	# Enrolled	JS Attendees: Avg. Course Grade	Didn't Attend JS: Avg. Course Grade	Course Grade Difference
BIOL 1030	1,147	3.62	3.21	+0.41
BIOL 1100	549	3.17	2.89	+0.28
CH 1010	2,140	2.92	2.53	+0.39
ENGR 1020	1,063	3.49	3.22	+0.27
ENGR 1510	77	2.83	2.36	+0.47
MATH 1020	1,014	3.30	2.90	+0.40
MATH 1060	719	3.41	3.07	+0.34
MATH 1080	491	3.46	2.61	+0.85

An added benefit of the Jumpstart workshops was that they connected students to other Center services and programs. Of the students who participated in the Jumpstart workshops, 66.9% of participants utilized at least one ASC service during their first semester at Clemson.

SUCCESS STRATEGY WORKSHOPS

Our Success Strategy workshops are designed to help students explore strategies they can use to improve their academic performance and enhance their personal development. Workshops are created and delivered by faculty, staff and graduate assistants. Each session emphasizes cultivating positive habits, attitudes and thinking skills to enrich students' academic experience.

Highlights

During the 2023–24 academic year, a total of 55 Success Strategy workshops were delivered, benefiting 957 students. Workshop topics ranged from exam preparation to avoiding procrastination to time management and developing organization skills.

Participant feedback from the workshops was positive.

Of the participants who completed an evaluation:

98.7% of participants indicated that they **BENEFITED FROM ATTENDING THEIR WORKSHOP**

99.7% of participants indicated that they **LEARNED A STRATEGY THEY COULD USE IN THE FUTURE**

98.3% of participants indicated that they feel **MORE KNOWLEDGEABLE ABOUT LEARNING AND STUDY STRATEGIES** than they did before attending the workshop

Each year, the ASC manager of outreach and promotion creates and implements a promotion strategy along with publications designed to increase students' awareness of ASC services and encourage them to participate in one or more of our services.

HIGHLIGHTS

During the 2023-24 academic year, promotion tactics utilized included strategic and curated email messaging campaigns aimed at specific student groups at key points during the semester, posts on Instagram and Facebook, delivering presentations at the Ready, Set, Roar new student orientation sessions, sending postcard mailers and distributing ASC-branded items such as t-shirts, the student planner and resource guide and success strategy worksheets to students.

Messaging Campaigns

Targeted email messaging campaigns were created and sent to first-year and new transfer students, first-generation students, general engineering students, and students enrolled in Chemistry 1010, Math 1060, and Biology 1030 and 1100. The manager of outreach and promotion continued to utilize the email platform Mailchimp to design, create, and send customized, supportive emails to these student groups as well as other students enrolled in PAL- and tutoring-supported courses. Message campaigns helped connect students to ASC services and success strategies, including Jumpstart workshops, course-specific support, and exam preparation resources. During the 2023-24 academic year, the Mailchimp platform enabled the delivery of over 20,000 curated messages to students.

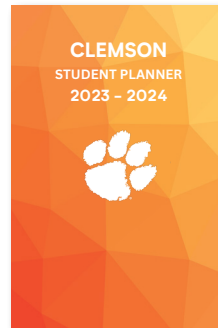
Ready, Set, Roar

ASC staff actively engaged with new students and their families during the Summer 2024 Ready, Set, Roar new student orientation sessions by tabling at the resource fair and delivering presentations about Center services. After Ready, Set, Roar, postcard mailers were sent to incoming new students inviting them to learn more about what we do at the Center and participate in our services.

98.8% of ASC participants who completed an ASC survey felt they **WERE MAKING MORE PRODUCTIVE CHOICES TOWARDS BEING A SUCCESSFUL STUDENT** after utilizing ASC services.

Student Planner and Resource Guide

The ASC Student Planner and Resource Guide is designed with the goal of providing students with a tool they can utilize to organize and manage their time and be introduced to learning and success practices they can engage in to support their



success. The planner, free for students, includes a monthly and weekly calendar and provides helpful information on cultivating effective habits like organization and time management, while also highlighting the Center's services and programs.

The 2023-24 planner, one of our most popular initiatives benefiting more than 2500 students and only available in the Class of 1956 Academic Success Center building, continued to include the following content:

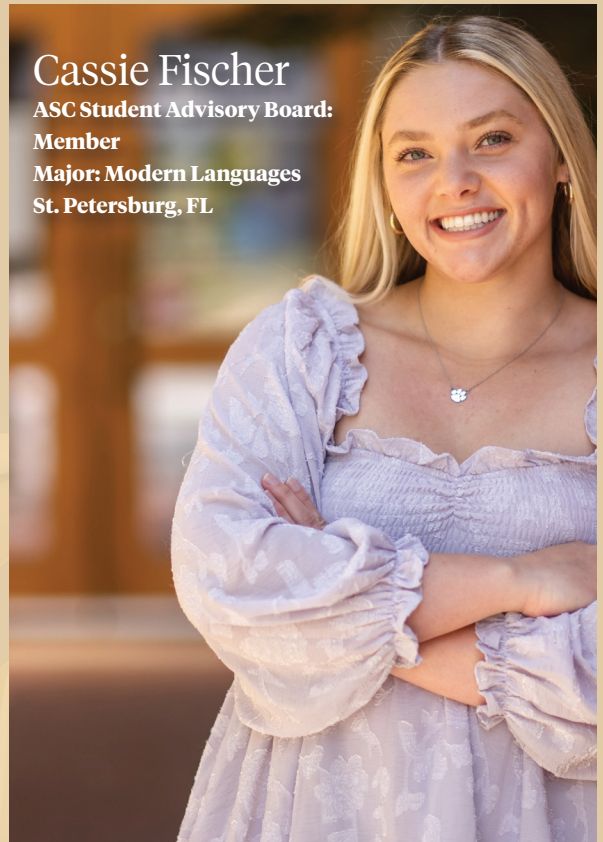
- ASC services and programs
- Success Strategy worksheets
- Common exam schedules
- Final exam schedules
- Semester organizational charts
- Course planning guides
- Learning strategies
- Memory strategies

Financial literacy content will be added to the 2024-25 Student Planner and Resource Guide.

DIRECTOR'S AWARD FOR EXEMPLARY SERVICE

In its inaugural year, the **DIRECTOR'S AWARD FOR EXEMPLARY SERVICE** was presented at the Spring 2024 ASC student employee celebration to a student employee in each ASC unit whose efforts not only improved the service provided by their ASC unit but also made a meaningful difference in the lives of those they worked alongside, embodying the true spirit of student leadership and service.

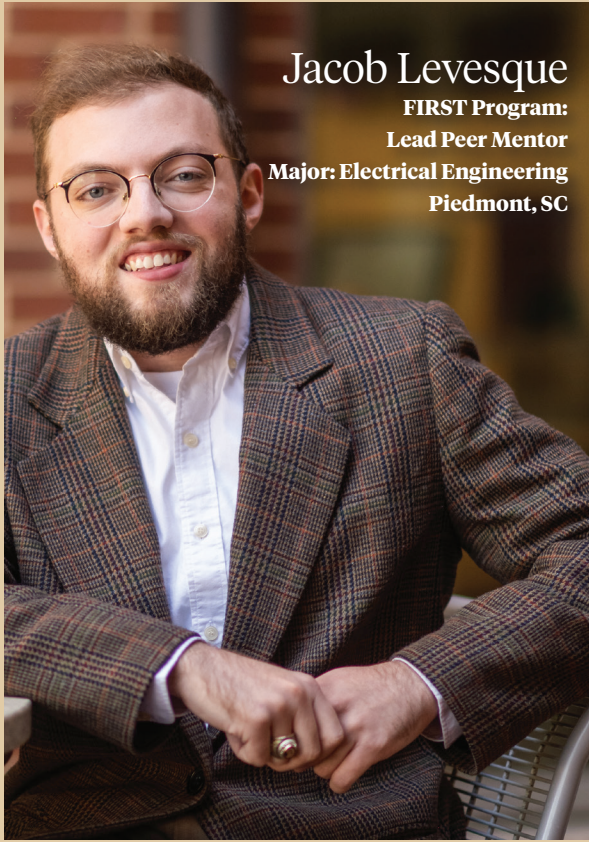
The recipients were nominated by their supervisor for their dedication, initiative and commitment to positively impacting their fellow students' success.



Cassie Fischer
ASC Student Advisory Board:
Member
Major: Modern Languages
St. Petersburg, FL



Megan Reaves
Peer Learning
Support Programs:
Tutor and
Tutor Mentor
Major: Microbiology
Florence, SC



Jacob Levesque
FIRST Program:
Lead Peer Mentor
Major: Electrical Engineering
Piedmont, SC



Angelina Cotto
Summer Start:
Social Media Coordinator
Major: Psychology
Simpsonville, SC



Leeanna Fortenberry
ASC Operations:
Front Desk Assistant
Major: Psychology
Simpsonville, SC

ASC MISSION—
Deliver services and programs that empower students to discover and develop the skills, mindset and habits that will support their learning and success at Clemson and beyond.

ASC 2024 DR. M. ELAINE RICHARDSON ANNUAL STUDENT EMPLOYEE AWARD

The **DR. M. ELAINE RICHARDSON ANNUAL STUDENT EMPLOYEE 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. The recipient receives a monetary award and plaque. Additionally, the recipient's name is added to the perpetual Dr. M. Elaine Richardson Annual Student Award plaque on display in the Class of 1956 Academic Success Center Building.

2024 AWARD RECIPIENT

Liz Warren

PAL Student Coordinator

Through the ASC, I have had opportunities, as a PAL leader, to connect with hundreds of different students to provide support for introductory biology courses and discover my love for teaching. Additionally, I connected with professors in the department and assisted on their hiring committees to select teams of new professors to further support students. This semester, I worked in a mentorship role as a PAL Coordinator while also assisting in creating a new position to be implemented in fall 2024, the Course Captain. My love for student support has been exponentially grown by the PAL program, and I am reminded every day of the students I have supported. My position at the ASC allowed me to learn new ways to teach my students, and, since the classes I support are overwhelmingly first-year students, I am lucky enough to also serve as a mentor during their college transition while teaching them course material. Being a student who is pre-medicine, the opportunity to engage with and teach the fundamental material of my major has given me so much enjoyment, especially when I see students finding the same passion for the material that I hold. This award means the world to me and serves as a testament to the students I have supported, and I thank my mentors and the ASC for this honor.



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.

2024 AWARD RECIPIENT

Tracey O'Kelley
Director of the Class of 1944 Visitors Center

As the Director of the Class of 1944 Visitors Center and the advisor to the Clemson University Guide Association, I have impacted undergraduate students in multiple ways. First, I have advised and/or employed more than 1000 student tour guides over my career. I feel like I have always provided an open environment for students to come and talk about work, school and life. I hope that I have helped them look at things in a new way, and helped them to grow as not only as college students, but hopefully slingshot into adulthood, and good decisions. Secondly, because I have helped to welcome over a million visitors to campus, I know that I have also impacted the undergraduate student body by providing that first impression to visitors! Receiving the Class of 1956 for Staff Excellence means the world to me. When the Class of 1956 gave their Golden Tiger gift to the University, I remember thinking what an amazing legacy they were leaving in the Academic Success Center. To receive an award based on a nomination from students, is immensely meaningful. Getting to be a part of their energy, joy and enthusiasm has given as much to me as I hope I have given to them.



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.

2024 AWARD RECIPIENT

Jennifer Hanna
Principal Lecturer

I am a Principal Lecturer in the School of Mathematical and Statistical Sciences, and this is my 26th year teaching at Clemson. I have primarily worked with students in the 3-semester business calculus and statistics sequence and more recently, in the precalculus course and lab. I believe asking questions is an essential part of the learning process for both students and teachers. I encourage students to ask questions during class, lab, office hours, and via e-mail. When interacting with my students, my goal is to foster a supportive learning environment, where all questions are welcome. I often respond to a question with a question so that I can connect new concepts and skills to their existing knowledge. In addition to learning the mathematical content, my students work on goal setting, time management strategies, study skills, and teamwork skills. I hope my students leave our time together with confidence in their ability to tackle their future courses and a growth mindset, where they view their academic challenges as an opportunity to grow and learn. Receiving this award is an honor. This acknowledgement encourages me to continue innovating inside the classroom. Outside of the classroom, it motivates me to continue collaborating with the Academic Success Center staff and peer leader, to provide a world-class course support experience for our students.



EL HALL





**ACADEMIC
SUCCESS CENTER**

CLASS OF 1956 ACADEMIC SUCCESS CENTER
836 MCMILLAN RD.
CLEMSON, SC 29634-5126
864-656-6452
ASC@CLEMSON.EDU