MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

Name of Unit: CENTER FOR STUDENT SUCCESS

Date (Assessment Cycle): 2015-2016

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
Academic Advising Services: The Academic Advisor will schedule all new freshmen, transfers, and PSEO students. She continues to advise Undeclared Majors until they are ready to transition to a major with a faculty advisor.	No new student may begin classes without our registration services.	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: Admission Status Freshman 9%, Freshman with College Credits 73%, Transfer 18% Quality of Advising 91% of respondents indicated that the quality of advising was satisfactory. Courtesy/helpfulness of staff 100% of respondents indicated that courtesy and helpfulness of staff was satisfactory. Accessibility to staff 91% of respondents indicated that accessibility to staff was satisfactory. Professionalism of staff 100% of respondents indicated that professionalism of staff was satisfactory.	Continue to improve registration process based on survey results.

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. 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). Ensure access to facilities, programs and services for persons on campus with disabilities.	Students will indicate that the accommodations help them reach their academic goals 85% of the time. Students will indicate that the accommodation process is easy to understand 85% of the time. Students will indicate that staff members are available to discuss concerns 85% of the time. Students will indicate that they are comfortable asking staff for assistance 85% of the time. Students will indicate that the accommodation process is handled in a professional and effective manner 85% of the time. Students will indicate that they are provided with quality services 85% of the time. One peer lab assistant will be	98 students served during the 2015-16 academic year • 14 - AD(H)D • 14 - Medical conditions • 35 - Learning Disabilities • 15 - Psychiatric Diagnosis • 2 - Physical Impairments • 5 - Autism Spectrum Disorders • 4 - Visual Impairments • 4 -Hearing Impairment • 5 -Multiple Diagnosis 36 students responded to the survey • 92% responded that accommodations help them reach academic goals. • 88% responded that the accommodation process is easy to understand. • 94% responded that staff are available to discuss concerns. • 86% responded that they are comfortable discussing issues with the staff. • 92% responded that the accommodations process was professional and effective. • 90% responded that they were provided with quality services.	We will continue to provide accommodations for each student in an efficient and thorough manner. 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). 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. Connecting more students with a one on one tutor increased participation. By increasing group participation, we can lower

Tutoring Services:	offered	results	action
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 lab as well as a Professional Tutoring/Mentoring program for students with disabilities.	offered for BIOL 100, 131, 132, 144, 145, 173, 200, 253, and 254 labs. 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.	12 of 12 fall labs had a peer lab tutor. 11 of 11 spring labs had a peer tutor. Lab surveys showed 950fvf% satisfaction from students regarding lab tutors.	the budget spent while keeping the same availability for students. 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.
Offer guidance/training for peer tutors to improve performance and retention of students.	Students also make requests directly to the tutor and set up appointments that way.	115 Peer Tutor Request forms were filled out for fall 2015. 50 Tutor Request forms were filled out for spring 2016. The director matched these student requests with a tutor within 24 hours or less.	We will request an increased tutoring budget in the 15-16 year, as the service shows high volume and satisfaction.
	Successful payroll summaries will reflect at least 500 sessions in the fall semester and 400 sessions in the spring semester.	Fall 2014 payroll shows payment for 1750.7 hours. Spring 2015 payroll shows payment for 1609.40 hours. Fall 2014 payroll total was $15,756.30. Spring 2015 payroll was $14,484.60. Total spent of $30,240.90 exceeded the budgeted amount of $20,000. The payroll system from HR did not permit tracking of no-shows. Tutors reported that personalized appointments and reminders	Have set up a way with IT to use the system to better track info such as no-shows, tutor notes, group sessions and actual hours. Will be implemented August 2016. Surveys will be conducted online from this point forward. This provides convenience for the student

		resulted in better tutee attendance and that a better way of tracking will be helpful.	and more accurate data.
	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.	124 surveys were returned and 90% of the overall satisfaction score ranked 4 or 5.	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.
	Any tutors with performance complaints will be met with in person.	1 complaint about a tutor was handled by the director and both parties reached a consensus.	
	Peer tutors will be surveyed for satisfaction with their tutoring experience and leadership role.	32 surveys taken by the peer tutors were returned indicating 100% satisfaction levels with the program and leadership.	Create new programs (pilot program) to mentor students on probation in Fall of 2016
	Probation students are assigned 1 hour of tutoring each week with a peer tutor		
		Work on developing new strategies to meet the needs of the growing population of students on probation	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
Students for Success	Survey scores showing 70% of		

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.	rankings 4 or 5 (scale of 1 to 5) demonstrate helpful topics and student satisfaction	Average attendance for the fall was 14.8 students with an average of 83% satisfaction. Average attendance for the spring was 22.8 students with a 76.3% satisfaction. Used a video system for study skills this semester to try out.	speakers. Established signed contracts by all parties involved to ensure proper payment for fall 2016. Will change the billing system to a flat rate bill to allow for easier processing and more revenue to use to help students Fall 2016.
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). 2 Professional tutors are hired to meet the needs of our students. Both work under 29 hours/week each.	Success will be evident if the revenue does not exceed the salary paid to the professional tutor.	19 students received professional tutoring during the 14-15 year with a net profit of $4000 after scholarships were provided. Due to some miscommunications- BVR did not pay for 2 students services. 1 students receiving services from this program for the past 4 years was able to remain at Malone because of this program and graduate this year.	Explore the continuation of this service with growth potential as tutoring space becomes available. Will add a math professional tutor to meet the demands of our students struggling in math.
Students receiving this service	90% satisfaction will show success with the program.	100% of those surveyed	We must advocate for at least one part-time staff

will be surveyed.		showed a high level of satisfaction with this service.	devoted solely to career development as the current 'sharing' of roles limits our ability to provide sufficient services
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. Offer occasional classroom presentations and formal seminars each year that explore careers, introduce students to the career online systems,	All appointment requests will be granted. 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.	Met with 35 students to help create/edit /build resumes. Classroom presentations- 2 with100% 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).	Will plan to host a Malone University career fair in the fall of 2016. 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.
MyPlan Career Exploration is utilized to provide career portfolios addressing strengths/weaknesses and areas of best fit.	The majority of students with undeclared academic majors should have an active Malone.MyPlan.com account.	125 enrolled students took the MyPlan assessment. 6 alumni took the MyPlan assessment.	We will continue to market the CCN system to faculty, students, and parents (even at all admission events). Continue to pass forward

			employment opportunities to appropriate faculty to promote among students of interest. Several students landed great opportunities due to this action.
Encourage students to utilize **College Central Network** as their initial tool for job and internship searches and resume building/posting. 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. Post job fair/career/internship opportunities to new career service bulletin board outside of FH60	60% of enrolled students will have an active account in the College Central Network software system. Goal is to post all public announcements of jobs and internships appropriate with the mission of Malone.	873 students have accounts with CCN. 1912 alumni have accounts with CCN. There are 5,197 employers registered and 5,053 jobs were posted. 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. Hundreds of jobs, volunteer, and internships were posted to the career bulletin board outside of FH60 and passed to academic departments.	Continue to post all fliers/opportunities to bulletin board as well as CCN and send out. Plan to have a fall 2016 job fair on the campus of Malone. Plan to advertise more and take at least 2 vans of students next year.
Promote local and regional job fair opportunities.	Goal is to have students know about and use this system more.	Had an ENACTUS group help try to make students aware of the CCN system. 20 job fairs were publicized to the students via CCN and	Use the survey data to

		departmental emails. Provided transportation to the OFIC job fair in Columbus. Drove 2 vans with 23 students attending.	continue improving the quality of testing services for all test groups. Improvements beyond organization and communication are based on University budget parameters.
	10 job fairs should be promoted to students via email and online announcements each year.		
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. Tests 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.	Test takers will be encouraged to complete surveys evaluating satisfaction in the following areas: • Testing environment • Schedule information • Clarity of instructions • Staff friendliness/respect • Staff helpfulness/knowledge • Office hours/convenience For each area, more than 90% of the rankings will be excellent and/or good, and less than 10% will be poor.	**70** surveys returned by students without approved testing accommodations: Testing environment: excellent **78.57%**, good **14.29%**, fair **7.14%**, poor **0.00%** Test schedules/information: excellent **72.86%**, good **18.57%**, fair **5.71%**, poor **2.86%** Clarity of received testing instructions: excellent **92.86%**, good **5.71%**, fair **1.43%**, poor **0.00%** Friendliness/Respectfulness: excellent **100%**, good **0.00%**, fair **0.00%**, poor **0.00%** Helpfulness/Knowledge: excellent **98.57%**, good **1.43%**, fair **0.00%**, poor **0.00%** Office hours convenience: excellent **70.00%**, good **22.86%**, fair **5.71%**, poor **1.43%** **432 surveys returned from students with testing accommodations:**	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.

		Testing environment: Excellent **84.49%**, good **9.26%**, fair **5.09%**, poor **1.16%**	
		Test schedules and information: excellent **92.36%,** good **7.64%**, fair **0.00%**, poor **0.00%**	
		Clarity of received testing instructions: excellent **94.91%**, good **4.86%**, fair **0.23%**, poor **0.00%**	We will continue to promote faculty and staff usage of the online alert system via email reminders from the Retention Advisor and the Provost.
		Friendliness/Respectfulness: excellent **96.53%**, good **3.24%**, fair **0.23%**, poor **0.00%**	
		Helpfulness/Knowledge: excellent **95.14%**, good **4.40%**, fair **0.46%** poor **0.00%**	We will continue to explain and demonstrate the system at annual faculty development sessions.
		Office hours convenience: excellent **93.06%**, good **6.94%**, fair **0.00%**, poor **0.00%**	
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.	Jenzabar Retention should become a common-place tool for faculty and staff who note students demonstrating at-risk behaviors.	We currently lack the ability to run reports for counting alerts, assignments, and/or interventions. The Retention Advisor had daily activity on the system in response to concerns for missed assignments, poor attendance, poor grades, overdue accounts, financial hardship, low SFO (chapel) attendance, possible transfer plans, social concerns, etc. Interventions included emails, calls, and individual	The overwhelming positive

		meetings with the Retention Advisor, faculty advisors, coaches, RDS, GEN 100 instructors, business office staff, and financial aid staff. An additional system of notification was added where the faculty are notified twice during each semester the students in their departments which fall under the high risk and general risk categories.	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. We will be changing the day of the event due to feedback to see if this also helps attendance
Coordinate an Undergraduate Academic Major Fair that will provide an early connection between new students and faculty.	Success will be evident in high attendance and good satisfaction surveys scores.	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 86%) of the ratings were excellent or good. The lower numbers due largely to more feedback regarding date and time of event.	We utilized tutoring and SFS sessions and individualized meetings. Much time and effort is spent on students on academic probation
Have specific interventions for students on academic probation.	New students admitted to the University on academic probation meet bi-weekly with a peer tutor for the first semester of enrollment. The students were also required to attend a minimum of 8 of 12	28 new and transfer students were admitted on probation for fall 2015. 2 new student was admitted on probation for spring 2015. All were required to	

	Students for Success (SFS) study skill workshops.	attend the required SFS workshops and meet with the Retention Advisor.
	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.	*After fall 2015* semester, 15 students continued with probation and another 26 were added to the probation list. All of these students had tutoring, SFS and meeting requirements. *After spring '16* semester, 18 students returned for fall '16 semester. All of these students had tutoring, SFS and meeting requirements.