**2005-2006**

Following the retirement of Nancy Pompian, Student Disabilities Services was recognized into a stand-alone entity due to increasing demands for both the services of the Student Disabilities Services and the ASC. Cathy Trueba was hired to fill Nancy’s position, renamed Director of Student Disability Services. The center also hired Meredith Millen as a technology assistant.

The Student Disabilities Services changed its name to the Student Accessibilities Services (SAS). Cathy did an outstanding job. SAS purchased new technology through the year, including screen-reading and voice recognition software, amplification equipment, and software to support remote captioning. 5 students were trained on these programs. SAS also developed a Student disabilities database using the banner system, which could track and report on students by general and specific disability categories, as well as report accommodation 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 was implemented, tailored to the context of foreign language as taught  
at Dartmouth. This increased time efficiency and contained costs within a range  
reimbursable by the Dartmouth Student Group Health Insurance Plan.

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

Meanwhile, TC met with the OPAL office and the Native American Program to brainstorm new ways to reach out to students who may not always find a way to the ASC. While the TC programs were thriving with 549 tutor matches (an 84% success rate) in 101 courses, Holly looked to improve the recruitment, retention, and training for tutors and study group leaders.

After a survey taken across the academic departments at Dartmouth, as well as at programs offered to undergraduates, the TC found that the pay for a job as a tutor or study group leader was not high enough as compared to other student jobs on campus. The TC began to move towards increasing the budget to better compensate the tutors and study group leaders. Holly also attended a two-day workshop at Wellesley College in January of 2006 to compare the Wellesley program with the study group program at Dartmouth. Holly  
found the programs comparable and hoped to incorporate best practices as well as continue such research to improve the orientation and training for tutors and study group leaders.

Finally, the TC increased marketing efforts by meeting with individual professors about the Study Group program and the services offered by the ASC. The student-athlete academic enhancement program was also finding success. The laptop check-out program was in its 10th year, with its total usage at 51. Michelle interacted with the student athletes and coaches through workshops including the First-year Success for Student Athletes, Pre-med advising and the CHAMPS retreat. She also began the Team Faculty Advisor Program in the fall of 2005 with the help of Cecilia Gasopchkin in the Dean Faculty office to assign incoming first-year student athletes to a team faculty advisor.

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

**2006-2007**

This academic year saw a significant increase in workshops, roadshows, and presentation participants for the Academic Skills Center from 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/regional high school students in attendance.

Holly 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. Improved contact with faculty members was seen as essential for the TC programs going forward, as increased collaboration with faculty helped 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 implementation of a Math 3 and Chem 5 residential study group during the winter term.

Holly also continued research on best-practices for tutor and study group leader orientation and trainings. Holly 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, Holly attended a conference sponsored by LAANE (Learning Assistance Association of New England) to learn 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 taught. In 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.

In the Student-Athlete Academic Enrichment Program, Meg successfully reached over 5,400 student-athletes campus administrators and community members. She implemented a free-tutoring program for student-athletes used by nearly 100 students, 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, and the NCAA 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 contact for this year was 8,707, up again from the 5,708 contacts in the 2006-2007 academic year. The Tutor Clearinghouse and Study Group programs continued to increase their capacities to accommodate student demands. In early fall term, the TC decided to reach out to first-years, a portion of the student population who utilized the TC and its services less in comparison to upperclass students, through early orientation programming. Such efforts were met with resounding success, with student contacts for both peer tutoring and study groups increasing by 58% from the previous year.

The TC also focused on improving outreach to faculty. To this extent, Holly participated in the DCAL Learning and Teaching Fair in January of 2008 to meet faculty and advertise the services of TC for additional collaborations with faculty and staff, as well as presented at the 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, and 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. Holly found, however, continued resistance from several departments regarding collaboration despite the demand for academic support from students to compromise the intent of TC programming.

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

Meg Hanock also did a wonderful job for her second year as the NCAA Academic Advisor. She 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 are to participate in the summer of 2008. She further established an honor 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. The outcome was more than successful.

**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. Thus, the total number of student contact dropped to 4791.

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 similarly a success, attended by 22 local/regional high school students. Thum completed the sixth video of the Academic Success video series, an Introduction to the Library video, 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, Holly developed the Resident Expert Program in coordination with Anne Hudak. The Resident Expert Program recruits upper-class students majoring in a specific discipline whom are made available during a specific day, time, and location as a resource to  
student-athletes. The program was piloted in the fall and expanded during the winter term due to positive reception and benefit reported. The TC is looking to expand the program to include other students, including OPAL students. Both DCAD and OPAL will reimburse the TC for student wage expenses. Meanwhile, the SAS and ASC are sharing the 301 Collis location, and were able to work collaboratively.

**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 allowed for more 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 as well as weekly staff.

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. Overall, total student contact for the Academic Skills Center was 5,572, which was a 16% increase compared to the 2008-2009 year. Thum also began work on the seventh video of the academic success series, now available in streaming form on the ASC website.

The Tutor Clearinghouse was used by 3,295, a 44% increase, in comparison to the 2008-2009 academic year. 1135 tutor matches were made, with an average success rate of 85% requests filled. Tutors were requested in 325 different courses. 198 study groups were offered, with a 7% increase in the number of faculty partnerships. The Resident expert program was 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. Important information regarding exposure method of TC to students and tutee satisfaction with their tutors.

**2010-2011**

From 2010-2011, the total student contacts for the ASC grew to 6,127, an increasingly high number. 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). A 51% increase in the number of study groups offered since the 2006-2007 year was shown, and as in previous years, the greatest number of study groups were offered for the Economics Department. A survey continued to be sent to the students to provide more opportunities for reflection and improvement of the TC program.

As relationships with deans and professors strengthened, more students were referred to the TC through these avenues, also shown by the surveys. Holly 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”, makes 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 through which they would not use that language. In order to keep their skills, she suggested the creation of the Conversation Partner program that focused solely on conversation and not in any way on teaching or homework assistance.

**2011-2012**

From 2011 to 2012, the Academic Skills Center maintained a strong total student contact of 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 and second year students, with consistent enrollment at around 60 students for the past several years. Carl continues to give workshops and presentations on learning strategies including time management, note taking, and stress reduction. The College learning Strategies course likewise continues its success, attracting 20-40 students every summer.

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

The ASC started collaboration with the Athletic Department’s PEAK program to create a video of upper-class student-athletes giving advice, to be sent to the 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 TC programing. The Tutor Clearinghouse also seeks to expand similar services to other communities within the campus. Previous talks about collaborating with OPAL in the past culminated into renewed discussion with students as well as advisors.

Holly’s position was upgraded in face of her significant contributions and achievements for the development of the Tutor Clearinghouse. Her work is now solely dedicated to the TC. The continued lack of budget and staffing issue began to be addressed this year. A new, 2-year position as the Assistant Director of the Academic Skills Center was created, and the ASC and TC was allowed to use as much student intern assistance as needed. [Charlotte Johnson]

**2012-2013**

This year was a good year for the ASC and TC as two important issues, budgeting and the need for an administrative assistant, were finally addressed. Halfway through the year, Leslie Schnyder, MSW, joined the ASC staff. She was tasked with providing individual academic advising, presenting workshops, assisting Holly 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 Native American at Dartmouth and the NAP, and this Latin@campus communities.

Budgeting was also greatly increased thanks to dean Charlotte Johnson to end deficit spending for its 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 11F and 12W, SAS moved to the second floor of Collis and the ASC moved to 224 Baker.

**2013-2014**

Carl noted that 224 Baker’s central location and its academic atmosphere was very appreciated by the ASC staff. 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% 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, starting from this year, the Assistant Director position is a permanent position in the ASC. Leslie will continue 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 annual high of the previous year 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 Leslie and study group interns and study group leaders where the study group process, development, attendance issues, strength, challenges and outcomes were discussed.

**2014-2015**

From 2014 - 2015, the ASC continued to grow its student outreach, capacity, and services. Specifically, the ASC began to develop the use of social media platforms such as Facebook and a blog on Tumblr, creating a new space to disseminate information about the ASC as well as tips and strategies for academic success. While such platforms made the ASC and TC more available, the TC hired two new staff members to expand the TC’s capacity and better its services. Monica Erives, a 2014 Dartmouth graduate, was hired as the Tutor Clearinghouse Assistant. Her work consists mostly of the day-to-day operation of the TC including, but not limited to, advertising, recruiting, and troubleshooting.

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 student, was hired as a part-time student intern. Along with managing Kronos, Jennifer developed the TC social media, making it an increasingly important platform for marketing. This year, 3,808 students interacted with the TC.

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

Unfortunately, Leslie Schnyder, MSW, Assistant Director, left after three years at the ASC. Her great work helped the TC and Study Group programs build considerably, and she will be sorely missed by the ASC/TC staff and many others.

On the ASC front, Learning at Dartmouth enrolled 94 students this year, as compared to 60 the previous year. The IAS program continues to attract many students, and student contact continues to increase, with a record 9,020 students who sought academic skills counseling, attended numerous programs and workshops, and took advantage of peer tutoring. Carl’s College Learning Strategies course and the Reading Improvement course continue to be a hit, bringing needed revenues to the ASC.

**2015-2016**

Alphonso Saville, ABD, was hired as the Interim Associate Director of the ASC for the year. However, as a search for Leslie’s replacement will continue into the next year, Jennifer Decker will serve as interim director for the following year. This year, 4,184 students used the Tutor Clearinghouse and a total number of 8,913 students interacted with the Academic Skills Center. This number represents a remarkably high number of 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).

Carl 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, whom Carl is training. In addition, Carl worked to produce an “Introduction to Geisel” video to be disseminated to first-year medical students with Glenda Shoop from Geisel. The video was finished in the summer and sent to the incoming class.

The ASC has also continued to hire student interns to keep the social media accounts updated and maintained. It has seen much success on this front.

The TC’s Resident Expert program in residential/affinity communities has been met with great success. Starting the previous year, the program moved from its “pilot” status to an established program within the TC’s services, and starting next year, upperclassmen will be hired year-round to facilitate the study hall periods. The termly assessments sent out to tutees remain positive and uplifting.

In terms of staffing, the TC took a great hit with the graduation of Jennifer. To fill in the hole she left, Monica’s position as the Tutor Clearinghouse Assistant was upgraded to the Peer Tutoring Program Coordinator to incorporate some important Kronos-related duties Jennifer had been responsible for.

In early spring term, it was decided that SAS would move from the second floor of Collis to three different locations in Baker/Berry, one of which is the ASC’s 224 Baker Suite.

**2016-2017**

Once again, this year came with staffing changes. In addition to the departure of Leslie and Jennifer, Monica Erives moved to a different part of the library in support of her graduate studies. However, the ASC and TC was incredibly fortunate in being able to hire Karen Afre ‘15, to replace Jennifer as the Assistant Director of the ASC, and Preetha Sebastian to replace 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 successfully created an E-guide for Academic Success, and other student interns work to improve upon the ASC website and social media.

The largest change this year, however, was the joint decision of Carl and Holly to remove financial barriers to peer academic enrichment. At the same time, the ASC and TC are increasing the pay for their student workers in order to stay competitive with other programs at Dartmouth and to better compensate the students for their crucial role. One goal to mitigate the projected increase in budget and tutors is the institutionalization of the Pay it Forward Program, through which students can volunteer to tutor their peers.

This year was also a busy year for Carl, as he was asked to be the first faculty mentor of the Posse Veterans. While very rewarding, Carl also expressed how time-consuming it could be, with trainings, orientation planning, weekly group meetings, and bi-weekly individual meetings.

Carl also continued to work with Geisel Students, and participated in presenting a workshop on Academic Enhancement initiatives with five Geisel staff in Leiden, Netherlands.

He also continues to offer the Academic Enhancement Program with Dean Lisa Thum for “at-risk” students, as well as the ever-successful Learning at Dartmouth, ADD/ADHD academic coaching, and College Learning Strategies Course.

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

Meanwhile, despite important staffing changes, the TC received 2,604 tutor requests and successfully matched 75%, or 1,955 matches. The TC also offered 99 study groups this year, a 14% increase from the previous year. Termly assessments continue to be positive and are utilized as springboards for improvement.

**2017-2018**

Preetha helped to revolutionize the TC’s tutor matching process. Preetha introduced a code that would automate tutor matching, which had previously been done one-by-one by hand. This considerably reduced administrative effort and time spent on this process and helped students gain access to a tutor earlier in the term. The code also allowed for instant analysis of the demand and supply of tutors, allowing the TC to focus increased efforts on recruiting tutors for certain classes. With Preetha the TC was able to expand their services once again, and focus on program components that may not have been getting as much attention in the past. One such program was the Conversation Partners program. This year, 76 students were matched with conversation partners, 87% of all requests received. Preetha 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 Community.

Similarly, Karen Afre’s arrival as the Assistant Director of the ASC brought great 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 for the ASC. The ASC worked to increase the number of “touch points” with students following orientation through office hours, open houses, and increased programming. Karen reached out to more academic departments and OPAL communities, as well. The number of workshops, roadshows and presentations doubled from 3,796 programs the previous year to 6,207 during the ‘17-’18 year.

This year, the ASC put great effort into revamping the Academic Enhancement Program, or what is known as the RESET program, which provides support for students with a GPA lower than 2.7. The program had its largest session during the Winter term.

All of these changes and efforts culminated in the overwhelming increase in the number of the ASC’s total student contacts: 13,780 as compared to the 9,439 students from the previous year. The TC interacted with 8,083 students, with 3,169 tutor requests and 2,192 tutor matches made. The TC also had an 61% increase in the number of study groups provided- 159 groups compared to the 99 groups of last year.

**2018-2019**

Total student contact for the year was 13,699, a 0.6% decrease from the previous year. The classes of ’22 and ’21 had the highest rate of participation with ASC and TC programs. This year saw a 15% increase in use of the Tutor Clearinghouse programs, with 9,311 total student contacts. Individual peer tutoring alone produced nearly 1,000 more contacts than last year. While participation in tutoring programs has increased, fewer contacts were obtained through individual advising, workshops, and roadshows. Additionally, there was a decrease in contact through programs because Learning@Dartmouth switched to a smaller venue that could accommodate only 82 students as opposed to the previous 131, and the RESET program was not offered this year due to a lack of participation.

To design a program to replace RESET, the Academic Skills Center plans to work with other campus offices such as the Office of Pluralism and Leadership and the Undergraduate Deans Office. In terms of other program projects, Renko and Potter began working on a project called Study Buddies, which will match students who requested a peer tutor, but did not receive a tutor match. This program was set to launch in Fall of 2019, but after consultation with Scott Pauls, Potter and Renko reconsidered the focus of their attention and decided Study Buddies will be a long-term project, giving them more time to figure out the details, to serve students the best way possible.

This year’s social media efforts were focused on increasing Instagram engagement. Under Caroline Renko’s guidance, the Academic Skills Center Instagram following grew by 103%, with 222 followers by the end of the year. While our audience grew, our engagement, in terms of comments, story impressions, and replies on Q&As did not.

**2019-2020**

Total student contact for the year was 12,587, a 5% decrease from 2018-19. While total contact for the 19X, 19F, and 20W terms were greater than last year, 20S saw half as much contact as 19S as a result of the COVID-19 pandemic and each class being pass/fail for the term.

Learning@Dartmouth was run by Carl and Karen Afre in the fall. The Speed Reading course was offered 19F and 20W only because there was little student interest in 19X, and Carl was out on Short Term Disability during 20S.

For the majority of the year, the Tutor Clearinghouse and Academic Skills Center staff worked on a sustainable plan for Tutor Clearinghouse programs that would stay within the student wage budget while helping the most students. Through research, benchmarking, focus groups, and reflecting on previous years, it was determined that Group Tutoring would allow the TC to serve more students, have a deeper impact on student learning, and continue fostering a sense of community among tutors and tutees. The Tutor Clearinghouse planned to switch focus to Group Tutoring in 20X.

Dartmouth College switched to remote learning three weeks before the start of 20S, and the Tutor Clearinghouse conducted its Individual Tutoring services online via zoom. The Tutor Clearinghouse began to phase out its underutilized programs, such as Conversation Partners, Resident Experts, and Academic Study Groups.

Caroline Renko, the Peer Tutoring Program Coordinator, resigned in March to accept another professional opportunity. Due to the COVID-19 pandemic, the institution implemented a hiring freeze, and the position remained vacant.