



Academic Success Center

2021-2022 Annual Report

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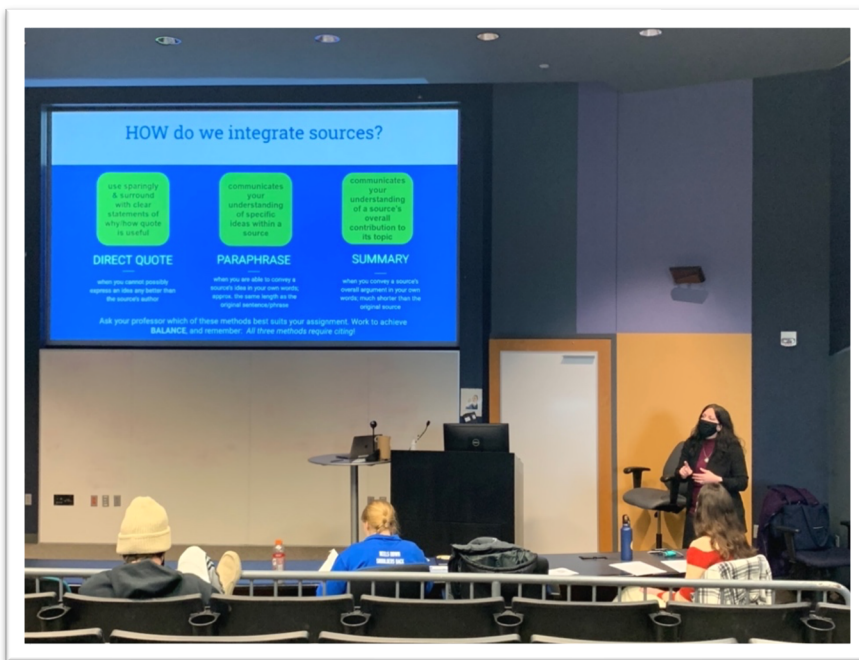
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OVERVIEW

On the heels of two years of COVID-19 pandemic restrictions and changes, the Academic Success Center was able to mostly shift back to pre-pandemic operations in 2021-2022, its fourth academic year. Student engagement rebounded after a slump during the previous two years, as mandated online services and programs were once again allowed to be offered in person.

In fact, even as the student undergraduate body hovered around 1,100 students during the 2021-2022 AY, the Academic Success Center had a combined total of nearly 1,200 unique interactions with students in the fall and spring semesters. Peer Tutors held nearly 800 tutoring sessions nearly reaching pre-pandemic numbers, more than 60 individual students sought out 1-on-1 academic coaching, more than 100 students attended various academic workshops, and Exploratory students received individual academic guidance in 70 academic advising sessions.

This influx of student visits had an impact, making it increasingly difficult for the coordinator to manage the demand on the ASC's services and programs alone. By February, the Vice President for Academic Affairs had approved a part-time Peer Tutor Coordinator position, and the coordinator was promoted to director. Despite some challenges filling this part-time position, as of the publication date of this report, a Peer Tutor Coordinator has only recently been hired, and that addition promises to improve the daily functioning of the center. Further, the ASC's offices on the fourth floor of Thompson Clark Hall underwent a facelift as part of a larger renovation in the building; the center was temporarily housed in McKelvey Campus Center during those improvements.



Students continue to give high marks to the Academic Success Center's services and programs, which also includes the Peer Success Coaching program that is a part of the First Year Program through Westminster 101.

Dr. Kristianne Kalata was one of four faculty members who assisted the Academic Success Center in the four-part workshop series, "The Write Way," held in Mueller Theater in February and March. Here, she discusses ways students can improve the way they integrate sources into their writing.

While the overall student participation in the ASC surveys distributed at the end of each semester declined this year, most respondents were more than satisfied with their experiences: about 90 percent of students said they'd recommend the Academic Success Center to their peers. Surveys for academic workshops — distributed for the first time this year — garnered similar feedback: 91 percent agreed they had learned new skills that could help them be a successful student.

First year students gave high marks to the Peer Success Coaches, too, with nearly all of respondents agreeing that the PSCs were an “encouraging and supportive” presence that helped during their transition to college. In fact, one first year student, in the open-ended section of the Peer Success Coach survey, remarked that the best part of the coaching session was, “knowing my freshman frustrations are a shared experience. I was able to rant to someone who understood and had experience beyond my own to reassure me that things will get better and how to help myself.” This feedback illustrates the ASC’s aim to help students gain self-efficacy.

Even as the ASC director worked to maintain all of these services and programs, she also contributed to other campus programs and initiatives, as well as to her own professional development during the 2021-2022 AY. The ASC director also:

- Taught an in-person Exploratory major-specific section of Westminster 101 in the fall and an online section in the spring.
- Moderated “First Year Focus: Taking Steps for Your Future” during the Professional Networking Symposium in September.
- Participated in an admissions panel and led an Exploratory Major session, “Unlock Your Future: Exploratory Advising for Undecided Students” with Dr. Patrick Krantz for Admissions’ Discovery Day in February.
- Served on the CARE Team, leading two meetings in the absence of the CARE Team Coordinator, and managed approximately 25 student cases.
- Coordinated with ITS to include ASC visitation information into the Beacon reports for CARE team and faculty members.
- Supported the School of Business by serving on the interview committee for a finance professor position in December.
- Prepared two Prayers on Wednesday (POW) recordings for the Office of Faith and Spirituality, one each semester.
- Worked with the Vice President for Student Affairs and the First Year Program Coordinator to create a yard sign/poster display of poems written by First Year students in WST 101 at the Undergraduate Research and Arts Celebration in April.
- Served on the assessment subcommittee of the Student Work Task Force.
- Participated in the two-part “Becoming Equity Minded” workshops led by Vice President for Student Affairs Gina Vance on January 17 and February 4.

- Attended several webinars, including “The Lessons From Making First-Gen a Priority,” offered by The Chronicle of Higher Education on November 9, and “Exploratory Conversation: ‘I Don’t Know. What Can You Do With a Major In...?’” hosted by the NACADA Community for Exploring & Undecided Students on February 16.
- Attended the National College Learning Center Association Institute in Nashville, Tennessee, June 5-8.
- Presented “Tutor Talks: A Collaborative System of Support and Training for Peer Tutors” with Peer Tutor Leaders Molly Frank and Owen Meilander at the Ohio College Learning Center Association’s (OCLCA) annual conference on June 15 at Ohio Dominican University in Columbus, OH.
- Served on the OCLCA’s Professional Development Committee for the annual conference, which included assessing conference proposals, moderating a conference session, and introducing the keynote speaker.
- Participated in other OCLCA initiatives, including attending and facilitating a monthly “Timely Topic Thursday” virtual conversations, as well as meeting monthly with a learning center professional from Mount St. Joseph University in Cincinnati as a part of the OCLCA mentorship program.

MISSION STATEMENT

The Academic Success Center helps students to establish academic, professional and personal goals and to create a pathway for achieving success in those areas. The center provides services, resources and programs that reinforce faculty instruction, teach academic skills and strategies, and develop self-efficacy.

STRATEGIC GOALS

- Support the College's commitment to develop intellectual curiosities and competencies to reason logically, evaluate critically and communicate effectively.
- Contribute to improving the College's first year retention rates.
- Conduct training for peer tutors that meets national certification requirements.
- Provide students who participate in peer tutoring, peer success coaching, and academic coaching with opportunities to acquire skills and strategies needed for independent learning.
- Collaborate with faculty and staff to meet the changing academic needs of students.

STAFFING

Under the direction of Dr. Jamie McMinn, Vice President for Academic Affairs and Dean of the College, the Academic Success Center is led by Director Jessica Shelenberger. She is guided by an advisory committee made up of members of the staff and faculty. The center's Peer Tutoring Services employed about 25 students who provided course-specific support for their peers. The center's Peer Success Program also directed 15 students who provided First Year transitional support in all sections of Westminster 101 in the fall semester. Additionally, a student affairs graduate intern from Slippery Rock University assisted the director in the fall semester.

Director: Jessica Shelenberger

Academic Success Advisory Committee:

Mr. Erik Austin

Dr. Josh Corrette-Bennett

Ms. Faith Craig

Dr. Kristianne Kalata

Ms. Jamie Kohler

Peer Tutors:

Sam Accordino

Sadie Cunningham

Kent Dunn (spring)

Molly Frank*	Camryn Marshall (fall)	Braden Stesiak
Mia Greco	Abby McCardle	Lauryn Todd
Rachel Henry	Owen Meilander*	Kendra Trimbach
Jessica Huff (spring)	Lauren Millhorn	Michael Tripp
Cooper Krawczyk (fall)	Lindsey Oliver	Kayleigh Trobek
Carinna Lapson	Haleigh Paolucci	Ryan Wasilko
	Hannah Piccirilli	Hannah Wilson (spring)
Gabrielle Lucas		*Peer Tutor Leader
Nicole Mackenstein	Sydney Rensel (spring)	

Peer Success Coaches:

Tyler Dickson	Darian Meacham	Lindsey Scialabba
Charles Gordon	Jacob Medvitz	Sydney Sladden
Saige Heigel	Andrew Phillips	Karen Swartzentruber
Jack Karson	Ryan Romero	Raina Vilsak
Hannah Krofcheck	Emma Rudolph	Rebecca Zanaglio

PEER TUTORING SERVICES

All Peer Tutoring services resumed in person during the 2021-2022 AY, following a year of exclusively remote sessions during the COVID-19 pandemic in the previous year. This change allowed for improved student engagement with the Peer Tutors over the course of the year, aligning with student feedback from the 2020-2021 AY, in which they asked for services to be offered in person again.

The total tutoring sessions increased to 777 from a low of 595 the year before, but still shy of a high of 824 sessions in the first year of the Academic Success Center, which is the only full year that the center was not influenced by the pandemic. While online tutoring remained an option during this academic year, there was not an easy tracking method to determine how many of those sessions were held virtually. Further, as tutoring sessions increased, the percentage of the student body using the service remained nearly steady at 11.5 percent, compared to 12 percent the past two years.

As the Peer Tutors held more sessions, the director dedicated a significant amount of time to supporting and training the tutors, working as a liaison between the tutors and professors to help coordinate support, discuss student progress, create group study sessions, and share syllabi and other materials needed in tutoring sessions. In particular, though, the director focused her efforts on building connections and community among the staff through the Tutor Talk training program, held twice a month on Friday afternoons. These required sessions vacillated between relevant tutor training topics and team-building activities, with facilitation



Peer Tutor Leader Owen Meilander, ASC Director Jessica Shelenberger, and Peer Tutor Leader Molly Frank (left to right), conclude their presentation “Tutor Talks: A Collaborative System of Support and Training for Peer Tutors” at the Ohio College Learning Center Association’s annual conference at Ohio Dominican University on June 14.

shared with the two Peer Tutor Leaders. This program, including the work done by the leaders, became the foundation for a conference presentation at the Ohio College Learning Center Association’s annual conference at Ohio Dominican University in early June 2022. The director and the two student leaders outlined the program’s foundation, provided examples of training and team-building sessions, and illustrated the outcomes during their conference session.

In a further effort to support the Peer Tutors, the director, with the help of a graduate intern in the fall, established new Peer Tutor evaluation and observation protocols to better assess their work. Peer Tutors are now

required to observe a fellow Peer Tutor each semester, providing substantive feedback through a guided observation worksheet.

Additionally, they must submit a self-evaluation of their work each semester. The observation and self-evaluation provide information to the director to hold individual end-of-semester meetings with each Peer Tutor. Those conversations between the director and the tutors focus on the tutor’s strengths and areas for growth and development in the upcoming semester.

For the first time, the Peer Tutors were celebrated during the first week of October as part of National Tutoring Association’s National Tutoring Week. A specific bulletin board recognizing the Peer Tutors was hung in the Academic Success Center, and a celebration featuring cupcakes and other treats was held during the lunch hour. Peer Tutors received T-Shirts with an ASC logo and specifically-written thank you notes from the director for their work in supporting their peers.

Regardless of the training and support the staff of approximately 25 Peer Tutors received throughout the year, there were increased



During National Tutoring Week in early October, the Peer Tutoring staff was recognized with a lunchtime reception and were given gifts and handwritten notes of thanks.

challenges in recruiting and retaining students in the Peer Tutor positions. For example, a nursing tutor hired for the start of the year withdrew after the initial training session, leaving the director searching for a replacement even as the service was starting in the second week of classes. The replacement completed a semester of tutoring, but declined to return in the spring, forcing the director to hire a third nursing tutor for the spring semester, again after the start of classes. That tutor will not return for the next school year, as she will be employed as a nurse during her senior year. Similarly, an accounting tutor hired for the fall semester declined the position several weeks into the semester due to a full schedule as a student athlete; his replacement transferred at the end of the fall semester. A search for an additional accounting tutor in the spring was waylaid by initial candidates whose financial aid packages would not allow them to be paid. Other hiring issues arose surrounding language tutors as well. The center will look forward to the recommendations of the recently convened Student Work Task Force and possible changes that could make it easier to attract and retain top students in the Peer Tutoring program.

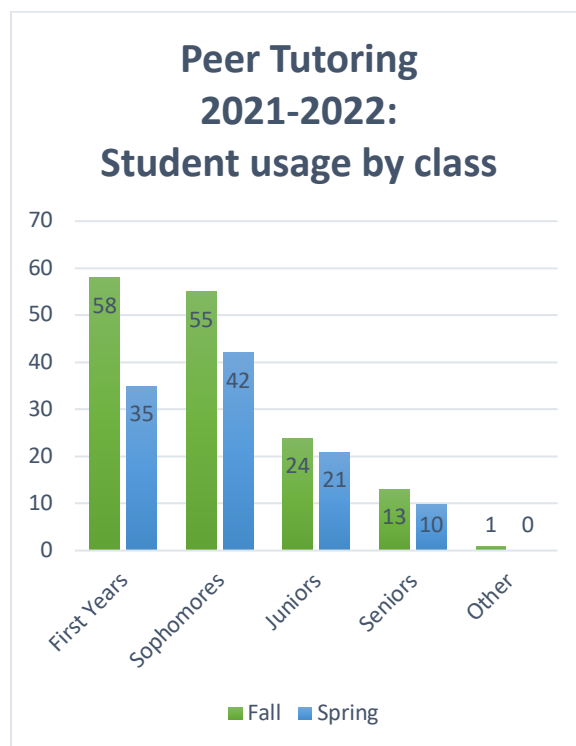
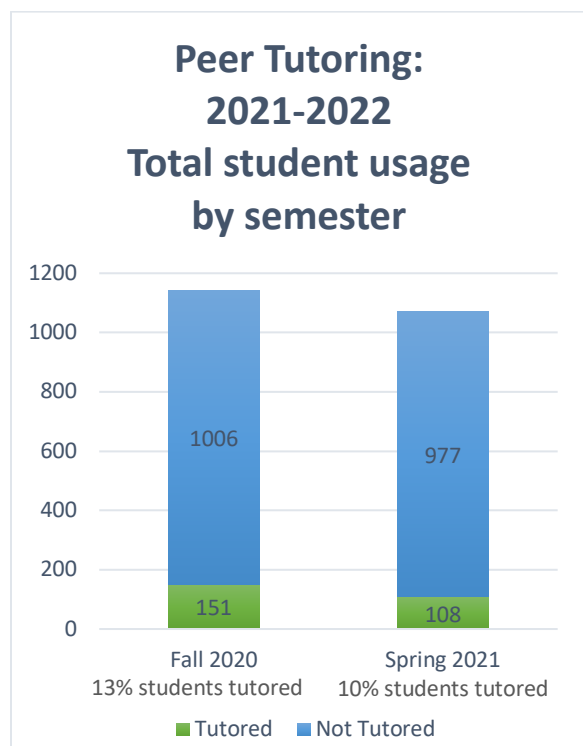
Another challenge within the Peer Tutoring program focused on the center's appointment booking platform, Tutor Matching Service. This web-based tutoring marketplace was adopted during the 2020-2021 AY due to its online tutoring platform, GoBoard, and because the base service is offered to colleges free. However, because it is an open marketplace that requires users to create a TMS account to book a tutoring appointment, several issues arose:

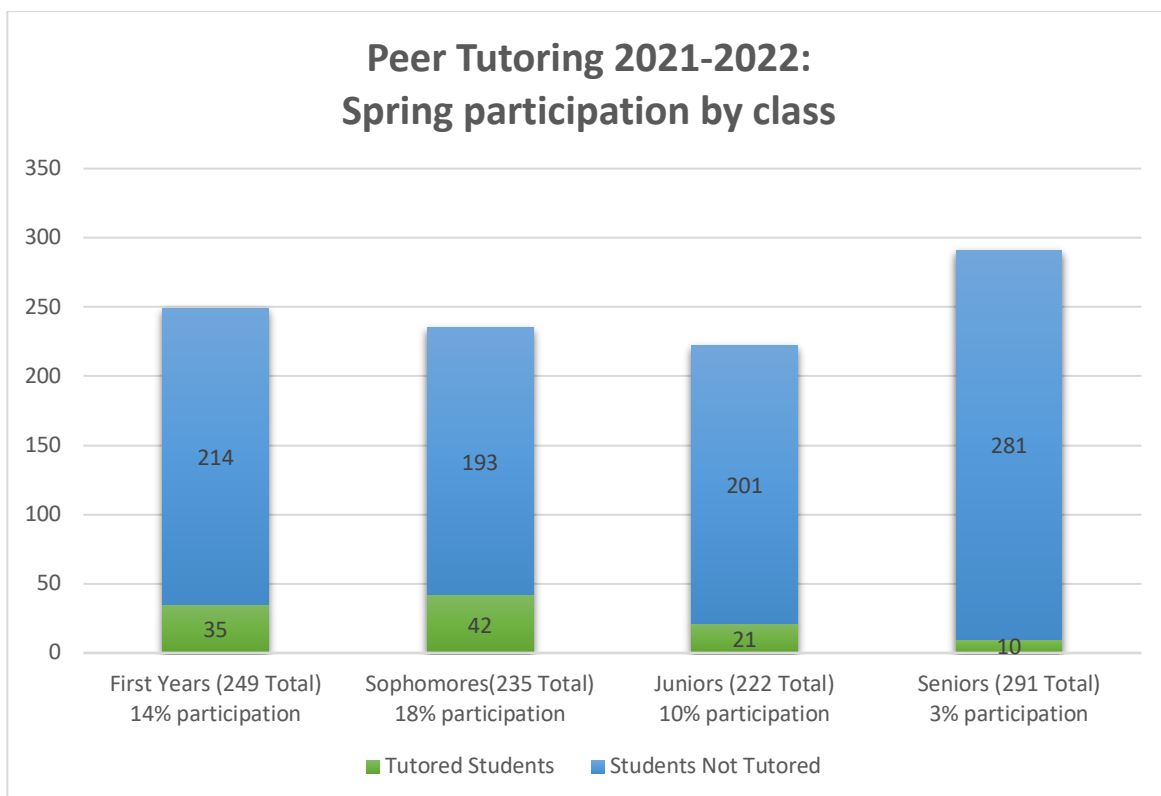
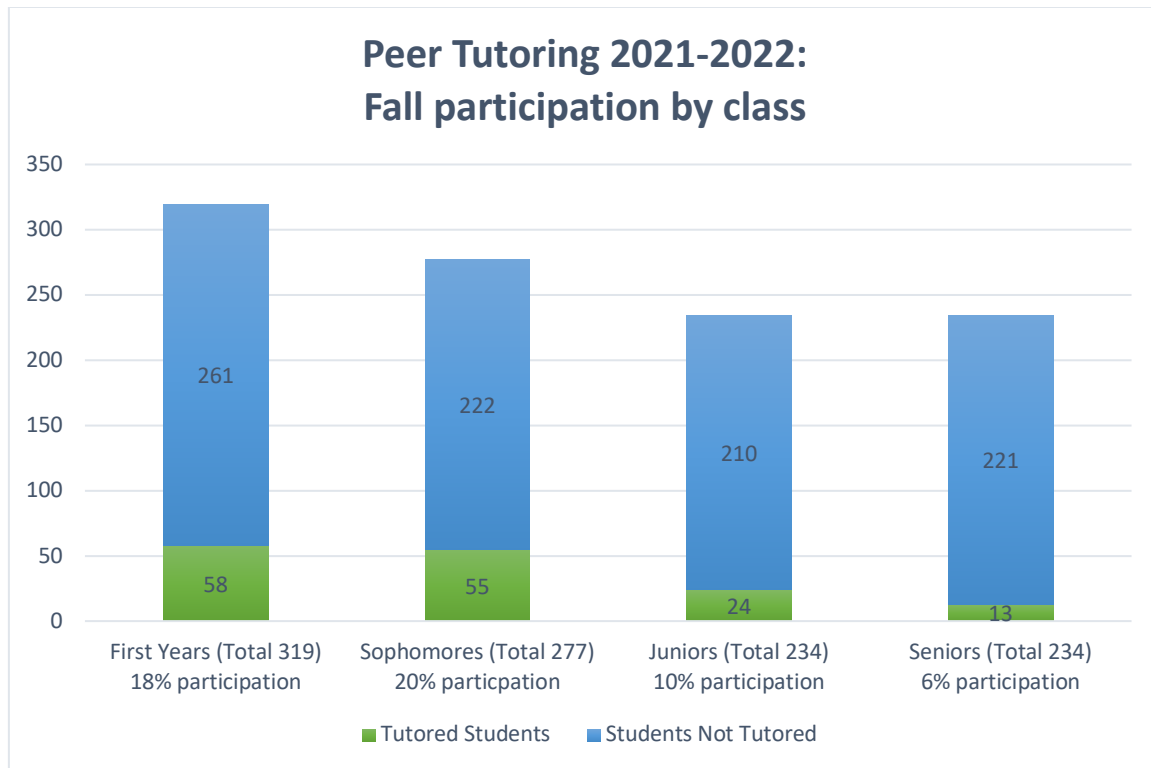
- Despite marketing efforts (videos, how-to emails, etc.) by the ASC, students faced challenges in signing up for the TMS account, primarily because they were required to use their Westminster email to get the tutoring appointment for free. Without using the Westminster email, they were then asked to pay for the tutoring services by Westminster tutors that should have been provided for free. TMS ensured that no Westminster tutors received payment for their work with Westminster students.
- Further, many student users of TMS did not complete the many steps needed to book the appointment, instead relying on a messaging function that connected them with the tutor. While this connection was designed to be helpful for communicating with the tutor, it allowed tutees to bypass the tutors' schedules and request any time for a tutoring session, creating difficulties for the tutors and their own busy schedules.
- Users of TMS are required to download the associated app, and yet on several occasions, the app failed to work for several students, leaving them unable to book an appointment.
- Several tutors were locked out of their TMS profiles during the fall semester. While TMS responded to our requests for help, during that downtime, students seeking help were unable to access those tutors.
- Both tutors, in their end-of-semester evaluation meetings, and tutees, in the end-of-semester surveys, provided low marks to the TMS service. One tutee explicitly wrote in the open-ended feedback: "make it easier to find out when tutoring session are/how to schedule time with a tutor." At least seven tutors specifically indicated their frustration with using TMS on their evaluation form; anecdotally, two of them told me they stopped using TMS during the year due to the difficulties they had with the platform.

A concerted effort will need to be made to further evaluate this service and compare it to other tutor center-specific scheduling programs and software, which could provide the added benefit of improved data tracking.

A number of charts follow, demonstrating tutoring attendance, by semester, by class, and by subject. Some noteworthy items in the charts include:

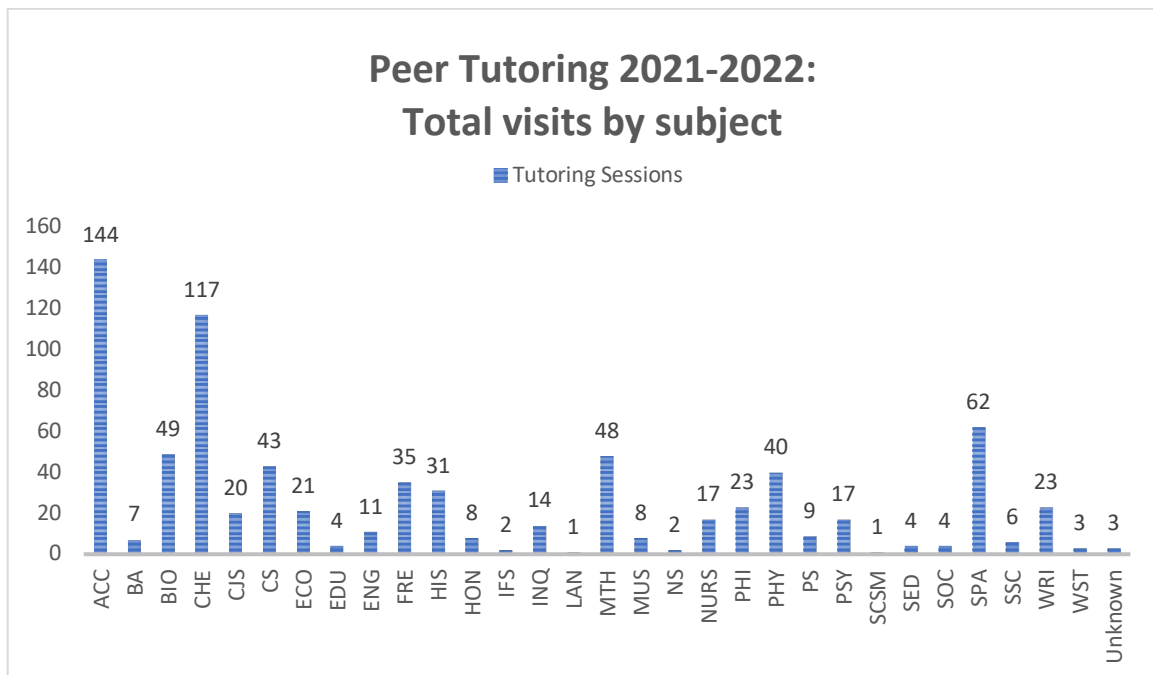
- For the first time, sophomores participated in more tutoring sessions (97 sessions) than first year students (93 sessions) over the course of the academic year. This trend seems to follow a gain in tutoring sessions made by sophomores in Spring 2021.
- The number of students who used drop-in tutoring continued to lag behind individual appointments (166 drop-in sessions versus 611 appointment sessions). However, there was clearly some improvement in drop-in sessions this year over last year, when just 136 drop-in sessions were held online. Further, student survey feedback and some peer tutor feedback suggest holding a variety of drop-in hours could be useful, though tutor schedule logistics could make that change difficult.
- The most popular tutoring subjects across the academic year were accounting, chemistry, Spanish, biology, and math. The accounting spike can be attributed to regular and ongoing ACC 201, 202, and 305 group tutoring sessions. Single group tutoring sessions were also held for a variety of other courses, including PSY 101, FR 101, PHY 141, BIO 206, and SSC 252.



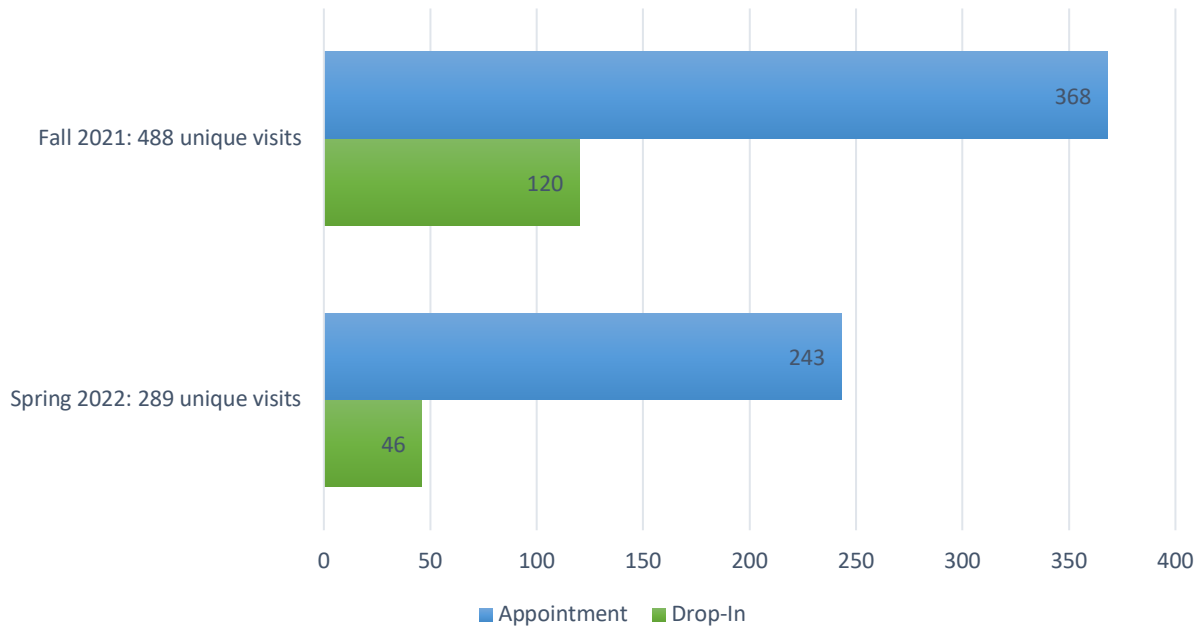


Fall 2021: Top Ten Tutoring Sessions by Course	
ACC 305 01	45
PHY 141 01	34
CS 151 01	34
CHE 261 02	27
CHE 261 01	24
ACC 201 02	22
MTH 150 01	20
ACC 201 01	18
HIS 105 02	15
CHE 117 03	11
ACC 201 03	11

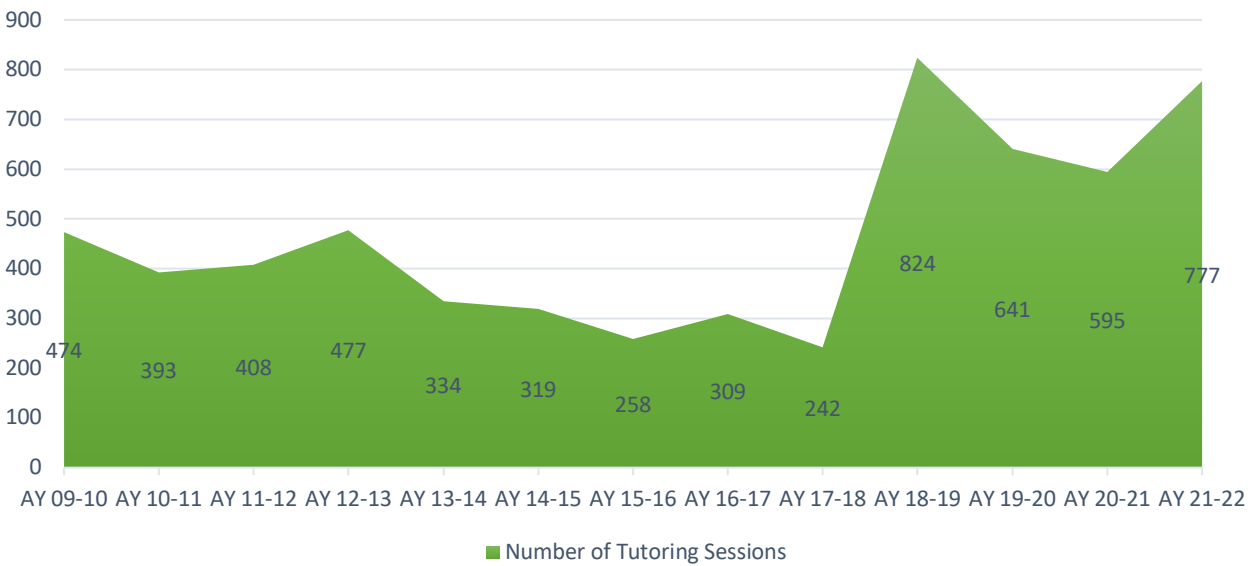
Spring 2022: Top Ten Tutoring Sessions by Course	
FR 101 01	26
ACC 202 01	20
ACC 202 03	20
CHE 262 01	16
SPA 102 01	13
ECO 150 01	12
BIO 201 01	11
PHI 102 01	11
WRI 111 07	9
CJS 202 01	9
PS 104 01	9



Peer Tutoring 2021-2022: Drop-In vs. Appointments



Peer Tutoring: 2009-2021 Total Tutoring Sessions per Academic Year



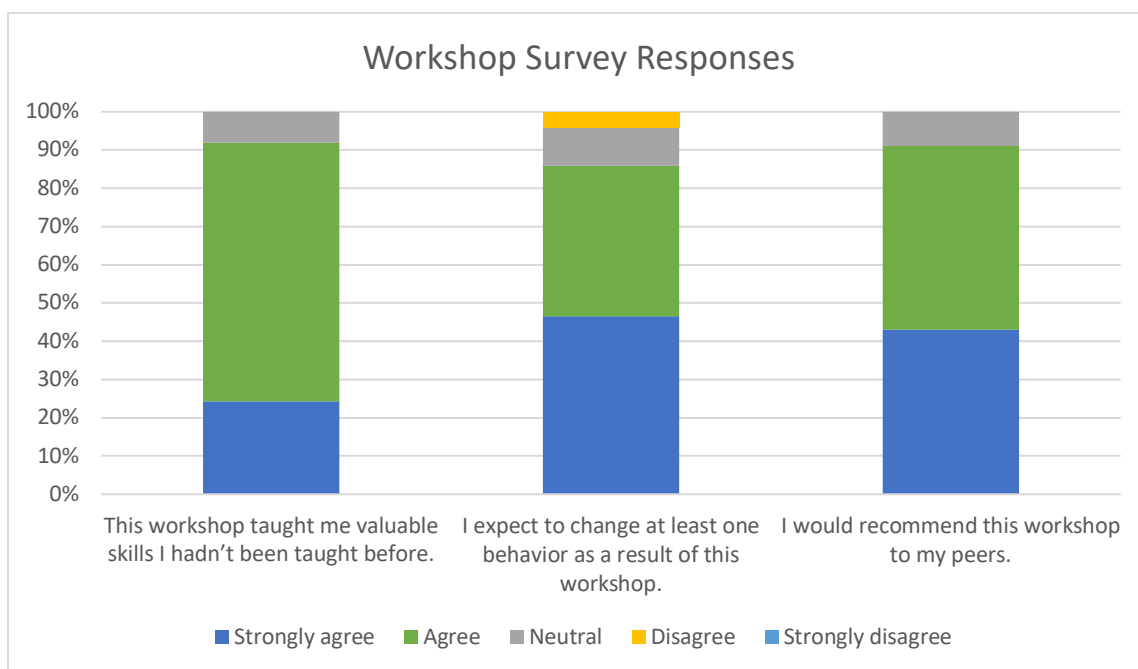
WORKSHOPS AND OTHER CAMPUS LEARNING OPPORTUNITIES

The Academic Success Center led 12 unique learning workshops during the 2021-2022 AY, including two 4-part series, Carpe STEM in the fall and The Write Way in the spring. A total of 106 students attended these events, most in the fall commensurate with offerings. Eight workshops were held in the fall and four in the spring.

All of the workshops were presented in conjunction with faculty, other offices, or student groups. Carpe STEM and The Write Way were led entirely by faculty, and the Rock the Test event was co-led by staff in Disability Resources and the Wellness Center. Students took the lead in the Student Athlete Workshop (Honors Program students) and in the Road to Success Workshop (Peer Success Coaches).

In order to better assess workshop effectiveness, the ASC launched a workshop survey for attendees this year by posting a QR code on workshop slides and flyers around the room. The survey included a variety of questions, such as “the workshop taught me valuable skills I hadn’t learned before” to “I expect to change one behavior as a result of this workshop.”

The return rate and results of the workshop surveys were promising. Nearly 45 percent of attendees completed the survey, and 91 percent of them said they strongly agreed or agreed that they had learned new skills. Further, 85 percent of respondents said they’d change a behavior based upon what they learned. In an open-ended section asking for the “most significant idea presented to you during this workshop,” 24 of 46 respondents said something about time management, which potentially indicates a need for continued campus support for this topic.



As services returned to in person this year, there were no virtual workshops were held, and a significant decline in usage was seen on the ASC's my.westminster webpage this year, with only 86 visits to the handout portlet, where workshop video recordings and other student success handouts are posted. This is a significant decline from last year, when all services were virtual, and hundreds of downloads were recorded.

Finally, a number of faculty and student organizations requested Academic Success Center support for classes and members during the year, with presentations tailored to those groups' specific needs. A common theme among these engagements was time management and prioritization, though other topics were requested, including study strategies, metacognition, test anxiety, and motivation.

Workshops

- In its third year, “**Carpe STEM**,” a four-session workshop for STEM majors, was held over the lunch break on Thursdays in September and October. Organized in conjunction with faculty from related departments, the workshop offered students instruction in variety of essential studying skills: organization and time management, reading and homework strategies, exam preparation, and test review and recalibration.



More than 100 students participated in a variety of academic workshops during the 2021-2022 school year. Here, Honors Program students discuss the importance of prioritizing study time during a September event, “Student Athlete Workshop” held in the Witherspoon Rooms.

- A collaborative effort between students in the Honors Program and the Academic Success Center, the **“Student Athlete Workshop”** was held on September 29. Marketing efforts included reaching out to coaches in the Athletics Department; those extra efforts paid off, as 34 students attended the workshop, making it the best-attended event of the year.
- Organized and facilitated by the Academic Success Center’s Peer Success Coaches, **“Road to Success”** was held on October 6 and 28. The hour-long session was designed to engage student with activities that would help them learn about campus resources, and provide them with ways to get organized and manage their priorities as first year college students.
- Disability Resources and counselors in the Wellness Center were partners with the Academic Success Center for the **“Rock the Test”** workshop held December 2 in Mueller Theater. This event was aimed at providing test preparation support, including study plans and self-care and stress management tips.
- **“The Write Way: Moving Your Writing Forward”** continued in its second year this spring, with faculty leading writing support sessions on planning and organization, sentence structure, source integration, and grammar. The lunch hour workshops were held over four weeks on Thursdays in February and March.

Various Campus Presentations

- Presentations were given to three separate **WST 101 classes** in September and October focusing on various academic skills, one of the course’s core outcomes.
- Dr. Daniel Perttu requested a time management and prioritization presentation for students in the **Music Colloquium class** on September 21 to help music students better manage their demanding schedules.
- The student president of **Mu Phi** requested an Academic Success Center visit to the organization’s regular meeting on October 6. This Q&A format allowed students to explore a variety of topics, ranging from support resources available on campus to finding balance in their academic schedules.
- Dr. Kristin Park invited the Academic Success Center to her **SSC 601** capstone class on October 13 to consider the relationship between motivation, procrastination, and organization in relation to project-based assignments.
- Students in Kandice Hartner’s **CMP 251** class also explored ways to stay organized and better manage their schedule with the Academic Success Center on October 18.
- During a Sunday night evening meeting on February 10, the Academic Success Center provided the members of **Sigma Kappa** an overview of metacognition, Bloom’s taxonomy, and the study cycle.

COACHING AND ADVISING

Academic Coaching

The Academic Success Center director continued to support students through 1-on-1 academic coaching sessions during the 2021-2022 AY, with referrals for the program coming primarily through professors, coaches, and the CARE team. Coaching sessions continued to focus on a variety of academic strategies, ranging from metacognition to note-taking, as well as self-regulatory skills, including time management and motivation.

The overall number of academic coaching sessions declined to 109 this year from 164 the previous year; however, that decline likely corresponds with increased student usage of the new TRIO SSS program that provided them with similar direct support. It is worth noting, though, that while overall sessions declined, the total number of students served by the ASC with academic coaching remained constant at 63.

In the fall, psychology and business administration majors sought out academic coaching more than other students, and in the spring, students in the psychology and biology majors came to coaching sessions most often. Student athletes often attended academic coaching; football players were the primary user of the service in the fall, while lacrosse players took the top spot in the spring.

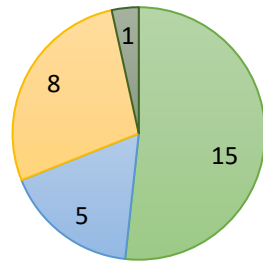
Students explained why they sought out Academic Coaching and the benefits it provided in end-of-semester surveys. Some of those responses follow:

- “I wanted to do well in my courses that I’m not as familiar with.”
- “I had reached out to a few different people to try and figure out what I wanted and where I needed to go, and it was recommended that I talk to Mrs. Shelenberger and get her view and advice.”
- “I realized I needed help and I needed to do something about it.”
- “I was struggling in a class.”
- “I wanted to get better grades.”
- (To help with) “The transition from high school to college.”
- “I needed help and I am one to use resources available to me.”

A breakdown of the classes of students who attended Academic Coaching and other data related to the service appears below.

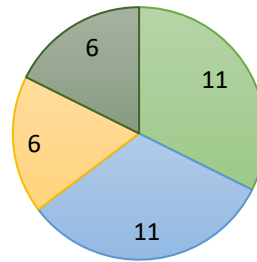
Academic Coaching Visits by Class

Fall 2021:
29 Individual Students Served
(For a combined 58 visits)



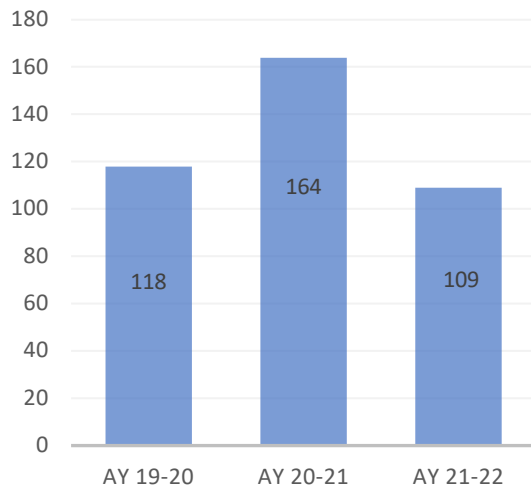
■ First Years ■ Sophomores
■ Juniors ■ Seniors

Spring 2022:
34 Individual Students Served
(For a combined 51 visits)



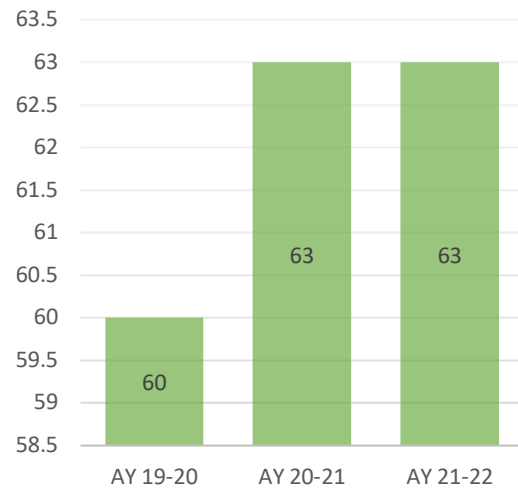
■ First Years ■ Sophomores
■ Juniors ■ Seniors

**Academic Coaching:
2019-2022
Total Coaching Sessions**



■ Number of Academic Coaching Sessions

**Academic Coaching:
2019-2022
Total Student Attendance**



■ Number of Students Coached

Peer Success Coaching

The Peer Success Coaching program was again successful in providing support and encouragement for First Year students in Westminster 101 classes, evidenced by plentiful positive student survey feedback. Further, both PSCs and WST 101 instructors agreed the program is an important part of the first year student transition process, and also provides valuable leadership and communication development for the PSCs themselves.

In its third year, the program employed 15 PSCs, ranging from sophomores to seniors, with three of them serving for a second or third year in the position. All PSCs engaged in online training prior to arriving to campus in August. The leaders then completed a full day of training a day before Orientation Leader training, as many PSCs also serve as OLs during Orientation Weekend. Based on feedback from last year's surveys, First Year Program Coordinator Dr. Shannon Smithey led an additional training session on course facilitation and classroom leadership in addition to perennial modules on academic coaching strategies, communication skills, and time management.

Two PSC gatherings were scheduled throughout the fall semester, once in late September and another in November. The early event allowed them to troubleshoot difficult situations they encountered in their classes together and provide support for one another. The November gathering was a luncheon held in conjunction with WST 101 instructors, providing an opportunity to celebrate the PSCs work throughout the semester.

In end-of-semester surveys, students, PSCs, and WST 101 instructors continued to provided positive feedback for the program, as detailed in the charts below. Perhaps noteworthy in the continued pandemic era is that the WST 101 instructors gave improved marks this year to the PSCs in their classrooms, with higher scores for the PSCs in areas of communicating student needs to the instructor and being responsive to student needs overall.



Peer Success Coaches ham it up for a group picture during their August 2021 training session. This Sunday training event preceded Orientation Leader training, since many PSCs also serve as OLs through Orientation weekend.

PSC 1-on-1 Evaluations (completed by WST 101 students)			
Question - Average score*	Fall 2019	Fall 2020	Fall 2021
I learned something during this session that I will use to improve my study habits	3.5	3.5	3.5
I felt that the session was a useful experience	3.7	3.5	3.5
The Peer Success Coach was encouraging and supportive	3.9	3.8	3.8
The time and location of the session was convenient for me	3.8	3.7	3.7

*Likert scale used; 1 (strongly disagree) to 4 (strongly agree)

Peer Success Coach Evaluations (completed by WST 101 instructors)			
Question - Average score*	Fall 2019	Fall 2020	Fall 2021
Attendance in class and instructor meetings	5	4.8	4.9
Ability to communicate student concerns to WST 101 instructors	4.6	4.3	4.9
Planning/execution of class lessons	4.6	4.3	4.6
Facilitation of 1-on-1 meetings	4.8	4.4	4.6
Responsiveness to students	4.9	4.6	4.9
Ability to engage students with course content	4.7	4.6	4.4
Knowledge/effectiveness of informing students of campus resources	4.8	4.6	4.6
Overall value added to class	5	4.6	4.6

*Likert scale used; 1 (problematic) to 5 (excellent)

WST 101 Instructor Evaluations (completed by PSCs)			
Question - Average score*	Fall 2019	Fall 2020	Fall 2021
Communication about course content/schedule	4.4	4.7	4.7
Includes PSC in class at a level comfortable for PSC	4.8	4.6	4.4
Availability for meetings	4.8	4.6	4.4
Receptiveness to hearing PSCs concerns about students in class	4.9	4.7	4.8
Willingness to change/adjust course content relative to PSCs input/concerns	4.8	4.6	4.6

*Likert scale used; 1 (problematic) to 5 (excellent)

Furthermore, the written responses from the evaluation forms garnered a great deal of qualitative feedback, demonstrating how the program goals have been met:

Fall 2020 PSC 1-on-1 Evaluations: <i>What the WST 101 Students Liked about the PSC Program</i>
it's a helpful tool for transitioning to college life, and getting advice from a current student was extremely helpful.
(I had an) absolutely great Peer Success Coach. She was so supportive of me and she helped me find resources to talk to professors about possible classes to take next semester. She was so friendly and made me feel welcomed to talk to her about anything I need.
I love how my peer success coach talks to us outside of class too and really cares about how we're doing and what is going on in our life.
I told him about my struggles with procrastination and he was able to give me some great advice to help. I've been able to apply the advice when doing my homework and it's helped my time management.
More information about campus sources, housing, and meal plans from a student stand point.
After the meeting, my Peer Success Coach took me to the Academic Success Center. I talked to someone and now I am going to be getting help with my test-taking skills.

Fall 2020 Peer Success Coach Evaluations: <i>What the WST 101 Instructors Learned</i>
Her knowledge of campus resources helped me direct my students to the right service.
I gained a partner to help me reach students who were struggling. Overall, I feel the majority of students in my section did better this year and that may in part to my PSC's support.
My PSC provided some added structure to the class and she stepped up when I was out sick. This was possible because the students respected her and she had a firm grasp of the content and the confidence to make it happen.
I learned a bit about challenges that individual students were facing that they shared with her but not with me directly.
As a first-year employee, I gained valuable insight. I have a better understanding of the campus from a student viewpoint and a better historical understanding of the campus pre-Covid.
Students need to see leadership from their peers.

Fall 2020 Peer Success Coach Evaluations: <i>What the PSCs Learned</i>
More than anything, time management. It also helped me reflect on my own college experience each year. I don't think I would have thought about my experience as intentionally without being a PSC.
I gained a more connections with other students as well as a stronger sense of purpose on campus as I helped others.
I gained a lot of confidence when it comes to working with people. Prior to this, I would say I definitely was okay with working others, but being a PSC really made me the one who had to take the lead which help me out.
I am a secondary ed minor, so this gave me good experience working in front of a class
I really enjoy being a PSC and helping the first years transition to college. While I still have struggles with college I'm also able to learn strategies from the first years to even help me and I can also give them my tips that help me here.
I feel as though I have become an overall stronger and more professional leader.

Advising/Exploratory Majors

The Academic Success Center continued as the hub for the Exploratory major, working in conjunction with the Office of the Registrar, faculty, and the Professional Development Center to provide support and academic advisement for those first year and sophomore students who had not yet selected a major.

Approximately 25 Exploratory majors were advised through the Academic Success Center – primarily first year and sophomore students, including students who switched to the Exploratory major during the academic year. A total of 23 first year students were designated as Exploratory in the fall; 14 of those students were advised by the ASC Director and the remaining students were advised by faculty and the TRIO SSS Director.

At the end of the academic year, 13 students at various class levels remained undecided about their major, with 8 of those students assigned to the ASC Director as an academic advisor. In all, the ASC Director conducted a total of 70 advising sessions throughout the academic year: 47 in the fall and 23 in the spring.

A designated section of Westminster 101 for Exploratory majors continued in the fall for the second year. Taught by the ASC director, the class included specific assignments, such as a major interview with a current faculty member, that helped the undecided students reflect upon their strengths and investigate various career paths.

In addition to advising responsibilities, the director also attended several admission open house and matriculation team events throughout the academic year, representing both the Exploratory Major and the Academic Success Center. Further, she provided general support to admissions for potential Exploratory students during admission visits and offered email responses to inquiring and visiting students.

STUDENT SURVEY

The Academic Success Center survey, compiled through Microsoft Forms, was distributed to all students via email and social media at the end of the fall and spring semesters. This year, the survey was adjusted to seek feedback from students who do not use the ASC's services and programs, as well as those who did. Previously, the survey was only sent to students who had visited the center during a given semester.

As in past years, students were incentivized to participate in the survey by being entered into a drawing to win Westminster gear from the campus gift store. With opening up the survey to all students, there was a small increase in the overall number of respondents this year, from 65 to 76. However, only 44 of those total respondents this year used the ASC's services and programs, meaning there was a drop in the overall amount of feedback about the ASC. This trend was particularly true during the spring semester, when only 16 survey respondents had used services and programs.

Sophomores were most likely to respond to the survey in the fall; first year students responded most frequently in the spring. Further, biology students were most likely to take the survey in the fall, and education students surpassed other majors in taking the survey in the spring.

The survey did garner some useful information from those who did not participate in services and programs. At least five of the respondents who did not engage with the ASC this year indicated that they either did not know what the center offered or where it was located, suggesting added marketing efforts are still needed to make students aware of how they can get academic support. Most of the students who did not use the services said they "didn't need it" or that it "wasn't necessary for [their] workload." This feedback is useful, too, as it does suggest that some students are confident in their academic skills.

As in years past, the survey included three sections of questions, with one focusing on the tutoring experience, another highlighting the overall work of the ASC, and the third exploring the respondents' outcomes following use of the center's services and programs. There were also two open-ended questions: one soliciting ideas for improving the center and one probing the students' motivation for seeking help in the ASC.

General Satisfaction with Services

In the fall, 94.5 percent of respondents said they either agreed or strongly agreed that tutoring helped them improve their course grades, and all respondents — a full 100 percent — said that tutoring contributed to their academic success for the semester.

Further, in the fall, 96.4 percent responded positively to the statement, "I am satisfied with the assistance I received in the Academic Success Center." The same percentage — 96.5 — of respondents said they'd recommend the Academic Success Center to other students.

Overall satisfaction numbers fell in the spring due to just one person out of the small group of respondents who was not satisfied with her experience. That one respondent's negative responses skewed percentages for all answers, that were, on the whole, reflective of an overall positive experience by students. That respondent's feedback in the improvement section provides an explanation to her poor experience: "Hire tutors that can be of more assistance in the upper level classes."

Even so, 90 percent of respondents in the spring said they agreed or strongly agreed that tutoring helped them improve their course grade and 87 percent said that tutoring contributed to their academic success for the semester. Three out of every four respondents were satisfied with the assistance they received in the center during the spring semester, and more than 81 percent said they'd recommend the Academic Success Center to their peers.

Tutor Availability

The answers to specific questions relating to tutor availability in both the fall and spring surveys suggested that students were overall satisfied with their access to tutors and times that fit into their schedules.

In response to the statement, "The tutors were available enough hours for my tutoring needs," 94.4 percent of respondents in the fall responded positively, and 88.8 percent responded favorably in the spring. Further, 89.3 percent of respondents in the fall and 75 percent in the spring agreed or strongly agreed that "The Academic Success Center's system of tutoring (drop-in, appointment) met my needs."

Seemingly at odds to these results, the most common open-ended feedback in both semesters related to tutor availability. Ten of the 28 respondents in the open-ended section in the fall asked for more tutors and tutor availability, most indicating specific subjects, such as nursing and computer science. In the spring, six of the 16 respondents requested more tutors and increased availability as well.

However, considering staffing challenges during the academic year, specifically for nursing, accounting/business, and language classes, this feedback is not altogether surprising. Like other campus departments that have encountered recent challenges in hiring and retaining students based on current work study and campus employment guidelines, the Academic Success Center found hiring the qualified students needed for tutoring positions difficult.

Online Services

With services and programming returning to an in-person format during the 2021-2022 AY, students engaged far less with online tutoring. Further, the ASC offered limited online programming, based upon clear feedback from students in the previous year's survey that indicated they were much more interested in connecting with the ASC in person.

This year's survey results regarding the online tutoring platform and virtual learning needs corresponded with that decreased usage. In response to the statement, "The Academic Success Center's online support met my virtual learning needs," 53.6 percent of students in the fall marked "Don't know/not applicable," while 37.5 percent of respondents marked that category in the spring. While more students in the spring—62.5 percent—responded positively (strongly agree/agree), it was clear there was much less online engagement than the previous year.

For those who did engage in online tutoring, respondents mostly felt that the tutors were prepared to navigate the online platforms (GoBoard, Zoom, etc.) with ease. In the fall 72.2 percent of respondents offered positive feedback for the tutors' use of online platforms (27.8 percent marked "Don't know/not applicable"); that positive number increased to 88.8 percent in the spring semester (with 11.1 percent noting that they "Don't know/not applicable.")

Habits of ASC Visitors

The top kinds of help students sought out in the Academic Success Center in the fall were homework and problem help, quiz and exam preparation, and writing support. In the spring, those top reasons were repeated, but in a different order: homework and problem help, writing support, and quiz and exam preparation.

During both semesters, most students heard about the Academic Success Center through other people: professors, coaches, and other students. This feedback emphasizes the continued importance for the center to collaborate and network across campus departments and offices. However, respondents also indicated at high rates that they learned about the center through traditional marketing means, such as emails, and advertisements/flyers, and social media.

Open-Ended Feedback

The charts on the following pages list a sampling of the answers in response to the survey's open-ended questions. This feedback provided valuable insight into the way these services were being used and received by students on campus.

Survey semester	Student Response: What could be done to improve the ASC?
Fall	Have more tutors available for nursing classes.
Fall	I would say have more than one person for each subject.
Fall	make it easier to find out when tutoring session are/how to schedule time with a tutor
Fall	Work to reduce stigma behind asking for help
Fall	More information in emails for example drop in tutor hours
Fall	Advertise more. Some freshman don't know what the ASC is
Fall	Have little bit more options for courses that people may need help in
Fall	CS tutors, Or lack there of, Calculus also

Fall	Nothing. Laurn Todd is amazing and I always see her tutoring in the library and I want to make sure her efforts are recognized!
Spring	Make it more known around campus I don't hear a lot about it
Spring	Hire tutors that can be of more assistance in the upper level classes
Spring	Not anything I can think of, I've had really good experiences.
Spring	More available times
Spring	Maybe a larger availability of tutors, as scheduling tutors can become difficult with certain hours
Spring	It's a great program and I do have any recommendations
Spring	More tutors to reach further around campus

Survey semester	Student Response: What motivated you to use the services of the ASC?
Fall	I didn't score as well on my first exam so I started going to tutoring right after that and continued with it since because it helped me.
Fall	I was struggling in classes and needed help and I heard that they are the best people to help.
Fall	I failed my last test and I don't want to fail the class
Fall	I had a difficult presentation to prepare.
Fall	Peer knowledge of the course I was taking.
Fall	I had reached out to a few different people to try and figure out what I wanted and where I needed to go and it was recommended that I talk to Mrs. Shelenberger and get her view and advice.
Fall	I was wondering what help they would offer.
Fall	Extra Credit on Final paper
Spring	Professor offered bonus points if we had our papers reviewed by a tutor
Spring	Needed help with my writing skills
Spring	Transition from high school to college
Spring	To better understand academic concepts
Spring	I needed help and I am one to use resources available to me
Spring	I needed help with Spanish because it was a topic I never studied before and I needed to learn how to learn it.
Spring	To get good grades and to keep up on my work.
Spring	I was struggling in my upper level class

MARKETING

After developing effective services and programs, the most essential work of the Academic Success Center is getting students to engage with those services and programs. As such, ongoing efforts to promote and market the kinds of support offered in the Academic Success Center occupied a significant amount of time for the director during the 2021-2022 AY.

Traditional means of marketing, such as flyers and digital signs posted around campus and regular emails to students, were developed each semester with positive messaging to encourage all student to make use of the Academic Success Center. As in years past, results from the student survey continue to indicate that these methods are essential; 75 percent of respondents in the fall and 69 percent of respondents in the spring said they heard about the Academic Success Center through emails or flyers/digital signs.

In-person presentations to various campus stakeholders were another essential element to the marketing plan this year, particularly as students even more frequently report in the semester survey that they hear about the Academic Success Center through professors, advisors, coaches, and their peers. The director promoted the ASC in the following presentations, sharing information about services and programs, teaching others how to access drop-in and appointment tutoring information, and encouraging use by all students regardless of ability or class year.

- *RA Training* (August 6)
- *'Hello from Westminster' Video Recording with the Office of Marketing and Communication* (August 6)
- *Admissions Staff Academic Success Center Updates* (August 9)
- *Peer Success Coach and Peer Tutor Training Sessions* (August 22 and 29)
- *New Faculty Orientation* (August 25)
- *Fall Faculty Workshop* (August 26)
- *First Year Orientation Academic Resource Fair* (August 28)
- *Student Athlete Coaches Meeting* (August 30)
- *Academic Success Center Promotions in classes: SOC 101, CJS 101 01 & 02, PHI 101 01 & 02, PHI 250* (Various October dates)
- *Student Government Association Presentation* (November 3)
- *Pan-Hellenic & IFC Study-A-Thon Event* (December 12)
- *Faculty Meeting Presentation* (March 1)



The Academic Success Center, along with TRIO SSS and Disability Resources, promoted their services and programs at several TUB table events during the lunch hour in the McKelvey Campus Center. Tutoring schedules and other academic support handouts were distributed at these events.

The Academic Success Center also made two different appearances in the McKelvey Campus Center during lunch breaks, setting up resources and schedules to share with students at a “TUB Table.” One of those events was held in conjunction with Disability Resources and TRIO SSS, while the other was staffed by Peer Tutors.

In addition to the faculty workshop and meeting, the director also made a concerted effort to coordinate

with the faculty and provide them with tutoring schedules, digital links for appointments, information about workshops and other events, and an ASC statement for them to include in their syllabi. CARE Team staff were reminded of the supports offered by the ASC, both during regular meetings, and through the inclusion of specific center details in the CARE Team Manual.

A great deal of time was also focused on social media — Instagram, Facebook, and Twitter. As in the previous year, a regular series of posts were created and shared on all three platforms, including Monday Motivation posts, Tutor Tuesdays posts, and Study Strong Strategies on Thursdays. The sites were also used to promote ASC events and relevant academic campus engagements.

By the end of the 21-22 AY, the ASC had 403 followers on Instagram, followed by 274 on Facebook, and 53 on Twitter, with the most notable increase on Instagram with a gain of about 100 followers. Between August 2020 and May 2021, Instagram reach was up by 78.5% percent, while Facebook reach increased by only about 4 percent. The ASC had more than 10,600 impressions on Twitter during the same time period. The largest student engagement on social media happened through Instagram; 72.7 percent of ASC Instagram followers are 18-24 year olds, compared to the largest percentage of Facebook followers — 52.6 percent — who are 45-64 year olds.

Finally, the center also used a variety of other means to promote its services and programs, including:

- Bulletin boards in the center that promoted successful student strategies and Peer Tutoring Services.
- T-Shirts promoting Peer Tutoring Services distributed and worn by Peer Tutors on campus.
- Details about some of the center's tutoring events shared on the Westminster College social media pages.

ASSESSMENT PLAN AND FUTURE GOALS

At the direction of the Vice President for Academic Affairs, the ASC director created an assessment plan for the center during the 2021-2022 AY. This plan provides a focus for each of the main service areas for the center, including tutor training certification, student tutor satisfaction, online academic workshop resources, and Exploratory major declaration. Two of the goals in this plan — the online workshop resources and strategic planning — correspond to two goals established for the center in last year's annual report.

These goals will continue to be a focus in the upcoming academic year, as the director has gained additional tools for achieving those aims, such as guidelines for creating a strategic plan at the NCLCA institute. Further, the progress on these goals will be supported through the hiring of the Peer Tutor Coordinator during the next academic year.

An updated version of the Assessment Plan for the 2022-2023 follows, detailing those goals and timelines.

WESTMINSTER COLLEGE (2022-2022)

Program, Center, or Office Name: Academic Success Center

Mission Statement		The Academic Success Center helps students to establish academic, professional and personal goals and to create a pathway for achieving success in those areas. The center provides services, resources and programs that reinforce faculty instruction, teach academic skills and strategies, and promote self-efficacy.				
Goal	Primary Responsibility	Specific Action, Task or Program	How Goal Will Be Measured	What is the Timeframe for Completing the Action?	Progress Toward Goal and Date	
List your 3-5 primary operational, strategic, and/or learning goals in the rows below.	Indicate who is accountable for the goal and associated actions. The "who" may be you, other colleagues, the VPAA, etc.	Indicate the action or task required to achieve the goal.	Identify the metrics you will use to evaluate progress toward your goal. Metrics may be direct (objective indicators of progress) or indirect (subjective or perceptual indicators of progress). Metrics must include appropriate targets.	Provide a timeline for completing your goal. Goals should have a 1-, 3-, or 5-year focus.	Indicate what progress has been made toward the goal and the general date on which it was made.	
Complete a CAS Learning Assistance Program Self-Evaluation in preparation for the creation of an ASC Strategic Plan	ASC Director & ASC Advisory Board	Renew membership of ASC Advisory Board with staff/faculty who can commit to evaluation of ASC during 2223 AY. Purchase self-evaluation guide and establish a timeline for meeting elements of the evaluation during the school year	CAS Self-Evaluation Completed by end of 2223 AY.	Advisory Board re-established by start of 2223 AY; timeline for work and committee assignments determined by end of September. Additional metrics determined once plan is established.		
Obtain a Level I International Tutor Training Certification through the College Reading and Learning Association	Peer Tutor Coordinator & ASC Director	Establish Peer Tutor training outcomes and Assessment Plan; Organize Training Session Lesson Plans and align with TTCP Standards; Finalize Peer Tutor Evaluation Protocols; Update all training materials, ensuring all sources are properly cited and meet copyright standards; Submit online application with all required materials	Certification is obtained within 4-6 months of submission date, per CRLA review timeline recommendations.	Achieve Level I certification in 3 years, with plans to renew or improve to Level II after two more years. Peer Tutor Coordinator to assemble and evaluate tutor training plans by start of Spring 23 semester.	Peer Tutor Evaluation plan established during Fall 21 and continued through Spring 22.	
Maintain a 90% tutoring satisfaction rate among tutees each AY	ASC Director	Prepare End-of-Semester Survey in Microsoft Forms; Encourage tutees to participate in surveys with incentives; Develop and encourage session feedback forms for tutor use	End-of-Semester surveys will be distributed to all students who receive tutoring support. Tutors will be asked to share session feedback forms with each tutee at every session. Data from these surveys and forms will be collected and evaluated at the end of each semester.	Goal to be met annually; total will be determined by an average of fall and spring semester data.	End-of-Semester survey distributed repeatedly over the last 4 years; Combined Fall 21 & Spring 22 data reaches the 90% satisfaction goal for the 2122 AY; Session forms created in Microsoft Forms and will be shared with Peer Tutors during annual Tutor Training in Fall 22 and required to be used/usage assessment combined in Peer Tutor Self-Evaluation	
Expand academic workshop offerings by establishing an online resource collection of academic skills and strategies for students to access outside of ASC hours	ASC Director	Create categories of academic support topics; Compile research and design handouts; Research and prepare additional media (i.e. video, interactive online modules, etc.) to present info for students; Design and upload materials into D2L VASC Course	Resource collection is launched by date indicated.	Initial resources to be launched on D2L at the start of Fall 22; additional resources to be added and/or revised on an annual basis	D2L course shell has been established; under a dozen handouts have already been designed and are in use in workshops, academic coaching, etc. Additional handouts and course being readied for Fall 22 launch.	
Ensure that at least 70% of all EXPL advisees will declare a major within one year (two semesters) of becoming an EXPL advisee	ASC Director	Compile, with support of registrar, complete list of all EXPL students by Fall census date and verify the number of those students who declare a major by the same date the following AY	Data to be compiled and reviewed each fall	Goal to be met annually	Data will need to be compiled after Fall 22 Census Date to determine rate of major declaration.	