



**Name of Unit:** Office of Residence Life

**Assessed by:** Residence Life Staff

**Date (Assessment Cycle):** July 1 2015- June 30 2016

**Mission Statement**

To *intentionally* enhance the overall Malone student experience. This is accomplished through programs and services based on Biblical truth that both *challenge* and *support* students to grow in their understanding of the complex and diverse world God has created.

**Slogan**

Intentional - Challenging - Supportive

**Unit Goals**

- 1) To promote spiritual awareness in students by creating an environment that welcomes and exposes the non-believer to Christ while challenging and supporting those who know Christ to a deeper relationship with Him.
- 2) To provide programs to resident students that foster cultural, social, intellectual, emotional and spiritual growth.
- 3) To actively support and enforce the policies that provide a structure for compatible and cooperative Christian community living as identified in the student handbook, specifically, in the Student Code of Conduct.
- 4) To provide satisfactory living environments and adequate care and maintenance of physical facilities which are conducive to proper sleep, study and student interaction.

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Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b><u>G1: Outcome Objective 1)</u></b>                      Each staff member of the residence life student leader team (35 RAs) will engage in a two-week training during August to prepare them to lead their floor for the academic school year.</p>	<p><b><u>Assessment 1)</u></b>                      Each Resident Assistant is given approximately 2-weeks of training on how to lead residents effectively. RAs receive 42 seminar hours, participation in 16 Staff Training hours, and complete 6 hours of experiential activities.</p> <p><b><u>Assessment 2)</u></b>                      Each Resident Assistant and Resident Director will provide at least 1 spiritual program per semester and will engage in at least 5 faith specific conversations per semester.</p> <p><b><u>Assessment 3)</u></b>                      In 2014, 50% of the senior year students that take the NSSE will rank questions “J &amp; M” as 3.5 or higher for the national average. Question J states: There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ. Question M States: This institution encourages students to worship God in meaningful ways.</p>	<p><b><u>Data 1)</u></b>                      Training was given on August 10-24 by Resident Directors. Six other opportunities for training were offered to Resident Assistants through the academic year. Evaluations were given through Survey Monkey at the end of the training period and 96.2% saw the information covered during training (a test is distributed which encompasses all of training) to equip the RAs for their role as “good” or “better.” This was an 8.7% positive increase from the previous year (FA15: 87.5%).</p> <p><b><u>Data 2)</u></b>                      Spiritual Program proposal sheets were submitted for each residence hall with each RA participating in one program per semester. Per each RA the faith specific conversations were completed.</p> <p><b><u>Data 3)</u></b>                      For the 2014-15 school year, for question J and M, 75% of the seniors agreed or strongly agreed on Question J &amp; M. Malone received a 3.9 on Question J and a 4.0 on question M.</p>	<p><b><u>Use 1)</u></b>                      For 2016-17, Fall RA training will continue to be implemented for 2 week periods covering necessary topics for RAs to be effective leaders. The test will continue to be utilized in training as a measure of outcome. One area of continued growth will be to offer more interactive workshop experiences during training.</p> <p><b><u>Use 2)</u></b>                      In 2015-16, Residence Life partnered with the office of Spiritual Formation to host life groups in each hall. SFO results showed a high level of satisfaction from participants. However, per conversation with RAs this became an increased level of responsibility and time amidst other obligations. For 2016-17, the Office of Residence Life will continue to partner with the Office of Spiritual Formation to host hall SFO’s on campus, but RAs may not be required to lead the SFO only attend and rally participants.</p> <p><b><u>Use 3)</u></b>                      Completed program forms for spiritual programs were submitted. Additional accountability will be given by</p>

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<p><b><u>G1: Outcome Objective 2)</u></b>          Together, the Resident Assistant and Resident Director will foster an environment conducive to spiritual development</p>	<p><b><u>Assessment G1)</u></b>          A residence hall survey will be distributed to students and of those completing the survey 80% will agree with the following statement: I believe I have grown stronger in my faith while living in the Residence Halls.</p> <p><b><u>Assessment 2)</u></b>          Each residence hall (6 total) will provide at least one building wide educational faith related opportunity.</p>	<p><b><u>Data 1)</u></b>          The 2015-2016 campus surveyed 575 students (a substantial increase in participants from previous year) and 83% of surveyed students agreed that the staff fosters an environment conducive to spiritual development. This is a 6% increase from previous year (FA: 2014; 141 students surveyed reported 77%).</p> <p><b><u>Data 2)</u></b>          Each residence hall planned and provided an all building educational faith opportunity that was recorded using the Res. Life Programming Proposal forms. The specific programs provided were developed in conjunction with our floor leadership program.</p>	<p>having a tracking system in each staff office. Staff continue to search for ways to accurately track faith related questions. New NSSE results will be offered in 2017-18.</p> <p><b><u>Use 1)</u></b>          The Residence Life office will continue to seek ways to improve spiritual development through offering continued SFOs to sustain satisfaction at 80% or higher.</p> <p><b><u>Use 2)</u></b>          The benchmark was 80%; hence the Residence Life Staff will continue to provide training on how to have intentional faith specific conversations.</p>
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<p><b><u>G2: Outcome Objective 1)</u></b>          The Residence Life Office will expose Malone students to topics that seek to promote increased knowledge of their holistic needs.</p>	<p><b><u>Assessment 1)</u></b>          Each residence hall floor will provide 1 Social, Spiritual, Multicultural and Educational program per semester. Every program that is offered is monitored and evaluated through the Residence Life individual program proposal form.</p> <p><b><u>Assessment 2)</u></b>          A campus generated survey will be administered to resident students and of those completing the survey, at least 80% will agree with the following statement: Offers programs and activities that are of interest to me.</p>	<p><b><u>Data 1)</u></b>          Residence Life Staff programs have been documented via Program Proposal Forms and Comprehensive form. Data was only available for residence halls, which resulted in over 200 programs being offered from these halls.</p> <p><b><u>Data 2)</u></b>          In 2015-2016, a campus generated survey (completed by 575 participants) stated that 89% of respondents agreed or strongly agreed with the statement “offered and participated in programs and activities that are of interest to me.” This met our goal of 80% from previous year.</p>	<p><b><u>Use 1)</u></b>          In 2016-2017, Residence staff will use a program tracking form to track and assess all Residence Life programs for future assessment and accountability purposes.</p> <p><b><u>Use 2)</u></b>          In 2015-16, we will implement a survey to gather ideas for programming. Focus groups in residence halls will also help to create list of topic interests so we can sustain an 80% goal.</p>
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<p><b><u>G3: Outcome Objective 1)</u></b>          The Residence Life Department hires, trains and continually educates 6 Residence Hall Directors and 35 Resident Assistants so that Malone’s policies are accurately and consistently enforced.</p>	<p><b><u>Assessment 1)</u></b>          Once resident assistant training is completed each RA will complete a rules and policy test based upon the student handbook. Each resident assistant will answer 80% of the test questions correctly.</p> <p><b><u>Assessment 2)</u></b>          A campus generated survey will be administered to residential students and of those completing the survey there will be 80% that agree on the following questions: Communicates campus information and resources clearly</p>	<p><b><u>Data 1)</u></b>          A test covering rules/policies was administered to 35 RA’s on August 24<sup>th</sup> and all 35 passed the test with 80% or higher. We had planned to administer a pre-test in the 2015-16 year in order to compare scores but we were unsuccessful in achieving this.</p> <p><b><u>Data 2)</u></b>          Of the 2015-2016 campus generated survey respondents, the following percentages were indicated: 96% agreed that campus information was communicated clearly. This was an 8% increase from previous survey.</p>	<p><b><u>Use 1)</u></b>          In the 2016-2017 school year, we will administer pre-test and post-test to see if through training and the test if their knowledge and comfort with the position increases. Each year we will analyze the results as we prepare for future trainings.</p> <p><b><u>Use 2)</u></b>          We will continue to employ the same approach to communicating campus information, and look into using social media in various capacities. To enhance the student experience.</p>
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<p><b><u>G3: Outcome objective 2)</u></b>          Students will be informed of Malone’s campus policies in both written and verbal word.</p>	<p><b><u>Assessment 1)</u></b>          Information regarding Malone’s policies will be communicated in both a mandatory all floor meeting and all hall meeting within the first 2 weeks of classes starting.</p> <p><b><u>Assessment 2)</u></b>          Any policy change or pertinent information that needs to be communicated will be publicized 5 work days in advance. During the academic school year the Residence life Department will seek to receive less than 10 complaints from students regarding lack of information presented on campus policy.</p>	<p><b><u>Data 1)</u></b>          Mandatory all floor meetings took place on August 24 for all new students. August 31 all hall meetings took place for all students. Policies and expectations were communicated verbally.</p> <p><b><u>Data 2)</u></b>          Dean instructs all staff on publication requirements during training. There were no formal complaints received from students regarding lack of information presented in campus policy.</p>	<p><b><u>Use 1)</u></b>          Resident Directors have been required to contact all residents that did not attend the all hall meetings in order to communicate all pertinent information. This continues to be an effective means to communicate information.</p> <p><b><u>Use 2)</u></b>          For 2016-17, Residence Life Dept. will continue the 5 day in advance publication postings. Likewise, it is the department’s continued goal to receive less than 10 complaints from students regarding lack of information presented on campus policy.</p>
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<p><b><u>G4: Outcome Objective 1)</u></b> Each student has access to Malone Express where they can input maintenance requests 24/7.</p>	<p><b><u>Assessment 1)</u></b> Resident Directors will inform students how to submit maintenance requests online via Malone Express during the all hall meeting and floor meetings at the beginning of the year. The number of complaints to the Office of Student Development will be less than 10 per semester.</p> <p><b><u>Assessment 2)</u></b> A campus generated survey will be administered to resident students and of those completing the survey 80% or higher will answer agree to the following questions regarding the residence life staff is attentive to the maintenance and safety of the building.</p>	<p><b><u>Data 1)</u></b> Resident Directors hosted mandatory all hall meetings on August 25-31 and informed students how to submit maintenance requests online.</p> <p><b><u>Data 2)</u></b> Of the 2015-16 campus generated survey respondents the following percentages were generated: 93% agreed that the Res. Life staff is attentive to housekeeping and the maintenance of the building; 94% agreed that Residence Life staff is attentive to the safety of the building. These stats reflect an achieved goal for student satisfaction.</p>	<p><b><u>Use 1)</u></b> For the 2016-17 school year email notifications will be sent to the <a href="mailto:residencelife@malone.edu">residencelife@malone.edu</a> email account as well as RD when request are submitted and completed.</p> <p><b><u>Use 2)</u></b> During the 2016-17 year, we will continue to offer students periodic opportunities to express their frustrations for all topics but specifically regarding the stated questions. Likewise, each residence hall allows students to express concerns on the anonymous residence life survey.</p>
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**Malone University Counseling Center**

**Tim Morber and staff**

**2015/2016 Academic Year**

**Mission Statement:** It is the mission of the Malone University Counseling Center to provide quality Christian/Bible-based behavioral health care to the students of Malone University utilizing best care practices through individual and group modalities to promote mental, emotional, behavioral, and spiritual health in an effort to aid in academic, personal, spiritual, and relational development in fulfillment of the Malone University Mission Statement.

**Unit Goals: Goal 1:** The Counseling Center offers a private and confidential environment for students to discuss problems, concerns, and challenges.

**Goal 2:** Students who access the Counseling Center will receive compassionate, non-judgmental, and respectful care from professional staff.

**Goal 3:** Counseling Center staff will promote a Christ-centered, biblical approach to the counseling process.

<b>Program Goals:</b>	<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>Goal 1:</b></p> <p>The Counseling Center offers a private and confidential environment for students to discuss problems, concerns, and challenges.</p>	<p><b>Objective 1a:</b> Counseling Center staff make students aware of their right to privacy and confidentiality as well as the need to break confidentiality for safety sake;</p> <p><b>Objective 1b:</b> Students will have the opportunity to discuss their concerns and challenges privately and confidentially without concern for unnecessary breaches;</p> <p><b>Objective 1c:</b> Students will feel safe and comfortable knowing their personal information is kept private and confidential.</p>	<p><b>Objective 1a:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 1b:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 1c:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p>	<p><b>Objective 1a:</b> Students responded with a 98% positive rating for this outcome during the survey period.</p> <p><b>Objective 1b:</b> Students responded with a 98% positive satisfaction for the 2015 – 2016 academic year for this outcome measure.</p> <p><b>Objective 1c:</b> Students responded with a 94% positive satisfaction for this outcome measure during the survey period.</p>	<p><b>Objective 1a:</b> Center staff agreed to continue to provide students with written <b>and</b> verbal explanation of their right to privacy and confidentiality. <i>Each counseling office will have a posting of student/client rights prominently displayed.</i></p> <p><b>Objective 1b:</b> With the move to providing a list of student/client rights in the Counseling Center offices it is hoped that we will reach 100% positive responses in future surveys.</p> <p><b>Objective 1c:</b> This outcome fell short of our goal for 95% positive outcomes. We will continue to explore opportunities for increased privacy and confidentiality on campus.</p>
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<p><b>Goal 2:</b> Students who access the Counseling Center will receive compassionate, non-judgmental, and respectful care from professional staff.</p>	<p><b>Objective 2a:</b> Counseling Center staff will be accepting, non-critical, and respectful of students;</p> <p><b>Objective 2b:</b> Students will feel safe and listened to during their counseling experience;</p> <p><b>Objective 2c:</b> Students will feel they have benefitted in a positive way from their counseling experience.</p>	<p><b>Objective 2a:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 2b:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 2c:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be</p>	<p><b>Objective 2a:</b> For the survey range (2015 – 2016 academic year) students surveyed reported 95% positive satisfaction with this outcome, barely meeting our criterion for success.</p> <p><b>Objective 2b:</b> Students responded with a 90% positive rating for the particular objective.</p> <p><b>Objective 2c:</b> For the survey range (2015 – 2016 academic year) students surveyed reported 93.5% positive satisfaction with this</p>	<p><b>Objective 2a:</b> While the data show a mostly positive rating with this objective, there is concern that at least two students responded with a negative rating (“Disagree”), indicating the need for counselors to demonstrate care and respect to all students at all times.</p> <p><b>Objective 2b:</b> Similar to objective outcome 2a, most students surveyed rated the Counseling Center staff positively; however, one student proved to be an outlier with a negative score for this outcome while four others indicated a neutral response. Staff will discuss the need to be present and attend well to all students.</p> <p><b>Objective 2c:</b> With the success criterion being a 95% positive satisfaction rating, students did not endorse this outcome positively. Of concern were seven (7) negative responses.</p>
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<p><b>Goal 3:</b> Counseling Center staff will promote a Christ-centered, biblical approach to the counseling process.</p>	<p><b>Objective 3a:</b> Counseling Center staff will challenge students to consider spiritual character development as a part of their counseling;</p> <p><b>Objective 3b:</b> Students will have the opportunity to integrate their faith within the counseling process;</p>	<p>95% or higher positive rating on this objective.</p> <p><b>Objective 3a:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 3b:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher</p>	<p>outcome. For the survey period the outcome appeared to be shy of the criterion for success.</p> <p><b>Objective 3a:</b> Students responded with a 94% positive satisfaction for the 2015 – 2016 academic year for this outcome measure.</p> <p><b>Objective 3b:</b> For the survey range (2015 – 2016 academic year) students surveyed reported 84% positive satisfaction with this outcome. Of special note there were two (2)</p>	<p>During the survey period the Center staff did not perform as well as expected for this objective or there was perhaps one particular student who experienced a less-than-positive outcome with counseling. We will continue to be mindful of this particular area.</p> <p><b>Objective 3a:</b> Faith as a part of counseling continues to be a trend worth monitoring. The Center staff seem to consistently far short with this objective. It behooves us to be increasingly mindful with this area of client care.</p> <p><b>Objective 3b:</b> Staff conceded there continues to be a trend with this outcome regarding staff utilization of faith integration. Staff agreed to monitor this outcome for potential improvement.</p>
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	<p><b>Objective 3c:</b> Students will realize a sense of improved spirituality and intrapersonal growth, which will benefit them socially and relationally.</p>	<p>positive rating on this objective.</p> <p><b>Objective 3c:</b> Is assessed through the annual Counseling Center student satisfaction survey. Criterion for success is considered to be 95% or higher positive rating on this objective.</p>	<p>outliers who rated this as “Disagree” and Strongly Disagree,” respectively.</p> <p><b>Objective 3c:</b> For the survey range (2015–2016) students surveyed reported 86.7% positive satisfaction with this outcome. For the survey period the outcome fell short of the criterion for success.</p>	<p><b>Objective 3c:</b> Along with outcome 3b, this objective needs improvement from Center staff. Staff will address this need through professional development seminars and departmental accountability. Of particular concern were five (5) negative ratings (“Disagree” or “Strongly Disagree”) on this outcome.</p>
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## Multicultural Services

Brenda D. Stevens

2015 - 2016

**Mission Statement:** The primary mission of the Office of Multicultural Services is to increase the number of students of color who achieve success at Malone University.

### **Unit Goals:**

1. Provide services to ethnic minorities and international students that will help them achieve graduation,
2. Provide Campus with multicultural resources and educational programming which will advance learning outcomes which can be measured for all students.
3. Coordinate programs that center on for multicultural and international students which allow them opportunities to express their culture on campus.
4. Allow Multicultural Students opportunities to gain leadership experience.
5. Develop and Implement a Strategic Plan for Diversity and Inclusion at Malone University which supports the Malone University Strategic Planning Objectives.

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Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>Outcomes:</b> #G1 - 25 Freshman African American students enrolled in the SmartStart Program will be retained from Fall semester 2015 to Fall semester 2016 Through Participation as Mentees in the <b>SmartStart Program</b>.</p> <p>#G1-2 - 9 African American student <b>Mentors</b> will maintain academic success during the mentoring experience in 2015-2016 through participation in the <b>SmartStart Program</b> as Mentors.</p>	<ol style="list-style-type: none"> <li>Record of grades will show that SmartStart Mentees will achieve success and average a 2.3 GPA or better.</li> <li>Attitudinal measures – measuring the level of satisfaction through Focus Group sessions with Mentees. We expect <b>85%</b> of students participating as Mentees will be satisfied.</li> </ol> <ol style="list-style-type: none"> <li>Record of grades will show that SmartStart Mentors will average a <b>2.7 GPA or better</b>.</li> <li>Attitudinal measures will show the level of satisfaction will be high through consistent interaction among peers, campus activities, and the office of Multicultural Services.</li> </ol>	<p>This year only <b>19 of the 20</b> new Freshman SmartStart students were retained from Fall Semester 2015 to Fall 2016. Of those students retained, the average GPA is <b>2.29</b></p> <p>Exit surveys and interviews with Mentors indicated that One (1) student dropped out to transfer due to poor academic performance. Student indicated she did not connect</p> <p>8 African Americans served as SmartStart Mentors and maintained a good academic status. They have an average <b>3.04 GPA</b>. Interviews indicated that each of them was extremely satisfied with their experience. Five (5) of the students Graduated in 2016</p>	<p><b>G1</b> –This year, Mentee students fell just short of the academic goal set for them. Mentees who matriculated from fall 2015 to fall 2016 received more assistance with academics and book stipends. Mentors also received more training on how to assist mentee students who were struggling and often working in isolation without tutoring or books. This year was a record year for retaining African American male athletes. During Focus Group sessions, Student Athletes indicated that many of the Football players intended to return because they were committed to the new coaching staff and wanted to give it a chance. This was further proof that the athletic experience is a serious indicator for persistence.</p> <p><b>G1-2</b> – The results show high mentor satisfaction and high GPA’s which proved that students who are actively involved have a greater satisfaction and success level than students who do not. We will work to involve more students and prepare them to become Mentors and Leaders. We will also support students outside of the mentor/leadership scope with books, advising, and encouragement through MSU and other programs.</p>

Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>#G1-2</b> - 15 African American student <b>Mentees</b> will maintain academic success during the mentoring experience in 2014-2015 though participation in the <b>SmartStart Program</b> as Mentees.</p> <p><b>#G2</b> – Multicultural Services will expose Campus to multi-racial and multi-ethnic food, music, and culture</p>	<ol style="list-style-type: none"> <li>Record of grades will show that SmartStart Mentees will average a <b>2.3 GPA or better</b>.</li> <li>Attitudinal measures will show the level of satisfaction will be high through consistent interaction among mentors, campus activities, and the office of Multicultural Services.</li> </ol> <ol style="list-style-type: none"> <li>Through direct measures of counting we expect that <b>40%</b> of the resident students will be exposed to culture through music, food, dancing, and information</li> <li>Surveys will reveal that more than <b>85%</b> of students attending will be satisfied that they were exposed to a difference in culture.</li> </ol>	<p>A total of <b>15 student mentees</b> of the <b>20</b> SmartStart Mentees were retained from Fall to Spring and Spring to Fall. Records show that the remaining SmartStart Mentees had an average <b>2.49 GPA</b>.</p> <p>Focus Group sessions indicate that the students who were retained were connected to the campus either through the SmartStart program, an athletic sport, or other campus opportunities and did well both socially and academically. Several were invited to be Mentors</p> <p><b>28%</b> of the resident students living on campus attended events which exposed them to culture through food, music, and information.</p> <p>Of the students attending these events, <b>75%</b> of the students surveyed indicated that they were satisfied that the event helped to expose them to culture other than their own. <b>80%</b> indicated that they enjoyed the event.</p>	<p>The mere threat of change in status for our athletic department from D-League 2 to D-League 3 has had an effect on many of our multicultural student athletes (especially our international students). Changes in coaching staff and the shift which has occurred in this department will create challenges for our department to create more connections outside of athletics.</p> <p><b>G2-</b> The Privilege Walk was overwhelming the most powerful event which engaged students and not only demonstrated what White Privilege means but how others have benefited from it. Other programs (Hispanic Celebration, African Dancers) engaged and entertained but students were not able to make the connections to education and a deeper appreciation. The future emphasis will include more small group exchanges through film and discussion and panels discussions.</p>



Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>#G3</b> – International Students will maintain academic success during 2015-2016 through OMS and other campus organizations designed to engage and connect them.</p> <p><b>G4</b> – Retain 80% of all International Students through services and programs.</p> <p><b>G4</b> – 20 Multicultural Students will be selected to serve on the Leadership team. They will be connected and engaged through conferences and trainings to gain leadership experience This will increase their self-esteem and sense of belonging.</p>	<ol style="list-style-type: none"> <li>1. Record of grades will show that International Students will achieve success through assistance from OMS and other athletic and campus organizations and average a <b>3.0 GPA</b> or better.</li> <li>2. Attitudinal measures – measuring the level of satisfaction through interviews and counting numbers of remaining students. We expect <b>85%</b> of students participating will be satisfied.</li> </ol> <ol style="list-style-type: none"> <li>1. Direct measures through counting and surveys will prove that students who are involved and connected as leaders will be more likely to graduate. Results will show that <b>75%</b> participants will graduate.</li> <li>2. Attitudinal measures – measuring the level of satisfaction through exit interviews. We expect <b>85%</b> of students participating will be satisfied.</li> </ol>	<p><b>100%</b> of International Students were retained during their first academic year. Of those retained they maintained a <b>3.30 GPA</b>.</p> <p><b>84%</b> of Internationals polled were satisfied with their Malone Experience and indicated that they wanted to continue. While there are fewer numbers of Internationals due to the reduction of recruiting through some of the athletic teams, the Swim/Diving sport continues to attract and recruit International students. <b>60%</b> of those who responded indicated that OMS helped to make the transition to the US and Malone smoother.</p> <p><b>98%</b> of Multicultural students who participated as leaders were retained and <b>5</b> of the <b>10</b> went on to Graduate. The remaining students are on-track for graduation with an average <b>3.15 GPA</b>. <b>98%</b> of the students surveyed were <b>extremely satisfied</b> with their experience as a Leader in Multicultural Services. The other <b>1%</b> was <b>dissatisfied</b>.</p>	<p><b>G3</b> – Again, the threat of changes in the Athletic programs has affected the recruitment of international student. OMS (Office of Multicultural Services) recognizes the issues and is working to connect students outside of their athletic sport which is often very difficult. OMS will begin to work with International Students one on one and in small groups to engage them and offer assistance.</p> <p><b>G4-</b> We struggle to engage students and recruit students for leadership. Many do not want to commit to Mentoring for fear of not being able to help students. Also, mentor students are finding it difficult to engage new students who are opting out of the program for fear of making a commitment. We will continue to work closely with student leaders who are having financial and mental health difficulties and who are struggling to maintain the balance of leadership and academics.</p>

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<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>G5-1</b> Implementation of the Diversity &amp; Inclusion Institutional Committee, an outcome of the Diversity and Inclusion Strategic Plan.</p>	<ol style="list-style-type: none"> <li>1. Structure Institutional Committee and develop an institutional survey to administer campus-wide</li> </ol>	<p>An Institutional Committee on Diversity and Inclusion was approved and implemented in Spring of 2015 and the committee met for the first time in fall 2015. The committee focused on implementing the plausible elements of the D&amp;I plan and it was agreed that we will need to administer another campus-wide survey to assess if the needs have changed since the first survey in 2011.</p>	<p>We were successful in gaining approval from the Faculty government to implement our first Outcome during Spring semester 2015-16, an Institutional Committee on Diversity and Inclusion. This committee will meet monthly to administer the D&amp;I plan.</p> <p>We will use the results of the new survey to re-tool and adjust metrics and outcomes for the Diversity and Inclusion Strategic Plan. Our committee now meets on a monthly basis and is comprised of 5 faculty members, 7 administrators and 2 students</p>



**Malone University Student Activities/Orientation**

**Prepared by: Melody Scott**

**2015-16**

**Mission Statement:** In the context of the mission of Malone University, The Student Activities Council (SAC) supports student success and development by offering a wide range of co-curricular events and services focusing on social, physical, intellectual and emotional development to the Malone community. We promote diversity as we strive to improve the quality of student life at Malone University and increase student involvement. The New Student Orientation Program is the initial flagship event to ensure the successful transition and initiate the integration of newly admitted first-year and transfer undergraduate students into the academic, cultural, and social climate of the University.

**Unit Goals: Goal 1:** Create a cooperative, integrative approach to student activities and orientation, providing opportunities for student growth and community building.

**Goal 2:** Strategically design student activities and orientation to foster a sense of importance and connection to campus in students who participate.

**Goal 3:** Prepare and involve students in the planning and implementation of student activities and orientation.

Program Goals:	Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>Goal 1:</b></p> <p>The Student Activities Office will create a cooperative, integrative approach to student activities, providing opportunities for student growth and community building.</p>	<p><b>Objective 1a:</b> The Student Activities office will train and develop student leaders using a new Student Activities Training Manual.</p> <p><b>Objective 1b:</b> Students will have the opportunity to develop and use their Top 5 Strengths as revealed on their Myers Briggs Personality Type Indicator.</p> <p><b>Objective 1c:</b> Students will gain greater respect for others in looking at others in light of their strengths.</p>	<p><b>Objective 1a:</b> Is assessed through the Myers Briggs evaluation. Criterion for success is considered to be 75% or higher positive rating on this objective.</p> <p><b>Objective 1b:</b> Is assessed through the Myers Briggs evaluation and student focus groups</p> <p><b>Objective 1c:</b> Is assessed through the Program evaluation and Student Focus Groups. Criterion for success is considered to be 95% or higher positive rating on this objective.</p> <p><b>Objective 2:</b> Is assessed through the annual</p>	<p><b>Objective 1a:</b> For the 2015-16 survey, students surveyed 85% reported -- - positive satisfaction with this outcome.</p> <p><b>Objective 1b:</b> For the survey range of 2015-16 students surveyed reported --- positive satisfaction with this outcome.</p> <p><b>Objective 1c:</b> For the survey range 2015-16 students surveyed reported 85% positive satisfaction.</p>	<p><b>Objective 1a:</b> Staff and students agreed to implement a more thorough personality inventory such as Myers Briggs for student leaders in 2015-2016. Satisfaction was declining with the Strengths Quest Finder (as reported from previous year of 80%). This year it was implemented and a substantial increase in satisfaction was indicated.</p> <p><b>Objective 1b:</b> Director of Student Activities will continue to research curriculum/resources to deepen students' development and use of strengths and skills.</p> <p><b>Objective 1c:</b> Staff and students discussed the importance of using the results of this item to strengthen a variety of relationships and accept diversity in others particularly in working and communication.</p>



<p><b>Goal 4:</b> New Student Orientation will convey a sense of building familiarity with faculty, staff and campus.</p>	<p><b>Objective 4:</b> Of the students surveyed, 85% or higher will feel a sense of welcome and familiarity with personnel and resources through the New Student Orientation. Questions were “helped me to know faculty and staff” and “helped me understand where campus offices were” and “feel connected to campus”.</p>		<p><b>Objective 4:</b> In the survey, the positive response to question: 89% said they felt familiar with faculty and staff; 90% said they knew where offices and resources were; 82% said they felt connected to campus. This indicated that they felt a part of the community through Orientation Events and surpassed our stated goal.</p>	<p><b>Objective 4:</b> Orientation team will continue to examine ways to create a sense of connection and welcome for new students. In 2015-16, our goal will be to see an increase by 5% and maintain an 85% or higher in these categories. Staff continued to discuss ways to partner more efficiently with the Admissions Office during their Countdown days in structuring Orientation for Fall 2016.</p>
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