



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

**Date (Assessment Cycle):** 2019-2020

**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.

<b>Expected Performance Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<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 2019 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 2019, 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> 94% of respondents indicated that the quality of advising was satisfactory.</p> <p><u>Courtesy/helpfulness of staff</u> 99% of respondents indicated that courtesy and helpfulness of staff was satisfactory.</p> <p><u>Accessibility to staff</u> 95% 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>109 students served during the 2019-2020 academic year</p> <ul style="list-style-type: none"> <li>• 9 - AD(H)D</li> <li>• 14 - Medical conditions</li> <li>• 35 - Learning Disabilities</li> <li>• 36 - Psychiatric Diagnosis</li> <li>• 0 - Physical Impairments</li> <li>• 9 - Autism Spectrum Disorders</li> <li>• 5 - Visual Impairments</li> <li>• 1 -Hearing Impairment</li> </ul> <p>37 students responded to the survey</p> <ul style="list-style-type: none"> <li>• 87% responded that accommodations help them reach academic goals.</li> <li>• 84% responded that the accommodation process is easy to understand.</li> <li>• 88% responded that staff are available to discuss concerns.</li> <li>• 91% responded that they are comfortable discussing issues with the staff.</li> <li>• 90% 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 2019 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 Tutoring 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>14b. In 2019 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>87% 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 11 fall labs had a peer lab tutor. 8 of 8 spring labs had a peer tutor. Tutoring offered walk-in tutoring sessions. Fall – 3 Anatomy, 1 Gen Bio, 1 Vert, 1 Macro, 1 writing, 1 math each week. Spring- 3 Anatomy, 1 Gen Bio, 1 Macro, 1 writing, 1 Math each week.</p> <p>280+ 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><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>Continuing to provide group and online tutoring options will help reduce cost. Asking tutors to provide google meet links to sessions they offer, can increase participation for students off campus/remotely with tutoring needs. 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 and asking students to “sign up” or commit to</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. These scores are from fall only since COVID made it difficult to run in the spring.</p> <ol style="list-style-type: none"> <li>1. The tutor I met with demonstrated subject area competence = 92%</li> <li>2. The peer tutor I met with demonstrated an adequate balance of empathy and professionalism= 91%</li> <li>3. Working with the tutor helped me improve my study habits = 77%</li> <li>4. Working with the tutor helped me improve my course grade(s)= 87%</li> <li>5. Overall, I am satisfied with the assistance I received from the peer tutor =90%</li> </ol> <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>Payroll reports: 1868 hours of tutoring provided for fall and 977 hours of tutoring provided for spring.</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>78 surveys (fall only due to COVID) were returned and 90% 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>attendance will reduce wasted time for tutors.</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 20-21 year, as the service shows high volume and satisfaction.</p> <p>A tracking system is necessary in order to have accountability and data available for measuring growth and necessary development</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</p>
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<p><b>GEN 101 Study Skills:</b></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>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><i>In 2019, 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>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><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>proper tracking systems and walk in tutoring. We will continue to advocate for a large tutoring center as budget constraints are lifted. The new space in the Library for next year should be helpful with tracking.</p> <p>Create new programs, such as a peer-mentoring program (pilot program) to mentor students on probation in Fall of 2019. Also, need a program for transfer students as we are seeing a need for stronger connection to Malone for these students.</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>
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<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 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>Success will be evident if the revenue does not exceed the salary paid to the professional tutor.</p> <p>Hired 2 professional tutors for the fall/spring.</p> <p>90% satisfaction will show success with the program</p> <p><i>In 2019, 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>18 students received professional tutoring during the 19-20 year with a net profit after tutors were paid.</p> <p>Established signed contracts by all parties involved to ensure proper payment for fall 2019.</p> <p>Students receiving services from this program for the past 6 years were able to remain at Malone because of this program and graduate.</p> <p>Used a flat rate billing service to improve the process.</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>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>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)</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>
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<p><b>America Reads/America Counts</b> (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><b>Career Development Services:</b> Career Development services were transitioned out of the Center for Student Success in Fall 19 in preparation for the Pendle Hill Pledge where advisers will work with students on career development growth.</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>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>Program was cancelled mid semester due to COVID. It was placed on hold for Fall 20.</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 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><b>53</b> surveys returned by students without approved testing accommodations:</p> <p><u>Testing environment:</u> excellent <b>86.79%</b>, good <b>11.32%</b>, fair <b>1.89%</b>, poor <b>0.00%</b></p> <p><u>Test schedules/information:</u> excellent <b>81.14%</b>, good <b>15.09%</b>, fair <b>3.77%</b>, poor <b>0.00%</b></p> <p><u>Clarity of received testing instructions:</u> excellent <b>88.68%</b>, good <b>9.43%</b>, fair <b>1.89%</b>, poor <b>0.00%</b></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 training to improve the program.</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</p>
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<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><i>14c. Both freshmen and seniors who have access to testing services in 2019 will make better use of learning support services.</i></p>	<p><i>In 2019, the percentage of freshman who qualify for testing services will agree that the availability of learning support services our goal for increase will</i></p>	<p><u>Friendliness/Respectfulness:</u> excellent <b>96.23%</b>, good <b>3.77%</b>, fair <b>0.00%</b>, poor <b>0.00%</b></p> <p><u>Helpfulness/Knowledge:</u> excellent <b>98.11%</b>, good <b>1.89%</b>, fair <b>0.00%</b>, poor <b>0.00%</b></p> <p><u>Office hours convenience:</u> excellent <b>75.47%</b>, good <b>18.87%</b>, fair <b>3.77%</b>, poor <b>1.89%</b></p> <p><b>224 surveys returned from students with testing accommodations:</b></p> <p><u>Testing environment:</u> Excellent <b>88.39%</b>, good <b>9.82%</b>, fair <b>1.79%</b>, poor <b>0.00%</b></p> <p><u>Test schedules and information:</u> excellent <b>87.5%</b>, good <b>11.61%</b>, fair <b>0.89%</b>, poor <b>0.00%</b></p> <p><u>Clarity of received testing instructions:</u> excellent <b>91.07%</b>, good <b>7.14%</b>, fair <b>1.34%</b>, poor <b>0.45%</b></p> <p><u>Friendliness/Respectfulness:</u> excellent <b>94.19%</b>, good <b>5.36%</b>, fair <b>0.45%</b>, poor <b>0.00%</b></p> <p><u>Helpfulness/Knowledge:</u> excellent <b>96.42%</b>, good <b>3.13%</b>, fair <b>0.45%</b>, poor <b>0.00%</b></p> <p><u>Office hours convenience:</u> excellent <b>95.54%</b>, good <b>3.56%</b>, fair <b>0.45%</b>, poor <b>0.45%</b></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%</i></p>	<p>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> <p><i>We will work with the incoming FY students to help them better understand the resources that are available to them.</i></p>
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<p><b>Retention Services:</b> 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><i>be by at least 2%. In addition, the goal for senior percentage is to increase by at least 1%</i></p> <p>Jenzabar Retention is becoming a common-place tool for faculty and staff who note students demonstrating at-risk behaviors. Recent updates allow for even more faculty and staff to be involved in the process.</p>	<p><i>(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>This year we are able to use reports based on the early alerts and tie them to midterm grades, giving us an idea of how the alerts compare to the grades. This helps us focus more in specific areas. It also continues to provide 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</p>	<p><i>This can be done by providing more information earlier on in the semester</i></p> <p>We will continue to promote faculty and staff usage of the online alert system via email 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 2019 will acknowledge the availability and importance of learning support services, including the early alert system</i></p> <p>This fall saw the transition from the Major Fair to a workshop based on the new Student Success Survey (non-cognitive based from Jenzabar) The</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 change in scores during the second round.</p>	<p>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 4<sup>th</sup> year the process of notifying all professors of incoming Probationals admits if they had them in class. This has helped us intervene earlier in some situations.</p> <p>This was the 2<sup>nd</sup> year of a 20-day attendance policy and this policy has allowed us to address concerns earlier at times.</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 workshop because of an assignment in GEN 100. We had 97% of this incoming freshman</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>There was good feedback regarding this workshop, however the question was asked if this was the best way to work with these</p>
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<p>students were broken down based on results of the survey and common concerns were then discussed in these groups</p> <p><i>14h. In 2019, freshmen will attend campus events, (including Non-cognitive workshop) and will acknowledge the importance of these events.</i></p> <p>Have specific interventions for students on academic probation.</p>	<p><i>In 2019, there will be an uptick of at least 2% of freshman who respond positively to attending campus activities (including the Non-cognitive workshop). In addition, the percentage (%) will be greater than that of CCCU</i></p> <p>New students admitted to the University on academic probation continue to 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>class in attendance. The few who missed had previously communicated that they would be gone, due to a prior commitment of work, athletics or other.</p> <p><i>*FY score on attending campus events is 73% (CCCU is 69%). Both ratios greater than that of CCCU.</i></p> <p>32 new students were admitted on probation for fall 2019 and were placed into the new Gen 101 course No new students were admitted on probation for spring 2020. All were required to attend fulfill the requirements set forth in the Academic Support Contract.</p> <p><i>After fall 2019 semester, 12 students continued with probation and another 9 were added to the probation list. All of these students had tutoring and meeting requirements.</i></p>	<p>results. We will be discussing this moving forward and might not repeat.</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 2019 both freshman and seniors that are on academic probation will be provided with support to help them succeed academically</i></p>	<p><i>In 2019 the percentage of both freshman and seniors will be at least a 2% increase</i></p>	<p><i>After spring '20 semester, 30 students returned/or placed on probation for fall '20 semester. All of these students had tutoring, and meeting requirements.</i></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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