



Name of Unit: CENTER FOR STUDENT SUCCESS

Date (Assessment Cycle): 2017-2018

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>14b. In 2018 both freshman and seniors will recognize how valuable the academic advising services are to the university</p>	<p>No new student may begin classes without our registration services.</p> <p>In 2018, the percentage of freshman who acknowledge successful support from academic advising services will show a 2%</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> 95% 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> 90% 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>In 2018, 64% of FY and 58% of SY responded positively on their interaction with academic advisors. SY CCCU</p>	<p>Continue to improve registration process based on survey results.</p> <p>We will continue to monitor student satisfaction in regards to academic advising and</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>increase. In addition, the percentage (%) ratio will be greater than that of CCCU.</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>score on 13b is 56%, which is less than that of Malone by 2% points.</p> <p>109 students served during the 2017-18 academic year</p> <ul style="list-style-type: none"> • 11 - AD(H)D • 12 - Medical conditions • 41 - Learning Disabilities • 26 - Psychiatric Diagnosis • 1 - Physical Impairments • 11 - Autism Spectrum Disorders • 3 - Visual Impairments • 4 -Hearing Impairment <p>36 students responded to the survey</p> <ul style="list-style-type: none"> • 89% responded that accommodations help them reach academic goals. • 86% responded that the accommodation process is easy to understand. • 91% responded that staff are available to discuss concerns. • 88% responded that they are comfortable discussing issues with the staff. • 91% responded that the accommodations process was professional and effective. 	<p>work to improve any areas found lacking as needed.</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 & 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>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.</p> <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>Hire, train and offer guidance/training for peer</p>	<p>In 2018 the percentage of both freshman and senior will be at least 2% greater than other CCCU schools.</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 information will reflect at least 500 sessions in the</p>	<ul style="list-style-type: none"> 89% responded that they were provided with quality services. <p>SY score on provision of support is 76% and that of FY is 80%, which is a decrease of 4%.</p> <p>12 of 12 fall labs had a peer lab tutor. 11 of 11 spring labs had a peer tutor. Lab surveys showed 96% satisfaction from students regarding lab tutors.</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.</p> <p>The payroll system from HR did not permit tracking of</p>	<p>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.</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> <p>We will request an increased tutoring budget</p>
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<p>tutors to improve performance and retention of students.</p>	<p>fall semester and 400 sessions in the spring semester</p> <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 Survey scores showing 82.75% of rankings 4 or 5 (scale of 1 to 5)</p>	<p>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>141 surveys were returned and 82% of the overall satisfaction score ranked 4 or 5.</p> <p>49 surveys taken by the peer tutors for fall and spring were returned indicating 99% 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>in the 18-19 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>Create new programs (pilot program) to mentor students on probation in Fall of 2018</p>
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<p>14c. Both freshmen and seniors will acknowledge that Malone emphasizes the availability and use of learning support services by students.</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).</p> <p>4 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>14c. Both freshmen and seniors in 2018 will acknowledge the availability and importance of learning support services, including tutoring and mentoring programs.</p>	<p>demonstrate helpful topics and student satisfaction</p> <p>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.</p> <p>Success will be evident if the revenue does not exceed the salary paid to the professional tutor.</p> <p>90% satisfaction will show success with the program</p> <p>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</p>	<p>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.</p> <p>23 students received professional tutoring during the 17-18 year with a net profit of \$6420.00 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 2 math tutors to help with that need</p> <p>98 % of those surveyed showed a high level of satisfaction with this service.</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%</p>	<p>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</p> <p>Established signed contracts by all parties involved to ensure proper payment for fall 2018.</p> <p>Used a flat rate billing service to improve the process.</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</p>
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<p>America Reads/America Counts (AR) will be managed by the Director of Tutoring. AR is a free community tutoring program for 1st-6th grade children in the community for one hour per week. Malone students are the tutors.</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>percentage (%) points. These percentage (%) points will both be greater than the comparative ratios of CCCU.</p> <p>Goals are to tutor more than 70 children each week with 17 tutors on staff.</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>(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>Met with 80 students each week. Parent’s success surveys showed 95% satisfaction with the program.</p> <p>Tutor surveys about leadership show a 99% satisfaction rate.</p> <p>Met with 45 students to help create/edit /build resumes.</p> <p>Classroom presentations-15 With 97% satisfaction scores. Due to lack of staffing, these services were not able to be offered at a higher rate.</p> <p>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>designed for students with disabilities)</p> <p>Continue to update the program and use all open time efficiently to increase student attendance to 85 students per week.</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>
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<p>14g. Both freshmen and seniors in 2018 will acknowledge the importance of managing non-academic responsibilities related to career development.</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>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>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.</p> <p>A career fair will be set up for students to meet/greet employers and search for jobs and internships</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>2014 FY score on 14g is 44%, and 2018 score is 44%. There is no percentage increase. 2014 SY score on 14g is 31%, and 2018 score is 37%. There is 6% increase in SY score</p> <p>50 companies and 45 students attended. Both students and companies ranked the event as very helpful and positive.</p> <p>199 enrolled students took the MyPlan assessment. 3 alumni took the MyPlan assessment.</p> <p>617 students have accounts with CCN. 2491 alumni have accounts with CCN.</p>	<p>First-year student must be specifically targeted on how to manage non-academic responsibilities, including financial management and others. These could be part of the initial first-year advising process.</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 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. Will have all incoming freshmen on probation take the MyPlan in the Gen 101 course in the fall.</p> <p>We will continue to market the CCN system to</p>
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<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>Testing Services: The Office Manager and Coordinator of Test Services in the Center for Student Success will administer various academic tests according to</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>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 	<p>There are 4,227 employers registered and 3760 jobs were posted. 49 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>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 35 students attending.</p> <p>57 surveys returned by students without approved testing accommodations:</p>	<p>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 2018 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</p>
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<p>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 & Write Gold.</p>	<ul style="list-style-type: none"> • 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><u>Testing environment:</u> excellent 71.93%, good 24.56%, fair 3.51%, poor 0.00%</p> <p><u>Test schedules/information:</u> excellent 68.42%, good 26.31%, fair 5.27%, poor 0.00%</p> <p><u>Clarity of received testing instructions:</u> excellent 84.21%, good 12.28%, fair 3.51%, poor 0.00%</p> <p><u>Friendliness/Respectfulness:</u> excellent 92.98%, good 3.51%, fair 1.75%, poor 1.75%</p> <p><u>Helpfulness/Knowledge:</u> excellent 96.49%, good 3.51%, fair 0.00%, poor 0.00%</p> <p><u>Office hours convenience:</u> excellent 70.18%, good 21.05%, fair 7.02%, poor 1.75%</p> <p>245 surveys returned from students with testing accommodations:</p> <p><u>Testing environment:</u> Excellent 88.16%, good 11.02%, fair .82%, poor 0.00%</p> <p><u>Test schedules and information:</u> excellent 91.43%, good 8.57%, fair 0.00%, poor 0.00%</p> <p><u>Clarity of received testing instructions:</u> excellent 92.65%, good 5.31%, fair 2.04%, poor 0.00%</p> <p><u>Friendliness/Respectfulness:</u> excellent 97.55%, good 2.45%, fair 0.00%, poor 0.00%</p> <p><u>Helpfulness/Knowledge:</u> excellent 95.51%, good 4.49%, fair 0.00%, poor 0.00%</p>	<p>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>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>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><u>Office hours convenience</u>: excellent 94.69%, good 4.08%, fair 0.82%, poor 0.41%</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>We are now able to run some reports based on the early alerts that have been submitted. This allows us to better track who is getting alerts and also helps us pinpoint where we might need to focus more. 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 Retention Advisor, faculty advisors, coaches, RDS, GEN 100</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 reminders from the Retention Advisor and the Provost.</p>
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<p>14c. Both freshmen and seniors in 2018 will acknowledge the availability and importance of learning support services, including the early alert system</p> <p>Coordinate an Undergraduate Academic Major Fair that will provide an early connection between new students and faculty.</p>	<p>In 2018, 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.</p> <p>Success will be evident in high attendance and good satisfaction surveys scores.</p>	<p>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 Resident Directors and Gen 100 instructors this year.</p> <p>This is the 2nd year 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>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.</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 (optional) was</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> <p>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</p> <p>The overwhelming positive feedback from both students and faculty</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>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</p> <p>New students admitted to the University on academic probation meet 3 times with the Retention Advisor for the first semester of enrollment. They are also now enrolled in the new 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>better than the previous year (around 96%) of the ratings were excellent or good. As a whole the feedback was very positive the negative feedback once again was mainly related to people who just wanted to complain about having to walk to a different location to eat and time of event but this was a small % of the whole.</p> <p>*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.</p> <p>35 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>After fall 2017 semester, 13 students continued with probation and another 34 were added to the probation</p>	<p>demonstrate that this will continue to be an annual event. We have continued help from the coaches to help with attendance. The meal that was served this year was met with great success and the dining hall staff actually ran out of the food.</p> <p>We will continue the active promotion of student events across campus to the student body</p> <p>The Gen 101 program was developed based on the pilot course that we used last year. The initial results show that this class has been beneficial to those involved (of course we will be collecting data to track these results). We will then work to modify the</p>
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<p>14b In 2018 both freshman and seniors that are on academic probation will be provided with support to help them succeed academically</p>	<p>In 2018 the percentage of both freshman and seniors will be at least 2% increase</p>	<p>list. All of these students had tutoring and meeting requirements. (23 of them were enrolled in the spring session of Gen 101. After spring '18 semester, 30 students returned/or placed on probation for fall '18 semester. All of these students had tutoring, and meeting requirements.</p> <p>SY score on provision of support is 76% and that of FY is 80%, which is a decrease of 4%.</p>	<p>course to better help those enrolled.</p> <p>Much time and effort is spent on students on academic probation</p> <p>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</p>
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