

# Academic Success Center

## 2019-2020 Annual Report

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# OVERVIEW

Located on the fourth floor of Thompson-Clark Hall alongside the Office of Disability Resources, the Academic Success Center (ASC) completed its second academic year in 2019-2020. The coordinator, working with various departments and groups across campus, built upon the initial successes of the ASC by improving and expanding its academic support offerings. However, the COVID-19 pandemic had a noticeable effect on student participation in services, even as they were adapted for online delivery throughout the second half of the spring 2020 semester.



Students participate in “Carpe STEM,” a study strategy workshop offered by the Academic Success Center in conjunction with several academic departments at the beginning of the fall 2019 semester.

Peer Tutoring continued to be used heavily by first year and sophomore students, primarily in the one-on-one appointment setting. A more formalized training program was instituted for the staff of approximately 22 Peer Tutors, both online and in person. After the campus’ pandemic closure in March, all tutoring was moved online using the Zoom video conference website. Two appointed Peer Tutor Leaders assisted in that online transition, providing leadership in developing programming aimed at helping students adjust to virtual learning.

An increased number of students received Academic Coaching support during this academic year, primarily as a result of improved CARE Team procedures and referrals (campus-wide student support program). Further, the Academic Coaching program was clearly delineated from the Wellness Center’s Wellness Coaching program in order to better direct students to the

appropriate resource. Coaching offerings were also expanded through the new Peer Success Coaching program, which was a collaborative effort between the ASC, the First Year Program, and Student Affairs. The program flourished in its first year, as 13 Peer Success Coaches were hired and trained to serve more than 300 First Year students in the college transition course, Westminster 101. Instructors, students and Peer Success Coaches alike reported satisfaction in the program, which aimed to help students adjust to the rigors of college life and to maximize their potential for academic success.

Students were also supported through the ASC through a range of other initiatives, such as:

- Five academic workshops, including two online options
- Targeted in-class seminars created at the request of professors
- Study groups led by Peer Tutors for specific courses, as needed
- Academic support for athletes through coordinator office hours held in the field house
- Academic meetings for athletic teams hosted in the ASC with NCAA Faculty Representative

Furthermore, the coordinator managed a caseload of 43 students over two semesters as a part of her work as a member of the CARE Team, in which she not only helped those students to connect with other resources on campus, such as counseling or financial aid, but also assisted them academically. The coordinator also worked as a part of a small group of CARE Team members who assisted in implementing Beacon, a new software system for managing student support needs.

Additional work and professional development completed by the ASC coordinator during the 2019-2020 academic year includes:

- Developed and implemented, with the help of Information Technology Services, a check-in system for all students using ASC services (tutoring, academic coaching, workshops, academic advising, etc.) that provides abundant data
- Expanded social media presence with weekly posts on Instagram, Twitter and Facebook
- Supported work by the Associate Academic Dean on a federal TRIO grant
- Served on Working Group 4 (Criteria IV: Support of the Student Experience) for the College's Middle States re-accreditation process
- Led the ASC Advisory Committee, which is made up of staff and faculty members. This group held three meetings over the course of the academic year and provided ideas for connecting with students and developing additional resources and services.
- Obtained a \$3,500 grant from the Lawrence County District Attorney for a TV monitor and Solstice Pod to be used in the center for tutoring, presentations, and marketing.
- Attended the National College Learning Center Association's annual fall conference in Louisville, Kentucky, where she networked with others in the field and learned about current best practices and trends.
- Participated in several webinars, including one on wellness coaching and another on student procrastination, offered through various professional organizations.

## 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 so that students can become successful lifelong learners.

## 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 works toward meeting national certification requirements.
- Provide students who participate in peer tutoring with an opportunity to acquire skills and strategies needed to work toward independent learning.
- Collaborate with faculty and staff in creative ways to meet the academic needs of students.

## STAFFING

Under the direction of Dr. Jeffrey Coker, Vice President for Academic Affairs and Dean of the College, and Dr. Jamie McMinn, Associate Dean of the College and Assistant to the President, the Academic Success Center is led by Coordinator 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 22 students who provided course-specific support for their peers. The center's Peer Success Program also directed 13 volunteer students who provided first year transitional support in all sections of Westminster 101 in the fall semester.

**Coordinator:** Jessica Shelenberger

### **Academic Success Advisory Committee:**

Dr. Jamie McMinn  
Dr. Craig Caylor  
Dr. Sararose Lynch  
Dr. Kristianne Kalata  
Ms. Jamie Kohler  
Ms. Faith Craig

### **Peer Tutors:**

Marie Barnard	Montana Ferita	Tsubomi Poley (fall only)
Emily Bright	Molly Frank	Michael Sholtis
Andrius Burnelis	Allison Hampton	Braden Stesiak
Zoe Cable	Jacob Herrmann	Cassie Stevens
Elaina Chapnell*	Hannah Hunter	Josie Toporcer
Chase Collison	Shania Kennedy*	Ryan Vercammen
Emily Cornman (sp. only)	Maggie Manolis	
Hannah Fell (sp. only)	Jess Nelson (fall only)	*Peer Tutor Leader

### **Peer Success Coaches:**

Michael Ace	John Karson	Alyson Reiter
Stephanie Bell	John Lima	Lauryn Todd
Jill Caldwell	Maggie Manolis	Brandon Williams
Samantha Dubetz	Justin Mondry	
Jaynna Johnston	April Munson	

## PEER TUTORING SERVICES

Students continued to gain confidence in the Peer Tutoring Services offered by the ASC during the 2019-2020 academic year. Thirteen percent of the student body sought out tutoring this year, a 2% increase from the ASC's inaugural year. This gain was made, even as there was a marked decline in use during the spring semester when campus closed and classes moved online for the COVID-19 pandemic.

The most notable student participation increases were seen across the sophomore and first year classes, which may correlate to increased campus awareness from a variety of marketing efforts, including promotional videos during orientation and an improved social media presence. During the 2018-2019 academic year, 16% of first year students and 9% of sophomores used tutoring services, compared to 21% and 13%, respectively.

More students took advantage of one-on-one appointment tutoring over drop-in tutoring, a trend that began in the spring 2019 semester and carried through this academic year. Those numbers were particularly exaggerated in the spring, as the ASC was forced to close its drop-in tutoring in March for the pandemic and offer only online appointments via the Zoom video conferencing platform. Still, most students who used online tutoring either agreed or strongly agreed in the end-of-year tutoring survey that the center's online support met their virtual learning needs, and that the tutors were able to navigate the online tutoring platform well.

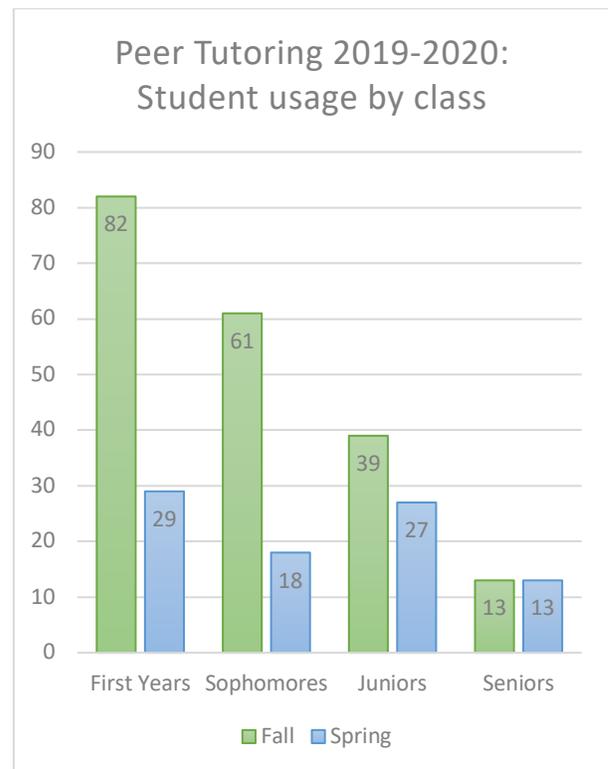
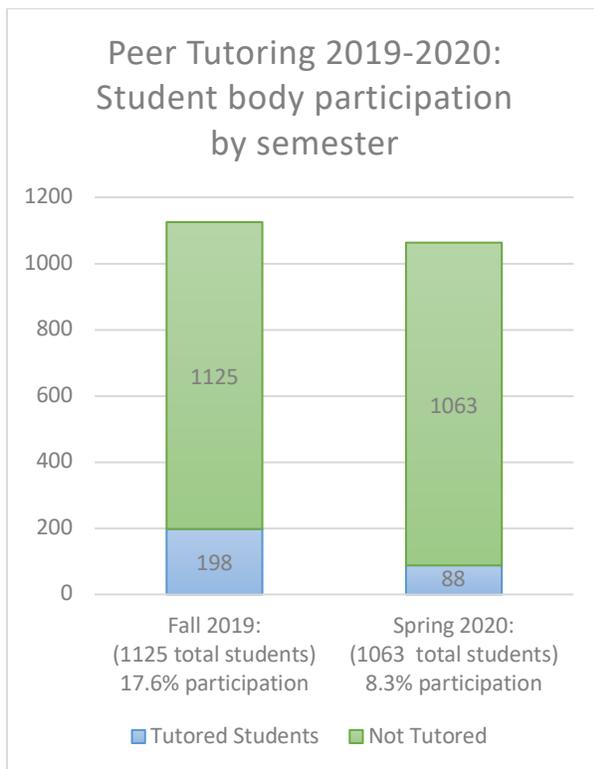
The staff of 22 Peer Tutors participated in an improved tutor training program during the 2019-2020 year, which began with an online summer tutor training course on D2L that was developed by the coordinator using training topics that correspond to the College Reading and Learning Association's International Tutor Training Program. Additional topics were covered in a full day in-person training session before classes started, as well as several workshops throughout the academic year. An additional online module was added to the D2L course in March, providing tutors with standards and guidelines for online tutoring.

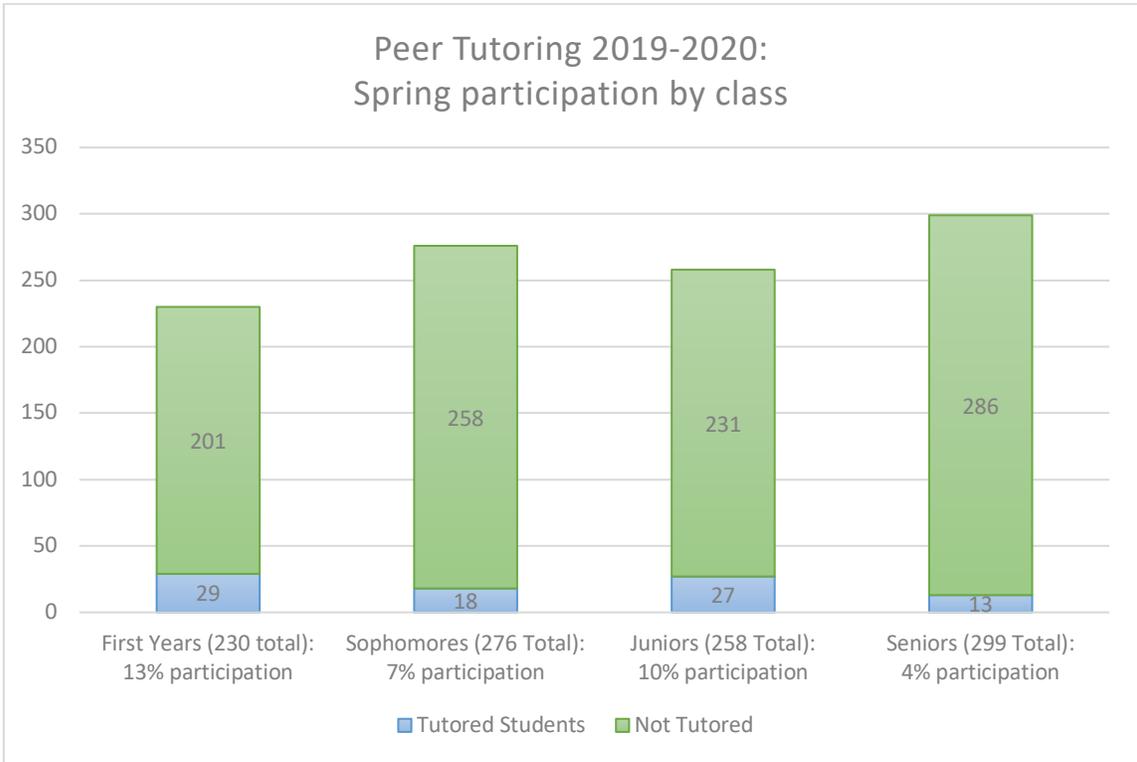
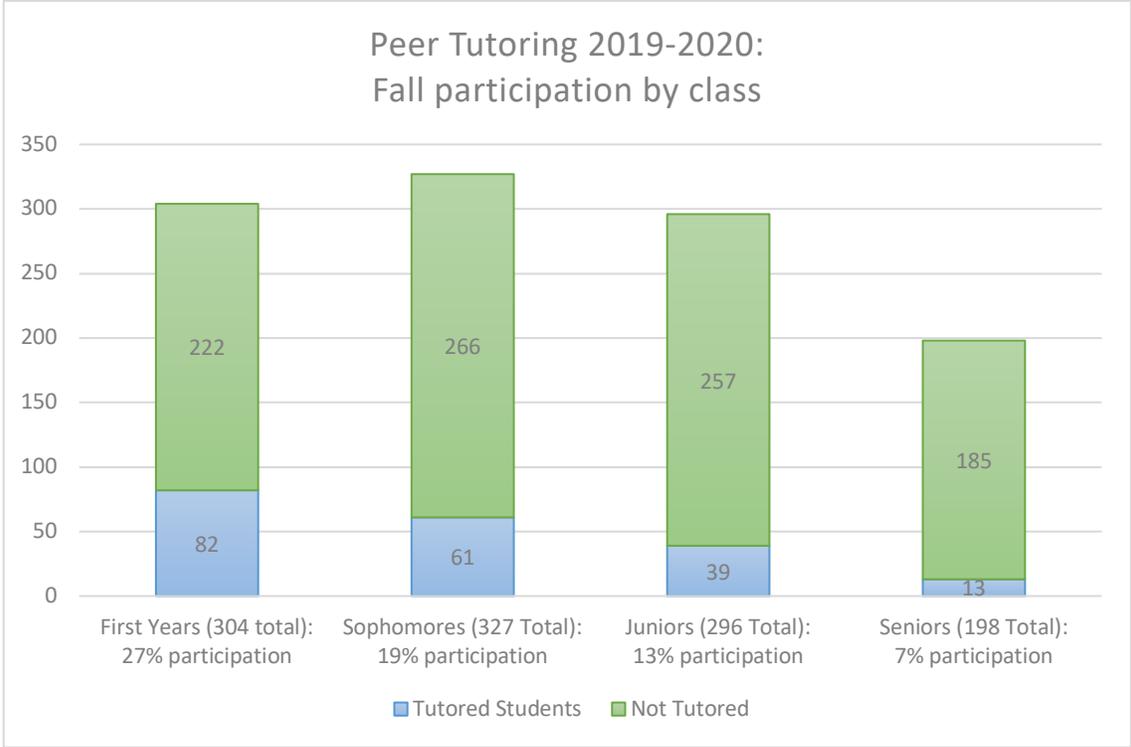
At the suggestion of the ASC's advisory board, online tutoring was carried into the summer semester for the first time, in order to support students taking online courses. Six Peer Tutors were hired to cover a variety of classes, including writing, history, sociology, communication, philosophy, education, math, accounting, business administration and economics.

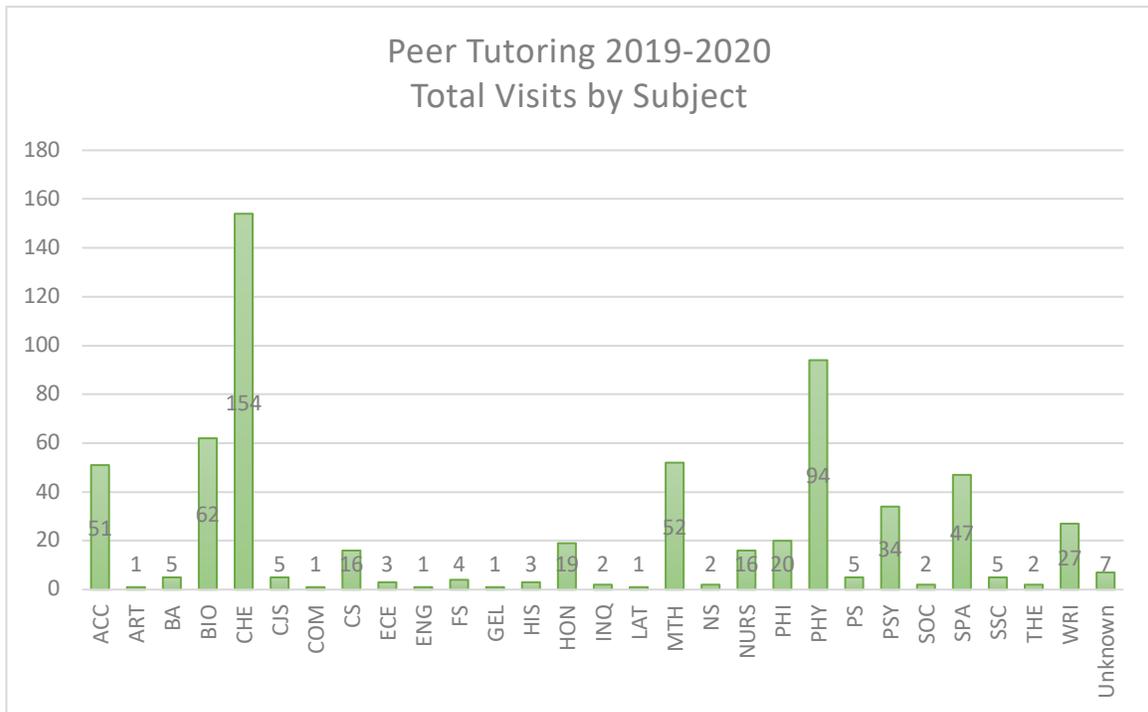
A number of charts follow, demonstrating the tutoring attendance, by semester, by class, and by subject. A few highlights from these charts include:

- First-year students sought out tutoring more than students in other classes, with 27% of the first-year students receiving tutoring support during the fall semester. However, sophomores showed a strong presence in the fall too, with 19% of the class participating in peer tutoring.

- Appointment tutoring continued to grow as the preferred method of tutoring over drop-in tutoring, a trend that began in the spring of 2019. 72% of all tutoring sessions were appointment-based, compared to 53% the year before.
- The most popular tutoring subjects across the academic year were chemistry, physics and accounting—a change from last year’s top three subjects of math, biology and writing.
- While the total number of tutoring sessions fell from 824 last year to 641 this year, due in large part to a drop off in the spring semester when classes and tutoring services moved online, the total number of fall tutoring sessions was on par with last year’s fall total. Despite the lower numbers in the spring during the pandemic, historical data still show that more students seek out support in the fall than in the spring.



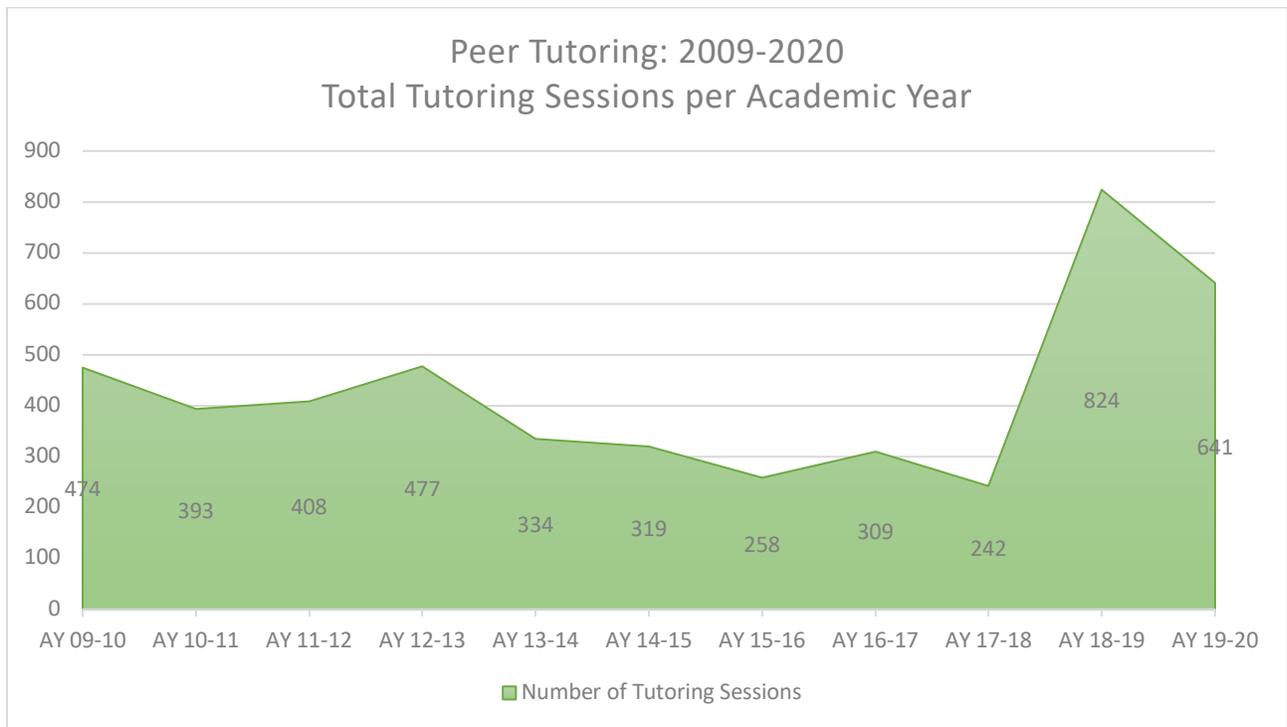
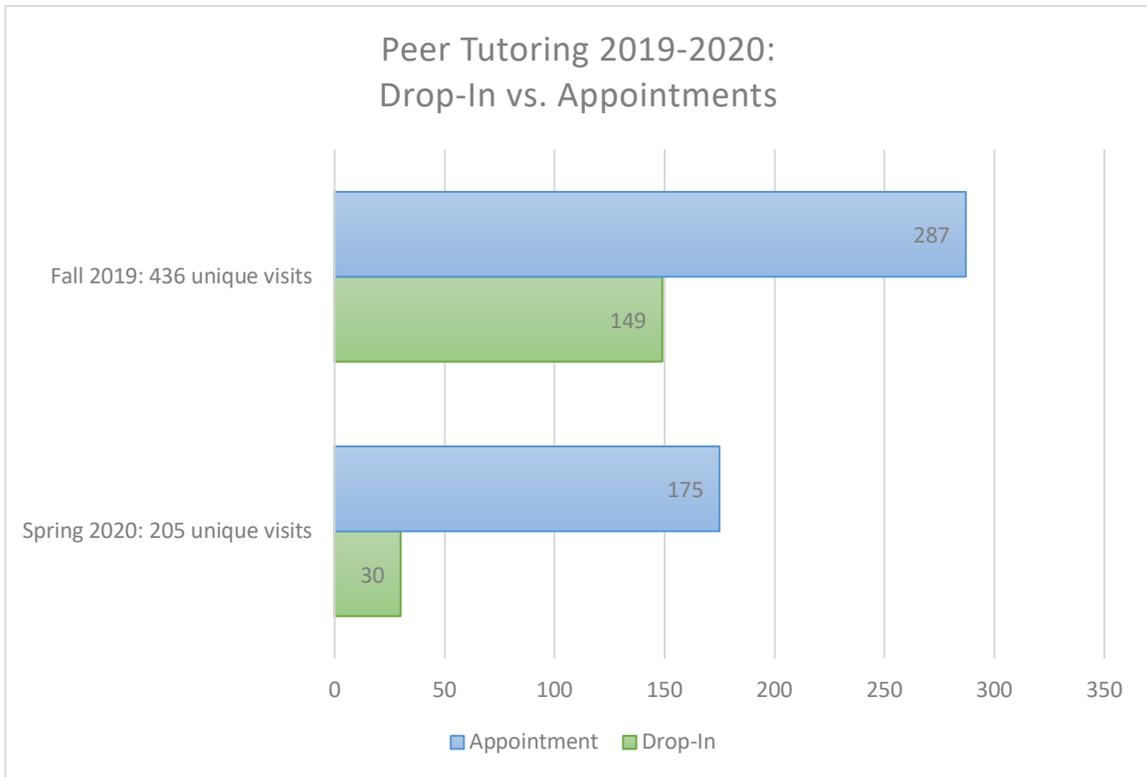




Fall 2020: Highest No. of Tutor Sessions* by course	
CHE 117	70
PHY 141	58
CHE 261	50
ACC 201	34
BIO 201	19

Spring 2020: Highest No. of Tutor Sessions* by course	
PHY 142	33
CHE 381	22
HON 209	15
NURS 201	12
PSY 225	11

*\*Indicates combined tutoring sessions for all sections of the indicated course*



## WORKSHOPS AND OTHER LEARNING OPPORTUNITIES

In order to make best use of campus resources, the Academic Success Center coordinator worked with a variety of groups and offices on campus to organize academic workshops throughout the year. Furthermore, the center worked with individual professors and administrators to provide specialized presentations in a variety of settings, including specific classes and faculty workshops. A list of all such engagements follows.

### *Workshops*

- **“Carpe STEM,”** a four-session workshop for STEM majors was organized in conjunction with related departments. Held over the lunch break on Tuesdays in September, the workshop provided faculty instruction in a variety of essential studying skills: organization and time management, reading and homework strategies, exam preparation, and test review and recalibration.
- The **“Fall 2019 Write-In”** was held from 7-10 p.m. Dec. 3, and offered students writing support prior to finals. A number of writing tutors across several disciplines were available to help with research, proofreading, and editing.
- Organized by the Pre-Health Society, the **“Bio and Chem Finals Study Session”** was held from 5-7 p.m. Dec. 4. Members of the organization and several tutors supported students in biology and chemistry classes as they prepared for final exams.
- **“Motivation Matters,”** a 3-session workshop, was presented during the lunch hour on Thursdays at the beginning of spring semester in conjunction with the Wellness Center and Disability Resources. The event helped students explore what motivates them, how their values and habits play a role in their motivation, and how to set goals they could achieve during the semester.
- **“Virtual Virtuoso: Acing Your Classes From Home”** was an hour-long webinar held two separate times via Zoom on March 27 and April 1. Led by Peer Tutor Leaders Elaina Chapnell and Shania Kennedy, as well as Peer Tutor Marie Barnard, this webinar provided students with ways to transition to virtual learning in the midst of the COVID-19 pandemic, such as establishing a work environment at home, creating a consistent schedule, making the most of online lectures and staying connected socially.
- **“Citation Savvy: Increase Confidence with MLA, APA & Chicago Styles”** was a second hour-long webinar offered near the end of the spring semester. Held on two separate dates, April 8 and April 22, via Zoom, it was fully organized by Peer Tutor Leaders Shania Kennedy and Elaina Chapnell and aimed to give students a refresher on all of the major style formatting guidelines.



Students participated in various academic workshops held throughout the 2019-2020 school year. Here, students work on goal setting during the second of three sessions of the “Motivation Matters” workshop held in February.

#### *Various Seminars and Class Lectures*

- **Fall Faculty Workshop**—Alongside presentations by Dr. Deanne Buffalari and Dr. Shannon Smitley in the August workshop, the ASC coordinator provided an overview of how she teaches students to use metacognitive strategies during academic coaching sessions.
- **BC 251**—At the request of Lecturer Brad Weaver, the ASC coordinator visited the Single Camera Video Production class in September to provide them with new ways to manage their time and how to improve their prioritization skills.
- **WST 101 (3 sections)**—The ASC coordinator hosted three separate sections of WST 101 during September and October to not only promote the center’s services, but also to introduce them to effective test preparation and test-taking strategies.
- **SOC 601** – At the request of Dr. Kristin Park, the ASC coordinator offered “Prepping for Research: A Writing Seminar” to sociology, criminal justice studies and political science capstone students in October.
- **Professional Development Center’s CAPS Program**— At the request of Jen Hough, director of the Professional Development Center, the ASC coordinator met in October with CAPS students to explore the intersection of prioritization and time management.

- **SED 201 C**—Working with Faith Craig, director of Disability Resources, the ASC coordinator explained how the two offices support the academic needs of various student populations on campus in lecturer Jane Dean’s Foundations of Special Education class in early February.
- **INQ 211**—Working with Faith Craig, director of Disability Resources, and Stephanie Holzouser, Health Educator for Sexual Violence Prevention, the coordinator of the ASC reprised the “Motivation Matters” workshop over the course of three classes in Dr. Patrick Krantz’s Inquiry class during March.

## COACHING AND ADVISING

### *Academic Coaching*

The second year of the Academic Success Center brought an increase in Academic Coaching visits, primarily from faculty and CARE Team referrals. The aims of the program were also refined, as the Wellness Center also began offering Wellness Coaching, provoking a need to distinguish those services from one another. As such, the Academic Coaching program has been defined in the following way:

*Academic Coaching offers students of all levels an opportunity to engage in self-evaluation of their academic performance, to set goals for overcoming barriers to academic success, and to build skills and strategies that can be used throughout their academic career and beyond. Coaches work collaboratively with students to determine how to tackle an upcoming challenge, such as an exam or project, or to provide continual structure and support throughout the semester.*

Students who seek support in Academic Coaching sessions can get help with:

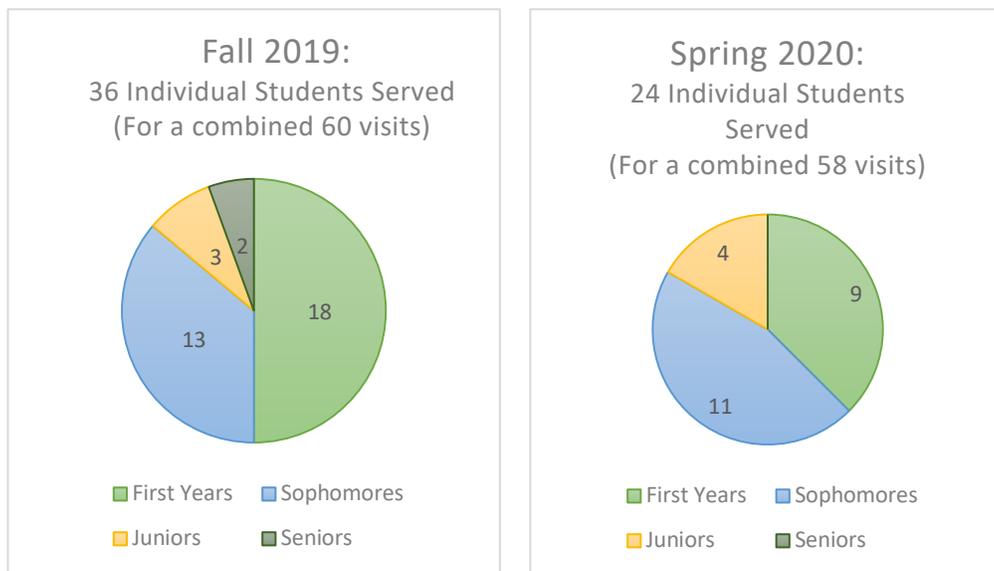
- Reading Comprehension
- Note-Taking
- Active Study Strategies
- Memory Improvement
- Utilizing Professors’ Office Hours
- Exam Preparation
- Test-Taking Strategies
- Metacognition
- Remote Learning Strategies
- Stress Management
- Organization and daily routines
- Self- Advocacy

Over the course of the year, a total of 60 students visited the Academic Success Center for a combined 118 Academic Coaching sessions. A further breakdown of student visits by class

appears in the graph below. First year and sophomore male students were most likely to use the service. Further, the most common majors of students who attended Academic Coaching were Exploratory, Sports Management and Biology.

After classes moved online due of the COVID-19 pandemic, all coaching sessions were likewise conducted virtually via Zoom. There were 18 appointments held in that way between March 6 and May 12, compared to the 26 in-person appointments held in the second half of the fall semester.

### Academic Coaching Visits by Class



## *Peer Success Coaching*

Working with the First Year Program Coordinator and Assistant Vice President for Student Affairs, the coordinator developed a Peer Success Coaching program that launched in the fall of 2019. The goal of this program was not only to assist in retention of first year students, but also to help develop communication and leadership skills in the Peer Success Coaches.

A team of 13 Peer Success Coaches (PSCs) was hired and trained alongside New Student Orientation Leaders prior to the First Year students' arrival. Specific PSC training sessions included information on resource referrals, listening skills, and academic coaching procedures and policies. These sessions supplemented a PSC Handbook and an online training course that PSCs had to complete before arriving to campus.



Peer Success Coach Stephanie Bell, center, helps to facilitate a small group in her WST 101 class. In addition to assisting the WST 101 instructor, PSCs were required to meet with each student in their section for one-on-one academic coaching sessions that offered students individualized support.

Each PSC was paired with a specific WST 101 class and instructor, and PSCs were encouraged to build relationships with those instructors and to develop a plan for how they would not only contribute to the class during orientation, but throughout the entire semester. PSCs were required to teach no more than two class periods and to meet twice with each student in that WST 101 section for one-on-one academic coaching sessions. Intake forms for the students, coaching worksheets and PSC evaluation forms were distributed to help PSCs administer those one-on-one sessions.

Several PSC gatherings were hosted throughout the semester to allow the students to build community and to share resources and ideas for helping students. A final celebration in December, and later, in May, a Zoom training course for the next class of PSCs, allowed the PSCs to share their experiences and provide feedback for the program's inaugural year. Further, PSCs and WST 101 instructors completed evaluation forms of the PSC program.

As a whole, students, instructors and PSCs offered positive feedback about the Peer Success Coaching program, as detailed in the following charts.

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

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

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

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

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

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

Furthermore, the written responses from the evaluation forms garnered a great deal of qualitative feedback, as sampled below:

Fall 2019 PSC 1-on-1 Evaluations: <i>What the WST 101 Students Liked about the PSC Program</i>
You helped me adjust to my first semester by encouraging me to keep working hard and suggesting I talk with my professor.
Could give me helpful hints for psychology because she had the professor I have.
This 100 percent helped me figure out more things, not only with academics, but with college life as well.
I really like the program! It makes me feel like there is someone rooting for me!
The meeting was useful in learning how to come up with a schedule for spring semester!

Fall 2019 Peer Success Coach Evaluations: <i>What the WST 101 Instructors Learned</i>
The extra support and upper-level student perspective added value to this course. I highly recommend to continue the PSC role.
Her 1-on-1s and general relationship with the students gave me tons more insight into who might need more support and resources! She also helped to keep class focused when side convos got to get a bit wild!
Value of a young voice/confidant in the class and willingness of first years to talk with PSC.
Collaboration skills--finding the best times in class to plug him in that would be beneficial to students.
It was a such a plus having a PSC--especially since I am new to Westminster College. I learned so much from her and she supported my efforts to serve our students. This is an amazing program!

Fall 2019 Peer Success Coach Evaluations: <i>What the PSCs Learned</i>
I learned I want to help every person I can. I learned everyone is different, and I knew that before, but I understand it better now. I manage time better, but each student genuinely taught me something new about myself. I loved this experience!
I gained lots of interpersonal communication skills by meeting with students and relaying student concerns to professor. Overall, an amazing experience!
I also believe that WST 101 is incredibly necessary! The students need this information and support. Side note: A lot of our students said that they didn't find this course helpful, but I can't tell you how many times that the students reached out to ask questions.
I gained more positive communication experiences, I learned many new skills about the way a class curriculum is framed. I've gained leadership experiences. Lastly, I've gained many new positive relationships I wouldn't have made outside of this experience.
I really learned how to manage my time even more than I had been. It was also just a good experience overall to learn how to work with many different types of people. It was also really satisfying to know I helped, even just a few students, to be successful at Westminster.

## *Advising/Exploratory Majors*

As the head of the Exploratory Major, the coordinator was also tasked with advising students who have not yet declared a major. Prior to the beginning of the school year, the coordinator divided a list of 27 Exploratory Majors among a variety of professors to lighten the advising load in her first year, leaving her with about 14 advisees, in addition to several returning Exploratory Majors. That list would fluctuate throughout the year, as students changed majors from and to Exploratory.

In an effort to not only create community among Exploratory Majors but also to provide them with resources to assist them in deciding upon a major and future career path, the coordinator also created a monthly Exploratory gathering, "Explore More: A Group for Exploratory Majors." Meeting on the second Friday of every month, the gatherings invited experts from campus to address a variety of topics relevant to their decision-making process, such as Wellness Center counselor Sarah Gellman, Registrar Scott Wignall, and Director of the Professional Development Center Jen Hough.

In addition to advising responsibilities, the coordinator also attended several admission open house events throughout the academic year, representing both the Exploratory Major and the Academic Success Center. A note-writing campaign to prospective Exploratory Majors that enlisted the help of several faculty members was also established with the help of the Office of Admissions.

## **STUDENT SURVEY**

In order to receive student feedback on the services offered by the Academic Success Center, the coordinator compiled a survey on the Survey Monkey website. The survey was distributed at the end of both semesters via email link to all students who visited the center.

This year, students were incentivized to participate in the survey by being entered into a drawing to win Westminster gear from the campus gift store. The incentive worked well; a total of 75 students participated in the survey over the two semesters, compared to just 15 respondents in the previous academic year.

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. There also was an open-ended question seeking ways the center could be improved. Questions were added to all three sections regarding the online delivery of services for the spring survey in the wake of the COVID-19 pandemic.

In the fall, 90 percent of respondents said they either agreed or strongly agreed that tutoring helped them improve their overall course grade. That number grew to 91.4 percent in the spring. There also was an increase in the number of students between the fall and spring semesters who either agreed or strongly agreed that tutoring contributed to their academic success: 90 percent in the fall versus 94.2 percent in the spring.

Further, 97.5 percent of the fall respondents and 100 percent of the spring respondents said that they either agreed or strongly agreed that they were satisfied with the assistance they received in the ASC.

Over both semesters, the survey also showed that most students sought help in preparing for a quiz/exam, homework assignments/problems, and for papers/writing assignments. Professors, advisers, and friends — word of mouth — was the most common way students learned about the help offered in the Academic Success Center.

The chart on the following page lists a sampling of the answers in response to the one open-ended question, “What could be done to improve the Academic Success Center?” These responses provided valuable insight into the way these services were being used and received by students on campus.



Students who had visited the ASC were encouraged to participate in its survey at the end of each semester by being entered into a drawing for a chance to win Westminster gear. In the fall, an insulated tumbler was awarded to the winner, while in the spring, the winner was given a baseball hat.

Survey semester	Student Response: What could be done to improve the ASC?
Fall	Staff in more subjects
Fall	Everything is awesome. Such a useful resource on campus.
Fall	More times for night sessions.
Fall	More physics tutors.
Fall	More word to the college that it is a very helpful tool
Fall	Lunch time drop-in tutoring hours because late night drop-in tutoring sucks for commuter students.
Fall	Maybe don't stop the drop-in so early.
Fall	Nothing in my opinion, everything was great and it was a great resource.
Spring	More fliers and posters to get the word out visually!
Spring	More tutors during times that there's not a lot of tutors. Tutors on the weekends maybe?
Spring	Better communication between the tutors and the professors.
Spring	Everyone was so friendly! Nothing could've been better!
Spring	I think more workshops could help bring awareness to the Academic Success Center.
Spring	Make more general information and discussion sessions part of the calendar.
Spring	Do 8-10 instead of 7-9 for drop-in hours.
Spring	Not much, my tutors were always helpful with rearranging times to meet with me and always helped me with the course materials. My grades have gone from struggling to keep C level to easily attaining B's and A's since I have come to the center.

Based upon these answers, as well as the overall feedback from the survey, the coordinator shared the drop-in tutoring schedule with students campus-wide via an email and posted it on the center's my.westminster page in order to improve awareness of tutor availability. Additionally, tutoring access for commuters was improved by offering online tutoring via Zoom video conferencing in February. Having the framework established for offering online tutoring proved useful in March, when the pandemic forced the center to transition to all virtual services.

Moving forward, the coordinator will continue to work to improve drop-in tutoring, in terms of hours and availability, as well as to consider ways to help the tutors and professors collaborate for improved subject support.

## MARKETING

A critical task for the coordinator in the Academic Success Center's second year continued to be establishing awareness and building a brand across campus. Working with others on campus—particularly with Student Affairs and faculty members—to spread the word about the center and its services proved to be especially effective for first year students; a higher percentage of first year students used the center than any other class during year.

In August, the coordinator worked with Student Affairs to bring every first year student to the center during the Orientation weekend. During their visits, an upperclassman shared about his experiences with the ASC, played a promotional video about the center, and encouraged them to make use of this free resource. Westminster 101 instructors and Peer Success Coaches were also encouraged to share information about the center to their first year students, including how to book a tutoring appointment through the center's website or on the link found on the college's LMS, Desire2Learn. These verbal presentations were supported by a wide range of visits by the coordinator throughout the academic year to classrooms, athletic teams, and Greek organizations.

The coordinator also created an internal and external logo for the center, approved by the campus's Office of Marketing and Communication. This logo was used on all ASC communications, including all campus emails, posters and flyers, handouts and reference sheets, and social media posts.

A more aggressive social media plan was launched in January on Facebook, Twitter, and Instagram, after the coordinator worked with students in the PR 501 Experiential Public Relations class during the fall semester. The students conducted market research, which included student and parent surveys, and then, using that data, created a comprehensive plan for the center's social media accounts. Their report provided the coordinator with a weekly posting schedule, some new original content, and suggestions for improving engagement on each of those platforms.



These three images are examples of the kinds of social media posts that were recommended for the Academic Success Center by students in PR 501 Experiential Public Relations class at the end of the fall semester. Motivational quotes, tutor promos and study tips like these appeared on Facebook, Twitter and Instagram throughout the spring semester.

This work on social media also proved useful when the center's services moved online in March, as it became an essential way to communicate with a variety of audiences during the pandemic. The coordinator used its social media pages to not only advertise its services, but also to launch helpful content to students, including:

- A COVID-19 virtual learning handout: "Succeed In Virtual Learning During COVID-19"
- Three videos:
  - *Peer Tutoring @WC*, a testimonial video, offering reasons why students should take advantage of online tutoring
  - *Prepping for the Test* and *Tackling Test Day Jitters*, two 'how-to' videos posted prior to spring finals that provided helpful strategies from Peer Tutors and Peer Success Coaches

This content was also shared on the "Westminster College PA Parent Association" Facebook page.

The center also attempted to promote its services in a number of other methods and events throughout the academic year:

- Regularly updated bulletin boards in the center that promoted successful student strategies and Peer Tutoring Services.
- A presentation to the college's Board of Trustees during its October meeting that provided an overview of the center and its goal during its first year.
- A "College Conversation" event, part of a regular series of campus gatherings, was hosted by the center in February in conjunction with Disability Resources, drawing a large crowd of faculty, staff, administrators and students.
- Information about the center's workshops, tutoring program, and academic coaching service was included in the February edition of "Inside the Bubble," an e-newsletter sent to parents of Westminster students.
- Revised website information that went live in March and expanded use of ASC's my.westminster site to include helpful forms, schedules, etc.
- A general update to the faculty, including how the center was adapting its services for online delivery, at the April Faculty Meeting held via Zoom.

## FUTURE PLANS

With efforts to improve services in the Academic Success Center underway, the coordinator will focus in the next academic year on developing long-term goals, including program tracking and assessment and leadership certification. Additionally, steps will be taken to improve communication and coordination with other departments on campus, in order to better support particular student groups, such as athletes and Exploratory Majors.

Some of the priorities for the 2020-2021 academic year include:

- Creating a strategic plan for next 3 years that includes assessment guidelines for peer tutoring, academic coaching and workshops, as well as a pathway toward certification through the College Reading and Learning Association's International Tutor and Coaching Training Program, an industry-accepted standard for excellence in learning centers.
- Developing curriculum for Exploratory Majors in Westminster 101 that not only addresses the common goals of the first year transition class, but also that helps the students to develop a sense of community but also to determine their major/career choices.
- Improve Peer Tutoring by streamlining reporting processes for checking in students and by employing tutoring-specific web-based video conferencing software for online tutoring.
- Coordinating with the NCAA Faculty Representative to establish a way to better introduce student athletes to the ASC and incentivize them to use its services.
- Create a collection of study strategy resources for students to access online through the center's website.