



## PIRATE™ ACADEMIC SUCCESS CENTER

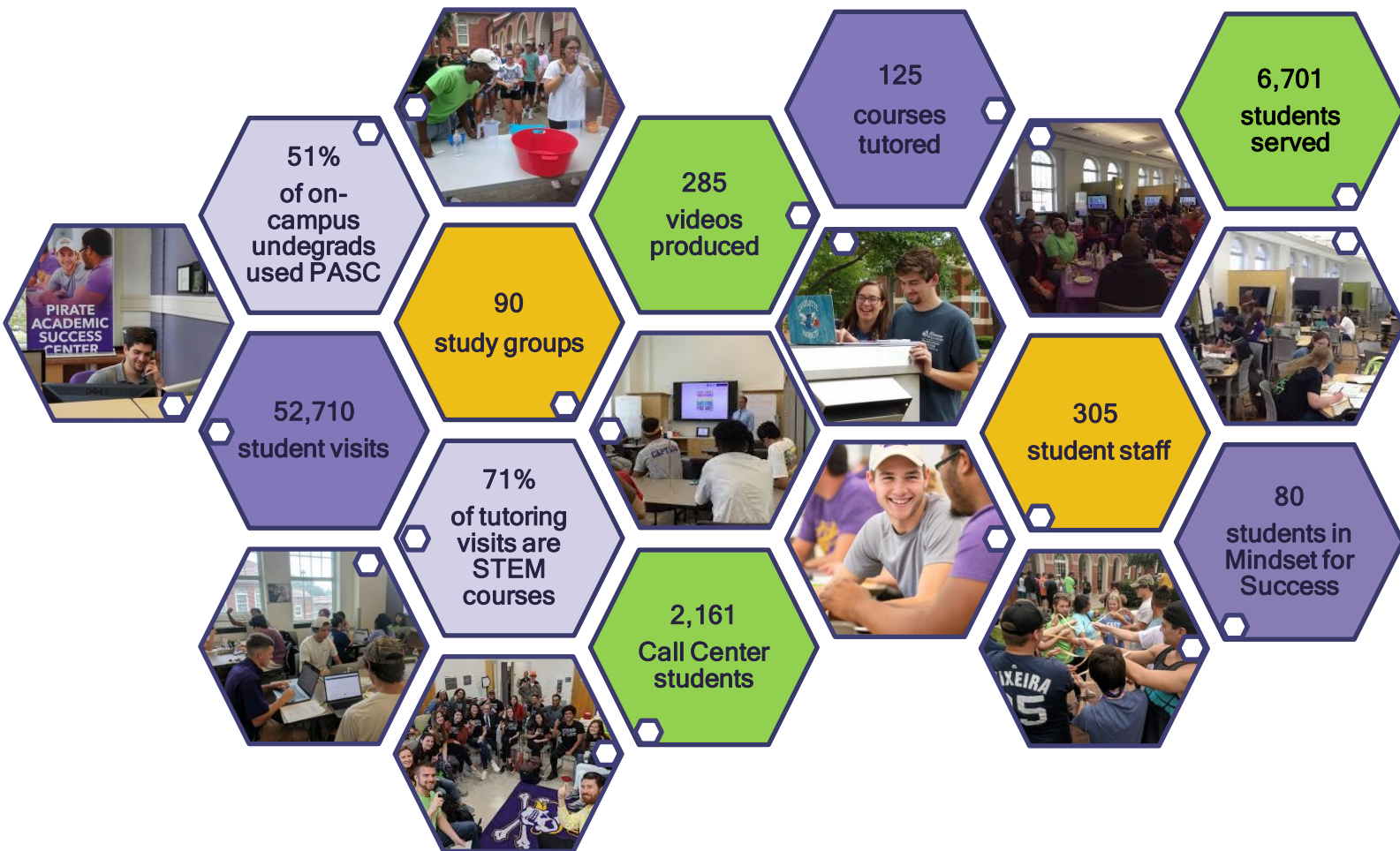
### ANNUAL REPORT of Services AY 2019-20

Pirate Academic Success Center  
East Carolina University

*Pirate Academic Success Center at East Carolina University serves undergraduate students with course tutoring, study groups, study skills coaching, peer academic mentoring, academic skill building and course support workshops, Freshmen learning communities, as well as employment and volunteer opportunities.*



## PASC BY THE NUMBERS AY 2019-20



### PASC Staff

Dr. Elizabeth Coghill, Director

Amber Arnold, Assistant Director, Success Services

Abby Benzinger, Assistant Director, Tutoring Services

Bryan Williamson, Monique Barrett, Thomas Kirkman, Learning Specialists

Julie Smith, Sarah Cooley, Administrative Support

## PASC IN THE NEWS

Students should utilize online resources to help with summer classes, May 17, 2020

[http://www.piratemedia1.com/opinion/article\\_2a13429e-98a8-11ea-9716-1feca2c6d3f4.html](http://www.piratemedia1.com/opinion/article_2a13429e-98a8-11ea-9716-1feca2c6d3f4.html)

ECU to continue online course delivery for summer 2020, April 14, 2020

[http://www.piratemedia1.com/news/article\\_7a55b384-7e4c-11ea-9234-93be0930621c.html](http://www.piratemedia1.com/news/article_7a55b384-7e4c-11ea-9234-93be0930621c.html)



Mindset to Success, January 13, 2020

<https://news.ecu.edu/2020/01/13/mindset-to-success/>



Making the Call, October 18, 2019

<https://news.ecu.edu/2019/10/18/making-the-call/>

Students return to campus for spring 2020, January 12, 2020

[http://www.piratemedia1.com/news/article\\_fcab11a4-358f-11ea-9685-abb680667728.html](http://www.piratemedia1.com/news/article_fcab11a4-358f-11ea-9685-abb680667728.html)

ECU faculty offer advice to incoming freshmen, June 4, 2019

[http://www.piratemedia1.com/news/article\\_97c821e4-86f5-11e9-add4-6b810b71da44.html](http://www.piratemedia1.com/news/article_97c821e4-86f5-11e9-add4-6b810b71da44.html)

# TUTORING SERVICES

## Course Tutoring

- 125 courses offered.
- Face to face appointments and digital WebEx and TEAMS platforms.
- Most popular disciplines: Chemistry, Math, Biology and Physics.

## Drop in Course Tutoring

- No appointment needed tutoring services offered four days a week.
- Services offered for CHEM 1150, 1160, 2750, 2760, ECON 2133, 2133, ACCT 2401, 2521, MATH 1065, PHYS 1250 and 1260.

## Course Specific Study Groups

- 90 study groups offered.
- Peer led groups with 5 to 7 students.
- Meet at the PASC main center, Legacy Residence Hall, and online in TEAMS.

## Lead Embedded Tutoring

- 12 Tutors embedded within nursing chemistry courses provided augmented support for intended nursing students. Embedded tutors offered tutoring by appointment, study groups, course specific workshops and support videos for CHEM 1120 and 1130.

## Course Specific Content Videos

- 285 videos recorded by tutors using CANVAS LMS for Biology, Chemistry, and Physics courses.
- 12 students comprised technical team staff.

## Test Review Sessions

- Course Specific sessions by faculty and student request and recorded with CANVAS LMS.
- Spring 2020 sessions held on TEAMS platform.

## Tutor Matching Service

- External digital tutoring services supported by PASC tutors with first \$50 (Fall) and \$200 (Spring) free to ECU enrolled students.
- 146 PASC tutors have active profiles on TMS.
- 64% of student usage occurred between March 2020 to May 2020.

## College Reading and Learning Association Training (CRLA)

- Tutor are required to complete the requirements of level 1 in the CRLA tutor certification program.
- 53 Tutors completed level 1 requirements.
- 25 Tutors achieved level 2 certification by completing the ADED 3500 course.
- 4 Tutors met the requirements of Level 3 by completing the ADED 4500 course.

Tutoring Services staff members are Abby Benzinger, Monique Barrett, and Julie Smith; the CRLA training program is coordinated by Dr. Elizabeth Coghill.



## ACADEMIC SUCCESS SERVICES

### Success Coaching (Mentoring)

- 51 Success Coaches met weekly with at risk student groups.
- Mentored student groups included:
  - 61 freshmen in PASC Learning Communities.
  - 80 Mindset for Success students.
  - 20 Biology PRIMER mentees.

### Study Skills Coaching

- Promotes individualized study skill building, support executive functioning, implementation of course strategies, and heightened student accountability.
- 3 Professional staff met one on one with students either face to face or digitally with TEAMS.
- 5 Peer success navigators met one on one with students in face to face appointments.

### Academic Skills Workshops

- 93 1-hour workshops conducted by PASC staff.
- 2,129 workshop attendees.
- 259 students attended COAD 1000 Spring open house.

### Mindset for Success Spring 2020

- Support program for freshmen under a 2.0 GPA with face to face and online service delivery offered Spring semester.
- 32 students participated in Mindset for Success online.
- 81% online used other center services including tutoring.
- 48 students participated Mindset for Success face to face by enrolling in PASC COAD 1000 sections.
- 100% face to face students used additional PASC services including tutoring.

### Rebound Fall 2019

- 48 students participated in Fall 2019 Rebound.
- In partnership with Academic Advising Collaborative.
- Designed to support at risk 1<sup>st</sup> semester Sophomores under a 2.0 GPA.
- PASC facilitated academic skill building workshop sessions.

### PASC Learning Communities

- Year-long learning communities for at risk Freshmen with low Admission profiles.
- 61 students participated with gender distribution: 57% Male and 43% Females
- Staff predict a 91% retention rate based on Fall registration data.

### Connect for Success Call Center

- Operational both Fall and Spring semesters with 4 primary check points each semester.
- 2,161 students in 2019-20 Call Center.
- 49% of call center students used PASC services.
- Campus Living at-risk students added to Spring (list provided by Mike Perry).

### Resources on CANVAS

- **Study skills in 6 minutes** Video series introducing key study skills for student success.
- **Tech Talk** Video series introducing essential digital literacy topics for students.
- **Thriving in Online Courses** CANVAS course created to support student success after COVID prompted digital course delivery.

## SPOTLIGHT: PASC COVID-19 RESPONSE

As a leader in online service delivery, the PASC was uniquely prepared to support ECU students on multiple digital platforms. While we discontinued campus-based, face-to-face services in March, our professional staff and tutors remained available for online course content support, study skills strategies, and success coaching.

### Thriving in Online Courses

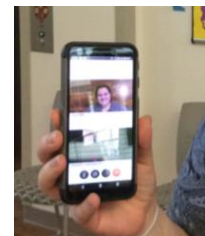
- CANVAS course created to support student success after COVID prompted digital course delivery.
- All undergraduates enrolled Spring 2020 were added to the course.
- 23,530 students accepted the course invitation.
- 12,492 students actively reviewed course content.

### Tutoring Service Delivery on Tutor Matching Service (TMS)

- In the months of March to May, 136 students were tutored on the TMS platform by PASC tutors.
- 146 tutors were active on TMS for spring semester.
- Popular course areas were Math, Chemistry, Physics and Biology.

### Faculty Training

- PASC staff met with the Math and Engineering Departments to assist in choosing platform delivery for departmental tutoring efforts.
- PASC staff member Bryan Williamson met with Chemistry faculty to share best practices and PASC devices for lecture recording on Canvas.



### Success Coaching on TEAMS

- PASC staff coached students using multiple digital platforms including TEAMS.
- Students received time management assistance, online platform troubleshooting, and developed success strategies to finish the semester strong.

### CANVAS Recording Teams

- Tutors continued to record course content support videos for 13 STEM courses in March and April.
- Video links were sent to enrolled students each week.
- Viewing frequency increased from March to May.
- Recording team meetings were held weekly using the TEAMS platform.



### CRLA Tutor and Success Coach Training

- Student staff training continued online with PASC staff hosting training sessions, recording CANVAS tutorials and completion of ADED 3500 and 4500 classes.
- 53 tutors received CRLA Level 1, 25 tutors completed Level 2, and 4 tutors earned Level 3. 15 Success coaches earned Level 1, 7 completed Level 2 and 2 Level 3.

PASC COVID-19 services are directed by Dr. Elizabeth Coghill.

## SPOTLIGHT: PASC LEARNING COMMUNITY

### Program Overview:

Freshmen learning communities are embedded within the campus learning center and are

focused on helping new students successfully transition to ECU. As a learning community member, students receive yearlong support services including:

- Academic and college life transition coaching
- Peer academic success coaching services
- Priority tutoring services
- Social engagement and cultural activities
- Starfish early alert monitoring
- Enrollment in common coursework
- Learning center employment opportunities

### PASC Learning Community Students:

- Report higher feelings of belonging and academic support.
- Utilize tutoring services at higher rates than non-LC students.
- Earn higher semester GPAs and rates of persistence in comparison to peers.
- Earn 30% higher 4-year graduation rates in comparison to campus peers.



### BY THE NUMBERS

**61**

LC students  
57% Male  
43% Females

**91%**

Predicted Fall  
2020 retention  
rate

**51**

Success  
Coaches  
(Mentors)

2019-20 LC Profile	All LC Students (n=61)		
	Combined	Males (n=35)	Females (n=26)
Weighted HS GPA	3.372	3.245	3.543
Unweighted HS GPA	3.136	3.022	3.290
SAT Reading	548.837	567.200	523.333
SAT Math	520.000	532.400	502.778
ACT English	19.634	19.417	19.941
ACT Math	20.098	20.292	19.824
ACT Reading	22.146	22.417	21.765
ACT Science	20.171	20.083	20.294
ACT Composite	20.625	20.708	20.500

PASC learning communities are directed by Amber Arnold. COAD 1000 instructors include Bryan Williamson, and Amber Arnold.

## SPOTLIGHT: CANVAS LEARNING SUPPORTS

### Program Overview:

Content support videos are created for classes 13 STEM courses in Biology, Chemistry and Physics.

PASC established two recording rooms equipped with Microsoft Surface Studios and professional microphones.

Student usage analytics are provided to faculty members each semester.

In Spring 2020, training was provided to faculty members and allowed them to use the recording rooms to create content for their classes.



Fall 2019 CANVAS Team

### BY THE NUMBERS

**285**  
Content  
Videos  
Produced

**1,690**  
Student Viewers

**14,546**  
Views

### CANVAS student usage and frequency:

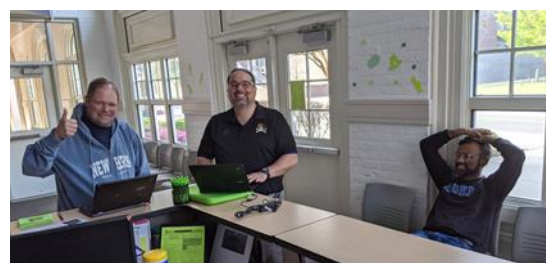
Subject	Fall 2019		Spring 2020	
	Students	Views	Students	Views
BIOL 2130/40/50	NA	88	301	3564
CHEM 1120/30	112	438	319	5208
CHEM 1150/60	305	1616	332	2422
CHEM 2750/60	217	722	104	488
AY 2019-20 Total	634	2,864	1,056	11,682

### Establishing Recording Rooms

- Academic Technologies and ITCS staff provided the funding to purchase state-of-the-art recording equipment.
- Recording rooms were instrumental in high frequency of video production.

### Faculty Training

- In March, faculty were trained in CANVAS recording procedures.
- Device assistance was provided prior to campus closing due to COVID.



PASC staff Bryan Williamson trains faculty

CANVAS video production is coordinated by Elizabeth Coghill, Abby Benzinger and Bryan Williamson in partnership with Academic Technologies.



## SPOTLIGHT: PEER-LED STUDY GROUPS

### Program Overview:

PASC Peer-Led Study Group Program provides the opportunity for students enrolled in introductory courses to meet on a weekly basis with a group of no more than 7 peers to review course material, solve problems, and gain an understanding of course concepts.



MATH1065 study groups

Study groups are conducted by peer facilitators who have already successfully completed the course, earned an A, are faculty recommended and are trained in collaborative learning techniques.

- Study group meetings are designed to engage all group members and are not meant to be tutoring appointments led solely by the group facilitator.
- PASC study group leaders use collaborative learning techniques, encouraging and supporting members to teach and learn from each other.
- Study group membership is voluntary, but members are required to attend regularly and participate actively.
- PASC study groups meet in two campus locations; at the main center in the Old Cafeteria Complex and in collaboration with Campus Living partners, on College Hill in Legacy Residence Hall.

### BY THE NUMBERS

**90**

Study Groups

**Fall 2019**

**52**

Study Groups

**275**

Students

**38**

Study Group Leaders

**Spring 2020**

**58**

Study Groups

**191**

Students

**44**

Study Group Leaders

Study groups are under the coordination of Monique Barrett with assistance from Abby Benzinger, Julie Smith, Sarah Cooley and Mike Perry of Campus Living.

## SPOTLIGHT: SUCCESS COACHING

### Program Overview:

Peer Academic Success Coaches meet with a student (mentee) for ten, hour long, weekly sessions throughout the semester. Coaching sessions cover topics such as email etiquette, time management, goal setting, academic study skills, course registration, grade tracking, exam prep, and GPA calculations.

Many Success Coaches met with their mentees regularly. Some mentees reported that Success Coaching helped them with accountability, and study habits.

COAD students attributed being in COAD, and meeting with their Success Coach to earning higher grades in their classes. Some mentees want to become success coaches, because of the impact their success coach had on them.

### BY THE NUMBERS

**182**  
Mentees

**1,278**  
Coaching  
Sessions

**51**  
Success  
Coaches

### CRLA Training

Success Coaches are trained throughout the year to meet the requirements for CRLA certification.

Training topics include: FERPA, technology use, time management skills, email etiquette, using graphic organizers, maintaining a grade tracker, team building, effective public speaking, receiving constructive feedback, managing stress, and improving questioning and listening skills.

At the end of the first year of success coaching, all students should earn Level 1 with 15 hours of training. Additional training opportunities include Level 2, ADED 3500 and Level 3, ADED 4500 with the following training and experience requirements:

CRLA Level 1	15 training hours	50 experience hours
CRLA Level 2	25 training hours (ADED 3500)	75 experience hours
CRLA Level 3	35 training hours (ADED 4500)	100 experience hours

15 Success Coaches earned CRLA level 1, 7 completed CRLA level 2, and 2 Success Coaches earned level 3.

Success coaching is under the coordination of Thomas Kirkman with assistance from Amber Arnold and Sarah Cooley.

## **SPOTLIGHT: MINDSET FOR SUCCESS**

### **Program Overview:**

The Mindset for Academic Success program assists students in identifying their academic standing and understanding the potential consequences of their probation status.

Mindset Students build academic skills including awareness of the consequences of procrastination, missing classes and stress, as well as the benefits and practice of time management, motivation, study skills, and exam preparation skills. Mindset introduces goal-setting techniques to help students improve academic standing and make connections to campus resources offered at ECU.

### **Online Delivery:**

- The students in this program completed Online Academic Success Modules. A variety of different academic modules and assessments which were posted in a CANVAS course that students were enrolled in.
- Mindset consists of 7 modules: faculty interaction, mindset, literacy, cognitive study strategies, (note taking, graphic organizers & learning styles), time management, and exam prep/test anxiety.
- At the end of each module, the students completed a brief assessment to ensure that they comprehended the modules.

### **Role of the Online Success Coach:**

- Reviewed progress and provided feedback to the student's responses.
- Sent weekly emails and texts to encourage progress.
- Presented available resources including face to face study skills appointments, tutoring, study groups, test preps, and individual coaching sessions.

### **Face to Face Delivery:**

- Students who opted for the face-to-face delivery were placed into a COAD 1000 class taught by PASC professional staff.
- The same Mindset modules were discussed.
- Students were assigned an academic success coach.
- Participation in center services were monitored throughout the semester.

### **Participation Documentation:**

Upon completion of the Mindset program students receive a certificate and letter of certifying completion. Students are encouraged to share these documents with campus and personal contacts including the ECU Financial Aid Appeals Committee.

The Mindset for Success program is coordinated by Amber Arnold with 2 online coaches, Julie Smith and James McCullough.

### **BY THE NUMBERS**

**32**

Students participated online

**81%**

Of online students used center services

**48**

Students participated face to face

**100%**

Of face to face students used center services

## SPOTLIGHT: CONNECT FOR SUCCESS CALL CENTER

### Program Overview:

Connecting students to academic resources presents a challenge for collegiate support services. Learning Center Call Centers connect undergraduates to much needed services, particularly first-time students.



Embedding a call center into the campus learning center is beneficial in 3 primary ways:

1. Streamlines referrals to campus services
2. Allows for immediate tutoring and study skills appointment scheduling
3. Increases opportunities for peer engagement

### Student Directory Composition

First-time Freshmen are included in the call center student directory. Directory lists originate from three sources:

1. "Opt in" first time students from summer orientation sessions
2. Recruitment lists provided by Admissions
3. Residence hall freshmen on academic warning provided by Campus Living

### Call Center Design

The PASC Call Center staff is comprised of 12 students called Success Navigators who are assigned specific students lists each semester. There are four semester touchpoints and success navigators are provided scripts with questions to guide their calls. Conversations center on class/school balance, course difficulties, and general well-being. Success navigators provide needed referrals to campus resources, make tutoring and study skills appointments, and assign study groups at the point of contact.

### Semester Touch Points

<b><i>Connect</i></b>	Semester check in, invite to PASC services.	September/January
<b><i>Invest</i></b>	Registration reminders, withdrawal date, invite to services.	October/February
<b><i>Motivate</i></b>	GPA check, invite to tutoring and final exam prep, next semester registration check.	November/December & March/April
<b><i>Finish Strong</i></b>	Questions regarding GPA, academic advisor.	December/May

### BY THE NUMBERS

**49%**

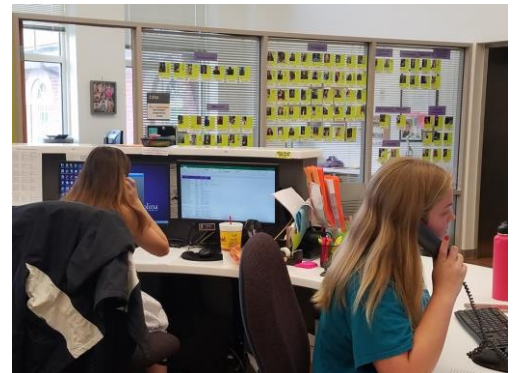
Of call center students used PASC services

**2,161**

Students in call center

**12**

Call center staff



The Connect for Success call center is coordinated by Amber Arnold with the assistance of Elizabeth Coghill and Sarah Cooley.



## SPOTLIGHT: SHARING BEST PRACTICES

Office of Faculty Excellence, DE educators' course, East Carolina University, June 2019

- *Integration of UDL in the PASC*, Dr. Elizabeth Coghill

Summer Orientation, East Carolina University

- Parent's Session: *Building First Year Success*, Dr. Corbin and Dr. Coghill
- *Academic Support Services at ECU*: Abby Benzinger

National College Learning Center Association (NCLCA) October 2019

- Pre-conference session: *Designing Learning Environments that Support Neurodiverse Student Success*, Dr. Elizabeth Coghill, Amber Arnold and Abby Benzinger

THINK UDL Podcast, Thinkudl.org, November 2019

- *Responding to Neurodiversity and Shifting Campus Culture*, Dr. Elizabeth Coghill

ECU Student Success Conference, Vision 2020: The Big Idea in Higher Education, Friday, January 31, 2020

- *Developing an Effective Student Evaluation Process*, Abby Benzinger
- *Envisioning Student Success for Neurodiverse Students*, Dr. Elizabeth Coghill and Amber Arnold
- *Partnering for Success! Maximizing Academic Affairs & Campus Living Partnerships. Student Success, Academic Interventions, and Academic Support*. Monique Barrett and Mike Perry

NC Behavioral Health Convening, February 11, 2020 Chapel Hill, NC

- *Removing Obstacles for Neurodiverse Student Achievement: Designing Post-secondary Learning Environments that Support Student Success*. Dr. Elizabeth Coghill and Amber Arnold



Amber Arnold & Elizabeth Coghill

Academic Impressions Conferences by Dr. Elizabeth Coghill

- Neurodiversity in Higher Education Conference, New Orleans, June 2019.
- Neurodiversity in Higher Education Conference, Washington DC, February 2020.
- Webinars *Accessibility at All Times, Supporting Neurodiverse Learning outside of the Classroom*, May 2019 and May 2020.