# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>3</td>
</tr>
<tr>
<td>Mission</td>
<td>3</td>
</tr>
<tr>
<td>Vision</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>4</td>
</tr>
<tr>
<td>Staffing</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2018 Report</td>
<td>6</td>
</tr>
<tr>
<td>Student Surveys</td>
<td>7</td>
</tr>
<tr>
<td>Tutoring</td>
<td>13</td>
</tr>
<tr>
<td>Mentoring</td>
<td>15</td>
</tr>
<tr>
<td>Advising</td>
<td>17</td>
</tr>
<tr>
<td>2017-2018 Report</td>
<td>18</td>
</tr>
<tr>
<td>Marketing</td>
<td>22</td>
</tr>
<tr>
<td>Future Plans</td>
<td>23</td>
</tr>
</tbody>
</table>
Summary

Eastern Kentucky University’s Student Success Center (SSC) opened to students on January 24, 2016. Since the opening, the Student Success Center has logged more than 19,700 student visits.

The SSC serves the entire EKU community with two locations on the Richmond campus, the first floor of the Crabbe Library and the first floor of the Whitlock Building, and also serves online and regional campuses through the use of E-Presence. The staff actively reaches out to First Generation, low-income, and underrepresented college students, specifically those who are in their first year of college. The SSC provides tutoring, mentoring, academic intervention, drop-in advising, workshops, academic support programs, and other services designed to retain and graduate students.

During Spring 2018, the SSC continued focusing on the academic success of students through tutoring, mentoring, advising, and the Chellgren Success Series. The SSC earned the College Reading and Learning Association’s International Mentor Training Program Certification, Level II, and applied for recertification for the International Tutor Training Program Certification, Level II. The mentor program has expanded and now provides training for mentors across campus through the Chellgren Success Series.

This report delineates the types of check-ins at the SSC and the Whitlock Hub for the Spring 2018 semester and the 2017-18 academic year. The report also provides an overview of programs, collaborations, professional development of staff, outreach and marketing efforts, and the results of surveys given to those students who engaged with academic programs and advising at the SSC in the spring. The survey results reflect that students continue to view the Student Success Center as a helpful resource at EKU.

Mission Statement

Through a comprehensive approach to student support, the EKU Student Success Center provides integrated advice, direction, and access to high-impact services that promote success.

Vision Statement

As a school of opportunity, EKU fosters the intellectual and personal growth of all students. In accordance with this University mission, the EKU Student Success Center will address the academic and personal needs of students, empowering them to take control of their college experiences, thereby improving performance and increasing both retention and graduation rates.
Strategic Goals

In cooperation with Institutional Research, the Student Success Center set the following Strategic Goals for the next three years:

1. Tutors and mentors will reach CRLA tutor and mentor training benchmarks.

2. Students who participate in regular mentoring sessions will exhibit their understanding of the strategies for academic success by developing plans for academic success.

3. Students who participate in SSC programs will perform at higher academic rates than similar students who do not participate.

4. The SSC will collaborate with faculty to expand opportunities for student academic assistance.
Staffing

Under the leadership of Matt Schumacher, the Senior Director of Student Success, the Student Success Center (SSC) staff supports the retention and graduation efforts of EKU. Lara Vance, the Director of the Student Success Center, provides the SSC with programming direction; supervision and training of staff; outreach to campus departments and offices; and implementation of research-based best practices in college learning centers designed for the retention and graduation of students. The Academic Support Services Advisor, Lucais Wallen, supports drop-in advising services, monitors the progress and retention of high-risk students, and assists with recruit back efforts. The Gear Up Berea program placed three full-time AmeriCorps volunteers in the SSC to serve as Success Coaches during the 2017-18 year. The EKU Gurus serve as tutors and mentors to students campus-wide as well as those in online programs and at EKU’s Regional Campuses.

**Director:** Dr. Lara Vance

**Academic Support Services Advisor:** Lucais Wallen

**Graduate Assistants:** Rachel Vick (Fall) and Gustavo Alcantara (Spring)

**Success Coaches through Gear Up Berea and AmeriCorps:** George Rothwell (Fall and Spring), Patrick Carter (Fall and Spring), and MJ White (Spring)

**Gurus:**

- Steve Cassell, Veterans Office Liaison (Spring graduate)
- Katie Crabtree
- Claire Crouch
- Edith Del Moral, Lead (Spring), Multicultural Affairs
- Jonathan Del Toro
- Alex Dixon
- Sidney Dixon, Lead (Spring), Social Media and Marketing
- Ashley Ezzo (Spring graduate)
- Sarah Francisco
- Kelley Harlan, Lead, Training (Spring graduate)
- Abby Huber (Spring internship)
- Shelby Jones, Lead, Veterans Office Liaison (Fall graduate)
- Branden Martin (Spring graduate)
- Jessie Moore
- Timothy Morris
- Bruce Northington
- Veronica Nwahiri
- Meranda Quijas, Lead (Spring), Student Affairs
- Caitlyn Rahschulte, Lead (Spring), Regional and Online Campuses
- Diamond Richards, Lead, Multicultural Affairs (Fall graduate)
- Megan Robertson, Lead, Accessibility (Spring internship and graduate)
- Cameron Sellers
- Evan Singleton, Lead, Student Affairs (Fall graduate)
- Tornesia Stanton, Desk Worker
- Chandlar Taul (Spring graduate)
- Brooke Tompkins
- M.J. White, Lead, Social Media and Marketing (Fall graduate)
- Courtney Williams (Spring internship and graduate)
- Kinsey Wilson
- Morgan Wolf, Lead, Student Support (Spring graduate)
End-of-Semester Spring 2018 Report: Total Check-ins

The numbers below indicate the total check-ins as well as the types of services students are using.

It is important to note that students who check in for study area or computer use are often helped by Gurus. The Gurus are instructed that if they help a student, they need to request from the advisor or director that the student’s log-in information be changed to tutoring service. When we are particularly busy, however, the Gurus sometimes forget, and some of them do not report it when they only help for a few minutes. Thus, those students who check in for the study area are often receiving tutoring assistance, but that goes unreported. The number of people we serve is higher than the numbers indicate, also, due to the parents, staff, and prospective students who come in for help and do not have an EKU ID number as well as students who forget to log in.

Additionally, we have been serving the English Language Services students with a monthly Chat and Chew luncheon where they practice conversational English with Gurus. Those students are counted separately because they are not currently enrolled EKU students.

Lastly, we have been taking workshops into classrooms with our Success Coaches. We did not log those numbers because we were piloting the program. It has been well-received by faculty, and we plan to offer more of these workshops in the fall and track attendance.

Student Success Center
The Student Success Center logged a total of 3,329 visits and served a total of 809 unique visitors at both locations combined. The following information provides a breakdown of locations and services.

Crabbe Library Location
The SSC staff served a total of 3,205 visitors and a total of 766 unique guests at the Library location.
¬ Tutoring: 1,154
¬ Workshop attendance: 232
¬ Visits to advisors: 254
¬ Mentoring: 330
¬ Study Area or Computer Use: 1,124

Guru Hub
Whitlock Building Location
The SSC staff served a total of 124 visitors at the Whitlock Hub and a total of 88 unique guests.
¬ Tutoring: 29
¬ Study Area: 59
¬ Mentoring: 27

The remaining check-ins were for online assistance, general information, or unspecified.
Student Surveys

Two surveys are administered to students who use the SSC. An end-of-semester survey through SurveyMonkey was used to request feedback from students. We also administer surveys at check-out that ask for more immediate feedback. These surveys are collected by SurveyMonkey, but are seamlessly administered through AccuCampus.

Survey Results

For the end-of-semester survey, a link to the survey available on SurveyMonkey was sent to approximately 600 students who had checked into the center for academic or advising assistance, including tutoring, mentoring, advising, and/or workshops. We received 106 responses.

Table 1 shows the services the respondents reported using in the center. The majority of the respondents checked into the center for tutoring, use of the location for computers or study, general questions, and mentoring. Students could choose more than one service.

| Mark the services you used at the Student Success Center during the Spring 2018 semester. (You may choose more than one answer.) |
|---|---|---|
| **Answer Options** | **Response Percent** | **Response Count** |
| Tutoring | 55.66% | 59 |
| Computer/Study Area | 41.51% | 44 |
| General questions | 22.64% | 24 |
| Mentoring | 20.75% | 22 |
| Advising | 17.92% | 19 |
| Workshop | 16.98% | 18 |
| Financial Aid assistance | 3.77% | 4 |
| Other (please specify) | 3.77% | 4 |
| **answered question** | **106** |
For the check-out survey, when students log out of AccuCampus as they leave the SSC, a link appears that leads them to a shorter SurveyMonkey survey. Although students are not required to complete this, the check-out surveys were completed 634 times. Students may take the survey every time they check out. Students are asked to rate the services they received (see Table 2). The director reviews these surveys periodically and cross-references any negative comments with the student in order to reach out to them to correct any issues. Often the reasons are because the subject with which the student needs assistance is not covered during the time they drop in or may not be available at all. The open response question gives them an opportunity to request specific subjects. Over 95% of the respondents rated our services a 5 or a 4. Of those who rated services at a 2 or a 1, nearly every respondent returned and filled out another survey, giving the services a rating of a 3 to a 5.

Table 2: Rate Our Services

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>85.49%</td>
<td>542</td>
</tr>
<tr>
<td>4</td>
<td>9.78%</td>
<td>62</td>
</tr>
<tr>
<td>3</td>
<td>3.00%</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>1.26%</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>0.47%</td>
<td>3</td>
</tr>
<tr>
<td>answered question</td>
<td>634</td>
<td></td>
</tr>
</tbody>
</table>
On the end-of-semester survey, students were asked how likely they were to come back to the SSC or recommend it to a friend (see Table 3). The majority reported they were “very likely” to return. Several students commented on this question, and the comments were largely positive. One student commented, “The environment is so welcoming and I think a lot of students would benefit from the center.”

Both students who marked “Very Unlikely” will not be attending EKU in the fall. One of the students graduated, and the other student withdrew during spring classes. Both of these students had positive comments about their interactions with the staff.

Table 3: Likelihood to Return or Recommend (End-of-Semester Survey)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>72.64%</td>
<td>77</td>
</tr>
<tr>
<td>Likely</td>
<td>15.09%</td>
<td>16</td>
</tr>
<tr>
<td>Somewhat Likely</td>
<td>6.60%</td>
<td>7</td>
</tr>
<tr>
<td>Unlikely</td>
<td>3.77%</td>
<td>4</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>1.89%</td>
<td>2</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>106</td>
</tr>
</tbody>
</table>
Table 4 shows the results of the check-out survey question regarding how likely students are to return. These results also show that over 95% are definitely or highly likely to return.

Table 4: Likelihood to Return (Daily Survey)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>88.49%</td>
<td>561</td>
</tr>
<tr>
<td>4</td>
<td>6.62%</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>3.31%</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>1.10%</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>0.47%</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4 shows the results of the check-out survey question regarding how likely students are to return. These results also show that over 95% are definitely or highly likely to return.

On a scale of 1-5 (one being unlikely, five being definitely), how likely are you to come back to the Student Success Center?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>88.49%</td>
<td>561</td>
</tr>
<tr>
<td>4</td>
<td>6.62%</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>3.31%</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>1.10%</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>0.47%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question: 634

The end-of-semester survey also collected responses from students regarding some areas on which the SSC staff has been focusing. Table 5 shows these areas as well as the survey results. Results show that for the most part, students are satisfied with the reception they receive when entering the SSC and that they are receiving the assistance they need to get answers to their questions. The Quality Enhancement Plan (QEP) at EKU is focused on critical reading using metacognitive strategies. All of the Gurus are trained to assist students with metacognitive reading strategies, and training is ongoing in order to make these approaches more intentional with students and to make students more aware of when they are receiving support with critical reading.

Table 5: Other Survey Data

Please provide your input on the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the greeting and service I receive at the front desk in the Student Success Center’s Library location.</td>
<td>68</td>
<td>31</td>
<td>2</td>
<td>0</td>
<td>101</td>
</tr>
<tr>
<td>My college-level reading skills have improved due to the assistance I have received at the Student Success Center.</td>
<td>37</td>
<td>38</td>
<td>10</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>The Student Success Center staff members can either answer general questions I have about college (i.e. financial aid, housing, accommodations, advising, etc.) or work with me until I have the answers I need.</td>
<td>58</td>
<td>39</td>
<td>1</td>
<td>0</td>
<td>98</td>
</tr>
</tbody>
</table>

answered question: 101
Survey Open-Ended Responses

The survey included open-ended prompts to ask for feedback. The following includes a sample of the responses (as written by students):

- They were very helpful. Although required for me personally, I was glad they were there to help me and utilized my time there to help be more successful this semester. You guys were great and thank you for all that you do.
- This is an incredible resource that our university has. The difference it makes cannot truly be measured. I, along with many other Colonels, would not be the same without the Student Success Center. Thank you all for what you do. It is truly appreciated.
- Timothy Morris- great mentor and easy to talk to about anything whether it is about school, or life in general.
- Alex, Sidney, Cameron, Brandon were all awesome and have helped me through out the semester. I really liked working with them, on different subjects.
- MJ, George Rothwell, and guru Sarah have helped me get through the spring semester with all the help I could ever ask for.
- The SSC is one of the most invaluabale resource offered to me as an EKU student. Without this service I would have suffered academically and emotionally.
- Can’t remember her name, but she is the Anthropology Guru. She really helped with the study group, and helped me get an A on the midterm.
- I love going here for help, the workers make this place feel like home.
- Before going to the success center, I wad rather timid, but their friendliness and cooperation was very accepting and comforting.
- Thanks to Ashley and Quijas I received a 97% on a Literature Review. Their help has generated genuine passion for my research
- They helped me way more then they had to, the lady that helped me went above and beyond.
- Helped me pass the PRAXIS!! :-)
- These Gurus have helped me a lot with grammar correction and tutoring. Sidney Dixon, Chandler, Edith helped me a lot as translator and tutoring I want to highlight that every Guru is always available and willing to help me. The Gurus are very kind and patient.
- The help was outstanding, and definitely helped me get on track with my schedule as well as plan out my future tutoring.

The remainder of the survey results will be provided within the corresponding section describing our services.
The Gurus provide tutoring services to students in a variety of subjects. The most common subjects that the Gurus tutored were mathematics, statistics, chemistry, biology, psychology, accounting, English and reading, history, geography, American Sign Language, fire science, economics, anthropology, and nursing. A wide variety of other courses were covered, as well.

Tutor training refreshers as well as new tutor training were provided as classes started in January. Of the 22 Gurus who worked during the spring semester, 13 reached College Reading and Learning Association's Level Two Tutor Training Certification, and 7 received Level One. The two Gurus who have not reached certification yet were late hires but are on track to earn their certification.

Biweekly training sessions on Thursday evenings were held for tutors and mentors. Gurus are required to attend these sessions unless they have class. These sessions included how to be proactive in the SSC, dealing with difficult tutoring situations, working with students on the Autism Spectrum (presented by the Department of Occupational Science), and several weeks using the Clifton’s StrengthsFinder text and assessment.

Check-ins for tutoring at both locations numbered 1,183. Table 6 shows the results of the survey of student feedback regarding tutoring services. Of those who responded to this section, 98% reported that they strongly agreed or agreed that the Guru that helped them was friendly and approachable, and over 95% strongly agreed or agreed that they received the help they needed and their Guru clearly and effectively communicated with them.
If you met with a Guru as a tutor or mentor in the Student Success Center or the Whitlock Guru Hub, please rate the following aspects of our tutoring/mentoring program.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Guru that helped me was friendly and approachable.</td>
<td>65</td>
<td>22</td>
<td>2</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>The Guru that helped me provided me with needed content help or assistance with other skills I need to be successful in college.</td>
<td>60</td>
<td>25</td>
<td>3</td>
<td>1</td>
<td>89</td>
</tr>
<tr>
<td>The Guru that helped me communicated clearly and effectively.</td>
<td>60</td>
<td>24</td>
<td>4</td>
<td>1</td>
<td>89</td>
</tr>
</tbody>
</table>

In the open-responses for these questions, one student wrote, “I want to highlight that every Guru is always available and willing to help me.” Seventeen students included at least one name of a Guru they found particularly helpful.
The Student Success Center was awarded the College Reading and Learning Association’s International Mentor Training Program Certification, Level II. This certification is recognized internationally as a best practice because it ensures that mentors receive quality training and meet the specific standards set by CRLA.

Mentoring numbers were larger in the spring as we continued our intervention with freshmen who are on Academic Probation after their fall semester. These freshmen sign Student Success Agreements in which they choose an academic goal. One of the choices is mentoring. The SSC and Hub had 357 check-ins for mentoring, not including the number of students who worked with faculty/staff mentors through the arrangement of the SSC.

The SSC facilitates mentor training through the Chellgren Success Series. In addition to training Gurus, the staff trains or provides training guidelines for mentors in NOVA, the Freshman Academy for Diverse Students, Bratzke Center, Colonels to Colonels, College of Education, and First Year Courses.

**The Chellgren Success Series**

Funded through an endowment from Paul and Deborah Chellgren, the Chellgren Success Series offers programs to EKU students to improve their college experience and prepare them for success during and after college. During the spring semester the Student Success Center held 13 different academic workshops, held on different days and at different times to accommodate student schedules. AccuCampus reports that the SSC had over 232 check-ins for workshops. In addition to those, the SSC partnered with English Language Services to offer conversational English practice for English Language Learners in their program. For those events, a total of 68 ELS students checked in.

Workshops were facilitated by SSC staff as well as many of our campus partners, including the Counseling Center; the College of Letters, Arts, and Social Sciences; and the Center for Career and Co-op.

These workshops and events included the following (not an exhaustive list):

- Registration Help Week during the first week of classes to assist students in schedule changes and in April to assist students in registration for fall classes;
- FAFSA/KHEAA Verification assistance;
- Study skills, critical reading strategies, time management, test-taking strategies, and other workshops designed to help students with metacognition;
- Dealing with test anxiety;
- Balancing academics and self-care;
- Successful study strategies for math;
- Recovering from midterms;
- Choosing a major;
- Preparing for finals;
- Resume writing from the Center for Career and Co-op;
- Drop-in assistance from the Office of Financial Aid;
- Stress management from the Counseling Center;
- Mentor training for various programs on campus.
One survey question sought feedback from students regarding the material they learned in workshops. The survey asked for a response to three statements to determine if students agreed or disagreed with the statements. **Table 7** shows the responses to the statements. The results indicate that students are finding the workshop topics to have a beneficial impact on the skills they need for college.

**Table 7: Workshop Feedback**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop(s) I attended helped me improve the skills I need in college.</td>
<td>21</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>As a result of attending the workshop(s), I feel I am better prepared to make progress towards my goals (academic or otherwise).</td>
<td>21</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>I would attend a workshop at the Student Success Center again if it addressed one of my interests or concerns.</td>
<td>29</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>47</td>
</tr>
</tbody>
</table>

answered question 47
Advising

The academic advisor and the director both saw students for advising needs including declaring a major, changing a major, choosing a major, scheduling issues, registration holds, recruit back communication, etc. Of the 254 students who visited the SSC for advising, the academic advisor saw 104 students (71 unique guests), the majority of whom were freshmen. Of these students, 58 were students on Academic Probation.

The most common reasons for meeting with the advisor or director included:

- Student Success Agreement questions,
- Academic Probation check-ins,
- Registration help,
- Financial aid questions and/or SAP (Satisfactory Academic Progress) appeals,
- Degree planning,
- Discussing majors,
- Life issues impeding college success.

Table 8 shows the results of the survey question about advising in the SSC.

Table 8: Advising Assistance Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advising or assistance I received from professional staff helped me solve my issue.</td>
<td>43</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>The advisor and/or professional staff in the Student Success Center care about my college success.</td>
<td>45</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>The advisor or staff member clearly communicated the actions I needed to take.</td>
<td>44</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
</tbody>
</table>

answered question 66
End-of-Year 2017-18 Report

2017-18 Totals
The following numbers reflect the total number of check-ins at both locations from the Summer 2017, Fall 2017, and Spring 2018 terms.

Grand Total: 9,672

- Tutoring: 3,437
- Mentoring: 332
- Advising: 479
- Workshops: 604
- Study Area: 2,963
- Unique Guests: 1,730

The remaining check-ins were for general information, events, or unspecified.

Student Success Agreements
New freshmen who are on academic probation at the end of their first semester of college are required to sign a Student Success Agreement with their academic advisor. Students choose an academic goal on these agreements from weekly tutoring check-ins, bi-weekly mentoring meetings, or attendance at four academic workshops. These agreements help us focus students on their goals and assist us as we intentionally reach out to each student according to his/her specific needs. By the end of Spring 2018, these agreements were signed by 243 first-semester freshmen as well as a number of returning freshmen, sophomores, juniors, and seniors. This is an increase in the number of agreements we have received from last year.

Student Support Referral Forms
In order to provide faculty, staff, and family with opportunities to refer students to the SSC for outreach, we established a Student Support Referral Form. This is a webform available through the SSC website and also through EKU Direct accounts. Anyone can fill out a form to report an academic concern about a student. The director receives email notifications and reaches out to the student to offer support. Since the form went live in August 2018, the SSC collected 165 reports and followed up with those students.
Conferences

The SSC director and advisor both attended the Kentucky Student Success Summit in Louisville, Kentucky, in April 2018 where we collaborated with colleagues at EKU as well as other institutions in the Commonwealth.

The SSC director attended the National College Learning Center Association’s (NCLCA) Institute in Milwaukee, Wisconsin, in June 2017, to study learning center assessment and the process of applying to be recognized as an NCLCA Learning Center of Excellence. From this institute, the director developed strategic goals for the SSC and is working on student learning outcomes and an assessment plan.

The director and the fall graduate assistant presented a session at the College Reading and Learning Association’s national conference in Pittsburgh, Pennsylvania, in November 2017. This workshop, titled “Combining Metacognition and Occupational Therapy Theory in Assistive Learning Environments” provided college and university faculty and staff from around the world with information about the tutor and mentor training program the director and graduate assistant developed that uses occupational therapy and metacognitive approaches to student development.

The advisor attended the National Academic Advising Association’s Summer Institute where he worked on goal setting and developing plans for working with students on academic probation.

In May 2018 at Pedagogicon, the director and advisor presented a workshop together titled “Expecting Blooms but Facing Maslow: Triage for our Students” on the Student Success track.

Collaborations

Both the Department of Psychology and the Department of Biological Sciences sent a professor to Guru training to train tutors in how to work with students in their fields. The psychology professor also covered how the brain learns. This collaboration led to the Student Success Center placing two Gurus in PSY 200 courses during the fall semester. Both of these courses were large lecture sections of 100-200 students. The Gurus worked with the instructors to provide tutoring support, offer study groups, and assist in other ways with the courses. We received positive feedback from these instructors and plan to repeat this in Fall 2018.
The Guru who covers anthropology courses worked with one anthropology professor to arrange study group times for his classes before the last two exams in his classes. She set up a variety of dates and times, set an agenda, and the instructor sent the information to his students. Approximately 3-6 students attended each session. At least one student mentioned the benefit of the study group on the end-of-semester survey.

The Student Success Center collaborated with a number of offices on campus to develop programming, events, and provide assistance to students. These offices included:

- Academic Readiness and Testing – Support for Bridge students
- Center for Career and Co-op – Student referrals and marketing
- College of Letters, Arts, and Social Sciences – Workshops, advising assistance
- College of Business and Technology – Advising
- College of Health Sciences - Advising
- Counseling Center – Workshops, drop-in services, and referrals
- English Language Services – Conversational English Hour, workshops
- Faculty – Workshops, assistance developing a faculty resource webpage
- Financial Aid – FAFSA and KHEAA Verification assistance, drop-in help
- First Colonels – Mentoring, workshops, events, and assistance for First-Generation college students.
- First Year Courses – Marketing to first-semester freshmen, tracking of CRLA mentor certification
- Freshman Academy for Diverse Students – Workshops and mentor support
- Latino Success Center – Mentor support and workshops
- Math/Stats Tutoring Center – Tutor collaboration
- NOVA – Marketing
- Registrar’s Office – Advising assistance and Degree Works help
- Student Life and First-Year Experience – Workshops, coordinating and marketing campus activities, distribution of food boxes after hours
- University Advising – Advising assistance
- University Diversity Office – Workshops, tutor/mentor training, and Diversity Scholars programming
Marketing

Online
The SSC staff uses the Student Success Collaborative, Fourth Week Progress Reports, and Midterm Reports to contact students via email. By doing this, we are more intentional in the messages we send to students. For example, when we receive the progress reports, we reach out to students who are struggling in certain classes to give them the days and times that tutoring is offered by Gurus. We also look at concerns like attendance to address the potential needs of students. During this time, we send thousands of emails to students, filtered in a way that we can address their individual needs.

During the summer of 2017, the SSC merged its social media accounts with the Gurus in order to streamline messaging and more effectively manage all of the accounts. The SSC promotes student success through these accounts by serving as a hub of information for current students. Social media is used as a digital platform to connect students to direct assistance, resources, departments, advisors, and critical information as well as promoting other campus events. One Guru is assigned as a Lead and Social Media Guru to manage these accounts; the SSC director manages the accounts as well.

During the 2017-18 academic year, the SSC posted over 800 times through our three social media channels: Twitter, Facebook, and Instagram. We made over 300,000 impressions on Twitter and over 110,000 impressions on Instagram, and generated over 35,000 likes on Facebook. Our Social Media Guru continues to serve on the University’s Social Media committee to stay up-to-date on the latest messaging and trends in campus communication.

Campus
Our Chellgren Success Series flyers have become an expectation of the campus community. We distribute these to over 75 campus partners, offices, and residence halls. Digital versions of these flyers are also emailed to the Eastern Advising and Retention Network (EARN) and this email list is growing as more faculty and staff on campus ask for that version for distribution to their own email lists.

We continue to give out marketing items to students, including pens with our website information on them, t-shirts, tumblers, sticky note pads, and other items. We also reach out through social media to give away these items as prizes for interacting with us through these channels. Instead of brochures about the SSC, Communications and Brand Management worked with us to develop a card for distribution at events. On one side of the card is a motivational quote with the SSC’s graphic element on it. On the other side is information about the SSC.

Student Feedback on Marketing
On the survey, students were asked, “How did you hear about the Student Success Center?” The most common answers were that they heard of us from faculty, staff, advisors, friends, and SSC staff members, including Gurus. Orientation and First Year Courses instructors were also common answers.
Future Plans for 2018-19

During the 2018-19 academic year, we want to continue to be more intentional in our outreach and collaboration with EKU faculty. We have made information available at the New Faculty Orientation sessions and collaborated with PSY 200 instructors to embed a Guru in their large lecture courses. We plan to repeat that in the fall.

In addition, we are investigating ways that we can offer instructors more opportunities to have Gurus visit their courses. One way that we plan to facilitate this is to make our Success Coaches available to deliver workshops from the Chellgren Success Series to freshman seminar courses. Faculty in those courses will be provided with a list of possible sessions and may request one workshop for their class each semester. The SSC will also be participating in the First Year Courses Colloquium series in order to deliver workshops to incoming Bridge students who are participating in a piloted Learning Community. This should extend the reach of our workshops a great deal.

The Colonels to Colonels Peer Mentoring program is a partnership between Residence Life and the Department of Occupational Science. The program assigns mentors from the Occupational Therapy Graduate program to students on the Autism Spectrum who request a mentor. The SSC will be participating in this program by providing academic mentors to these students, as well. The mentors will work together to provide students with life skills assistance as well as academic assistance. Occupational therapy faculty and graduate students will train the Guru mentors to work with students in this program. The SSC wants to improve our outreach to commuter students. We will be developing a workshop series designed for commuter students and based on their feedback on a survey.

With CRLA Mentoring Level II and Tutoring Level II certifications, we now aspire to earn CRLA International Tutor Training Certification Level III. Level III certification signifies that not only are our tutors well-trained, we also build leaders among them who develop and implement training themselves. Our tutors and mentors, as student workers, are students first, and providing them with these professional development opportunities strengthens all of our programs by instilling a desire for growth and modeling that to the students we serve.