Student Success Center

Preliminary Report – Fall 2013

– Building Usage
– Student Survey
– Marketing

Collected and compiled by the administrative staff for Academic Enhancement
Student Success Center

A partnership between Academic Affairs and Student Engagement and Enrollment Services, the Student Success Center empowers students to take responsibility for their learning experiences and build their academic success plans leading to graduation.

Academic Affairs

Advising and Transfer Programs
- Academic Continuance
- First Year Student Success
- Transfer Advising and Articulation

Academic Enhancement
- Academic Support and Peer Educator Programs
- Data and Assessment (Student Success Center)
- Instructional, Training and Testing Resources
- Community Engagement and Campus Partnerships

Honors College
- Undergraduate Research Program

Writing and Faculty Development

Student Engagement and Enrollment Services

Educational Accessibility
Military Connection Center
Student Transition and Family Programs
- Preview
- Sophomore Success

Partners

Perry Libraries
- Learning Commons
Math and Science Resource Center (College of Sciences)
Writing Center (College of Arts & Letters)
BUILDING USAGE

- LAZER TRACKER
- USAGE STATISTICS
- EVENTS
LAZER TRACKER

In September 2012, the Lazer Tracker system was installed at four (4) points in the Student Success Center to monitor the foot traffic that passes through the first and second floors. Installation points include:

- Main Entrance (facing parking garage)
- Entrance to Learning Commons
- Stairwell to second floor
- Elevator to second floor

Since January 2013, total counts from these Lazer Trackers have been recorded each morning.

<table>
<thead>
<tr>
<th>Location</th>
<th>Foot Traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Entrance</td>
<td>48,955</td>
</tr>
<tr>
<td>Entrance to Learning Commons</td>
<td>58,118</td>
</tr>
<tr>
<td>Stairwell</td>
<td>16,282</td>
</tr>
<tr>
<td>Elevator</td>
<td>16,699</td>
</tr>
</tbody>
</table>

Overall Trends:

First Floor

- September 2013: counts reflected the temporary relocation of the College of Science Learning Assessment Lab to the University Testing Center, most notably through the Learning Commons entrance
- October – November: counts remained consistent with a noticeable drop-off during fall break (October 14-15)
- December: visible decrease appeared at end of semester

Second Floor

- Traffic remained relatively consistent throughout the semester with a slight increase in September
- October – November: a noticeable decrease recorded during fall break (October 14-15)
- December: visible decrease appeared at end of semester
LAZER TRACKER FIRST FLOOR COUNTS

Daily Foot Traffic Counts

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Door</td>
<td>638</td>
<td>589-700</td>
</tr>
<tr>
<td>Learning Commons</td>
<td>757</td>
<td>631-824</td>
</tr>
</tbody>
</table>
LAZER TRACKER SECOND FLOOR COUNTS

Daily Foot Traffic Counts

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevator</td>
<td>218</td>
<td>188-266</td>
</tr>
<tr>
<td>Stairs</td>
<td>213</td>
<td>183-246</td>
</tr>
</tbody>
</table>
Usage Statistics

Foot Traffic:

Beginning on August 27, 2012, the office of Academic Enhancement deployed a tracking database to capture data regarding usage of the Student Success Center. This information was collected primarily by the Student Success Center Information Desk; as well as, the reception desks for the Honors College, Peer Educator Program, Student Support Services, and Testing Center. The Office of Educational Accessibility will begin tracking student traffic using this system in summer 2014.

In January 2013, the Peer Educator Program implemented TutorTrac software as its primary source for tracking and reporting student usage of its services, and discontinued use of the Student Tracking database. Additionally, the Student Tracking database was revamped for the fall 2013 semester based on a review of the data collected and feedback from its primary users.
September 1, 2013 and December 31, 2013

- Student Tracking Database captured **6,550** interactions
- Additional tracking sources brought the total to **8,743** interactions
- College of Science Learning Assessment Lab was temporary relocated into the Testing Center for the first six weeks of the semester. This accounts for an additional 3,130 student visits to the SSC

*Daily Operational Support includes directions to campus buildings, department locations, and bathrooms

**Faculty/Staff Support includes meeting, training, and workshop attendees

^^University Testing number includes temporary accommodations for College of Science Learning Assessment Lab
Student Success Center Main Extension Phone Traffic: (757) 683-3699

For the fall 2013 semester, Information Desk staff tracked the telephone traffic for the main number in the SSC.

September 1, 2013 and December 31, 2013

- 908 phone calls
- Nearly half of the calls centered around advising questions
  - Advising & Transfer Programs (26%)
  - Advisors and advising center referrals (19%)
  - Questions concerning MyAdvisor (5%).
- Phone call traffic peak hours are from 10:00am - 12:00pm

Phone Calls by Category

*Daily Operational Support includes directions to campus buildings, department locations, and bathrooms
**Faculty/Staff Support includes meeting, training, and workshop attendees
+ Office advertises a separate phone number as its primary extension for inquiries and assistance

Referral to other offices include: CME, Registrar, Admissions, College of Business, etc.
EVENTS

Student Success Center activities include one-time and recurring events, standing meetings, workshops, testing and training sessions. The building has become a hub of activity for students and staff alike. The main events that have occurred from summer 2013 to the present include:

One-Time Events:
- Incoming Football Student Athlete Tours (7/12)
- First Class (8/24)
- Honors College “Meet and Greet” (8/24)
- Transfer Student Barbeque (9/3)
- Honors College Parent’s Weekend (9/20)
- Veterans and Students Affiliated with the Military Kick-Off (10/26)
- Finals Week Coffee and Snacks Study Zone (12/9-12/13)
- Sophomore Success “Cocoa Zone” (12/10)
- ODU Tutoring Programs Luncheon (12/12)
- Suspension Appeals Committee (1/8)
- GMAT Practice Test (3/22)

Preview-Specific Events:
- Placement Testing
- Honors Advising

Recurring Events:
- Supplemental Instruction Sessions
- MySuccess Workshops
- Athletes Writing Workshop
- Student Support Services Workshops
- Writing for College Success Study Hall
- Access Advising (outside agency, offers support for qualified student in need of scholarships)
- Sophomore Stars
- Monarch Think Tank
- Monarch Think Tank II
- ADHD Workshops
- Transfer Student Workshops
- Improving Disciplinary Writing Focus Groups
- Testing – placement, correspondence, make-up, admission (SAT, LSAT, MAT, HESI), professional competency (CHES/MCHES, MPRE), Exit Exam of Writing Proficiency, comprehensive examinations, etc.

Trainings:
- Hobson Retain
- Adobe CQ
- TutorTrac
- Writing Sample Placement Test Readers
- Student Success Center Information Desk Student Assistants
- Student Success Center Student Street Team
- Safe Space Allies
- UNIV 110 Instructors
- CRLA-Certified Peer Tutors and Peer Mentors
- Academic Affairs FLAC Training
STUDENT INPUT

- TOWN HALL OPEN FORUM
- STUDENT SURVEY
Student Open Forum

Student Open Forum events are scheduled for April 22, 2014 in Whitehurst Hall and April 23, 2014 in Dominion House. In order to increase attendance and participation in these events, Residence Hall Directors for both locations have identified Residential Assistants to assist with recruitment and earn program credit. Six (6) Graduate Assistants from Housing and Residence Life will serve as facilitators for the discussion, and four (4) undergraduate students from Academic Enhancement will provide logistics support for the event. Training for the Town Hall facilitators will be held on April 17, 2014 and April 18, 2014, led by Tisha Paredes (University Assessment), and Town Hall logistics training will be held on April 21, 2014, led by Lanah Stafford (Academic Enhancement).

Questions have been tailored to explore the role of the Student Success Center in the undergraduate experience, and provide context and depth to the responses made to the Student Success Center Student Survey conducted in December 2013. They are provided below:

1. What does “student success” mean to you?

2. If you had the opportunity to restart the fall semester, what would you do differently to improve or better prepare for your courses?

3. Tell us about your experiences with the Student Success Center.*
   a. Have you heard about it?
   b. How did you hear about it? What can we do to promote the SSC to you and other students?

4. Tell us why you use the Student Success Center, or why you do not use the Student Success Center?*
   a. What do you wish the Student Success Center offered you?
   b. What type of help do you need throughout the semester?

5. What does a degree from Old Dominion University mean to you?

6. As you reflect on your time as an ODU student, what is one piece of advice you would give next year’s entering first year students?
STUDENT SURVEY

Introduction

The Student Success Center Student Survey was developed in 2012 as an assessment instrument to measure students’ perceived effectiveness of the Student Success Center, in accordance with the 2009-2014 Strategic Plan’s mandate to “obtain regular feedback from faculty and students regarding effectiveness of the Student Success Center in facilitating student success.” The 10 questions included in the 2013 survey sought to identify:

a) if students know about and use Student Success Center services (questions 1, 2, 3, 6, and 7),
b) if students are satisfied with the services they receive in the Student Success Center (questions 4 and 5), and
c) what support students currently use and would like to use in the future in order to succeed academically (questions 8, 9, and 10).

Background and Methodology

The survey was deployed in both web-based and pen-and-paper format between December 2nd and December 12, 2013.

The web-based survey, hosted on Qualtrics was distributed via e-mail to a total of 3,039 students. These students were identified by their UIN as captured by the Student Success Center Student Tracking Database, TutorTrac, Honors College student database, SSC workshop series attendees, and Phi Eta Sigma invitees. Of the 3,039 students solicited, 604 completed the survey (19.87% response rate).

The pen-and-paper survey was deployed via faculty contacts and the SSC Student Street Team. Faculty contacts distributed the survey to students attending their final class sessions of the fall semester. The 10-person Street Team of Honors College and Academic Enhancement student employees randomly selected students from Webb Center, Learning Commons, Student Success Center, Batten Arts and Letters, Dragas Hall, Mills Godwin Jr. Life Sciences Building, and the Village to complete the survey. An additional 565 students completed the survey in this manner.

In total, the Student Success Center received 1169 survey responses.
Findings

The following results are based on 1169 responses, 604 of which were collected online, and 565 of which were collected in pen-and-paper format.

Do students know about the Student Success Center?

- **Most students know about the Student Success Center.** Nearly 85% of all respondents reported knowing about the Student Success Center. Although this number is down from previous survey results (90% reported knowing about the SSC in 2012), this is likely attributed to the increased distribution and completion of surveys (1169 in 2013 vs. 560 in 2012).

- **The majority of students learn about the Student Success Center through personal interactions.** Whether it is through faculty (25%), advisors (18%), fellow students (20%), or classroom presentations (6%), students know about the Student Success Center because they were told about it by someone else. In fact, one respondent to the question “Why do you not visit the Student Success Center?” replied, “I have not been told about it.” This distribution is relatively consistent from 2012 to 2013. In both surveys, only about one-quarter of students (24%) reported learning about the Student Success Center through non-personal means such as event flyers (8%) or student announcements (16%).

- **However, students primarily turn to electronic tools to find information about campus events and services.** Over one-third (38%) of students reported referring to e-mail, while just under one-quarter (23%) specifically reported checking Student Announcements. An additional 19% of students report checking the ODU Website. Despite the popularity of social media, only 14% of students use it to find campus information (5% report using Twitter, and 9% report checking Facebook).

Do students visit the Student Success Center?

- **The majority of students report visiting the Student Success Center at least one time.** Two-thirds of students surveyed (67%) report visiting the Student Success Center at least one time per semester. Nearly three-quarters of these students (73%), or nearly half of all students surveyed (49%), reported visiting the Student Success Center between one (1) and five (5) times per semester. Overall reported usage of the Student Success Center remained consistent from 2012 to 2013 (approximately 67% both years).

- **Students who visit the Student Success Center come for a specific program or service.** Students come to the Student Success Center for tutoring (30%, down from 43%), testing (15%, up from 4%), advising (15%, up from 7%), the Honors College (12%, up from 10%), and writing counseling (11%, up from 6%), as well as other programs/services in the building (2%).

- **Students who do not visit the Student Success Center indicate that they do not see a need.** Many of these students further indicate that they view the Student Success Center primarily as a place for academic support. As one student noted, “I have not needed it yet. I haven’t really struggled in any classes this semester.”
Are students satisfied with their Student Success Center experiences?

- Most students are satisfied with their Student Success Center experiences, and the majority of students are very satisfied with their experiences. Almost all students (98%) gave their Student Success Center experiences a grade of “C” or higher. Nearly two-thirds of these experiences received a grade of “A” (62%), and just under one-third received a grade of “B” (32%).

- Great customer service was cited as the major reason for students giving a grade of “A” to their Student Success Center experiences. Beyond responses that simply stated that the student received great service, other students commented on how “helpful” and “friendly” the staff was to them. As one student noted, “I rated the Student Success Center an ’A’ because the staff that I work with are very helpful and patient. I appreciate their willingness to spread knowledge even when he/she could be doing other things. The Student Success Center, to me, has been beneficial and a huge help.” Many students additionally complimented the physical space itself.

- Students’ negative experiences with the Student Success Center mostly stemmed from a lack of available tutoring appointments. Even students who graded their Student Success Center experiences as a “B” noted that they received great service once they were able to get in and receive assistance, but frustration with the process of obtaining tutoring appointments. Frustrated comments ranged from, “Decent help with tutoring, needs more flexible tutoring hours or more tutors,” to, “I have been to the Student Success Center up to 4 times to reschedule my tutoring appointments because of them being cancelled or replaced with other student appointments.”

[Measures have been taken to increase tutoring appointments. A system outage occurred during the TutorTrac implementation. Students were contacted to reschedule lost appointments.]

What about students who do not know about or visit the Student Success Center?

- The vast majority of students who do not know about the Student Success Center are already academically successful. Where data was available, only three students who reported not knowing about the Student Success Center (6%) completed the fall term in academic difficulty, and only one student (2%) fell into Academic Warning.

- The majority of students who did not visit the Student Success Center because they felt it was unnecessary performed well academically. Where data was available, only 4 students (7%) finished the semester in academic difficulty, and 3 students (5%) earned a cumulative GPA below 2.0. Most students (84%) earned a GPA of 3.0 or higher for the semester.
What academic support do students currently use? What support would students like to have?

- When in need of help with their classwork, most students seek it from those individuals and resources directly related to their specific courses. This includes friends (24%), the Internet (24%), professors/faculty (23%), and tutors (13%). This is relatively consistent with the distribution of responses from 2012.

- Students would like more self-directed opportunities and individual-specific assistance for academic growth. When asked how the Student Success Center can help students be more successful in the classroom, respondents requested study space (31%), “On the Spot Advice” events (22%), General Resource kiosks in Residence Halls (19%), and tutoring (15%). Specifically, students requested more tutoring appointments (both additional subjects and additional availability of currently-offered subjects) and one-on-one and expanded tutoring opportunities in both Math and Chemistry courses. This is consistent with 2012 survey responses requesting tutoring and additional study space.

Additional findings:

- Students do not make organizational distinctions in the same manner as administrators. In addition to comments about services within the Student Success Center, some survey respondents also commented about similar (though organizationally distinct) services and experiences with the Writing Center, Math and Science Resource Center, the Learning Commons, and the Library. It appears as if some students conflate building/infrastructure with the services provided.

- Some Honors students may not recognize that the Honors College is housed in the Student Success Center. Despite having to come to the Honors College at least once per semester (to attend a mandatory advising session and sign up for Honors courses), some Honors students indicated that they “do not visit” the Student Success Center. These Honors students additionally noted that they “did not need” to visit the Student Success Center.
Conclusions

The 2009-2014 Strategic Plan established the Student Success Center as “an efficient and inviting space that enables students who need University-wide support services for their academic goals to find them in one central location.”

- Students affirmed the effectiveness of SSC services in facilitating student success.
- Survey responses indicated that students perceived the Student Success Center and most of its services as being those directly related to support for their academic and classroom experiences.
- Overall, students were very satisfied with the services that they received. Favorable comments supported the effectiveness of customer service training based on the University’s service standards.
- The most-reported source of frustration for students stemmed from an inability to schedule tutoring appointments. This is likely contributed to the TutorTrac implementation process in the Peer Educator tutoring service. Online appointment scheduling was down during system upgrades in September.
- Students used and requested resources and services that have a direct link to their success in the classroom, and even more specifically to their specific coursework.
- Students requested more advertising about the Student Success Center services.
  - One student noted, “Make your services more known, it’s a great service that should be utilized.”

- Students do not always make distinctions in service locations. Some provided feedback about academic support services offered in the Learning Commons (Writing Center, MSRC) when asked about services used in the SSC.
  - In contrast, some Honors students perceived the Honor College to be separate from the Student Success Center, despite the Honors College being housed on the second floor of the building.

- One major contradiction in the data:
  - Most students indicated learning about the SSC via person-to-person communication, yet requested more communication via electronic and passive advertising.

Ultimately, students are looking to the Student Success Center to provide on-demand academic support services. They seek out SSC services to provide what they need when they need it, whether it is an immediate answer to a question, or a one-on-one tutoring appointment for their specific class at a time that is convenient to them. Students are not using the Student Success Center and its services unless they themselves perceive a need for it. The question remains, however, as to whether students’ self-awareness of actual need matches the reality of their academic situation.
**Student Success Center Student Survey: 2012 and 2013**

- The majority of students surveyed (67%) reported visiting the Student Success Center at least one time.

- Of these students, nearly three quarters (73%) reported visiting the Student Success Center between one (1) and five (5) times per semester.

1. **How often do you visit the SSC?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 times a semester</td>
<td>24.29%</td>
<td>27.20%</td>
</tr>
<tr>
<td>3-5 times a semester</td>
<td>21.43%</td>
<td>30.00%</td>
</tr>
<tr>
<td>6-10 times a semester</td>
<td>6.61%</td>
<td>7.53%</td>
</tr>
<tr>
<td>More than 10 times a semester</td>
<td>15.00%</td>
<td>15.00%</td>
</tr>
<tr>
<td>I do not know about the Student Success Center</td>
<td>10.61%</td>
<td>9.82%</td>
</tr>
<tr>
<td>I do not visit the Student Success Center</td>
<td>15.06%</td>
<td>22.86%</td>
</tr>
<tr>
<td>No response</td>
<td>0.00%</td>
<td>0.09%</td>
</tr>
</tbody>
</table>

Students who report not visiting the SSC indicate that the services provided are unnecessary and/or inapplicable (see question 6).
The majority of students surveyed (64%) reported learning about the Student Success Center through personal interactions with peers, faculty, or advisors.

More than half of the “Other” responses (55%) referred to departments housed within the SSC: Honors College (22), Preview (9), Educational Accessibility (5), Peer Educator Program (5), Upward Bound (3), Testing (2), Student Support Services (1), and Transfer Programs (1).

Adding these SSC departments plus 6 additional reported non-faculty/non-student personal referrals brings the personal interaction percentage to 68%.

2. How did you hear about the Student Success Center?

How students are finding out about the Student Success Center remains relatively consistent between 2012 and 2013. The increased percentage selecting “Faculty” as a response may be attributed to the faculty participation in the 2013 survey’s distribution.
Including responses given in the “Other” category, 85% of students reported visiting the SSC for a specific program or service (Tutoring, Testing, Advising, Honors College, and Writing Counseling).

“Other” responses included: Mentoring (12), Blank/No Response (9), Employment (7), Office of Educational Accessibility (6), and Classwork (5).

3. For what services or programs did you visit SSC?

* Tutoring assistance is provided by both the Peer Educator Program and Student Support Services.
**Responses to other survey questions suggest that some students may be associating the prompt “Writing Counseling” with the services provided by the Writing Center in the Learning Commons rather than those provided by Academic Skills in the SSC.

Reported student attendance for 2013 saw the most notable increase for Testing Services. This may be attributed to the temporary relocation of the Learning Assessment Lab to the SSC Testing Center for the summer and beginning of the fall semester.
- Students who received assistance from the Student Success Center overwhelmingly approved of the quality of these interactions.
- 94% of respondents graded their experiences as an "A" or "B", and 98% gave a grade of "C" or higher.

Even though the 2013 survey received 108.75% more responses than the 2012 survey, student satisfaction with SSC services increased slightly.
5. Please tell us why you gave us that grade.

GRADE ‘A’ - spoke highly of the service that was provided to them.

- Over 40% of these responses included the word “helpful,” while other responses noted: they received great service, staff was friendly, and complimented the facility itself.

  "I rated the student success center an ‘A’ because the staff that I work with is very helpful and patient. I appreciate their willingness to spread knowledge even when he/she could be doing other things. The student success center, to me, has been beneficial and a huge help."

  "Everyone was always helpful and friendly. Whenever I come to the SSC I feel like I am coming home...I regret not spending more time here."

GRADE ‘B’ - generally reported the experience to be good or great, although some indicated that it didn’t quite reach their standards for an ‘A.’

- Students reported enjoying the tutoring service that they received, but frustration with seemingly limited available tutoring appointments.

  "I have been to [SSC department] for almost 2 years and they are wonderful. I have also gone to [SSC department] and have had a lot of success. The one thing that upset me was when I went for a [subject] Tutor last year, the student said he didn’t know what to do and could not help me. Other than that the student success center is great!"

  "Decent help with tutoring, needs more flexible tutoring hours or more tutors."

GRADE ‘C’ - reported experiencing difficulty with obtaining suitable tutoring appointments, or unsatisfactory tutoring assistance.

  "They messed up my tutoring for [subject] and then I got put at the bottom of a huge waiting list and never really got the help I needed."

  "When I went to get tutored I didn't have a very good experience. My tutor was not helpful."

GRADE ‘D’ or ‘F’ – 2% cited the lack of available tutoring appointments or satisfactory tutoring sessions as the justifications for their grade.

  "I have been to the student success center up to 4 times to reschedule my tutoring appointments because of them being cancelled or replaced with other student appointments. I am really disappointed in the lack of consideration towards myself and other students when an appointment is scheduled. I loved coming to the center last year for [subject] but now I can never seem to keep my appointments and get pushed to the side."

  "My tutor never shows up and cancels our sessions regularly, I feel like I'm pestering the person to get tutoring."
- This was a new question added to the 2013 survey in order to begin drilling down into students’ perceptions and motivations for not using the SSC.
- Some responses included statements involving multiple categories; such responses are included in both category counts.

6. Why do you not visit the SSC?

- Don't Need To, 158
- No Time, 24
- Don't Offer What Is Needed, 3
- Get Help Elsewhere, 15
- Will Start, 3
- Distracting Environment, 1
- No Response, 6
This was a new question added to the 2013 survey in order to better identify where students unaware of the SSC obtained information about campus activities.

- Over one-third (38%) of students who responded to this prompt indicated that they looked to their e-mail for information about campus events and services. Nearly one-quarter (23%) of students more specifically indicated that they checked Student Announcements for information.
- Despite the popularity of social media, only 15% of students reported using it to look for campus information.
- Responses to “Other” included: students (7), signs/flyers (3), “I don’t” (1), and no response (1).
The overwhelming majority of responses (84%) to this prompt indicated that students seek help from those individuals and resources directly related to their specific course, such as the Internet, friends, faculty, tutors, and other course material (textbooks, notes, handouts).

Additional responses to “Other” include: campus locations (9), myself (5), don’t need help (3), supplemental instruction (2), private tutor (1), and no response (1).

*Internet was not one of the responses on the 2012 survey

Although the addition of “Internet” as a response diluted the percentages of other prompts’ response rates, the distribution across prompts remains similar from 2012 to 2013.

*Data not collected in 2012
- Half of the responses (50%) requested self-service assistance, through additional study space or self-serve general resource kiosks
- Over two-thirds of responses (68%) requested individual-specific support, through study space, SSC “On the Spot Advice” events, and tutoring
- Tutoring subjects requested include: math, chemistry, and everything
- Workshops requested include: studying, writing, and time management
- “Other” responses include: increased tutoring options, mentoring, and nothing

9. Rank the top three ways that the SSC can help you be more successful in the classroom.

Many students participating in the paper survey did not complete this section correctly, opting instead to simply check boxes rather than rank options. For this reason, rankings are not reported and response totals are presented in the aggregate.
Nearly one-third of respondents (32%) want the SSC to do a better job of advertising its location, programs, and services.

- Suggestions included: hosting more events, sending out more e-mails, and posting more flyers across campus.

Nearly one-quarter of specific requests (24%) were for additional academic support

- Additional tutoring appointments (8%), more study space (4%), additional academic support programming (4%), more subjects tutored (4%), and increased availability of current services by way of longer hours of operation (4%)

10. Please make recommendations on how we can improve the Student Success Center:

*Responses to this prompt included suggestions regarding the Library, Writing Center, and Math and Science Resource Center.*
## Demographics of Respondents

### Class Standing

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Freshman</td>
<td>34%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24%</td>
</tr>
<tr>
<td>Junior</td>
<td>18%</td>
</tr>
<tr>
<td>Senior</td>
<td>22%</td>
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<tr>
<td>Graduate Student</td>
<td>2%</td>
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### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>8%</td>
</tr>
<tr>
<td>Black</td>
<td>26%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
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<tr>
<td>White</td>
<td>37%</td>
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<td>XX</td>
<td>2%</td>
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<tr>
<td>(blank)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### College

<table>
<thead>
<tr>
<th>College</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undeclared</td>
<td>7%</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>22%</td>
</tr>
<tr>
<td>Business</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>10%</td>
</tr>
<tr>
<td>Engineering</td>
<td>14%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>11%</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>2%</td>
</tr>
<tr>
<td>Sciences</td>
<td>22%</td>
</tr>
</tbody>
</table>

### Fall 2013 GPAs

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-0.49</td>
<td>1%</td>
</tr>
<tr>
<td>0.5-0.99</td>
<td>1%</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>3%</td>
</tr>
<tr>
<td>1.5-1.99</td>
<td>6%</td>
</tr>
<tr>
<td>2.0-2.49</td>
<td>12%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>18%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>24%</td>
</tr>
<tr>
<td>3.5-3.99</td>
<td>26%</td>
</tr>
<tr>
<td>4.0</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Cumulative GPAs

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0-0.49</td>
<td>0%</td>
</tr>
<tr>
<td>0.5-0.99</td>
<td>1%</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>2%</td>
</tr>
<tr>
<td>1.5-1.99</td>
<td>5%</td>
</tr>
<tr>
<td>2.0-2.49</td>
<td>14%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>21%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>27%</td>
</tr>
<tr>
<td>3.5-3.99</td>
<td>25%</td>
</tr>
<tr>
<td>4.0</td>
<td>6%</td>
</tr>
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</table>

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<tr>
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<tr>
<td>0.5-0.99</td>
<td>1%</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>2%</td>
</tr>
<tr>
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<td>5%</td>
</tr>
<tr>
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<tr>
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<td>25%</td>
</tr>
<tr>
<td>4.0</td>
<td>6%</td>
</tr>
</tbody>
</table>
AT-A-GLANCE INFOGRAPHIC

In the fall 2013, the Student Success Center partners engaged in a series of meetings to determine what information should be included in the Infographic. The approved Infographic was distributed across campus in print and electronic form, and poster-size versions are displayed at all of the advising centers on campus. Feedback has been overwhelmingly positive, and the production of a new Infographic for the upcoming Preview season is underway.

BIG BLUE MARKETING CAMPAIGN

The Student Success Center partnered with the Athletics Department to contract Big Blue for a photo shoot for use in marketing materials for the 2013-2014 Academic Year. After submitting the photos to Athletics for review, approved photos were incorporated into multiple marketing projects, including:

- Life-size cardboard cutouts advertising the Student Success Center and its services (located at campus advising centers)
- Life-size cardboard cutouts providing direction signage to the Student Success Center for visitors entering via the Learning Commons
- Prominent display on:
  - Academic “Achieve-mints” student giveaways
  - Student Success Center Postcard and Full-Page Advertisements
  - Mentor Training Retreat Flyers
  - Peer Educator Program Academic Support Advertisements
  - MySuccess Monday Workshop Flyers