

2005-Present History

2005-2006

Following the retirement of Nancy Pompian, Student Disabilities Services was reorganized into a stand-alone entity due to increasing demands for Student Disabilities Services and ASC services. Cathy Trueba was hired to fill Pompian's position, and the position was renamed Director of Student Disability Services. The center also hired Meredith Millen as a technology assistant. The Student Disabilities Services then changed its name to the Student Accessibilities Services (SAS). SAS purchased new technology throughout the year, including screen-reading and voice recognition software, amplification equipment and software to support remote captioning. Five students were trained in these programs. SAS also developed a student disabilities database, using the Banner system, which tracked and reported on students by general and specific disability categories, as well as generating reports about accommodations, recommendations, and services. The database went live on May 1, 2006. In the spring of 2006, focal learning assessments for students struggling with foreign language were implemented, tailored to the context of foreign language as taught at Dartmouth. It helped to manage the cost of testing within the Student Group Health Insurance Plan.

Janice Wightman, the Interpreter Coordinator for Deaf Services, was sent to New Zealand to provide a student ASL services on their Dartmouth-sponsored LSA. Later review indicated that this was the most effective, highest quality of access that could have been provided for the enrolled student.

The Tutor Clearinghouse met with the OPAL office and the Native American program to brainstorm new ways to reach out to students. Although there were 549 tutor matches (an 84% match rate) in 101 courses, Holly Tracy-Potter looked to improve the recruitment, retention, and training for tutors and study group leaders. After a survey was taken across the academic departments at Dartmouth, as well as at programs offered to undergraduates, the TC found that the pay for being a tutor or study group leader was lower than other student jobs on campus. The TC initiated efforts to increase the tutor and study group leader compensation. Tracy-Potter also attended a two-day workshop at Wellesley College in January of 2006 which allowed her to compare the Wellesley program with the study group program at Dartmouth. Tracy-Potter found the programs comparable and hoped to incorporate best practices as well as continue to research ways to improve the orientation and training for tutors and study group leaders. In addition, the TC increased marketing efforts through meeting with individual professors about the study group program and the services offered by the ASC.

The student-athlete academic enhancement program was in its 10th year of its offering of a laptop-checkout program, with its total usage at 51.

Smith worked with student athletes and coaches through workshops, including the First-year Success for Student Athletes. She was also involved with pre-health advising and the CHAMPS retreat. Smith initiated the Team Faculty Advisor Program in the fall of 2005 with the help of Cecilia Gaposchkin in the Dean Faculty office which assigned incoming first-year student athletes to a team faculty advisor.

By the end of the year, Cathy Trueba and Meredith Millen of SAS and Michelle Smith left the Academic Skills Center; Trueba was replaced by Ward Newmeyer, Meredith was replaced by Larry Cusick, and Meg Hancock replaced Michelle Smith after the spring term.

2006-2007

This academic year saw a significant increase in workshops, roadshows, and presentation participants for the Academic Skills Center: 1,444 in the 2005-2006 academic year to 3,996 in the 2006-2007 academic year. It was also the 15th successful year of the Learning at Dartmouth course and the 12th summer of the College Learning Strategies course. The College Learning Strategies course saw its highest enrollment with 38 local high schools.

Tracy-Potter expanded the offerings of both the Tutor Clearinghouse and the Study Group program. The TC was invited to participate in the new faculty orientation dinner sponsored by DCAL in October of 2006. Increased contact with faculty members is seen as essential for the TC programs, as increased collaboration with faculty helps coordinate successful study group and tutor programs. In the Fall term, the TC piloted a residentially-based study group for Econ 1. Its success resulted in the additional implementation of a Math 3 and Chem 5 residential study group during the winter term.

Tracy-Potter also continued research on best-practices for tutor and study group leader orientation and trainings. Tracy-Potter visited Regis College in November of 2006 to participate in the NEPTA Colloquium to learn about other institutions' programs, tutor training, and leadership development opportunities. Similarly, Tracy-Potter attended a conference sponsored by LAANE (Learning Assistance Association of New England), learning about brain-based learning strategies.

There was an 11% increase from the previous year in the number of students who joined a study group or received one-on-one tutoring. The TC's inability to recruit enough tutors to cover demand put pressure on the study group programs. There were 471 matches for one-on-one tutoring, with only a 61% average success rate of filling requests, and simultaneously a 19% increase in the number of courses tutoring services were sought for. For Math 3, an unprecedented high of 57 tutor requests led to the collaboration between the graduate student instructional staff and the Tutor Clearinghouse to make more study groups available.

For the Student-Athlete Academic Enrichment Program, Hancock had over 5,400 contacts with student-athletes, campus administrators, and community members. She implemented a free tutoring program for student-athletes, which was used by nearly 100 student athletes. This program was made possible by the NCAA Academic Enhancement grant. The NCAA laptop program was revitalized, with a 120% increase in the number of laptops lent out. She also created a new CHAMPS life skills website. The T.E.A.M. concept - a leadership academy for student-athletes during the summer term - was also introduced this year and piloted in the summer of 2007.

2007-2008

The ASC continued to increase its student contact and involvement in its programs. Total student contacts for this year was 8,707, an increase from the 5,708 contacts in the 2006-2007 academic year. The Tutor Clearinghouse and Study Group programs were expanded to accommodate student demands. In early fall term, the TC reached out to first-year students, a portion of the student population who utilized the TC and its services less in comparison to upperclass students, through early orientation programming. Student contacts for both peer tutoring and study groups increased by 58% from the previous year.

The TC also focused on improving outreach to faculty. Tracy-Potter participated in the DCAL Learning and Teaching Fair in January of 2008 to meet faculty and promote the services

of the TC, encouraging greater collaboration with faculty and staff. She also presented at a DCAL faculty luncheon in the following March to clarify what the TC offers to students and dispel faculty concerns. There was a 76% average increase in the number of faculty partnering with the Tutor Clearinghouse to form study groups, an average increase of 87% in the number of study groups formed, 27% increase in the number of study group leaders, and a 17% increase in the number of students participating. Tracy-Potter found, however, continued resistance from several departments regarding collaboration despite the demand for academic support from students.

Regarding one-on-one tutoring, 950 matches were made: an increase of about 50% from the previous year, with a 62% success rate of filling requests. Tracy-Potter attributes the continued success of this program to aggressive marketing and outreach to students, as well as a small increase in hourly pay.

In her second year as the NCAA Academic Advisor, Meg Hancock worked closely with several coaches to identify “at-risk” student-athletes and provided individual outreach to 707 students. The T.E.A.M Concept Leadership Academy, piloted the year before, was successfully implemented, and 20 students participated in the 6-week long program during the summer. 25 students were expected to participate in the summer of 2008. She further established an honors program for student-athletes, along with a database outlining their accomplishments.

Finally, the ASC created and co-hosted with Harvard the first annual Ivy League Plus Learning Center Directors conference in November. Seventeen highly selective institutions attended the conference in Cambridge.

2008-2009

This year, the Student-Athlete Academic Advising program, started by the ASC in the 1990’s, was moved to DCAD with Anne Hudak as the new advisor.

The total student contact for this year was 4,791.

During its 17th year, a record number of sixty six students attended Learning at Dartmouth. This year’s students were particularly diverse and engaged. Of the 66 students enrolled, 48 were women and 18 were men. The College Learning Strategies course, in its 14th summer, was attended by 22 local/regional high school students.

Thum completed the sixth video of the Academic Success video series, entitled “an Introduction to the Library”, in collaboration with the Baker/Berry reference librarians. The ASC also attended the second annual Ivy League Plus learning center directors’ conference in November, the original conference having been initiated by the ASC and Harvard’s Bureau of Study Council. The conference was held at Duke, and twenty colleges and universities were represented.

Observing that some student athletes’ obligations prevented them from participating in TC programming, Tracy-Potter developed the Resident Expert Program in coordination with Anne Hudak. The Resident Expert Program recruits upper-class students majoring in a specific discipline. These students are available on specific days, times, and locations as a resource to student-athletes. The program was piloted in the fall and expanded during the winter term due to positive reception. The TC hopes to expand the program to include other students, including OPAL students. Both DCAD and OPAL will reimburse the TC for student tutoring expenses.

The Student Accessibilities Services and the ASC are currently sharing the 301 Collis location, and collaborate well.

2009-2010

Carl Thum was asked by Dean Sylvia Spears to direct the Integrated Academic Support Program (IAS): Math 1 & 2, Chemistry 2, Writing 2 & 3. The Writing Program manages the Writing 2-3 courses. This program provides specific tutoring and assistance for these courses. A considerable amount of time in the winter term was dedicated to structuring the program and recruiting and training peer tutors.

Overall, total student contact for the Academic Skills Center was 5,572, which was a 16% increase compared to the 2008-2009 year. In its 18th year, Learning at Dartmouth was attended by a record number of ninety first-year students. This was a 36% increase compared to the previous year. Thum also began work on the seventh video of the academic success series, now available to stream and captioned on the ASC website.

The Tutor Clearinghouse was used by 3,295 students, a 44% increase, in comparison to the 2008-2009 academic year. 1,135 tutor matches were made, with an average success rate of 85% requests filled. 198 study groups were offered, with a 7% increase in the number of faculty partnerships. The Resident Expert program also continued this year and helped student-athletes from a variety of teams. To further improve upon the TC programs, a survey asking tutees to evaluate their tutors was developed and sent out in the winter term.

2010-2011

From 2010-2011, the total student contact for the ASC grew to 6,127. The shared office between SAS and the ASC has led to productive collaboration, as many students seeking services from SAS, particularly students with ADHD, also seek ASC services. This year, Thum began to offer ADD/ADHD academic coaching as an extension of the individual academic advising for students self-referred or by faculty, deans, or SAS.

The Tutor Clearinghouse offered 237 study groups during the 2010-2011 school year (an increase of 19% compared with the 2009-2010 year). There was a 51% increase in the number of study groups offered and as in previous years, the greatest number of study groups were offered for the Economics Department. Another survey was sent this year to students to assess TC programs. Tracy-Potter attended a workshop in the spring of 2011 in Kansas City to learn from supplemental instruction experts and apply their best-practices to TC tutor and study group training.

This year, the Tutor Clearinghouse began a new collaboration and evening program, similar to the Resident Experts, in collaboration with a Student Manager at One Wheelock, for FYSEP students. This new program, called "Tutor Time at One," has tutors with expertise in certain fields available to meet with FYSEP students once a week on Sundays for one and a half hours. The TC also began the Conversation Partner program. Ginna, an intern at the TC, noted that there were students who, having taken all required courses before their study abroad program, had an extended period during which they would have little or no opportunities to use that language. In order to help maintain their skills, she suggested the creation of a Conversation Partner program. The program matches students for foreign language conversation.

2011-2012

From 2011 to 2012, the total student contact at the Academic Skills Center was 6519. The Tutor Clearinghouse offered academic support to 4,369 students, a 10% increase compared with 2010-2011. Learning at Dartmouth continues to attract many first-year students, with consistent enrollment of around 60 students for the past several years. Thum continues to give

workshops and presentations on learning strategies, including time management, note taking, and stress reduction. The College Learning Strategies course likewise continues to attract from 20-40 high school students every summer.

Thum also continues to direct the Integrated Academic Support Program (IAS). During the fall term, 159 students enrolled in at least one of the three IAS courses.

The ASC started collaborating with the Athletic Department's PEAK program to create a video of upper-class student-athletes giving advice that will be sent to first-year student athletes before they arrive on campus.

The Resident Expert program for student athletes transitioned from its pilot status, becoming more formalized as it provides tutorial assistance to student athletes who are unable to participate in regular TC programming. The Tutor Clearinghouse also seeks to expand similar services to other communities on campus. Previous talks about collaborating with OPAL culminated into renewed discussion with students as well as advisors.

Tracy-Potter's position was upgraded due to her significant contributions and achievements for the development of the Tutor Clearinghouse. Her work is now solely dedicated to the TC. An ongoing lack of budgetary resources and staffing was addressed this year. A new, 2-year position, as the Assistant Director of the Academic Skills Center, was created.

2012-2013

For the ASC and TC two important issues, budgeting and the need for an administrative assistant, were addressed. Half-way through the year, Leslie Schnyder, MSW, joined the ASC staff. She was tasked with providing individual academic advising, presenting workshops, assisting Tracy-Potter with the study group program, and strengthening relationships with different communities and groups on campus. To this extent, discussions began with students affiliated with the AAM, the NAD, and the LatinX communities.

Budgeting was also greatly increased thanks to Dean Charlotte Johnson's efforts to reduce deficit spending for the ASC peer tutorial support programs.

Total student contact for the ASC remained strong with 6,056 students receiving academic coaching, attending numerous programs and workshops, or taking advantage of individual peer tutoring or study groups. The Tutor Clearinghouse offered 204 study groups, an increase of 5% compared with the 2011-2012 year.

ASC programs were also successfully continued, with Learning at Dartmouth enrolling 69 first-year students, the IAS enrolling 159 students in the fall term, and a total of 2,851 students interacting with the Tutor Clearinghouse.

After several years of sharing 301 Collis office space (and Wilson Hall during Fall 2011 and Winter 2012), the ASC moved to 224 Baker and the SAS moved to the SASS Berry Suite.

2013-2014

The ASC staff appreciated Baker 224's central location and its academic atmosphere. Both the ASC programs and the TC programs jumped in attendance and student participation. The Academic Skills Center increased total student contact 25% compared to 2012-2013, with 7,590 students, and of the 1,817 tutor requests received by the Tutor Clearinghouse, 75% of requests, as opposed to the previous year's 62%, were successfully matched.

Karen Lenz joined the ASC staff in early June as the administrative assistant, quickly becoming a valued and productive member. Further, the Assistant Director position became a permanent position in the ASC. Schnyder continued to be responsible for individual academic

coaching, presenting workshops, overseeing the study groups program, and working closely with OPAL and pre-health advising.

This year, the TC reduced the number of study groups offered from the previous year's high of 204 to 171. This decision was made in consideration of the number of canceled study groups of previous years. Better communication with faculty also helped to improve the study group program experience for the students. Meanwhile, the Resident Expert program moved from "pilot" status to an established, on-going program and has been extended to affinity communities as well.

Continued vigorous assessment of TC programming led to the decision to incorporate a mid-term office hour between Schnyder and study group interns and study group leaders where the study group process, development, attendance issues, strength, challenges, and outcomes were discussed.

2014-2015

This year, the ASC continued to grow its student contact, outreach, and services. Specifically, the ASC began to develop, through the use of social media platforms such as Facebook and a blog on Tumblr, to create an additional space to disseminate information about the ASC, as well as tips and strategies for academic success. The TC hired two new staff members to expand and improve the TC's services. Monica Erives '14 was hired as the Tutor Clearinghouse Assistant. She was in charge of the day-to-day operation of the TC, including but not limited to advertising, recruiting, and troubleshooting.

This year, 3,808 students interacted with the TC.

The TC also hired a Kronos Personnel Assistant in response to students' concerns about difficulty using the new online timesheet system. Jennifer Decker, a MALS '15, was hired as a part-time intern. Along with managing Kronos, Decker developed the TC social media, making it an increasingly important platform for marketing.

Further, the ASC was asked to provide academic support to students at the Geisel School of Medicine. Previous work with Geisel students was limited to one to three students a year, but increased significantly this year. Discussions for continued collaborations with Geisel began.

Unfortunately, Leslie Schnyder, MSW, Assistant Director, left after three years at the ASC. Her important work helped the TC and study group programs improve, and she was sorely missed by the ASC/TC staff and many other folks on campus.

Learning at Dartmouth enrolled 94 students this year, as compared to the 60 the previous year. The IAS program continues to increase, with a record 9,020 students who are either taking writing 2-3, math 1-2, and/or chemistry 2. The College Learning Strategies course and the Reading Improvement Course continues to be a well-attended, as well as providing revenue to the ASC.

2015-2016

Alphonso Saville, ABD, was hired as the interim Associate Director of the ASC for the year, as the search for Schnyder's permanent replacement continues. Jennifer Decker served as the interim director for the following year. This year, 8,913 students used the Academic Skills Center, of which 4,184 students used the Tutor Clearinghouse. This number represents a high number of Dartmouth students seeking academic skills counseling, attending numerous programs

and workshops (in particular Learning at Dartmouth), and taking advantage of peer tutoring (individual or study groups).

Thum continued work with Geisel students and some DHMC residents. The success of this additional academic advising prompted the Geisel School of Medicine to hire an academic advisor, who Thum is training. In addition, Thum worked to produce an “Introduction to Geisel” video to be sent to first-year medical students. This video, with help from Glenda Shoop at Geisel, was finished in the summer and sent to the incoming class.

The ASC continued to hire student interns to keep the social media accounts updated and maintained.

The TC’s Resident Expert program in residential/affinity communities was successful. Starting the previous year, the program moved from its “pilot” status to an established program within the TC’s services and hired upperclassmen students year-round to facilitate the study hall periods. The termly assessments sent out to tutees remained positive.

In terms of staffing, the TC lost Decker to graduation. Monica Erives’ position as the Tutor Clearinghouse Assistant was upgraded to the Peer Tutoring Program to incorporate some important Kronos-related duties that Decker had been responsible for.

In early spring term, SAS started to use three of the offices in the 224 Baker Suite.

2016-2017

The total student contact for the ASC was 9,439.

Despite staffing changes, the TC received 2,604 tutor requests and successfully matched 75% of those requests: 1,955 matches. The TC also offered 99 study groups this year, a 14% increase from the previous year. Termly student assessments continue to be positive.

Once again, this year there were staffing changes. Monica Erives started to work in Baker library in support of her graduate studies. However, the ASC and TC was fortunate in being able to hire Karen Afre ‘15, to replace Schnyder and Decker as the Associate Director of the ASC and Preetha Sebastian replaced Monica Erives as the Peer Tutoring Program Coordinator.

Student interns at the ASC and TC continue to be an important asset. After two years, Jonathan Lu ‘19 created an e-guide for academic success, and other student interns worked to improve the ASC website and social media.

The largest change this year, however, was the joint decision of Carl Thum and Holly Tracy-Potter to remove all financial barriers to peer academic support. As of this year, all individual and group peer academic tutoring offered through the Tutor Clearinghouse is free. At the same time, the ASC and TC increased the pay for their student workers in order to stay competitive with other programs at Dartmouth and to better compensate the students for their important work. The Tutor Clearinghouse also offered the Pay It Forward Program, through which students can volunteer to tutor their fellow peers.

Carl Thum was asked to be the first faculty mentor for the first group of ten Posse Veterans coming to Dartmouth as first-year students.

Thum continues to work with Geisel students and participated in presenting a workshop on academic enhancement initiatives with five Geisel staff in Leiden, Netherlands. He also continued to offer the Academic Enhancement Program with Dean Lisa Thum for “at-risk” students, as well as the Learning at Dartmouth Program, ADD/ADHD academic coaching, and the College Learning Strategies Course.

2017-2018

Preetha Sebastian greatly enhanced the TC's tutor matching process. Sebastian introduced a "code" that automated tutor matching, that had once been done one-by-one by hand. This considerably reduced time and effort spent on the matching process and helped students begin to be tutored earlier in the term. The code also allowed for simultaneous analysis of the supply and demand of tutors, allowing the TC to focus increased efforts in recruiting tutors for certain classes. Thanks to Sebastian, the TC was able to expand its services, and focus on program components that may not have been getting as much attention in the past. One such program was the Conversation Partners. This year, 76 students were matched with conversation partners, 87% of all requests received. Sebastian attributed some of this success to the new and revived social media platforms- particularly Instagram and Twitter. The TC also began discussions with Jordan Drolet to look into recruiting resident experts for the Living/Learning Communities.

Similarly, Karen Afre's arrival as the Associate Director of the ASC brought more stability to the position and the ASC team. She focused on providing more upper-level course study groups and being more intentional with student outreach. The ASC worked to increase the number of "touch points" with students, following orientation through office hours, open houses, and increased programming. Afre reached out to more academic departments and OPAL communities, as well. Student contact through workshops, roadshows and presentations doubled from 3,796 from the previous year to 6,207 in the '17-'18 year.

This year, the ASC revamped the Academic Enhancement Program, or what is now known as the RESET program. This program provides support for students with a GPA lower than 2.7. The program had its largest student involvement during the winter term.

All of these changes and efforts culminated in the significant increase in the number of the ASC's total student contact: 13,780 as opposed to the 9,439 students in the previous year. The TC contact numbers were 8,083, with 3,169 tutor requests and 2,192 tutor matches. The TC also had a 60.6% increase in the number of study groups provided- 159 groups compared to 99 groups last year.