



Name of Unit: CENTER FOR STUDENT SUCCESS

Date (Assessment Cycle): 2016-2017

Mission Statement:

The mission of the Center for Student Success at Malone University is to implement a variety of intentionally designed programs, resources, and services which guide students in fulfilling their individual academic and career goals. Ultimately, we support students in their pursuit of life-long learning, personal/spiritual growth, and career readiness as they prepare to serve their communities and the world upon graduation.

Unit Goals:

1. To keep updated on all curriculum changes in order to accurately advise and register all incoming students and current students with undeclared majors.
2. To administer academic tests required for admission, placement, and credit accrual to both Malone and non-Malone students.
3. To provide access and reasonable accommodations for qualifying students (including testing accommodations) to our courses, programs, services, jobs, activities and facilities.
4. To assist students in exploring majors that fit well with personal strengths/skills/personality.
5. To monitor students at risk of attrition and coordinate intervention with appropriate support and assistance.
6. To connect students with tutoring resources to help improve study skills, subsequent earned grades, and therefore, student retention.
7. To connect students with internship and career opportunities.

Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Academic Advising Services: The Academic Advisor will schedule all new freshmen, transfers, and CCP students. She continues to advise Undeclared Majors until they are ready to transition to a major with a faculty advisor.</p>	<p>No new student may begin classes without our registration services.</p>	<p>All new students were registered in a timely manner, even those applying the week of Orientation. Satisfaction surveys were emailed to all new students. Below are the responses:</p> <p><u>Quality of Advising</u> 94% of respondents indicated that the quality of advising was satisfactory.</p> <p><u>Courtesy/helpfulness of staff</u> 100% of respondents indicated that courtesy and helpfulness of staff was satisfactory.</p> <p><u>Accessibility to staff</u> 91% of respondents indicated that accessibility to staff was satisfactory.</p> <p><u>Professionalism of staff</u> 99% of respondents indicated that professionalism of staff was satisfactory.</p>	<p>Continue to improve registration process based on survey results.</p>

<p>Accessibility Services: The Director of Accessibility Services will ensure that access and reasonable accommodations are provided to all qualifying students with documented learning, physical, and/or psychological disabilities.</p> <p>Beyond authorizing the tests administered with accommodations, accessibility services provides qualified and documented students with classroom materials. This includes but is not limited to electronic books, note taking services, use of adaptive technology, and course material in Braille. Adaptive technology includes, FM systems, Typewell transcription, Read, Write & Gold, Learning Ally, and JAWS (a screen reader).</p> <p>Ensure access to facilities, programs and services for persons on campus with disabilities.</p>	<p>Students will indicate that the accommodations help them reach their academic goals 85% of the time.</p> <p>Students will indicate that the accommodation process is easy to understand 85% of the time.</p> <p>Students will indicate that staff members are available to discuss concerns 85% of the time.</p> <p>Students will indicate that they are comfortable asking staff for assistance 85% of the time.</p> <p>Students will indicate that the accommodation process is handled in a professional and effective manner 85% of the time.</p> <p>Students will indicate that they are provided with quality services 85% of the time.</p>	<p>102 students served during the 2016-17 academic year</p> <ul style="list-style-type: none"> • 12 - AD(H)D • 10 - Medical conditions • 47 - Learning Disabilities • 17 - Psychiatric Diagnosis • 2 - Physical Impairments • 5 - Autism Spectrum Disorders • 5 - Visual Impairments • 4 -Hearing Impairment <p>31 students responded to the survey</p> <ul style="list-style-type: none"> • 91% responded that accommodations help them reach academic goals. • 87% responded that the accommodation process is easy to understand. • 92% responded that staff are available to discuss concerns. • 88% responded that they are comfortable discussing issues with the staff. • 92% responded that the accommodations process was professional and effective. • 91% responded that they were provided with quality services. 	<p>We will continue to provide accommodations for each student in an efficient and thorough manner.</p> <p>As the number of students with significant disabilities increases, the office strives to provide these students with quality services and appropriate adaptive technology. We currently have the latest versions of JAWS (serving the visually impaired), Read & Write Gold (serving those with Learning Disabilities), and TypeWell (serving those who are hearing impaired).</p> <p>Each year we will reevaluate the adaptive technology used to ensure that students are being provided with quality services while being good stewards of the university budget.</p>
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<p>Tutoring Services: The Director of Tutoring Services/Career Development Coordinator will offer free peer tutor assistance to all students outside the classroom and to those in the lower level biology labs. She also provides Professional Tutoring/Mentoring program (fee based) for students with disabilities.</p> <p>Offer guidance/training for peer tutors to improve performance and retention of students.</p>	<p>One peer lab assistant will be offered for BIOL 100, 131, 132, 144, 145, 173, 200, 253, and 254 labs. There are also walk in labs available</p> <p>Tutor appointment requests are made directly online or through the tutor independently. Tutors also introduced their services (with business cards) to many 100-200 level classes. Professors are sent information so they can post tutor contact info on syllabi, online or announce in class.</p> <p>Students also make requests directly to the tutor and set up appointments that way.</p> <p>Successful payroll summaries will reflect at least 500 sessions in the fall semester and 400 sessions in the spring semester.</p>	<p>12 of 12 fall labs had a peer lab tutor. 11 of 11 spring labs had a peer tutor. Lab surveys showed 97% satisfaction from students regarding lab tutors.</p> <p>140 Peer Tutor Request forms were filled out for fall. 85 Tutor Request forms were filled out for spring. The director matched these student requests with a tutor within 24 hours or less.</p> <p>Fall and spring payroll shows payment for \$30,283.23</p> <p>The payroll system from HR did not permit tracking of no-shows. Tutors reported that personalized appointments and reminders resulted in better tutee attendance and that a better way of tracking will be helpful.</p> <p>100 surveys were returned and 82% of the overall</p>	<p>Connecting more students with a one on one tutor increased participation. By increasing group participation, we can lower the budget spent while keeping the same availability for students.</p> <p>Continue to allow tutors to set up open times and advertise them to the students and faculty. Tutors will make appointments and send out reminders and offer group sessions prior to exam dates.</p> <p>We will request an increased tutoring budget in the 16-17 year, as the service shows high volume and satisfaction.</p> <p>Implemented additional features on the tracking system for tutors with notes.</p>
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	<p>Students who meet with tutors are given satisfaction surveys. Survey scores showing 97% of rankings 4 or 5 (scale of 1 to 5) demonstrate competent peer tutors and student satisfaction.</p> <p>Any tutors with performance complaints will be met with in person.</p> <p>Peer tutors will be surveyed for satisfaction with their tutoring experience and leadership role.</p> <p>Probation students are assigned 1 hour of tutoring each week with a peer tutor</p>	<p>satisfaction score ranked 4 or 5.</p> <p>37 surveys taken by the peer tutors were returned indicating 100% satisfaction levels with the program and leadership.</p> <p>Work on developing new strategies to meet the needs of the growing population of students on probation</p>	<p>Surveys will be conducted online from this point forward. This provides convenience for the student and more accurate data.</p> <p>Insufficient space results in the use of several tutoring spaces. Multiple tutoring locations results in the low survey counts and inability to have proper tracking systems and walk in tutoring. We will continue to advocate for a large tutoring center as budget constraints are lifted.</p>
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<p>Students for Success Workshops 12 Students for Success Workshops were held weekly in the fall semester and 6 in the spring semester. These covered topics such as study skills, test taking, anxiety, motivation, reading strategies, memory, etc. These are designed to improve study skills and increase retention.</p> <p>Professional Tutoring/Mentoring Program As a means of greater retention we will continue to provide professional (fee-based) tutoring services to students with disabilities and provide scholarships to students who cannot afford to pay for these services (through the surplus in pay). 3 Professional tutors are hired to meet the needs of our students. All work under 29 hours/week each.</p>	<p>Survey scores showing 82.75% of rankings 4 or 5 (scale of 1 to 5) demonstrate helpful topics and student satisfaction</p> <p>Success will be evident if the revenue does not exceed the salary paid to the professional tutor.</p>	<p>Average attendance for the fall was 37.4 students with an average of 85.5% satisfaction. Average attendance for the spring was 17.8 students with a 80.0% satisfaction.</p> <p>19 students received professional tutoring during the 15-16 year with a net profit of \$6000 after scholarships were provided.</p> <p>Students receiving services from this program for the past 4 years were able to remain at Malone because of this program and graduate.</p> <p>Added a math tutor to help with that need</p> <p>100% of those surveyed showed a high level of satisfaction with this service.</p>	<p>Created new programs (pilot program) to mentor students on probation in Fall of 2016</p> <p>Continue to offer sessions each week. Students on probation will be required to attend 8 of the 12 for fall. Continue satisfaction surveys for future SFS workshops. Rely primarily on Malone faculty and staff presenters as the data demonstrates higher levels of satisfaction with in-house speakers.</p> <p>Established signed contracts by all parties involved to ensure proper payment for fall 2016.</p> <p>Used a flat rate billing service to improve the process.</p>
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<p>Students receiving this service will be surveyed.</p> <p>Career Development Services: The Director of Tutoring/Career Development Coordinator will provide students with major and career exploration tools using College Central Network, My Plan, and Perfect Interview. Meet individually with students (as requested) for career advice.</p> <p>Offer occasional classroom presentations and formal seminars each year that explore careers, introduce students to the career online systems,</p> <p>CAREER FAIR- as a means to connect with the community and introduce our students to employers, the Career Dev. Coordinator held a career fair on campus in the fall.</p>	<p>90% satisfaction will show success with the program.</p> <p>All appointment requests will be granted.</p> <p>Formal seminars use area professionals as presenters and target career development needs at the junior and senior level. Satisfaction surveys for those in attendance should reflect scores of 70% or higher.</p> <p>A career fair will be set up for students to meet/greet employers and search for jobs and internships</p>	<p>Met with 40 students to help create/edit /build resumes.</p> <p>Classroom presentations-15 with 100% satisfaction scores. Due to lack of staffing, these services were not able to be offered at a higher rate. Held sessions in the evening hours for students to practice interviewing skills and resume building techniques. Satisfaction was 100% Other formal seminars were incorporated into the SFS workshops (see earlier section).</p> <p>40 companies and 120 students attended. Both students and companies ranked the event as very helpful and positive.</p>	<p>Explore the continuation of this service with growth potential as tutoring space becomes available.</p> <p>We must advocate for at least one part-time staff devoted solely to career development as the current 'sharing' of roles limits our ability to provide sufficient services</p> <p>Next year we will aim for more quality companies and higher student attendance.</p>
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<p>MyPlan Career Exploration is utilized to provide career portfolios addressing strengths/weaknesses and areas of best fit.</p> <p>Encourage students to utilize College Central Network as their initial tool for job and internship searches and resume building/posting.</p> <p>Work with employers and faculty to offer internship opportunities, job fair & recruiter access to students. Bring organizations to campus to set up tables in Great Hall.</p> <p>Post job fair/career/internship opportunities to new career service bulletin board outside of FH60</p> <p>Promote local and regional job fair opportunities.</p>	<p>The majority of students with undeclared academic majors should have an active Malone.MyPlan.com account.</p> <p>60% of enrolled students will have an active account in the College Central Network software system.</p> <p>Goal is to post all public announcements of jobs and internships appropriate with the mission of Malone.</p> <p>Goal is to have students know about and use this system more.</p>	<p>130 enrolled students took the MyPlan assessment. 3 alumni took the MyPlan assessment.</p> <p>650 students have accounts with CCN. 2469 alumni have accounts with CCN. There are 5,568 employers registered and 5,053 jobs were posted.</p> <p>52 organizations set up tables in front of the cafeteria to meet/greet students and share potential opportunities. I have established an “internship coordinator” for each department to pass job opportunities to spread the word better to students.</p> <p>Hundreds of jobs, volunteer, and internships were posted to the career bulletin board outside of FH60 and passed to academic departments.</p> <p>Had an ENACTUS group help try to make students aware of the CCN system.</p>	<p>Continue to track and monitor undeclared major students specifically to determine the percentage with Malone.MyPlan.com accounts. Will have all incoming freshmen on probation take the MyPlan in an SFS session in the fall.</p> <p>We will continue to market the CCN system to faculty, students, and parents (even at all admission events).</p> <p>Continue to pass forward employment opportunities to appropriate faculty to promote among students of interest. Several students landed great opportunities due to this action.</p> <p>Continue to post all fliers/opportunities to bulletin board as well as CCN and send out.</p> <p>Plan to have a fall 2017 job fair on the campus of Malone.</p>
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<p>Testing Services: The Office Manager and Coordinator of Test Services in the Center for Student Success will administer various academic tests according to established guidelines and standards (ACT, College Board, departmental, etc.). These tests are used for admissions decisions, placement purposes, credit accrual, and general academic assessment.</p> <p>Exams for students with approved accommodations involve extended test times in a distraction-reduced environment, accessible testing areas, exams printed in Braille, use of screen reading software JAWS and Read & Write Gold.</p>	<p>10 job fairs should be promoted to students via email and online announcements each year.</p> <p>Test takers will be encouraged to complete surveys evaluating satisfaction in the following areas:</p> <ul style="list-style-type: none"> • Testing environment • Schedule information • Clarity of instructions • Staff friendliness/respect • Staff helpfulness/knowledge • Office hours/convenience <p>For each area, more than 90% of the rankings will be excellent and/or good, and less than 10% will be poor.</p>	<p>20 job fairs were publicized to the students via CCN and departmental emails.</p> <p>Provided transportation to the OFIC job fair in Columbus. Drove 2 vans with 23 students attending.</p> <p>44 surveys returned by students without approved testing accommodations:</p> <p><u>Testing environment:</u> excellent 68.18%, good 25.00%, fair 6.82%, poor 0.00%</p> <p><u>Test schedules/information:</u> excellent 68.18%, good 22.73%, fair 9.09%, poor 0.00%</p> <p><u>Clarity of received testing instructions:</u> excellent 92.86%, good 5.71%, fair 1.43%, poor 0.00%</p> <p><u>Friendliness/Respectfulness:</u> excellent 90.91%, good 9.09%, fair 0.00%, poor 0.00%</p> <p><u>Helpfulness/Knowledge:</u> excellent 95.45%, good 4.55%, fair 0.00%, poor 0.00%</p>	<p>Plan to advertise more and take at least 2 vans of students next year.</p> <p>Use the survey data to continue improving the quality of testing services for all test groups.</p> <p>Improvements beyond organization and communication are based on University budget parameters.</p> <p>At this time we cannot expand office hours due to budget constraints. Staff will make every effort to schedule tests at the desired weekday times between 8:00 a.m. and 4:30 p.m. with the exception of final exam week.</p>
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<p>Retention Services: Utilize an early alert referral system that identifies students who are having academic difficulties, are displaying at-risk behaviors, and/or are facing enrollment obstacles.</p>	<p>Jenzabar Retention is becoming a common-place tool for faculty and staff who note students demonstrating at-risk behaviors.</p>	<p><u>Office hours convenience:</u> excellent 68.18%, good 22.73%, fair 9.09%, poor 0.00%</p> <p>351 surveys returned from students with testing accommodations:</p> <p><u>Testing environment:</u> Excellent 89.74%, good 8.26%, fair 1.99%, poor 0.00%</p> <p><u>Test schedules and information:</u> excellent 93.73%, good 6.27%, fair 0.00%, poor 0.00%</p> <p><u>Clarity of received testing instructions:</u> excellent 95.44%, good 4.27%, fair 0.28%, poor 0.00%</p> <p><u>Friendliness/Respectfulness:</u> excellent 97.44%, good 2.56%, fair 0.00%, poor 0.00%</p> <p><u>Helpfulness/Knowledge:</u> excellent 96.3%, good 3.70%, fair 0.00%, poor 0.00%</p> <p><u>Office hours convenience:</u> excellent 94.87%, good 4.56%, fair 0.57%, poor 0.00%</p> <p>The ability to run reports for counting alerts, assignments, and/or interventions is currently lacking but will hopefully be available by next school year (17-18). The Retention Advisor had daily activity on the system in response to concerns for missed assignments, poor attendance, poor grades,</p>	<p>We will continue to promote faculty and staff usage of the online alert system via email reminders from the Retention Advisor and the Provost.</p>
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<p>Coordinate an Undergraduate Academic Major Fair that will provide an early connection between new students and faculty.</p>	<p>Success will be evident in high attendance and good satisfaction surveys scores.</p>	<p>overdue accounts, financial hardship, low SFO (chapel) attendance, possible transfer plans, social concerns, etc.</p> <p>Interventions included emails, calls, and individual meetings with the Retention Advisor, faculty advisors, coaches, RDS, GEN 100 instructors, business office staff, financial aid staff and office of Multicultural Services.</p> <p>The additional system of notification to list students of yellow and red status was modified to also list student academic advisors this year.</p> <p>Another report went out at beginning of semester to notify all professors of incoming Probationals admits if they had them in class.</p> <p>The majority of new students attended the fair with a GEN 100 assignment. Returning students attended as well out of interest and the dinner provided. Feedback from surveys collects (optional) was a little lower this year (around 93%) of the ratings were excellent or</p>	<p>We will continue to explain and demonstrate the system at annual faculty development sessions.</p> <p>The overwhelming positive feedback from both students and faculty demonstrate that this will be an annual event. Coaches modified practice times to allow for greater athletic attendance this year. Due to feedback, we will continue to look into</p>
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<p>Have specific interventions for students on academic probation.</p>	<p>New students admitted to the University on academic probation meet weekly with a peer tutor for the first semester of enrollment. The students were also required to attend 6 <i>Students for Success</i> (SFS) study skill workshops.</p> <p>Returning students who appeal an academic suspension and are granted probation are required to attend the SFS workshops and attend tutoring and/or meet with Retention Advisor bi-monthly.</p>	<p>good. As a whole the feedback was very positive the negative feedback mainly related to the meal and time of event but this was a small percentage of the whole.</p> <p>47 new and transfer students were admitted on probation for fall 2016. 4 new students were admitted on probation for spring 2016. All were required to attend the required SFS workshops and meet with the Retention Advisor.</p> <p><i>After fall 2016</i> semester, 13 students continued with probation and another 35 were added to the probation list. All of these students had tutoring, SFS and meeting requirements.</p> <p><i>After spring '17</i> semester, 24 students returned/or placed on probation for fall '17 semester. All of these students had tutoring, SFS and meeting requirements.</p>	<p>the meal provided as this is where we saw the largest amount of comments (upset they could not eat in the dining hall). Although this was only a small percentage of the whole.</p> <p>We utilized tutoring and SFS sessions and individualized meetings. We also piloted a program with 15 of the probation students to help address the needed skills. This pilot program was continued to the spring semester as well</p> <p>Much time and effort is spent on students on academic probation</p>
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