



Academic Success Center

2020-2021 Annual Report

Table of Contents

OVERVIEW 3

MISSION STATEMENT 6

STAFFING 7

PEER TUTORING SERVICES 7

WORKSHOPS AND OTHER LEARNING OPPORTUNITIES 13

COACHING AND ADVISING 15

STUDENT SURVEY 21

MARKETING 25

FUTURE PLANS 26

OVERVIEW

The third year of the Academic Success Center was indelibly marked by the ongoing COVID-19 pandemic, bringing a third model of operation to the center in three years. Due to campus, state and federal guidelines, all of the center’s services — from Peer Tutoring to Academic Coaching — were offered exclusively online during the 2020-2021 academic year, rather than in person on the fourth floor of Thompson-Clark Hall. The previous year was a mix of in person and online, and the first year of the center was fully in person.

The ASC had to make a number of adjustments to serve students virtually. Some were easier fixes, like hosting workshops via Zoom, while others required more careful consideration and effort, like adopting Tutor Matching Service and GoBoard, a new online scheduling and tutoring platform. Predictably, these changes drew mixed responses from students. Many expressed in semester-end surveys that they longed for more “normal” in-person operations, but at the same time, there were hundreds of students who downloaded new academic support materials from the ASC’s my.westminster website.



Tutors participate in a “Friday Tutor Talk,” an ongoing series of meetings for tutors that includes both training topics and community building. In this session, Kaileik Asbury, assistant director for diversity and inclusion, explored how tutors’ understanding of diversity, privilege, and equality can impact their tutoring sessions.

The pandemic and the change to services also impacted overall student usage. There were 46 fewer individual Peer Tutoring sessions this year than last year, but the overall percentage of the student body who were tutored remained nearly steady at 12 percent. Alternatively, there was a 39 percent increase in Academic Coaching sessions; clearly more students became aware of and found value in the two-year-old program that provides general study skills development and accountability for academic goal-setting. While workshop attendance numbers have not been formally tracked in past years, the number of students who attended the Carpe STEM workshops this year were quite high, with an average of 29 students at each of the four virtual sessions. Attendance at other online workshops were not noteworthy, but downloads of recorded workshops were astounding. Students downloaded workshops for a combined total of greater than 1,100 times.

The Peer Success Coaching program, also in its second year, continued to receive positive feedback from First Year students, Westminster 101 instructors, and from the Peer Success Coaches themselves. While the PSCs had to adapt in their position by participating in some online classes and by holding most of their required 1-on-1 meetings with First Year students in virtual formats, they were still able to provide valuable support to students making their transition to college. One student, in an open-ended survey, noted that in light of pandemic restrictions, “this program is really beneficial to first year students because the transition that they are going through is hard. It is helpful to know that someone is there to help guide you through and they have gone through this transition as well.”

The Academic Success Center, being particularly mindful of the unique pandemic-related challenges students were facing during this academic year, also aimed to support students in a variety of other ways, such as:

- *14 virtual academic workshop sessions, including two 4-session workshop series*
- *Virtual study groups led by Peer Tutors for specific courses*
- *End-of-semester drop-in study sessions, both virtual and in-person*
- *Self-directed study resources posted on my.westminster*
- *Study room booking availability through AdAstra for students with online classes*

Furthermore, the coordinator supported students through her work as a member of the CARE Team. She also participated in the implementation of Beacon, a new software system for managing CARE student support needs, and led a training session about Beacon for faculty members. The coordinator also helped to create a CARE Team Manual with the Vice President for Student Affairs by directing and supporting the work of a graduate intern.

The following is a list of additional work and professional development completed by the ASC coordinator during the 2020-2021 academic year:

- Launched an Exploratory major-specific section of Westminster 101 and developed course curriculum to direct those students' efforts in determining their major and career paths
- 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
- Coordinated with the Registrar to provide online access for weekly tutoring reports for faculty members
- Reorganized and led the ASC Advisory Committee, made up of staff and faculty members
- Began collaborating with the newly hired TRIO Program Director for shared campus services and academic support efforts, including serving on the interview committee for two additional TRIO academic advisor positions
- Supported the work of Student Affairs by serving on two interview panels for new positions in that office
- Held a Zoom Admissions presentation titled "Support for Your Classes: ASC & Disability Resources" with the Director of Disability Resources
- Participated in Leadership Westminster throughout the academic year, and completed a campus-wide Pandemic Response Assessment project
- Served on Middle States Working Group IV (Support of the Student Experience) and participated in several virtual interviews for the Middle State re-accreditation process, as well as for the Commission for Collegiate Nursing Education accreditation process with the School of Nursing
- Presented "From Silos to Solidarity: Building Better First Year Outcomes" with the First Year Program Coordinator and the Vice President for Student Affairs at the National College Learning Center Association's 2021 Virtual Winter Conference on February 26
- Participated in several webinars and courses:
 - "Bias Education for Tutors: Experience the College of Charleston Training Program," hosted by the National College Learning Center Association
 - "Building Engagement in Online Tutoring," hosted by the College Learning and Reading Association
 - "Student Success Coaching for Higher Education Professionals," a six-week course taught by JST Academic Coaching
- Participated in several Ohio College Learning Center Association (OCLCA) initiatives, including attending and later facilitating a monthly "Timely Topic Thursday" virtual conversations, as well as meeting monthly with an Ohio State University learning center employee 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 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 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 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 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, two student affairs graduate interns from Slippery Rock University assisted the coordinator, one specifically for the ASC in the fall, and a second one for the CARE Team in the spring.

Coordinator: Jessica Shelenberger

Academic Success Advisory Committee:

Mr. Erik Austin

Dr. Josh Corrette-Bennett

Ms. Faith Craig

Dr. Kristianne Kalata

Ms. Jamie Kohler

Dr. Sararose Lynch

Peer Tutors:

Marie Barnard	Allison Hampton	Cam Mika
Emily Bright	Jacob Herrmann (fall only)	Haley Moore
Andrius Burnelis	Rachel Henry (spring only)	Haleigh Paolucci
Zoe Cable	Hannah Hunter	Braden Stesiak
Elaina Chapnell*	Harris Kohl (fall only)	Cassie Stevens
Sadie Cunningham	Carinna Lapson	Lauryn Todd
Hannah Fell	Gabrielle Lucas	Kayleigh Trobek
Molly Frank (fall only)	Nicole Mackenstein	
Mia Greco	Owen Meilander*	*Peer Tutor Leader

Peer Success Coaches:

Michael Ace	Montana Ferita	Alexa Ransom
Sam Accordino	Nyna Hess	Lindsey Scialabba
Kaylee Brosius	Jack Karson	Sara Small
Kailey Costabile	Hannah Krofcheck	Hope Wilson
Marcella Dias	Andrew Phillips	Jasmine Woodings

PEER TUTORING SERVICES

Following the College's closure of campus and move to virtual learning in the Spring of 2020 at the start of the COVID-19 pandemic, campus leaders mandated tutoring services in the ASC remain online through the 20-21 AY. While the ASC was able to adjust to a virtual tutoring format in Spring 2020 primarily through Zoom meetings, the coordinator shifted to a synchronized online tutoring and scheduling platform, GoBoard and Tutor Matching Service (TMS) to better serve students during the 20-21 AY. The change to this free platform eliminated the yearly subscription fee for Setmore, which had been used for several years for tutor scheduling.

Additionally, GoBoard provided Peer Tutors with a specifically designed online tutoring space, in which both tutor and tutee not only have video and audio connections, but a whole host of interactive learning tools to use on the "board," such as graphs, calculators, model building, and photo/document importing. Tutors were trained on the new platform, but were still given the option of using Zoom, depending on the needs of their individual tutoring sessions. For example, writing tutors preferred using Zoom or shared OneDrive documents that they could work in together.

Additionally, drop-in tutoring was conducted through Zoom; a link for the virtual space was advertised to students through email, social media and QR codes on flyers posted across campus. Students seeking tutoring gathered in the common Zoom room, and then were directed to tutors in individual Zoom rooms or GoBoard spaces.

Despite these changes, the percentage of the student body who used tutoring services during the 20-21 AY remained fairly steady at 12 percent (compared to 13 percent in AY 19-20 and 11 percent in AY 18-19). Further, there was a noticeable increase in tutoring sessions during the spring semester compared to the previous spring semester (256 sessions in spring 2021 compared to 205 in spring 2020). The increase in spring tutoring sessions correspond to an increase in the number of students in each class who used tutoring services in the spring; for example, 18 percent of first year students used tutoring in the spring 2021, compared to just 13 percent in spring 2020.

Still, it is unsurprising that the total number of tutoring sessions declined by 46 sessions during this academic year. Several open-ended responses in the ASC's end-of-semester surveys alluded to the students' preference for in-person tutoring and articulated the challenges of learning a new online tutoring platform:

- "I think that meeting in person with tutors will be more helpful in the future. I know right now that can't happen due to Covid protocols."
- "Get rid of corona so sessions could be in person again."
- "The use of the third-party platform was really unhelpful and made everything more difficult than it had to be."
- "The website is a bit hard to figure out at first."

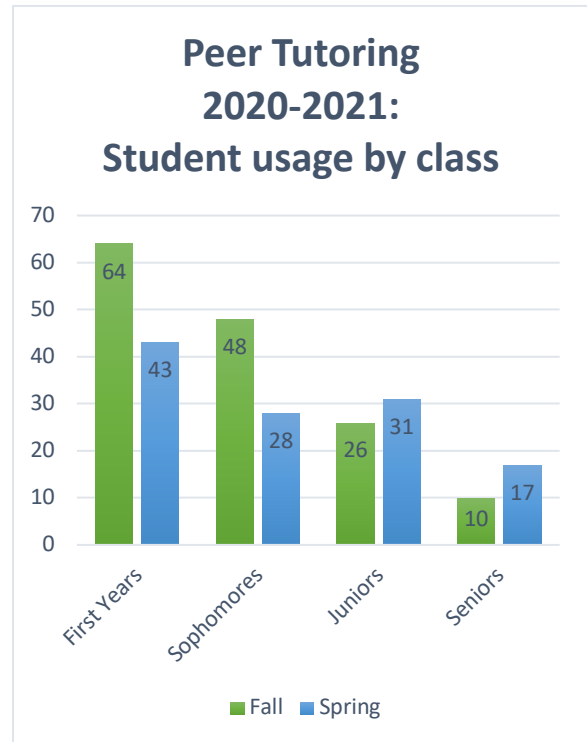
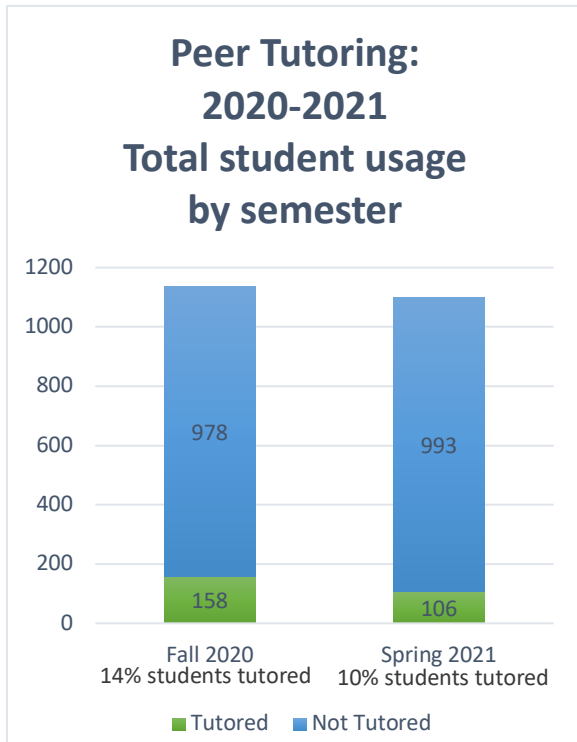
While tutoring was carried into the summer semester for the first time at the end of the 19-20 AY at the suggestion of the ASC advisory board, extremely low student participation suggested that the service was not necessary, and so it was discontinued for the summer semester during the 20-21 AY.

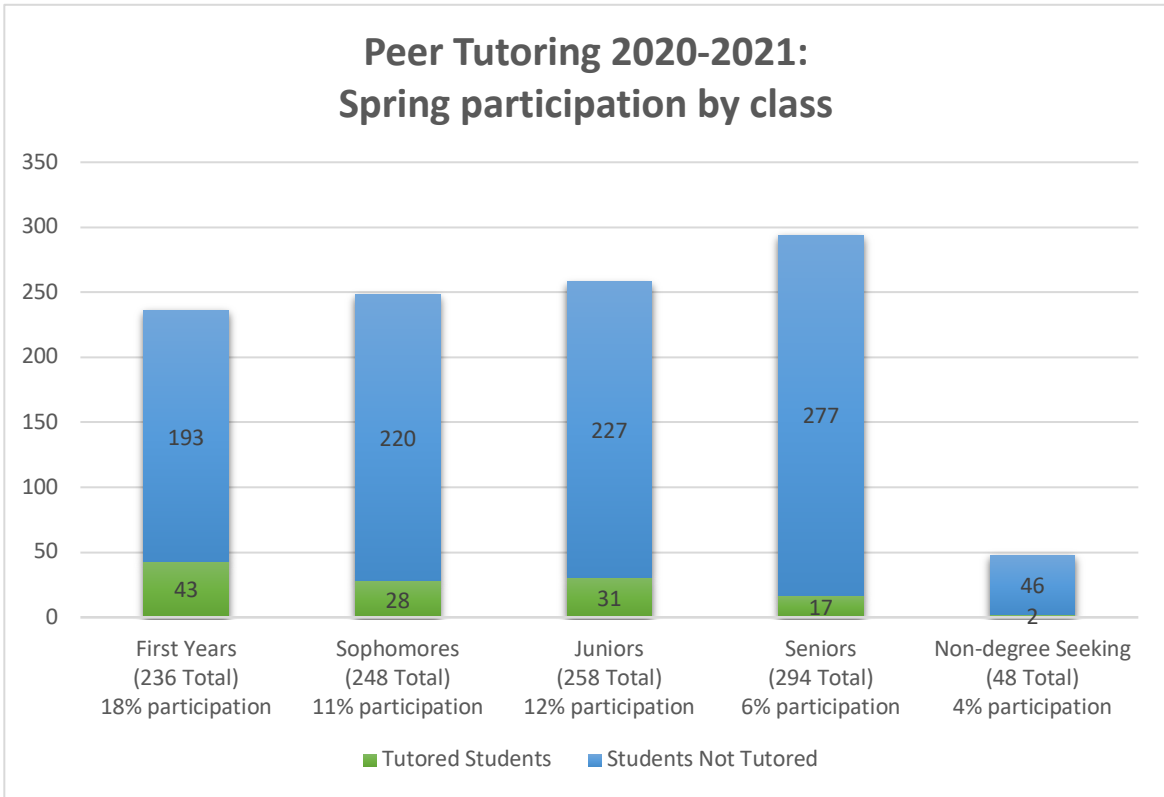
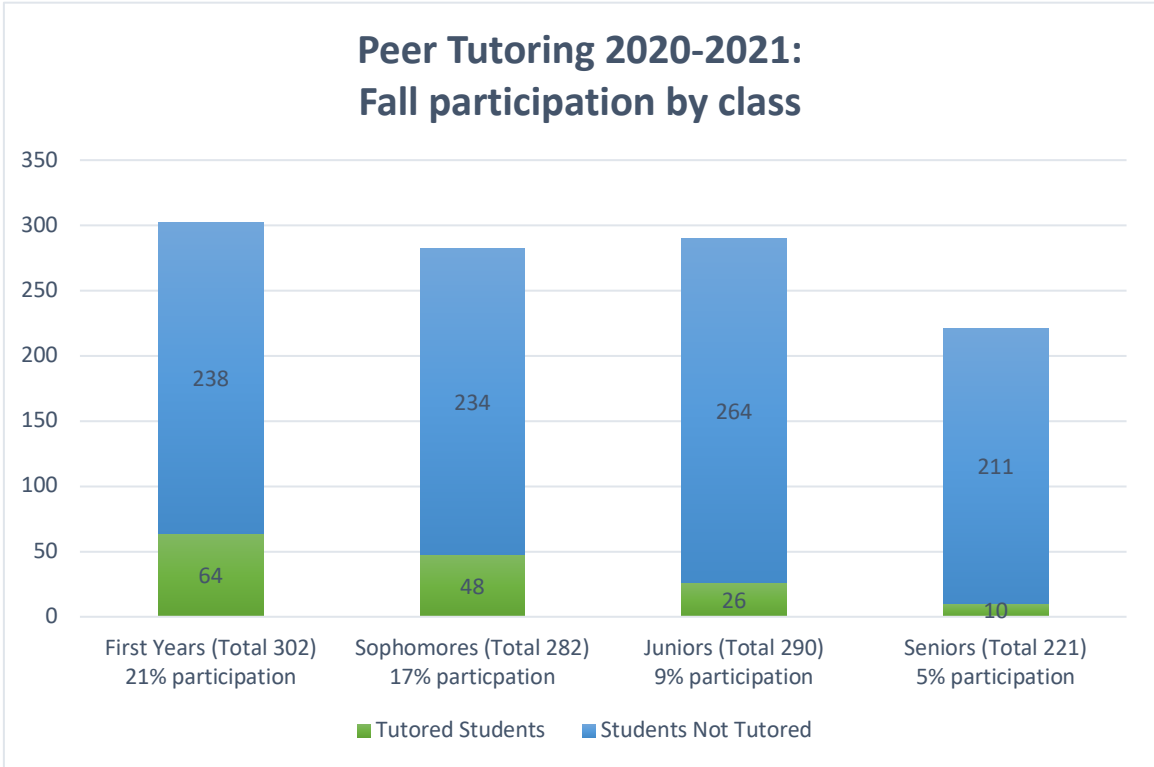
A staff of about 25 Peer Tutors fluctuated throughout the year, due to a number of factors, ranging from study abroad commitments and graduations to an increase in demand for particular subjects. Online summer training modules were updated with a tiered training schedule for tutors at various experience levels. Additionally, "Friday Tutor Talks," held on Fridays twice a month, allowed for a more regular schedule of ongoing training throughout the school year as well as community-building among Peer Tutors. The "Friday Tutor Talks" topics ranged from tutor self-care and burnout awareness to the impact of biases on tutoring sessions.

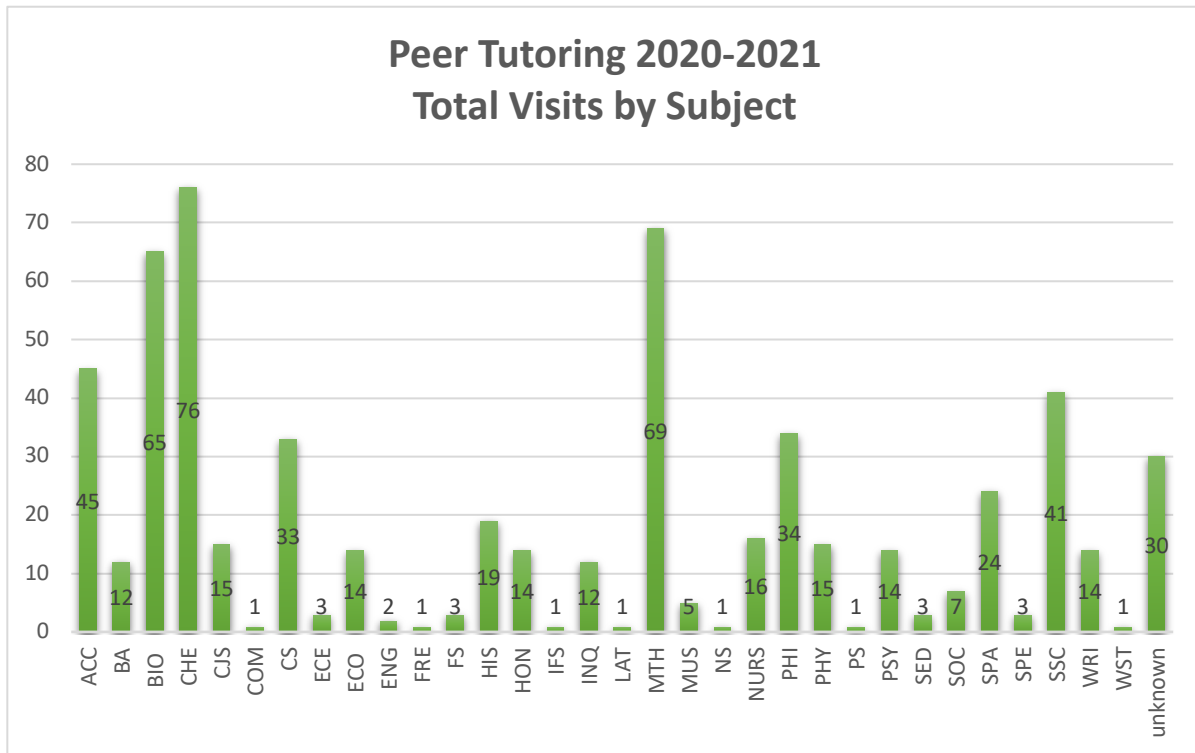
A number of charts follow, demonstrating the tutoring attendance, by semester, by class, and by subject. A few highlights from these charts include:

- First Year students continued to seek out tutoring more than students in other classes, with 21% of the First Year students receiving tutoring support during the fall semester and 18% in the spring. However, sophomores showed a strong presence in the fall too, with 17% of the class participating in peer tutoring.

- The number of students who used drop-in tutoring continued to lag behind individual appointments (136 drop-in sessions versus 459 appointment sessions). The percentage of students using drop-in tutoring has decreased from 47% in AY 18-19 to 23% in AY 20-21.
- The most popular tutoring subjects across the academic year were chemistry, biology, math, accounting and social sciences. A notable rise in tutoring for SSC 252 in the spring semester is attributed to a new tutor hired specifically to support students in that class through group tutoring sessions. Additional group tutoring was conducted for two other classes – BIO 303 and SED 413 – at the request of those professors, but with significantly less attendance.



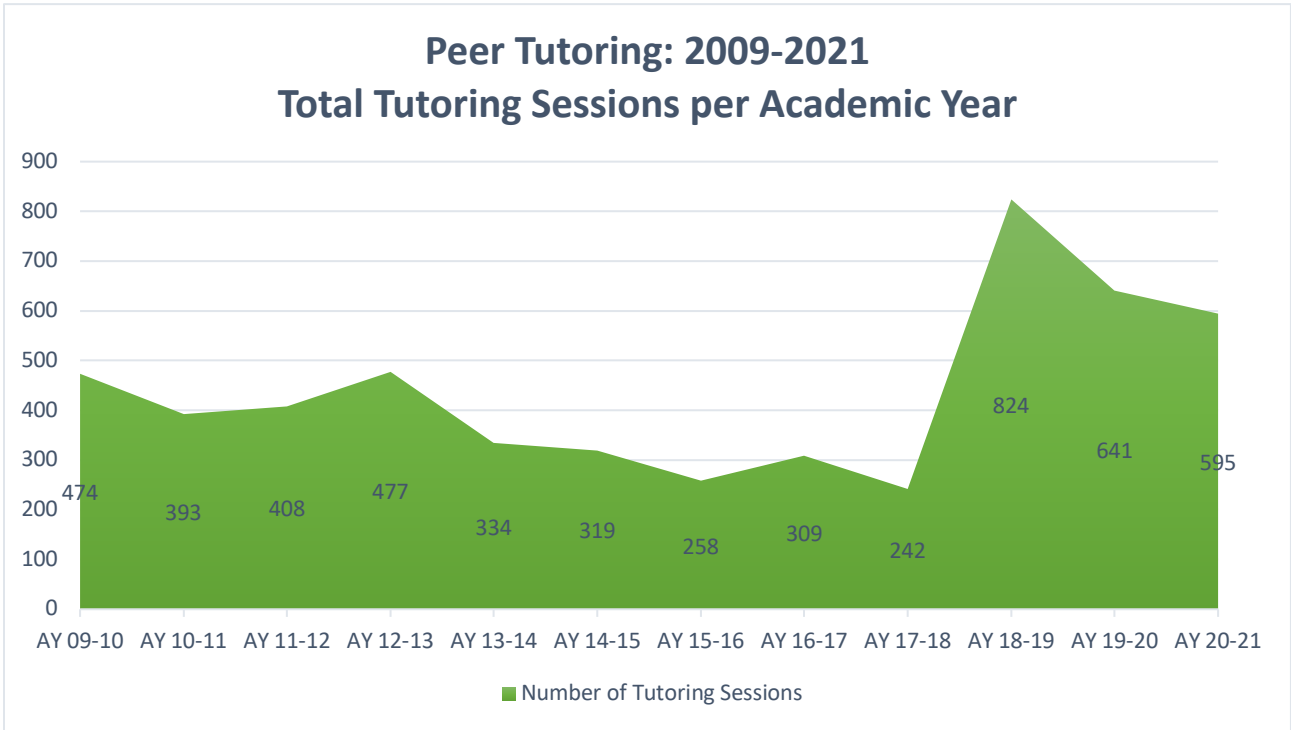
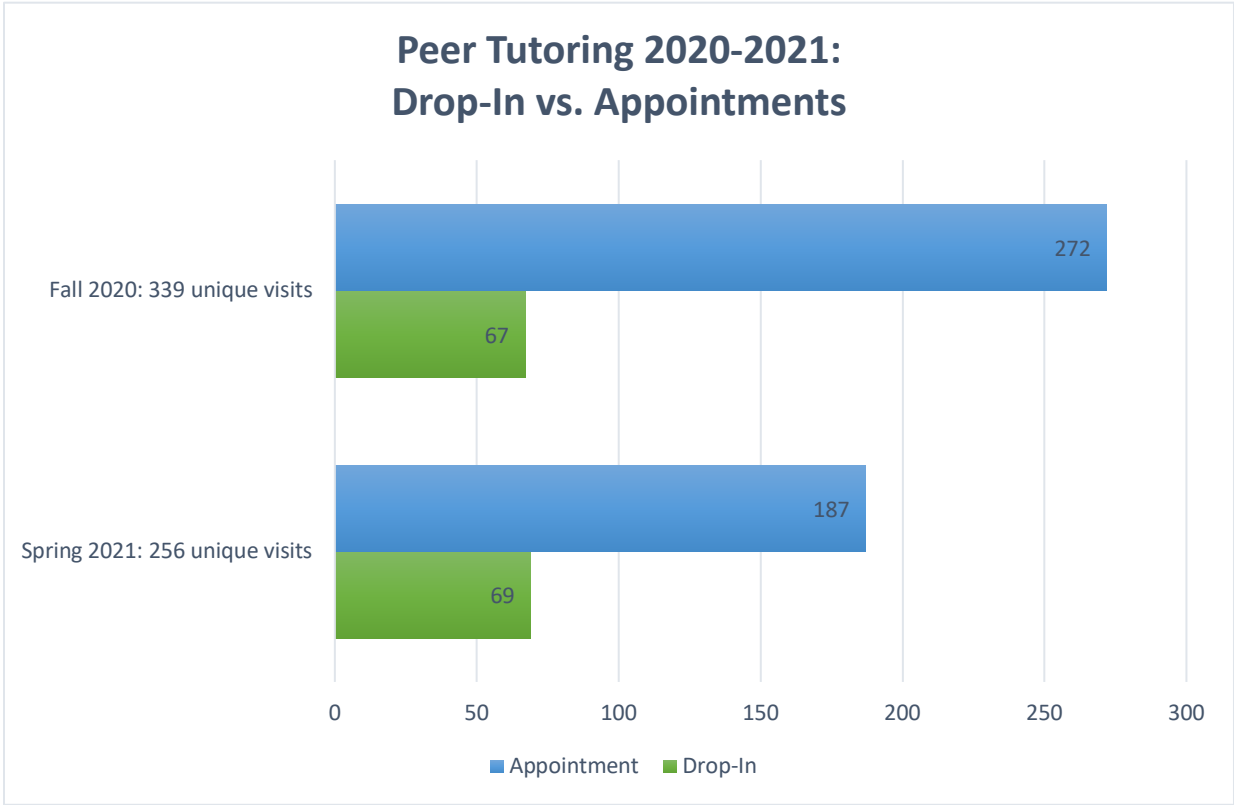




Fall 2020: Highest No. of Tutor Sessions* by course	
MTH 150	40
CS 151	32
CHE 117	21
CHE 261	21
BIO 101	16

Spring 2021: Highest No. of Tutor Sessions* by course	
SSC 252	37
PHI 240	20
BIO 202	13
CHE 117	10
MTH 110	8

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



WORKSHOPS AND OTHER CAMPUS LEARNING OPPORTUNITIES

With COVID-19 pandemic restrictions eliminating in-person academic support services during the 20-21 AY, it was essential to offer a robust selection of virtual events, especially online workshops. Fourteen individual workshops, which included two 4-session workshop series, were offered to students on campus, and drew a total attendance of 142 students. Several of those workshops were presented collaboratively with other faculty and staff on campus. A list of those workshops appears below.

The most successful workshop series, Carpe STEM, had an average attendance of 29 students per session, perhaps in part due to the fact it had been established in person the previous year and had a good deal of faculty support.

However, other workshops, including a new faculty-led writing workshop initiative, “The Write Way,” drew a limited number of students, prompting the center to post all Zoom workshop recordings on its my.westminster site. The recordings were promoted to students via email and social media. Though real-time attendance at those 10 workshops totaled fewer than 20 students, the Zoom recordings had a combined total of more than 1,100 downloads, in addition to nearly 500 workshop PowerPoint presentation downloads.

PASSIVE V. ACTIVE VOICE

The line drive was caught by their rookie shortstop. (BAD)
(helping verb + verb)

The line drive **was caught by** their rookie shortstop.
(object) (verb) (subject)

Their rookie shortstop caught the line drive. (GOOD)

Participants: Rachel Henry, Westminster ASC Room, Andrew Ade, Desirae Hairston

Students participated in various virtual academic workshops during the 2020-2021 school year. Here, students work on common grammar concerns during the last of a four-part workshop series, titled, “The Write Way,” held at the beginning of the Spring 2021 semester.

This high download rate suggest that students are interested in more on demand academic support resources, and provides an opportunity for growth in the Academic Success Center. In the next academic year, the coordinator will work to develop an easier-to-access Desire2Learn (D2L) course available to all students that will provide them with workshop recordings and other helpful links, as well as PDFs of original academic resource handouts, such as those

developed by the center's intern during Fall 2020. Those handouts, which focused on topics such as academic burnout and time management skills, were also posted on my.westminster and downloaded hundreds of times.

Workshops

- In its second year, “Carpe STEM,” a four-session workshop for STEM majors, was held over the lunch break on Tuesdays in August and September. 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.
- Facilitated by the Academic Success Center's graduate intern, “Project Procrastination” was held virtually during the lunch hours on Oct. 1 and 2. The hour-long session was designed to help students understand a variety of reasons why we procrastinate, and then provide them with ways they can overcome those challenges to tackling our work and responsibilities.
- In response to student concerns about mental health and academic stressors through the pandemic, two sessions of “Avoiding Academic Burnout: Strategies for Attention and Focus” were held virtually at the beginning of the spring semester in January. The workshop was led by Dr. Alison DuBois, the director of the graduate school who has written and lectured about academic burnout and compassion fatigue.
- In the vein of Carpe STEM, a four-part faculty-led writing series was launched in the spring. “The Write Way: Moving Your Writing Forward” included sessions on planning and organization, sentence structure, source integration, and grammar. The lunch hour workshops were held virtually over four weeks on Thursdays in January and February.
- “Motivation Matters,” was presented virtually during the lunch hour on two dates in February and March. Organized in conjunction with the Wellness Center and Disability Resources, the workshop 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.

Various Campus Engagements

- **Fall Faculty Workshop**—Alongside presentations by Faith Craig, director of Disability Resources, and Dr. Karen Resendes, director of the Drinko Center, the coordinator provided an overview of the ASC's virtual services to the faculty in August.
- **Athletics Staff Meeting**— In early September, the coordinator offered a description of Academic Success Center resources to coaches and other athletic staff, as well as a step-by-step guide to booking tutors online.
- **Professional Networking Symposium Facilitator**—The coordinator provided structure and questions for students and alumni in a Zoom session titled, “You Are Not Your Major” during the September online event.
- **ASC Class Presentations**—Several instructors and professors requested general Academic Success Center presentations to their classes (such as SMGT 101 and WST

101) during the fall semester to introduce the students to the services offered and how to access them.

- **Alpha Gamma Delta Presentation**—At the request of the sorority’s president, the coordinator offered a short discussion in February on a variety of study strategies and how to engage with the ASC’s resources.

COACHING AND ADVISING

Academic Coaching

Faced with a variety of course delivery modules and adjusted classroom situations during the pandemic, students sought out Academic Coaching more this academic year than in the previous two years. In fact, there was a 39 percent increase in Academic Coaching sessions this year over the 19-20 AY.

Many of the 63 students who used this support were referred by professors or through the CARE Team, and they were primarily looking for help with time management, and ways to improve their study skills and test-taking strategies. Students explained why they sought out Academic Coaching and the benefits it provided in end-of-semester surveys. Some of those responses follow:

- “Needed help with different studying methods and have used the Academic Success Center before.”
- “I was going through a rough time this past spring semester and decided to get some tips for studying and doing work more efficiently.”
- “My exam grades were not the best at first. In the first semester, I was struggling with time management and studying habits.”
- “I think they did a good job to help me improve my study skills for my next exam.”
- “I did much better on my last bio exam. My new study strategy has really paid off.”
- “I have not missed a class, and I’ve been getting all my work done on time. I think I really just needed a reality check ... (it) changed my viewpoint on my studies.”
- “Having Zoom meetings with you ... really helped me find new ways to study ... I will NOT be retaking BIO 201, I’m moving on to BIO 202 this semester!”

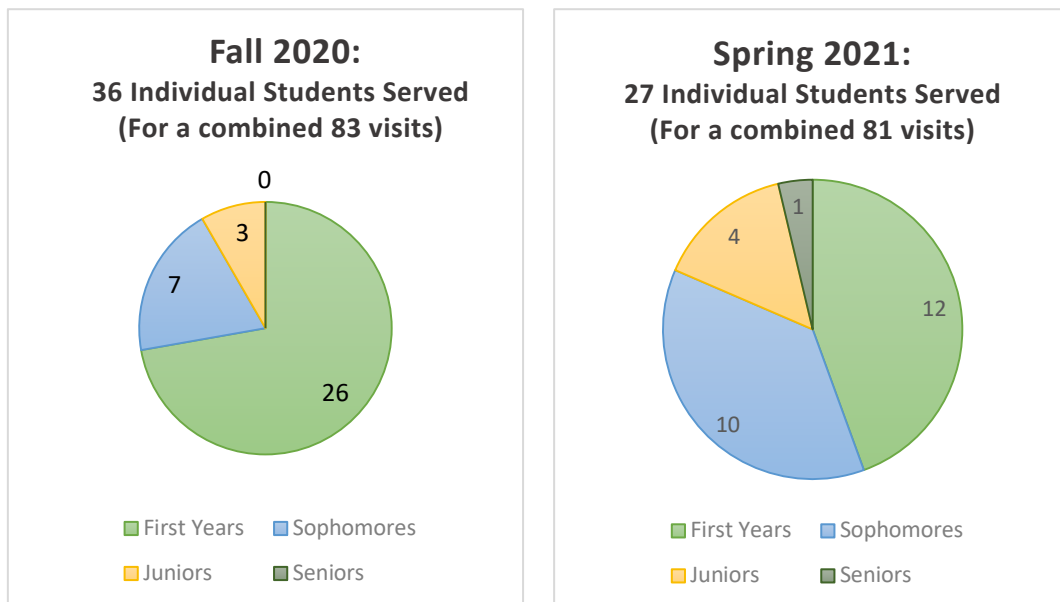
In the fall, 17 majors and 7 athletic teams were represented in Academic Coaching sessions. The major that contributed the most students to fall Academic Coaching was biology, while football and men’s lacrosse players were the most likely to attend academic coaching.

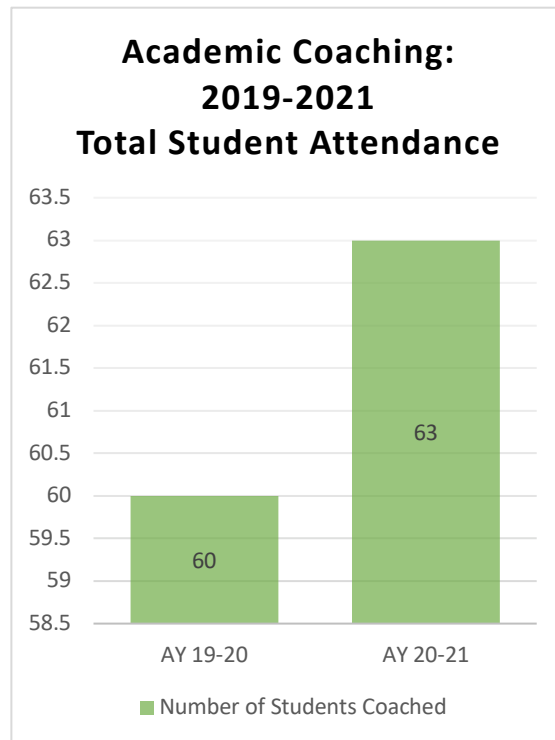
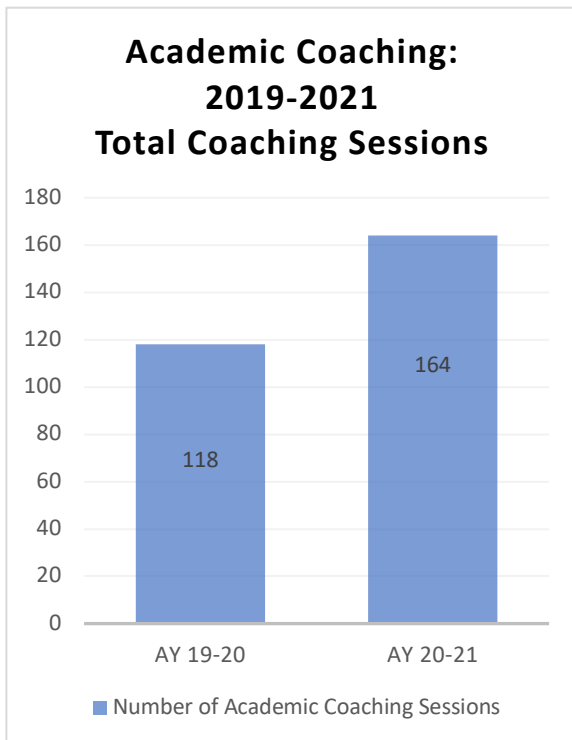
Students seeking Academic Coaching in the spring came from 19 majors, with those in biology and psychology contributing the highest number of students. Students from 5 athletic teams sought Academic Coaching in the spring; those athletes were most likely to be football players.

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

Finally, while the Academic Coaching program was delineated from Wellness Coaching during the last academic year, the coordinator sought out ways this year to improve the service. Because Disability Resources provides similar academic support to its students, both the ASC coordinator and the Disability Resources director participated in a 6-week online Academic Coaching course in order to unify the two offices' approach to supporting students in this way. The research-based JST Coaching and Training course, "Student Success Coaching for Higher Education Professionals," offered 12 hours of International Coaching Federation accredited training that focused on core life coaching skills, the neurobiology of the brain, and executive functioning challenges. This information, including new coaching techniques, will be incorporated into the program in the next academic year.

Academic Coaching Visits by Class





Peer Success Coaching

In its second year, the Peer Success Coaching program provided academic support for First Year students through Westminster 101 classes in the fall semester. A total of 15 PSCs, ranging from sophomores to seniors, were hired to correspond with the 15 sections of the course. Two students returned to the position after working as PSCs in the program’s inaugural year. The PSCs engaged in two layers of training, including a specifically designed online training course on Desire2Learn and an in-person training on campus in August prior to the First Year students’ arrival. The ASC coordinator worked with the Associate Dean of Student Affairs to connect in-person training modules between the PSCs and the Orientation Leader staff, as both teams of student leaders participated in Orientation Weekend. However, during that time, specific training sessions for PSCs were held, focusing on academic coaching strategies, communication skills, and time management. These sessions were supplemented with a PSC Handbook and other online resources, such as coaching worksheets and session surveys, that the PSCs could use throughout the semester.

Due to the pandemic, the number of gatherings with the PSCs were limited, though these student leaders were able to join WST 101 instructors in a virtual luncheon in October, during which they were urged to share their experiences and seek out help with challenging student situations. Additionally, a social gathering was held near the end of the semester to celebrate the PSCs’ work, which this year was also compensated with a one-credit Education class/internship credit.

Again, in this year’s end-of-semester surveys, students, PSCs, and WST 101 instructors alike provided positive feedback for the PSC program, as detailed in the following charts. However, the pandemic made an impact here, too, as it was more difficult for PSCs to interact one-on-one with WST 101 students because of campus social distancing guidelines. In several surveys, instructors and students alike commented on the challenges related to the COVID-19 rules, such as:

- “I think COVID made it a difficult year to be a PSC...”
- “I wish we could have done (1-on-1 meetings) in person but due to COVID-19 that was not possible.”
- “Having the session in person maybe would have been nicer, not that Zoom was bad, in person is just always better.”



Peer Success Coaches Montana Ferita, left, and Andrew Phillips, right, participate in training prior to Fall 2020 Orientation. The ASC Coordinator worked with Candace Okello, the Associate Dean of Student Affairs, to coordinate PSC training with Orientation Leader training in the days before the First Year students arrived on campus.

PSC 1-on-1 Evaluations (completed by WST 101 students)		
Question - Average score*	Fall 2019	Fall 2020
I learned something during this session that I will use to improve my study habits	3.5	3.5
I felt that the session was a useful experience	3.7	3.5
The Peer Success Coach was encouraging and supportive	3.9	3.8
The time and location of the session was convenient for me	3.8	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
Attendance in class and instructor meetings	5	4.8
Ability to communicate student concerns to WST 101 instructors	4.6	4.3
Planning/execution of class lessons	4.6	4.3
Facilitation of 1-on-1 meetings	4.8	4.4
Responsiveness to students	4.9	4.6
Ability to engage students with course content	4.7	4.6
Knowledge/effectiveness of informing students of campus resources	4.8	4.6
Overall value added to class	5	4.6

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

WST 101 Instructor Evaluations (completed by PSCs)		
Question - Average score*	Fall 2019	Fall 2020
Communication about course content/schedule	4.4	4.7
Includes PSC in class at a level comfortable for PSC	4.8	4.6
Availability for meetings	4.8	4.6
Receptiveness to hearing PSCs concerns about students in class	4.9	4.7
Willingness to change/adjust course content relative to PSCs input/concerns	4.8	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: What the WST 101 Students Liked about the PSC Program
Very useful program that helps make freshman feel more at home. It's not just the student and teacher dynamic, but students helping students that really makes Westminster feel special.
I think it is a really great checkpoint, especially after the first couple weeks of classes, to get some advice for anything you may be struggling with and actually be able to talk to someone that is familiar with those struggles and has likely gone through similar problems.
It's a good program for me as a commuter because I do not have as much access to ask anyone a question at any point in a dorm.
The study tips she gave me helped me a lot with my tests and homework.
My PSC pointed me to specific offices and locations on campus she thought would be beneficial to me. This aided both my familiarity with the campus as well as my connections on campus.
The PSC helped me to realize that I was on the right path with my major for what I want to do in the future.

Fall 2020 Peer Success Coach Evaluations: *What the WST 101 Instructors Learned*

This is one of the best initiatives I have ever encountered related to helping ensuring students succeed in their first semester at Westminster. I hope this is utilized for many more years here.

Having a PSC was an asset. It was beneficial to have the student experience and perspective brought into the course content. Those perspectives helped further contextualize the ideas and concepts.

First, I was able to see how (my PSC) has grown as a student and his enthusiasm for the job of PSC. He was able to bridge the relationship between student and teacher in the classroom. In spite of the COVID restrictions students became a cohesive group due in large part to his support.

It was particularly useful having her to bounce ideas off of, and to have her make suggestions about what might work well for students during pandemic restrictions.

(I learned) how to more effectively engage with this class virtually.

Fall 2020 Peer Success Coach Evaluations: *What the PSCs Learned*

I have absolutely loved this role. I feel like I have improved on interpersonal skills. I love being a mentor to first-years and offering my advice.

I feel like this position teaches me a lot about myself and areas I can improve. It encourages me to lead by example and forces me to take the advice I am giving to the first-years. I see their struggles, and guide them towards success. This enlightens me to the idea of asking for help and bettering myself.

I believe I learned so much from this experience: better time management skills, better communication skills, how to help students to feel welcomed and involved on campus, how to better cooperate with a professor. This was a great learning experience and I am so glad that I was able to be a Peer Success Coach; the position really bettered me as a student, leader, and overall person.

I learned how to lead a class, which will help me greatly in my major so I feel more confident teaching little kids if I can lead college students.

As a second-year PSC, I'm now extremely confident in my ability to work 1-on-1 with a professor and lead a class.

Advising/Exploratory Majors

The coordinator continued her work as the head of the Exploratory major, providing academic advising and support to a number of first year and sophomore students. That work began in earnest in the months leading up to the beginning of the 20-21 AY, with advising and registration of incoming First Year students, a task that had previously fallen to the First Year Program coordinator. As a first point of contact for academic matters, the coordinator was able to begin building connections with those First Year students and crafting schedules that not

only allowed them to meet graduation requirements, but also investigate majors and career paths in which they were interested.

Approximately 30 Exploratory majors were advised through the Academic Success Center during this year, including first year and sophomore students, as well as additional students who switched to the Exploratory major over the course of the year.

A monthly gathering of Exploratory majors held during the 19-20 AY was discontinued in favor of providing more concentrated support for their career search through a designated section of Westminster 101. The ASC coordinator taught that specific course, which, in addition to its required curriculum, also included several readings and assignments designed to focus the Exploratory students' attention on their major selection and career search.

In addition to advising responsibilities, the coordinator 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

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

Students were incentivized to participate in the survey by being entered into a drawing to win Westminster gear from the campus gift store. A total of 65 students participated in the survey over the two semesters, 10 fewer than the previous year. First Year students and biology majors were the most likely to take the survey.

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 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. The latter question regarding motivation was added into the spring survey, so there are no results from that question in the fall.

Online Services

Questions that were added in the spring of 2020 to all three sections regarding the online delivery of services remained in the survey through this pandemic year. Responses to the general online delivery of services remained positive; 92 percent of students in the fall and 96 percent of students in the spring agreed that “online support met my virtual learning needs.”

General Satisfaction with Services

In the fall, 97 percent of respondents said they either agreed or strongly agreed that tutoring helped them improve their course grades. That number fell to 92 percent in the spring semester. Tutors contributed to their peers’ overall academic success at a 97 percent positive rate in the fall and a 91 percent positive rate in the spring.

Of the students surveyed in the fall, 97 percent responded positively to the statement, “I am satisfied with the assistance I received in the Academic Success Center.” The responses to this statement stayed steady in the spring, with a 96.9 percent positive response. And most students would recommend the center to their peers: 94 percent of respondents in the fall and 96 percent of respondents in the spring responded positively to the statement, “I would recommend the Academic Success Center to other students.”

Tutor Availability

One survey area, relating to tutor availability, had lower marks than most other survey questions, which seems to correspond to several written responses in the open-ended section, particularly during the fall semester. Just 85 percent of students in the fall responded positively to statement, “The tutors are available enough hours for my tutoring needs,”; however, that number improved to 93 percent in the spring. This shift in perspective may correspond to a regularly higher demand for tutoring in the fall semester.

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 study strategy improvement.



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 Westminster-themed office supplies.

Those top two reasons were repeated among student respondents in the spring, but writing support supplanted study strategy improvement for the third top reason.

Professors, emails, and advertisements/flyers were the most common way students heard about the Academic Success Center in the fall, while professors, academic advisors and peers were the top promoters of the ASC in the spring.

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	Honestly nothing. I have loved the support I have received. I attended the STEM study workshops and the Project Procrastination workshop. These were immensely helpful. I was in the Project Procrastination session and it was so helpful and Jessica gave me resources that I have used that has been key to my success this semester.
Fall	The new online system to book a tutor was hard to figure out how to book an appointment.
Fall	More drop-in hours.
Fall	I liked doing the major-related workshops, so more of those would be helpful I think!
Fall	Have a few more tutors available every day.
Fall	More workshops, if possible! The STEM workshops were extremely helpful and workshops for other fields/areas of study might be beneficial, or an essay/speech writing workshop.
Fall	Have more tutors for drop in.
Fall	Have more people help with tutoring drop-in sessions so that a wider scope of issues over various topics can be addressed and all tutors should be proficient with the software used to help tutor.
Fall	Nothing really. As a first year I found the center to be very helpful!
Spring	Have more tutors for specific topics if able to.
Spring	Easier scheduling, and email reminders
Spring	I think they did a good job to help me improve my study skills for my next exam.
Spring	From what I have seen, the ASC does a great job, so no changes as of right now.
Spring	I believe more advertising could be done to spread the word about the Academic Success Center.
Spring	Sometimes the GoBoard doesn't work.
Spring	Let us be in person.

Spring	More communication with the students, as there is a stigma surrounding tutoring.
Spring	Better location.

Survey semester	Student Response: What motivated you to use the services of the ASC?
Spring	To do better in my classes.
Spring	I needed help in one of my writing classes, and figured that the ASC was the best way to do so.
Spring	To edit my scholarship essay for a competitive scholarship.
Spring	My advisor.
Spring	I want to better my academic performance.
Spring	I was confused about some information for my exam.
Spring	Poor exam scores in major courses.
Spring	I decided to change my major to undecided, so Mrs. S was my academic advisor. She was always extremely helpful and encouraging with discussing information and potential options about my future.
Spring	To help me get better on my assignments.
Spring	Needed help with different studying methods and have used the Academic Success Center before.
Spring	My exam grades were not the best at first. In the first semester I was struggling with time management and study habits.
Spring	I needed help to pass math.

Survey Analysis

A common theme among many of the fall and spring respondents regarding improvements to the ASC centered around online tutoring tools, namely, the newly adopted Tutor Matching Service (TMS) appointment booking site and its sister service, GoBoard, an online tutoring platform. In anticipation of some of the challenges related to shifting to a new platform in the middle of the academic year, the coordinator provided specific online and in-person training for the Peer Tutor staff for TMS and GoBoard. Additionally, tutors were offered support directly through TMS and GoBoard, as they provided several Zoom training sessions and an on-call email and phone number for trouble-shooting. The coordinator also worked with the Instructional Design and Technology Librarian to create a step-by-step video guide to creating a TMS account and booking a tutoring appointment. This video was shared repeatedly with students via email and social media, and was also imbedded in the ASC's websites on Westminster.edu and my.westminster. It is anticipated that with further use, some of these concerns will lessen as students become more familiar with the new platforms.

Further, several students pointed out on the survey their concerns with tutor/subject availability at drop-in tutoring. Drop-in tutoring rates have consistently dropped in the last

three years: from 47 percent of all tutoring sessions in AY 18-19 to just 23 percent of all tutoring sessions in AY 20-21. It is difficult to determine if the decline in drop-in tutoring usage is related to a lack of tutor/subject availability or if students simply prefer appointment tutoring over drop-in tutoring. In response to similar concerns last year, steps were taken to better advertise the ASC's drop-in tutoring schedule, including posting it online in various locations, sending it to students via email, and sharing it with professors. Further assessment of this facet of the Peer Tutoring services is needed to determine whether to continue to offer or to adjust drop-in tutoring in some way to meet student needs.

MARKETING

Building upon the foundation of last year's marketing efforts, the coordinator worked to improve ASC outreach to campus through a number of outlets. Many traditional means of communicating services were continued, such as flyers and digital signs posted across campus, and student emails. Though these methods aren't particularly flashy, many students reported in the end-of-semester surveys that they had learned about the ASC in these ways.

A presentation for groups of First Year students was conducted during Orientation Weekend to introduce them to the services available to them. Further, the coordinator promoted the center to student leader groups on campus, such as Residence Life staff and Peer Success Coaches, so that those students could connect their peers to academic help.

The coordinator also worked to improve communication with professors and other employees on campus, as students consistently report that they hear about the ASC through word-of-mouth. Digital copies of flyers, links, and other resources, such as an ASC syllabus statement, were shared with professors throughout the year. 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 a new CARE Team Manual.



A full series of social media posts were designed and posted throughout the academic year, including "Motivation Monday" quotes, "Tutor Tuesday" profiles, and "Study Strong" study tips for Thursdays. Cross-posted on Facebook, Twitter and Instagram, these planned posts were supplemented with event promotions, as well as Instagram stories and videos at the end of each semester.

However, the greatest marketing efforts were focused on social media — Instagram, Facebook, and Twitter. 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. The ASC graduate intern created a series of posts with final exam prep tips, including videos of faculty, at the end of the fall semester. During spring finals week, a series of posts offered self-care strategies from Peer Tutors and Peer Success Coaches.

The largest student engagement on social media occurred through Instagram. At the end of the 20-21 AY, the ASC had 316 followers on Instagram, followed by 214 on Facebook, and 41 on Twitter. Between August 2020 and May 2021, Instagram reach was up by 83 percent, while Facebook reach increased 57 percent. The ASC had more than 10,700 impressions on Twitter during the same time period.

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

- Details about some of the center’s tutoring events were shared on the Westminster College social media pages.
- Updated information and resources were posted on the my.westminster site.
- Bulletin boards in the center that promoted successful student strategies and Peer Tutoring Services.

FUTURE PLANS

As there have been many changes in the Academic Success Center’s first three years, the coordinator will seek to establish a steady course of operations in the 2021-2022 academic year. Likely, for the center’s main services, it will be important to incorporate both in-person and online options to accommodate a variety of student learning support preferences. Additionally, while there has been some consistent assessment of programs and services, a more robust strategic plan, with learning outcomes, will be developed.

Some of the priorities for the 2021-2022 academic year include:

- Creating a strategic plan for next three years that includes learning outcomes and assessment guidelines for Peer Tutoring, Academic Coaching programs, workshops, and Exploratory major advising.
- Taking the initial steps to submit an application for a Level 1 Certification through the College Reading and Learning Association’s International Tutor and Coaching Training Program.
- Continue to build a collection of study strategy resources for students to access online through the center’s my.westminster website and on a new D2L Academic Success Center course page that will be accessible to all students.