



ACADEMIC  
SUCCESS CENTER



# ANNUAL REPORT 2022

DR. TED G. WESTMORELAND **ACADEMIC SUCCESS PROGRAM**





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*Photographs may have been taken prior to the coronavirus pandemic. Clemson University follows federal and state guidelines in an effort to protect the health and safety of the community.*

# From the Director

I am honored to share the Academic Success Center’s annual report with you, our partners and friends.

The 2021-22 academic year will be remembered not only for the ongoing challenges the COVID-19 pandemic continued to present but also for how it revealed the character, persistence, resilience, and dedication of students and the ASC team. I’m both proud of and grateful for the work that ASC team members engaged in to support undergraduate students on their success journey and to inspire them to achieve their full potential.

Within this report, we highlight our services and the impact of our services. You’ll see how we found ways to continue supporting student learning and success during the pandemic through in-person and online 1:1 tutoring or academic coaching sessions, success strategy workshops, online success worksheets or peer-assisted learning (PAL) sessions. Students told us they benefited from their engagement in ASC services – they learned techniques and approaches for becoming more confident, independent and skillful learners. In this report, you can also learn more about CU Navigate, an online advising and success platform for which the ASC is providing leadership.

We are grateful for you – the generous and dedicated members of our Clemson community who continue to support our mission and partner with us as we continue to support students in becoming more confident, independent and skillful learners. Thank you for your support!

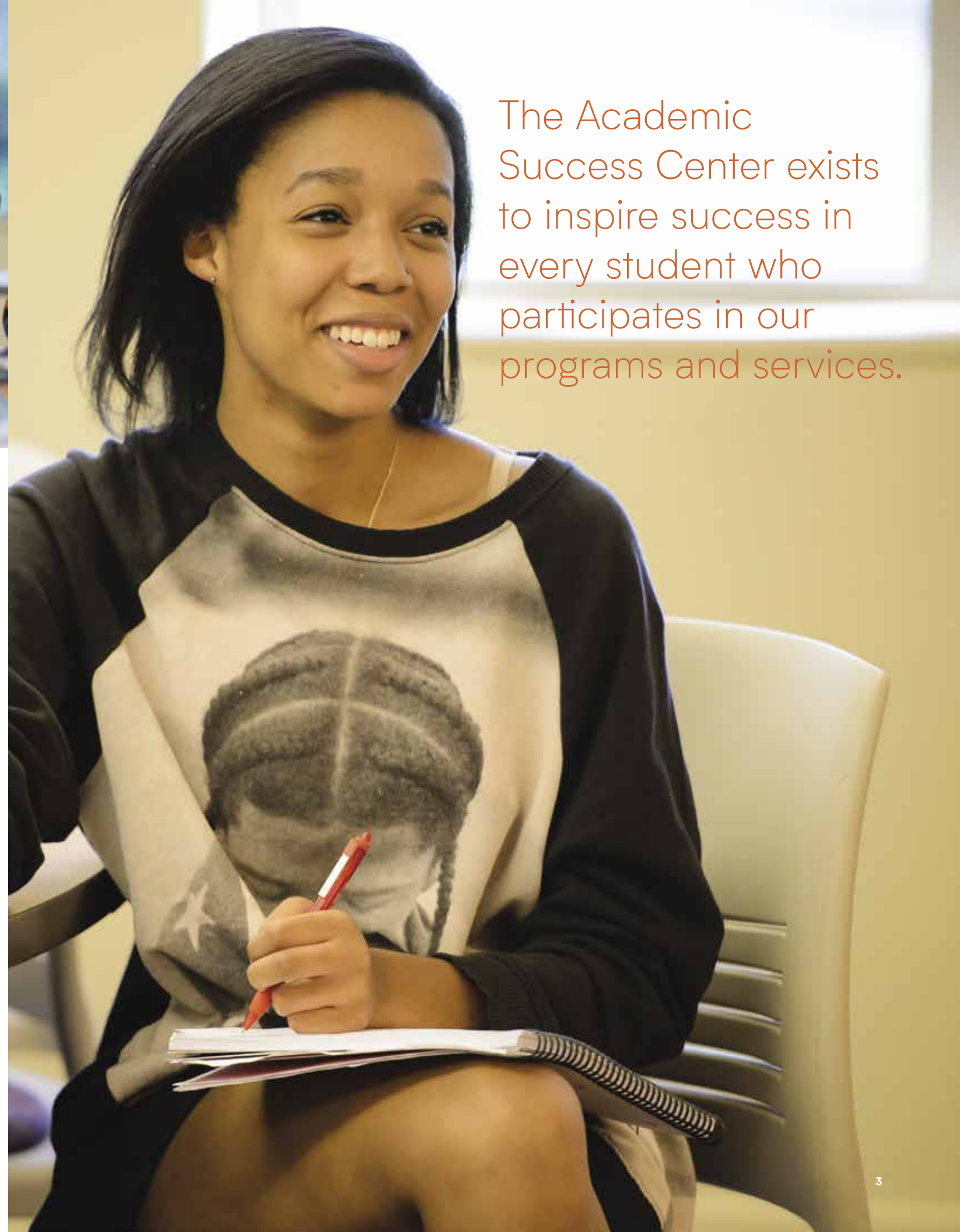
Sincerely,

Sue Whorton



I’m both proud of and grateful for the work that ASC team members engaged in to support undergraduate students on their success journey and to inspire them to achieve their full potential.





The Academic Success Center exists to inspire success in every student who participates in our programs and services.

### PURPOSE

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

### INCLUSION STATEMENT

The Academic Success Center exists to inspire success in every student who participates in our programs and services. Celebrating and honoring the diversity of our students, faculty, and staff is at the core of inspiring success and a sense of belonging. The diversity of our Clemson community comes in many forms, but inclusion comes in only one form — when each member of our community experiences a real sense of belonging. We, the ASC staff, are committed to creating a welcoming and inclusive experience at the Center. We affirm that our goal of creating and delivering welcoming, inclusive, and equitable student learning experiences at the Center requires our active and ongoing commitment to listening and learning through engagement in professional development opportunities and confronting and dismantling inequalities. We acknowledge that this will be an ongoing work in progress and pledge to strive for continuous improvement.

### 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

During the 2021-2022 academic year, ASC staff delivered the following services for undergraduate students: Academic Advising (for former students re-enrolling and students who have not yet declared a major), Academic Coaching, Peer-Assisted Learning (PAL), Tutoring, and Success Strategy Workshops. ASC staff also teach CU 1010—University Success Skills

### OUR STUDENT STAFF

Our student employees are integral to the services we deliver at the Center and to our success. During the 2021-2022 academic year, the ASC employed 222 students as graduate assistants, PAL leaders, PAL coordinators, tutors, tutor mentors, interns, office assistants, and student advisory board members.

### STUDENT UTILIZATION

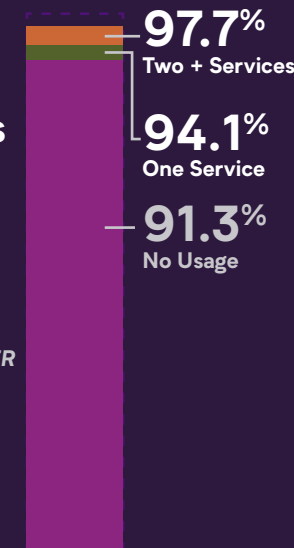
In Fall 2021 and Spring 2022, 5,367 students utilized one or more ASC services. 54.5% of new freshmen and 35.4% of new transfer students utilized at least one service.

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



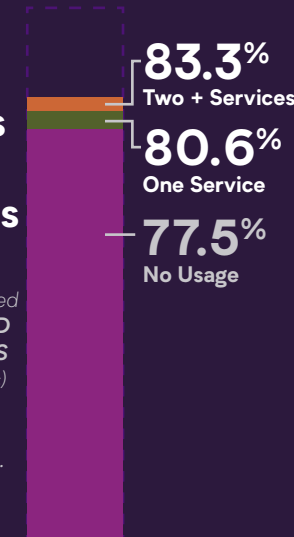
### ASC Participants Stay At Clemson

Freshmen in the fall 2020 cohort who utilized ASC services **RETURNED AT HIGHER RATES** than students who did not utilize any ASC services.



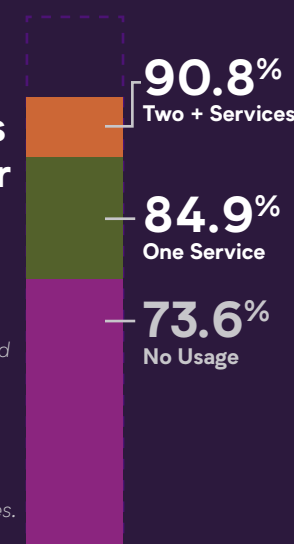
### ASC Participants Keep Their Scholarships

Freshmen in the fall 2020 cohort who utilized ASC services **RETAINED THEIR SCHOLARSHIPS** (LIFE or Palmeto Fellows) at a higher rate as students who did not utilize any ASC services.



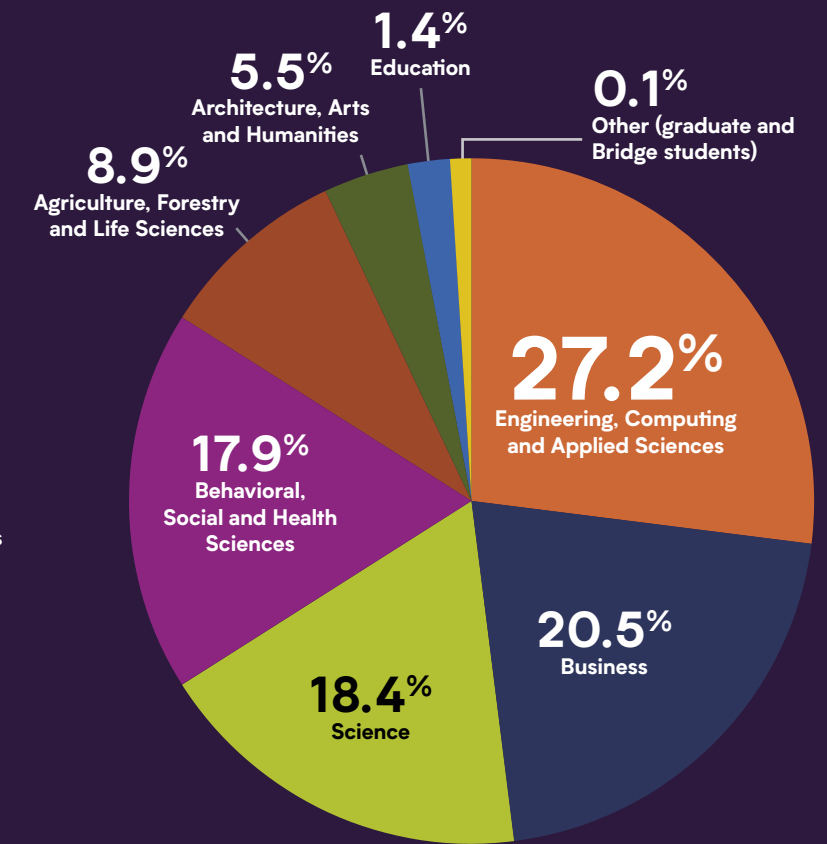
### ASC Participants Have Higher Graduation Rates

Freshmen in the fall 2015 cohort who utilized ASC services during their Clemson career **GRADUATED AT A HIGHER RATE** than students who did not utilize any ASC services.



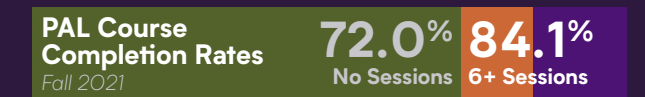
### ASC Participants by College

FALL 2021

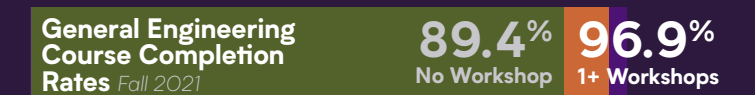


### ASC Participants Pass and Complete Courses

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.

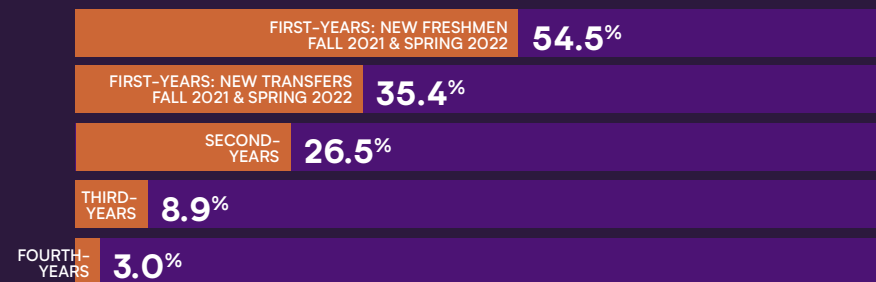


The **SUCCESSFULLY PASS AND COMPLETE COURSES** rate (grade of A, B, C, or P) for students enrolled in the "Engineering Disciplines and Skills" course (ENGR 1020) who utilized the general engineering workshop bonus option was higher than that of students who did not utilize the bonus option.



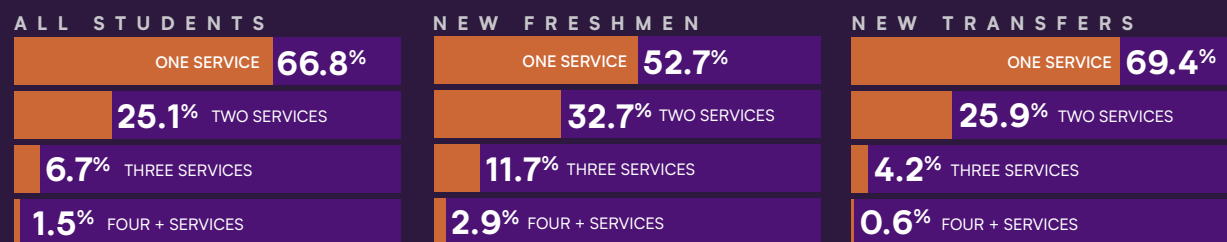
### Utilization of ASC Services by Student Year of Enrollment

UTILIZED AT LEAST ONE SERVICE



### ASC Participants by Count of Services Utilized

FALL 2021 & SPRING 2022



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

by the numbers





The vision of the **ACADEMIC ADVISING AND COACHING** team is to empower students to reach their full potential. Our mission is to equip each student with the mindset, skills, and behaviors integral to their success. Each member of our team continues to bring a unique set of knowledge, skills, and abilities to our work, serving as invaluable resources, not only to our students, but also to our campus colleagues. When we asked campus partners for feedback regarding our services, they shared their appreciation for our knowledge and expertise and our commitment to the students we support.

*Our team served more than 1200 undergraduate students through academic advising and coaching.*

**ACADEMIC ADVISING** guides students as they navigate degree 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 for 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 course registration guidance and connecting them with departmental advisors and campus partners.

- “I gained an understanding of the courses I was looking at taking, and what they entailed, rather than just focusing on the fact that I had to take them or that they were requirements.”

**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 in the classroom environment, both in person and online.

**Of students who completed evaluations regarding academic advising appointments:**

- 98.6% AGREED** — I feel more confident in my educational plan.
- 99.5% AGREED** — I better understand Clemson University policies and procedures.
- 99.5% AGREED** — I better understand Clemson University degree requirements.
- 95.9% AGREED** — I feel a greater sense of connection to Clemson.
- 99.5% AGREED** — I better understand resources available to me.

When asked about the most important thing gained from academic advising, students continued to emphasize the information and support received by our advisors:

- “Confidence and knowing there is always help in my corner.”
- “They helped me decide on a solid spring course load that allows me to progress towards both of my major options without forcing a decision.”

**Of students who completed evaluations regarding academic coaching appointments:**

- 100% AGREED** — I feel more knowledgeable about success strategies I can use.
- 96.4% AGREED** — I better understand my strengths and areas of growth.
- 96.4% AGREED** — I feel a greater sense of connection to Clemson.
- 99.1% AGREED** — I better understand resources available to me.

When asked on the survey 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. Other students reflected on the valuable connections they made with their academic coaches and the strategies they learned in the context of their appointments.

- “I realized that a lot of what I had called “studying” in the past looked more like review, which is leading to frustration when I feel like I am not being productive during studying (because I was doing the wrong thing!).”



- “My academic coach made things that seemed overwhelming going into the appointment become much more understandable.”
- “My academic coach was caring and made me feel better about my individual circumstances. They gave me direction and told me about the resources available to assist me in being successful.”
- “Incredible study strategies and time management skills. I couldn’t thank them more. I don’t think they understand how much they’ve helped me to become a better and more efficient student.”
- “Truthfully, I gained a lot of insight on many different things, one that stuck with me the most is that I am not the only one struggling and that there are solutions and resources that can help me achieve the success I am wanting to attain and to attain that success there will be steps. Now, I know what those steps are and will look like for me going forward.”

Through these services, our team fostered an environment of support for students by providing academic, social, and transitional guidance that we hope will allow them to thrive at Clemson University and beyond.

**ACCOMPLISHMENTS**

In addition to continuing to deliver high-quality and accessible programs and services to undergraduate students, we are delighted to share the following team accomplishments from the past year:

- We successfully advocated for and developed increased resources for AAH Undeclared students including a more robust description in the undergraduate catalog, additional staff resources, and an online portal of resources and weekly tips for students to explore..
- We engaged in professional development activities and reflective practices to identify opportunities for enhancing our support of underrepresented student populations.



- We added a new full-time position to our team, the Coordinator of Academic Advising and Coaching. This position works alongside our Associate Director to enhance the academic advising experiences of the two populations we serve.
- We also added a new graduate assistant position. This position focuses on enhancing our understanding of academic coaching participants’ experiences and perceptions, as well as improving content delivered to students on academic probation.

- To better understand the impact of the academic coaching experience on participants’ Clemson academic experience, we conducted individual interviews with participants to learn more about their experience
- To reduce the amount of wait time between a student’s readmission and advising appointment, we are piloting a new advisor assignment and appointment approach
- To reduce appointment cancellations and no-shows across our services, we brainstormed new communication and scheduling strategies.
- To support AAH Undeclared students in their major exploration process, we drafted a syllabus for a new course to be piloted in Spring 2023

**CURRENT PRIORITIES**

Our team continues to engage in ongoing evaluation activities with the aim of enhancing and refining our services:



**250** new freshmen utilized Academic Coaching in the 2021–2022 academic year.



## OUR EXCEPTIONAL STUDENTS

*Each academic year, we have the pleasure of working with many outstanding students. The following spotlights tell the stories of just a few of the students we supported during the 2021-22 academic year.*



### Alanna McFadden

**Language & International Health (Spanish)  
Greenville, South Carolina  
ACADEMIC COACHING**

Utilizing the resources at the ASC has given me so much more confidence in my academics. I met with an academic advisor who helped me create study plans, sharpen my test prep skills, and organize my daily schedule. The ASC has helped me feel much more prepared to manage my time wisely and excel in my classes. I truly appreciate all that they have helped me achieve.



### Shelby Dorth

**Language and International Health (Spanish Emphasis)  
Social Sciences Cluster Minor  
Hilton Head, South Carolina  
ACADEMIC COACHING**

Thrown into a strange, new environment during my first semester at Clemson, I struggled to adjust to the lack of structure in my life as a college student. My coach, who is one of the ASC's wonderful academic coaches, was a huge source of comfort and encouragement at my lowest points. He held me personally and individually accountable when I needed it most and equipped me with the tools to succeed. Thanks to Academic Coaching through the ASC, my second semester has been more fulfilling, enjoyable, and successful than I ever could have imagined. My struggles haven't gone away, but I know that I am supported in my efforts to learn and grow into the best student and person I can be.



### Micaela Bridges

**Major: Undeclared  
Spartanburg, South Carolina  
ACADEMIC ADVISING**

My engagement with ASC services has made my first academic year come with ease. The ASC services built my confidence in my academics at Clemson from the ground up. Many of my peers ask me how I am never worried once registration week comes. I always state how excellent my academic adviser was and how they helped me to arrange my schedule to meet my needs and wants. With this, I am so confident in my coursework and potential workload for next semester.



### Haley Joyce

**Political Science, Minor: Spanish Studies  
Hainesport, New Jersey  
ACADEMIC COACHING**

After struggling with the transition to college in my first semester, I decided to employ the services the ASC provides and booked an academic coaching appointment. My academic coach helped me with my time management skills and study habits, two of my biggest issues during the first semester. We mapped out the best strategies and after the first week, I already felt more confident in the quality of my work and was excited to relay my excitement with my academic coach. My grades have significantly improved which has motivated me to continue to utilize those strategies and I plan to continue using them throughout the rest of my time at Clemson and beyond.







The 2021-2022 academic year provided the **PEER LEARNING SUPPORT PROGRAMS** team the opportunity to consider lessons learned from the COVID-19 pandemic and then re-envision how **PEER-ASSISTED LEARNING (PAL)** and **TUTORING** can best support Clemson students.

**37.7%** of all new freshmen **ATTENDED AT LEAST ONE PAL SESSION** during the 2021-2022 academic year.

We focused our efforts on our goals of fostering a sense of belonging for participants and broadening access to our services. To meet these goals, we established a common training and professional development experience for PAL leaders and tutors aimed at broadening their perspective on how best to support students. We also continued to offer both in-person and virtual learning session options for students.

This year, the previously separate PAL and Tutoring programs united under a common goal of supporting students in becoming confident, skillful, and independent learners. For the first time, peer leaders employed by either program engaged in common training, professional development, and community building initiatives. Uniting our programs and providing cross-program training experiences fostered a deeper sense of belonging and community for student employees. Once leaders saw the value of community for themselves, they could foster the same welcoming environment in their sessions. In the coming year, we look forward to establishing a resource and training hub that both groups can reference and contribute to for future PAL leaders and tutors to utilize.

As part of our unified professional development initiative, we engaged campus partners in presenting a series of workshops for PAL leaders and Tutors designed to:

1. Introduce students to aspects of different cultures, races, ethnicities, and identities
2. Foster a community that appreciates and encourages diversity

*While most courses were being offered in-person this year, continued safety measures including quarantine protocols made virtual sessions essential for ensuring continued access to learning resources.*

Peer leaders came away with knowledge and perspective to support all session participants, as well as valuable career skills sought after by employers. Upon graduation, our peer leaders are poised to represent Clemson well as they bring a focus on inclusion to graduate/professional school and their career. Many peer leaders, particularly those with underrepresented identities, expressed appreciation for this focus on inclusion and a deeper sense of belonging within the unit. Most peer leaders expressed an interest in further discussions around topics of diversity and inclusion, which we plan to include as part of next year's professional development initiative.





To further build community among peer leaders, we hosted a picnic, held a movie night, and offered a relaxation space and snacks for student employees during finals week.

Our PAL and Tutoring programs continued cross training for both virtual and in-person services, initially begun during the height of the pandemic. While most courses were being offered in person this year, continued safety measures including quarantine protocols made virtual sessions essential for ensuring continued access to learning resources. We logged over 3,700 virtual PAL session visits and nearly 1,700 virtual Tutoring visits. We recognize the value of offering both virtual and in-person learning sessions for broadening access to academic resources and better supporting students, such as with those families, those living off campus, and those with mobility concerns.



**TUTOR DATA**

**83 TUTORS** supported **77 COURSES** in Fall 2021 and Spring 2022

**1,696 ONLINE TUTORING APPOINTMENTS** were held in Fall 2021 and Spring 2022

**4,866 IN-PERSON TUTORING APPOINTMENTS** were held in Fall 2021 and Spring 2022

**3,460** Total number of **INDIVIDUAL TUTORING APPOINTMENTS** in Fall 2021 and Spring 2022

**PAL DATA**

**97 PAL LEADERS** supported **21 COURSES** in Fall 2021 and Spring 2022

**2,791 PAL SESSIONS** were held in Fall 2021 and Spring 2022

**18,813** Total number of **PAL SESSION VISITS** in Fall 2021 and Spring 2022



## Aaron Slaven

**Computer Information Systems, Minor: Business Administration**  
**Naples, Florida**  
**TUTOR**

While working as a tutor at the ASC, I was most proud of watching the students I tutored grow and become very successful in their courses. I had multiple students report their test grades after they took their exams, showing that the tutoring sessions were paying off. It is a great feeling to see others succeed due to your help and it makes being a tutor not feel like a job at all.



## Alicia Werden

**Sociology, Minor: Social Sciences**  
**Elgin, South Carolina**  
**PAL PARTICIPANT**

My previous Clemson experience was greatly affected by COVID 19 - PAL was the first form of normal interaction with students that I was able to participate in. I used PAL for Anatomy and Physiology 1 and still attend meetings. PAL offers the best service to succeed in the course and allowed me to learn from previous students who knew how the course worked. They provided continuous help to students to excel in the course. The ASC allowed me to feel more confident in my coursework and overall grade. I do not think I could have succeeded without it. I am not only grateful, but I suggest that all students, especially those taking Anatomy and Physiology, utilize the PAL program.



## Jenna Richards

**Nursing**  
**Columbus, Ohio**  
**PAL PARTICIPANT**

The PAL sessions helped me to succeed in multiple ways. It provided a resource of organized notes that was helpful in understanding what we went over in class; an opportunity to go over the information in a space that was conducive to learning; extra resources that made me more confident in all of my classes. I loved my pal leaders Nan and Syd- they were open, and approachable & wanted us to succeed. Knowing that there were people and resources to help me through harder coursework made college less intimidating and wanting to learn a lot easier. The organization skills of notes after class and how to study in a useful and efficient way were what I will keep with me moving forwards after PAL.





**SUCCESS STRATEGY WORKSHOPS**

Success Strategy Workshops are designed to help students become more confident and skillful learners. Workshops are facilitated by ASC staff and graduate assistants as well as campus partners and focus on three learning competencies: attitude, habits, and thinking skills. During the 45-minute workshop, facilitators share new approaches to learning and self-management strategies. Participants engage with their peers, can ask questions and leave with tangible learning or study strategies.

During the 2021-22 academic year, Center staff or campus partners delivered 54 workshops with 1,037 attendees and 704 unique student participants.

**Of students who completed evaluations regarding Success Strategy workshops:**

**98.8%** of participants indicated that they **BENEFITED FROM ATTENDING THEIR WORKSHOP**

**99.1%** of participants indicated that they **LEARNED A STRATEGY THEY CAN 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

**235** students participated in the **SLEEP MATTERS** workshop, making it the **MOST ATTENDED SUCCESS STRATEGY WORKSHOP** during the Fall 2021 semester.



**JUMPSTART WORKSHOPS**

Jumpstart Workshops are delivered the day before classes begin during the Fall semester. Workshop topics cover course-specific learning and success strategies as well as general college success strategies. Covered courses generally include introductory biology, chemistry, foreign language, general engineering and math courses.

In Fall 2021, ASC staff and campus partners presented 24 workshop sessions to more than 700 new first-year and transfer students. During summer 2021, Center staff promoted Jumpstart workshops to new students enrolled in classes supported by a Jumpstart workshop. The Jumpstart workshop program saw increased student registration and participation in Fall 2021 as compared to Fall 2020. In Summer 2022, Center staff will continue the strategic marketing campaign to new first-year and transfer students in Summer 2022 through targeted email outreach, postcards, and Orientation presentations to promote the 2022 Jumpstart workshop program.

ASC staff introduced a new initiative, Smart Start workshops, in January 2022 for new students starting their enrollment in the Spring 2022 term. Smart Start presentations helped incoming students think more confidently and adopt a success mindset at the start of their first semester at Clemson.

**JUMPSTART WORKSHOP DATA**

**9** WORKSHOP TOPICS presented by faculty/staff

**711** unique participants **ATTENDED ONE OR MORE JUMPSTART WORKSHOP SESSIONS** in Fall 2021

**64.3%** of **JUMPSTART WORKSHOP ATTENDEES UTILIZED AT LEAST ONE ASC SERVICE** during the fall term

During the 2021-2022 academic year, the Manager of Outreach and Promotion used strategic promotion and outreach tactics for promoting ASC services and programs to specific student audiences. To deliver targeted and intentional messaging to students, Center staff utilized the CU Navigate text feature and the MailChimp email campaign platform. Messaging campaigns were created for Jumpstart workshops, Major Exploration workshops, ASC service updates, and outreach to faculty and staff. In addition to using CU Navigate and Mailchimp, Center staff utilized other promotion and outreach vehicles including informational mailers, social media, giveaways, presentations, and valued campus collaborations.

**BUSINESS 1010 PRESENTATIONS**

The Center continued our collaboration with The Wilbur O. and Ann Powers College of Business in Fall 2021 and Spring 2022. The Manager of Outreach and Promotion worked closely with Business 1010 instructors to determine the content instructors deemed important for students to know and created a detailed presentation about Center services and strategies for effective studying and time management. This presentation was delivered by Business 1010 professors to the 1,549 students enrolled in 48 Business 1010 sections. Students learned valuable study skills, organization tips, and resources for succeeding in their courses.

**Of the students who completed the evaluation regarding the Business 1010 presentation:**

**91.8% STRONGLY AGREED/AGREED** After engaging with the Business 1010 presentation, I feel more confident in my ability to succeed at Clemson.

**90.8% STRONGLY AGREED/AGREED** After engaging with the Business 1010 presentation, I feel more committed to attaining my educational goals.

**90.3% STRONGLY AGREED/AGREED** After engaging with the Business 1010 presentation, I feel more knowledgeable about the services offered at the ASC.

**62.7%** of students who utilized tutoring were first year students

**STUDENT PLANNERS**

At the beginning of the Fall 2021 semester, the Center distributed free custom-designed student planners to undergraduate student participants during Clemson's Welcome Week events. The Manager of Outreach and Promotion collaborated with the Student Advisory Board to design the planner.

Along with the 2021-2022 academic calendar, the planner included:

- ASC success services and resources
- Common exam schedules
- Campus resources
- Course planning guides

The student planners are a highly anticipated item each Fall semester—students stop by the ASC to pick one up for themselves and their friends! We are proud to have provided 3,000 free planners to undergraduate students during the 2021-2022 academic year.





The Center's Student Advisory Board (SAB), formed in Fall 2019, provides valuable guidance and feedback to ASC professional staff on the Center's services, operations, and marketing strategies.



**Jason Westmoreland**  
**Financial Management, Minor: Accounting**  
**Fort Mill, SC**  
**STUDENT ADVISORY BOARD**

As a member of the ASC SAB, I had the opportunity to make academic resources more accessible, informative and desirable across the University.

The SAB is a diverse group of undergraduate students who serve as ambassadors for the Center and as a sounding board to help Center staff achieve our goal of providing an inclusive and welcoming learning environment for all students. This accomplished and well-connected group of students, many of whom also hold other highly respected leadership roles and positions across campus, shares their experiences to inform Center staff about how to best serve and communicate with the student body.

During the 2021-2022 academic year, the SAB provided important feedback and guidance to ASC professional staff. In Fall 2021, the SAB members served as a preliminary focus group to help Center staff consider the current state of the physical building environment. SAB members were asked to evaluate how welcoming and inviting the building is for students as well as the ease of wayfinding within the building. SAB members also acted as a sounding board for Center staff to explore a proposed "no-show" policy for students who registered for but failed to attend multiple Tutoring or Academic Coaching appointments. ASC professional staff sought feedback from the SAB on best strategies for

- 1) enhancing the communications sent to students who find themselves on academic probation,
- 2) increasing the number of students on

academic probation who complete the online Success Matters academic recovery modules, and 3) tactics to increase the utilization of Academic Coaching by first-year students and students at risk of losing their scholarships. SAB members also provided feedback on promotional "swag" items designed to promote the ASC's brand, liked and shared ASC social media postings, and contributed to the ASC's annual student planner.

While the pandemic continued to limit in-person promotional activities for the Center, several SAB members were still able to represent the ASC in campus-wide initiatives and events. For example, SAB members served as workshop assistants for the Fall 2021 Jumpstart Workshops, while other SAB members assisted with promoting the ASC during new student orientation sessions. Our goal is that service on the SAB be a rewarding and enriching experience. As one SAB member shared, "It was a very rewarding experience to be able to have an influence on what is going on and being changed at the ASC." In an end-of-year survey, SAB members reported that they felt they improved or developed in areas such as analyzing issues, working in a leadership role, expressing thoughts, ideas, and opinions, and working collaboratively in a group setting. We are grateful for the ongoing engagement of our SAB members.





### WHAT IS CU NAVIGATE?

CU Navigate is a comprehensive student success technology platform that Clemson administrators, academic advisors, other student services professionals and professors utilize to proactively support undergraduate students from their first day of enrollment through graduation. The CU Navigate platform facilitates connections among students and Clemson staff and faculty that help students access the information, resources and support they need to be successful at Clemson.

### WHAT ROLE DOES THE ACADEMIC SUCCESS CENTER PLAY WITH CU NAVIGATE?

The Manager of Student Success Technology, a member of the Academic Success Center (ASC) team, serves as the CU Navigate project manager.

### HOW DOES CU NAVIGATE BENEFIT STUDENTS?

CU Navigate includes a number of features that create intentional connections between students and Clemson staff and faculty and provide students with success resources.

- **Appointment Scheduling:** Students can easily and quickly schedule appointments with their

academic advisor and/or an ASC academic coach or tutor. During the 2021–22 academic year, 18,829 unique students met with academic advisors in 57,644 appointments.

- **Information Sharing:** Academic advisors can create notes and summaries during their meeting with a student that can be uploaded to CU Navigate — students can access these notes as well at any time. Additionally, a student’s advisor can email or text them within CU Navigate. Students can access records of their advising appointments and information from those appointments through CU Navigate. Having access to the appointment summaries allows students to easily and efficiently retrieve information such as registration PIN numbers, recommended courses, and deadlines from their advising appointments anytime they wish to access it.
- **Study Buddies:** CU Navigate allows students to reach out to other students in their classes interested in forming a study group with them. During the 2021–22 academic year, there were 2,919 Study Buddy opt-ins by students.
- **To-Do List and Calendar Sync:** Along with Clemson-specific to-dos and reminders created by the CU Navigate project manager, students

can create their own reminders and to-dos and sync their class schedule with the calendar in CU Navigate. Students completed 19,564 to-dos during the 2021–22 academic year.

- **Student Outreach Tools:** Administrators and academic advisors can utilize CU Navigate to create and deliver targeted outreach campaigns to students. Academic advisors can create appointment campaigns that nudge their assigned advisees to schedule appointments for advising-related matters such as course registration guidance. Using CU Navigate, advisors sent 219,565 communications during the 2021–22 academic year. Two other tools administrators can utilize are the re-enrollment and progress report campaigns. The re-enrollment campaign tool can be utilized to conduct outreach to currently enrolled students who are not registered for the upcoming term. In December 2021, a re-enrollment campaign was conducted for the 1,290 currently enrolled students who had not registered for the Spring 2022 term. Students were sent messaging offering assistance with removing any barriers to registration that they may have been experiencing. More than 290 students registered for courses during the campaign. The progress report campaign allows professors to provide feedback about students for whom they have course performance concerns. Students of concern then receive intentional and encouraging messaging from the ASC about available academic success resources and steps that they can take to improve their academic performance.

### WHAT DO FACULTY AND STAFF WHO USE CU NAVIGATE SAY ABOUT?

- “CU Navigate allows the University to curate an individualized experience for each student during their academic journey. Students stay connected to their advisor through the platform and receive access to resources like tutoring, Study Buddies, and To-Dos. CU Navigate allows us to send targeted messages to students for specific reasons on campus. The Progress Report Campaign is a great example of how the platform can inform

*During the Fall 2021 term, 95,129 requests were sent to 1,116 professors and 3,941 students of concern received the messaging from the ASC.*

students of resources that can help with their academic challenges,” Matt Fields, Manager of Student Success Technology.

- “I have found Navigate to be a simple solution to streamline my pre-registration advising. The ability to sync my appointment schedule with my Outlook calendar helps me stay on track and prevents me from overscheduling. The ability to have a direct link to Degree Works, student alerts and advising notes is a great time saver. I also love that I can text and/or email students with appointment reminders, Zoom links, or URL links to other important forms.” Dr. Kristine Vernon, Professor of Animal and Veterinary Sciences.
- “The Re-Enrollment Campaign was quite a successful initiative for the University. It is essential to understand why students are unable to continue their Clemson education. Based on the questions asked, the Office of Student Financial Aid was able to reach out and assist specific students who had concerns about their financial aid and paying their bill. These additional efforts resulted in students being able to return for the Spring 2022 semester.” Kyle Phillips, Communications Manager, Enrollment Management.





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.

**2022 AWARD RECIPIENT**

**Ann Lyons**  
**Tutor Mentor**

I'm in my fifth semester working at the ASC. During that time, I have had a few different roles. Working in different areas of peer support has helped me gain a deeper appreciation of all the ways Clemson University student employees can encourage the excellence of their peers. The most impactful moments for me in my current role are the moments when I'm not talking. For example, when I have a group of students come in to talk about chemistry, it's gratifying to watch them get going on a problem and start helping and encouraging each other. I get to step back and watch these students create both content and interpersonal connections on their own. These are the moments that make me love working at the ASC.

When I received the email from my supervisor informing me that I was chosen for this award, (in the two secs that I check my email between sessions), I was thrilled. Knowing that the ASC staff who I admire so much chose me out of the many student employees is what makes this award mean anything. I have been a part of the ASC family for almost as long as I have been a Clemson student. The ASC is a major part of my experience as a Tiger; receiving this award made me realize how much this experience has meant to me.



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.

**2022 AWARD RECIPIENT**

**Cora Allard-Keese**  
**Associate Director, Creative Inquiry + Undergraduate Research**

I oversee the Creative Inquiry (CI) program which offers more than 2,400 undergraduates experiential learning and team-based research opportunities under the guidance of mentors each semester. I work with faculty to develop CI projects and students interested in pursuing research. Each year's CI projects are highlighted in our annual Decipher magazine (Clemson.edu/ci) which is produced (from interview through design) by an undergraduate team of interns that I mentor. Most students that participate in CI report that their experience was the most impactful experience at Clemson. Knowing that students are finding these experiences while gaining research, communication, critical thinking and team-work skills through Creative Inquiry is the best part of my job. I am truly honored to receive this award. I strive to make Clemson the best undergraduate experience – and am humbled by this recognition.





**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.

**2022 AWARD RECIPIENT**

**Dr. Sarah Winslow**  
**Senior Associate Director, Clemson University**  
**Honors College; Director, National Scholars**  
**Program; Professor, Department of Sociology,**  
**Anthropology, and Criminal Justice**

As Senior Associate Director of the Honors College, I am responsible for curriculum development and innovation, experiential learning, and inclusive excellence, having most recently developed a thematic first year seminar program for incoming Honors students. As Director of the National Scholars Program, I recruit, mentor, teach, and advise Clemsons highest achieving students, building an inclusive community of scholar-leaders who critically examine their place in the world and use their talents to serve. 2. Academically, as a sociologist who teaches and researches the causes and consequences of inequality, I hope students learn to think critically about their own lives and the world around them. Personally, I hope students feel like they matter and are capable of great things. I often say that my job is simply believing in students until they believe in themselves. I encourage them to set lofty goals and provide the support and resources—advising, mentoring, networking, connections to research opportunities and internships, a soft place to land in the event of setbacks—to put them on the path toward achieving those goals. 3. On a personal level, what means the most is that people I deeply admire thought to nominate me for this award. On a larger scale, I hope awards like this send the message that deeply investing in students as both scholars and people is something Clemson values and celebrates.







## ACADEMIC SUCCESS CENTER

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