



**Name of Unit:** CENTER FOR STUDENT SUCCESS

**Date (Assessment Cycle):** 2018-2019

**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><b>Academic Advising Services:</b> The Academic Advisor will continue to schedule all new freshmen, transfers, and CCP students. She also advises Undeclared Majors until they are ready to transition to a major with a faculty advisor.</p> <p><i>13b. In 2018 both freshman and seniors will recognize how valuable the academic advising services are to the university</i></p>	<p>No new student may begin classes without our registration services.</p> <p><i>In 2018, the percentage of freshman who acknowledge successful support from academic advising services will show a 2% increase. In addition, the</i></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> 92% of respondents indicated that the quality of advising was satisfactory.</p> <p><u>Courtesy/helpfulness of staff</u> 94% 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> 96% of respondents indicated that professionalism of staff was satisfactory.</p> <p><i>In 2018, 64% of FY and 58% of SY responded positively on their interaction with academic advisors. SY CCCU score on 13b is 56%, which is</i></p>	<p>Continue to improve registration process based on survey results.</p> <p><i>We will continue to monitor student satisfaction in regards to academic advising and work to</i></p>

<p><b>Accessibility Services:</b> 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 &amp; 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><i>percentage (%) ratio will be greater than that of CCCU.</i></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><i>less than that of Malone by 2% points.</i></p> <p>117 students served during the 2018-2019 academic year</p> <ul style="list-style-type: none"> <li>• 10 - AD(H)D</li> <li>• 12 - Medical conditions</li> <li>• 36 - Learning Disabilities</li> <li>• 38 - Psychiatric Diagnosis</li> <li>• 1 - Physical Impairments</li> <li>• 14 - Autism Spectrum Disorders</li> <li>• 3 - Visual Impairments</li> <li>• 3 -Hearing Impairment</li> </ul> <p>32 students responded to the survey</p> <ul style="list-style-type: none"> <li>• 86% responded that accommodations help them reach academic goals.</li> <li>• 87% responded that the accommodation process is easy to understand.</li> <li>• 89% responded that staff are available to discuss concerns.</li> <li>• 89% responded that they are comfortable discussing issues with the staff.</li> <li>• 92% responded that the accommodations process was professional and effective.</li> </ul>	<p><i>improve any areas found lacking as needed.</i></p> <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 &amp; 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><i>14b. In 2018 both freshman and seniors that are registered with Student Accessibility services will be provided with support to help them succeed academically and will ensure that they have appropriate access to courses and programs.</i></p> <p><b>Tutoring Services:</b> The Director of Tutoring Services/Career Development Coordinator department offers free peer tutor assistance to all students outside the classroom and to those in the lower level biology labs as well as a Professional Tutoring/Mentoring program (fee based) for students with disabilities.</p> <p>Hire, train and offer guidance/training for peer tutors to improve performance and retention of students.</p>	<p><i>In 2018 the percentage of both freshman and senior will be at least 2% greater than other CCCU schools.</i></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>	<ul style="list-style-type: none"> <li>88% responded that they were provided with quality services.</li> </ul> <p><i>SY score on provision of support is 76% and that of FY is 80%, which is a decrease of 4%.</i></p> <p>10 of 10 fall labs had a peer lab tutor. 10 of 10 spring labs had a peer tutor. Tutoring offered 3 open Bio labs and 1 open Vert in the fall and 4 open Bio labs, 1 open Vert, and 1 open Algebra in the spring.</p> <p>Over 200 Peer Tutor Request forms were filled out for fall and spring. The director matched these student requests with a tutor within 24 hours or less. Group tutoring was increased as a way to save money and meet more student need.</p> <p>Payroll reports: 1988 hours of tutoring provided for fall and 1450 hours of tutoring provided for spring.</p>	<p><i>We will survey the FY students who qualify for these services and see what additional services they would find beneficial to their continued success while at Malone.</i></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>Have established groups for the most requested subjects each week. These will be promoted by faculty and the director.</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>
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	<p>Students who meet with tutors are given satisfaction surveys. Survey scores showing 94% 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>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>117 surveys were returned and 95% of the overall satisfaction score ranked 4 or 5.</p> <p>40 surveys were received from peer tutors about the direction of the peer tutor program. Surveys indicated 99% satisfaction levels with the program and leadership.</p>	<p>We will request an increased tutoring budget in the 19-20 year, as the service shows high volume and satisfaction.</p> <p>Implemented additional features on the tracking system for tutors with notes.</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> <p>We will work to include English tutoring under the peer tutoring wing to keep it all centralized. English department will train but the rest will</p>
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			come under the tutoring wing.
	<p>Freshman probation students are now enrolled in GEN 101 which includes tutoring “labs” each week. Non-Freshman Probation students are assigned 1 hour of tutoring each week with a peer tutor.</p> <p>Online essays written at the end of the course will show students found class and tutoring helpful.</p>	<p>Work on developing new strategies to meet the needs of the growing population of students on probation.</p> <p>Essays written by students in GEN 101 showed strong support for the class/tutoring labs. Students reported that the growth and guidance from this program helped greatly in their success and ability to remain at Malone</p>	<p>Create new programs, such as a peer mentoring program (pilot program) to mentor students on probation in Fall of 2019</p>
<p><i>14c. Both freshmen and seniors will acknowledge that Malone emphasizes the availability and use of learning support services by students.</i></p> <p><b>Professional Tutoring/Mentoring Program</b> 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</p>	<p><i>In 2018, at least 85% of freshmen and 60% of seniors will agree to the availability and use of support services. In addition, both percentage (%) ratios will be greater than that of CCCU.</i></p> <p>Success will be evident if the revenue does not exceed the salary paid to the professional tutor.</p>	<p><i>SY score on use of learning support services is 66% (CCCU is 67%) and that of FY is 75% (CCCU score is 78%). Both percentages ratios less than that of CCCU.</i></p> <p>18 students received professional tutoring during the 18-19 year with a net profit of \$4612.50 after tutors were paid and scholarships were provided.</p>	<p><i>We will increase our active promotions of all learning support services including tutoring. We also want to utilize faculty more to help raise awareness of the available services.</i></p> <p>Established signed contracts by all parties involved to ensure proper payment for fall 2018.</p>

<p>services (through the surplus in pay).</p> <p>Professional tutors are hired to meet the needs of our students. All work under 29 hours/week each.</p> <p>Students receiving this service will be surveyed.</p> <p><i>14c. Both freshmen and seniors in 2018 will acknowledge the availability and importance of learning support services, including tutoring and mentoring programs.</i></p> <p>America Reads/America Counts (AR) will be managed by the Director of Tutoring. AR is a free community tutoring program for 1<sup>st</sup>-6<sup>th</sup> grade children in the community for one hour per week. Malone students are the tutors.</p>	<p>Hired 2 professional tutors for the fall/spring.</p> <p>90% satisfaction will show success with the program</p> <p><i>In 2018, the percentage ratio of freshmen who rate the importance of learning support services will be greater than that of 2014 by about 3 percentage (%) points, while that of seniors will be greater than 2 percentage (5) points. These percentage (%) points will both be greater than the comparative ratios of CCCU.</i></p> <p>Goals are to tutor more than 70 children each week with 17 tutors on staff. Parent survey will show 90% satisfaction rate for success.</p> <p>Surveys will show 90% satisfaction for the program to be successful.</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>98 % of those surveyed showed a high level of satisfaction with this service.</p> <p><i>2018 FY score on 14c is 75% (CCCU FY score is 78%). 2014 FY score on 14c is 81% (CCCU FY score is 77%) 2018 SY score on 14c is 66% (CCCU SY score is 67%). 2014 SY score is 57% (CCCU is 68%). There is a decrease in FY scores by about 6% and increase in SY scores by 9%</i></p> <p>Had 18 tutors on staff. Met with 92 students each week. Parent's success surveys showed 95% satisfaction with the program. Tutor surveys about leadership show a 99% satisfaction rate.</p>	<p>Use a flat rate billing service to improve the process.</p> <p>Continue to streamline the contract and invoicing information.</p> <p>Explore the continuation of this service with growth potential as tutoring space becomes available.</p> <p><i>We will work to actively promote this resource better those that qualify for the service. (professional tutoring program is specifically designed for students with disabilities)</i></p> <p>Continue to update the program and use all open time efficiently to increase student attendance to 100 students per week.</p> <p>Continue to improve the scheduling system/tutor</p>
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<p><b>Career Development Services:</b> 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><i>14g. Both freshmen and seniors in 2018 will acknowledge the importance of managing non-academic responsibilities related to career development.</i></p> <p><b>CAREER FAIR-</b> 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>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><i>In 2018, the percentage of freshmen who rate the importance of career development (non-academic responsibilities) will increase by at least 2 percentage points, while that of seniors will increase by at least 3 percentage points.</i></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 36 students to help create/edit /build resumes.</p> <p>Classroom presentations-9 With 97% 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 97% Other formal seminars were incorporated into the SFS workshops (see earlier section).</p> <p><i>2014 FY score on 14g is 44% and 2018 it was the same (44%). So there was no increase. 2014 SY score on 14g is 31% and 2018 is 37%, so we saw a 6% increase in SY score</i></p> <p>50 companies and 83 students attended. Both students and companies ranked the event as very helpful and positive.</p>	<p>training to improve the program.</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><i>Concerns with our FY students must be specifically addressed including managing non-academic responsibilities, financial management and others. The goal is to work on how to address these in the upcoming fall term</i></p> <p>Next year we will aim for more quality companies and higher student attendance. The time for the fair this year did not work well for student attendance. Faculty will</p>
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<p><b>MyPlan</b> Career Exploration is utilized to provide career portfolios addressing strengths/weaknesses and areas of best fit.</p>	<p>The majority of students with undeclared academic majors should have an active Malone.MyPlan.com account.</p> <p>MyPlan should be used in classrooms or with new students to make sure students are on the right track early on. Career counseling should also be available.</p>	<p>298 enrolled students took the MyPlan assessment. 3 alumni took the MyPlan assessment.</p>	<p>be asked to participate more in student attendance.</p> <p>Continue to track and monitor undeclared major students specifically to determine the percentage with Malone.MyPlan.com accounts. Use MyPlan as a recruiting tool with potential new students.</p>
<p>Encourage students to utilize <b>College Central Network</b> 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 &amp; recruiter access to students. Bring organizations to campus to set up tables in Great Hall.</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>112 new students have accounts with CCN. 2491 alumni have accounts with CCN. There are around 4,000 employers registered and over 3,000 jobs were posted.</p> <p>43 organizations set up tables in front of the cafeteria to meet/greet students and share potential opportunities</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>Post job fair/career/internship opportunities to new career service bulletin board outside of FH60</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>Continue to post all fliers/opportunities to bulletin board as well as CCN and send out.</p>

<p>Promote local and regional job fair opportunities.</p> <p><b>Testing Services:</b> 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, Accuplacer, 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, use of screen reading software JAWS and Read &amp; Write Gold.</p>	<p>Goal is to have students know about and use this system more.</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"> <li>• Testing environment</li> <li>• Schedule information</li> <li>• Clarity of instructions</li> <li>• Staff friendliness/respect</li> <li>• Staff helpfulness/knowledge</li> <li>• Office hours/convenience</li> </ul> <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>Had a PR group of students help try to make students aware of the CCN system.</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. Had 15 students signed up – weather prevented us from making the trip.</p> <p><b>48</b> surveys returned by students without approved testing accommodations:</p> <p><u>Testing environment:</u> excellent <b>85.41%</b>, good <b>12.5%</b>, fair <b>2.09%</b>, poor <b>0.00%</b></p> <p><u>Test schedules/information:</u> excellent <b>79.16%</b>, good <b>16.67%</b>, fair <b>4.17%</b>, poor <b>0.00%</b></p> <p><u>Clarity of received testing instructions:</u> excellent <b>89.58%</b>, good <b>6.25%</b>, fair <b>4.17%</b>, poor <b>0.00%</b></p> <p><u>Friendliness/Respectfulness:</u> excellent <b>93.75%</b>, good <b>4.17%</b>, fair <b>2.08%</b>, poor <b>0.00%</b></p> <p><u>Helpfulness/Knowledge:</u> excellent <b>97.92%</b>, good <b>2.08%</b>, fair <b>0.00%</b>, poor <b>0.00%</b></p> <p><u>Office hours convenience:</u> excellent <b>72.92%</b>, good <b>16.67%</b>, fair <b>8.33%</b>, poor <b>2.08%</b></p>	<p>Plan to have a fall 2019 job fair on the campus of Malone.</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>14c. Both freshmen and seniors who have access to testing services in 2018 will make better use of learning support services.</p> <p><b>Retention Services:</b> Utilize an early alert referral system that identifies students who are having academic</p>	<p>In 2018, the percentage of freshman who qualify for testing services will agree that the availability of learning support services will increase by at least 2%. In addition, the senior percentage will increase by at least 1%</p> <p>Jenzabar Retention is becoming a common-place tool for faculty and staff who note students demonstrating at-risk behaviors.</p>	<p><b>287 surveys returned from students with testing accommodations:</b></p> <p><u>Testing environment:</u> Excellent <b>85.72%</b>, good <b>12.54%</b>, fair <b>1.74%</b>, poor <b>0.00%</b></p> <p><u>Test schedules and information:</u> excellent <b>87.46%</b>, good <b>10.1%</b>, fair <b>2.44%</b>, poor <b>0.00%</b></p> <p><u>Clarity of received testing instructions:</u> excellent <b>91.64%</b>, good <b>6.97%</b>, fair <b>1.39%</b>, poor <b>0.00%</b></p> <p><u>Friendliness/Respectfulness:</u> excellent <b>95.47%</b>, good <b>4.53%</b>, fair <b>0.00%</b>, poor <b>0.00%</b></p> <p><u>Helpfulness/Knowledge:</u> excellent <b>96.17%</b>, good <b>3.48%</b>, fair <b>0.35%</b>, poor <b>0.00%</b></p> <p><u>Office hours convenience:</u> excellent <b>94.43%</b>, good <b>4.53%</b>, fair <b>0.69%</b>, poor <b>0.35%</b></p> <p>2018 FY score on 14c is 75% (CCCU FY score is 78%). 2014 FY score on 14c is 81% (CCCU FY score is 77%) 2018 SY score on 14c is 66% (CCCU SY score is 67%). 2014 SY score is 57% (CCCU is 68%). There is a decrease in FY scores by about 6% and increase in SY scores by 9%</p> <p>This now the second year we are able to run some reports based on the early alerts that have been submitted.</p>	<p>We will work with the incoming FY students to help them better understand the resources that are available to them. This can be done by providing more information earlier on in the semester</p> <p>We will continue to promote faculty and staff usage of the online alert system via email</p>
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<p>difficulties, are displaying at-risk behaviors, and/or are facing enrollment obstacles.</p>	<p>Recent updates allow for even more faculty and staff to be involved in the process.</p>	<p>This data allows us to better track who is getting alerts and also helps us pinpoint where we might need to focus more. It also provides us with areas that we might need to focus on for future improvement. 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.</p> <p>Interventions included emails, calls, and individual meetings with the Dean for Retention and Student Success the Retention Advisor, faculty advisors, coaches, RDS, GEN 100 instructors, GEN 101 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 Gen 101 instructors as well.</p> <p>We also continued for the 3<sup>rd</sup> year the process of notifying</p>	<p>reminders from the Dean for Retention and Student Success, Retention Advisor and the Provost.</p> <p>We will continue to explain and demonstrate the system at annual faculty development sessions. We also will work on increasing the communication flow between the CSS and the faculty.</p>
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<p><i>14c. Both freshmen and seniors in 2018 will acknowledge the availability and importance of learning support services, including the early alert system</i></p> <p>Continue to coordinate an Undergraduate Academic Major Fair that will provide earlier connections between new students and faculty.</p>	<p><i>In 2019, the percentage of freshman and seniors both will agree that the availability of learning support services will increase by at least 3%. In addition, both percentage (%) ratios will be greater than that of CCCU.</i></p> <p>We will measure success by high attendance and good satisfaction surveys scores.</p>	<p>all professors of incoming Probationals admits if they had them in class. This has helped us intervene earlier in some situations.</p> <p>The start of a 20 day attendance policy has drastically increased the number of alerts.</p> <p><i>SY score on use of learning support services is 66% (CCCU is 67%) and that of FY is 75% (CCCU score is 78%). Both percentages ratios less than that of CCCU.</i></p> <p>The majority of new students attended the fair because of an assignment in GEN 100. We did also have returning students in attendance due to the fact that the dinner was provided and students looking to find out more about various majors. Feedback from surveys (optional) showed that approximately 94 percent rated the event excellent or good. In general the feedback was very favorable and the little negative feedback that was received</p>	<p><i>We are currently working to raise student awareness regarding the early alert system by having meaningful conversations with students regarding their classroom successes and failure and helping them find assistance as needed</i></p> <p>The positive feedback from both students and faculty demonstrate that this event has been beneficial to some students. Because of continued help from the coaches our attendance has been good. The meal that was served this year again was greatly appreciated and food ran short low.</p>
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<p>14h. In 2018, freshmen and seniors will attend campus events, (including Major Fair) and will acknowledge the importance of these events.</p> <p>Have specific interventions for students on academic probation.</p>	<p><i>In 2018, there will be an uptick of at least 2% of freshman and seniors who respond positively to attending campus activities (including the Major Fair). In addition, both percentages (%) will be greater than that of CCCU</i></p> <p>New students admitted to the University on academic probation meet 3 times with the Dean for Retention and Student Success for the first semester of enrollment. They are enrolled in the Gen 101 Study Skills course that was designed to help these students develop and/or refine the skills needed to be successful during their time at Malone.</p> <p>Returning students who appeal an academic suspension and are granted probation are required to attend tutoring and/or meet with Retention Advisor weekly.</p>	<p>was mainly related to people complaining about the location and time of event but this was a small % of the whole.</p> <p><i>*SY score on attending campus events is 57% (CCCU is 40%), and that of FY is 73% (CCCU is 69%). Both ratios greater than that of CCCU.</i></p> <p>59 new students were admitted on probation for fall 2017 and were placed into the new Gen 101 course 1 new student was admitted on probation for spring 2017. All were required to attend fulfill the requirements set forth in the Academic Support Contract.</p> <p><i>After fall 2018 semester, 16 students continued with probation and another 16 were added to the probation list. All of these students had tutoring and meeting requirements.</i></p> <p><i>After spring '18 semester, 31 students returned/or placed on probation for fall '18 semester. All of these</i></p>	<p><i>We will continue the active promotion of student events across campus to the student body as well as create new events that address student needs.</i></p> <p>The Gen 101 program was developed to provide incoming students placed on a probationary pathway with needed support. Results show that this class has been beneficial to those involved. We will then work to modify the course to better help those enrolled.</p> <p>Much time and effort is spent on students on academic probation</p>
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<p><i>14b In 2018 both freshman and seniors that are on academic probation will be provided with support to help them succeed academically</i></p>	<p><i>In 2018 the percentage of both freshman and seniors will be at least 2% increase</i></p>	<p>students had tutoring, and meeting requirements.</p> <p><i>SY score on provision of support is 76% and that of FY is 80%, which is a decrease of 4%.</i></p>	<p><i>We will work to increase the knowledge of students related to the academic resources that are available to them in a variety of ways, including emails, postings, table tents, announcements, etc</i></p>
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