The Center for Student Success

Strategic Plan 2018-2021

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Executive Summary

Mount Aloysius College recognizes that good academic advising and career development are key factors in the retention of students and their overall academic success. The ever-changing shape of the landscape of higher education on both local and national levels requires institutions to actively engage in plans to provide, assess, revise, and innovate these types of services on campus. In a time where there are fewer student to recruit, the importance of retaining students who enroll at our institution is more important than ever. The College continuously engages in examining programs, services, and extra-curricular activities. Vincent Tinto (1993) identified, "Retention is a by-product of a good educational experience". As a result of these factors, we must be more proactive than ever to ensure we collaborate campus-wide to provide the necessary support to students to ensure they complete an education that does not only prepare them for their professional life, but as an active community member as well.

Advising is viewed as a way to connect students to the campus and help them feel that someone is looking out for them (Kuh, Kinzie, Schuh, & Whitt, 2005). Higher education is filled with language, definitions, expectations, and cultures that even the strongest student may not be able to navigate or interpret on his or her own. These challenges are only compounded if a student falls into the 65% of our first generation students at the institution. Academic advisors and the advising process:

  ➢ Serves as a bridge from high school or the work world to the processes, procedures, and expectations of higher education (Thomas & Hixenbaugh, 2006).
  ➢ Aids students in understanding expectations of post-secondary learning, program requirements, and the culture of higher education (Nutt, 2018).
  ➢ Helps students make sense of, derive meaning, and make decisions regarding their experiences (Nutt, 2018).
  ➢ Ensures support for students through intentional support, support, and discussion and is a program that is "nice to have" (Tinto, 1993).

Mount Aloysius College has focused on providing supportive and positive academic advising in a structured way over the last fifteen years. Advising should be at the core of an institution's educational mission that layered on as a service (Berdahl, 1995). This has been Mount Aloysius's intention for both academic advising and career development over the past decade.

Over the last five years, Career Development has been working rigorously to reimagine the role career development plays in the lives of college students in relation to their personal, academic, and professional goals.

The mission of the office has evolved from a service-based initiative that soon-to-be-graduates utilize, to a proactive career development approach that focuses on the well-being of the student, their values, their extracurricular interests, their personality type, their work interests, and their skills----all categories discussed with the Focus 2 Career Assessment tool. The focus is for the student to see the office as a

professional development opportunity for success, and view it less as only a service they should participate in once. The office strives to empower students by asking them to proactively engage in career exploration exercises, and the development of professional application materials, communication skills, an understanding of etiquette, and the importance of research related to their field. The hope is that those students who have utilized the services will support and encourage their peers to do the same, thus creating a thriving learning environment in both academics and career aspirations.

The National Career Development Guidelines (NCDG) frames career development into three domains:

- ➢ Personal Social Development (Personal goals)
- ➢ Educational Achievement and Lifelong Learning (Academic goals)
- ➢ Career Management (Professional goals)

Through Personal Social Development, the office aims to assist with the process of selecting a major or multiple career paths for success. Through the process of this phase, the student engages in assessments, coaching meetings, goal-setting exercises, assessment of personal values as related to the field, exploration of skills needed, and research on multiple career paths. Through Educational Achievement and Lifelong Learning, the student discovers the value of extracurricular involvement, service activities, athletics, the arts, studying abroad, and stepping outside their comfort zone --- not only as a resume builder, but also as a means to create opportunities for their future. Through the Career Management phase, the student begins the process of mastering their skills, builds excellent professional application materials, learns to professionally present themselves in a work environment, and understands the processes of job search and career management.

The registrar's office plays an important role at any college or university. The registrar's office is charged with upholding the value of courses taken and degrees conferred by superintending the accuracy, integrity, and delivery of data (American Association of Collegiate Registrars and Admissions Officers, 2006). The registrar's office serves both current and past students, alumni, and plays a core role in preserving the institution's academic history. DeCristoforo (1996) wrote, "The registrar's office provides services to students `from cradle to the grave'" (p. 14).

While the role of academic record preservation has existed in some form or another throughout the past centuries, it became professionally recognized in 1910 with the establishment of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The role of the registrar's office demands adherence to institutional policies and practices, while looking forward to innovate with new technologies, and keeping abreast of changing governmental policies and laws.

The unification of the Registrar's Office, Student Success and Advising, and Career Development to form the Center for Student Success (CSS) will allow for continued support and development for faculty and advisors, stronger career development engagement at critical points in a student's educational journey and more structure attempts to engage at-risk students.

Mount Aloysius has an excellent foundation in the offices of the CSS and good reasons to focus on the continued development of academic advising and career development across the institution. The creation of the CSS allows for all three individual offices to plan, implement, and support each other as new initiatives are enacted.

The CSS Strategic Plan has been developed to collaboratively meet not only the CSS Vision and Mission Statements, but also each of the individual office's mission statements. The strategic plan consists of eight themes and corresponding tactics, which address opportunities in all three areas of the CSS.

Center for Student Success Strategic Plan Themes

Theme I: Utilizing Technology to Support Student Development and Advisement
> Utilize technology to empower both students and advisors to facilitate student success, monitor and plan academic progress, explore student interest and attitudes, allow timely access to records, and adhere to institutional policies.

Theme II : Strengthen Advising Practice – Advisor Development
> Strengthen the educational development of academic advisors on campus through offering a robust series of professional development opportunities, which would ultimately improve the academic advising process on campus and reinforce advising as a form of teaching.

Theme III: Proactive Student Advisement
> The College aims to improve advising practices by engaging in proactive advising practices to ensure early and intentional connections, assistance, and other development opportunities for students opposed to interventions that are primarily reactive in nature.

Theme IV: Equitable Advisement for Student Engagement and Support
> The College aims to have advising caseloads for professional, staff, and faculty advisors that are manageable and allow for the development of high quality advising relationships that foster both engagement and support.

Theme V: Collaborative Early Interventions for At-Risk Students
> Mount Aloysius College's mission provides educational opportunities to students from all backgrounds. The College strives to provide services to students to meet where they are academically and developmentally.   The College admits a high number of students who are academically at-risk from the start of their academic career because of its mission. The goal of the institution is to retain and graduate as many of these as possible.

Theme VI: Empower Students with Professional Development and Networking Opportunities
> The Center for Students Success aims to provide students with opportunities to begin to build skills that will serve them as they enter the professional world. Students are introduced to resume writing, development of communication skills and professional etiquette, and afforded opportunities to begin to participate in professional networking.

Theme VII: Streamline Document Management and Integrate Innovative Technologies

The office of the CSS aims to provide timely access to students in terms of their student records and strived to understand the professional outcomes of the students who graduate from the institution. While the CSS has made use of numerous technological tools and initiatives in the past, there always exists the opportunity to explore new services or technologies that could improve the workflow of the office, make it easier for the students to complete a process, and track student outcomes.

Theme VIII: Invest in Professional Training for Center for Student Success Staff to Support the Development of Our Students

The continued professional development of the CSS staff is essential to meet the needs of the students on campus. Professional development can occur through many formats and it is the hope of the CSS staff that the College will support our continued development as much as possible.

The overall implementation, responsibility, benchmarks, timeline for completion, and projected costs are explained in detail in this document. Appendix A includes a summary of themes and tactics and implementation time line.

Mission Statements

Center for Student Success Mission Statement

Vision
Mount Aloysius College's Center for Student Success (CSS) strives to build progressively on students' strengths to develop their academic and career success. The CSS is focused on providing services that are high impact, assessable, and equitable to all students.

Mission
The CSS and its departments offer students services that advance students' academic and professional development, degree attainment, and post-graduate pursuits. The center utilizes the best practices and research in the field of academic advising and career development opportunities. Its staff helps students recognize and develop their strengths in pursuit of their academic and professional goals.

The CSS works to provide the faculty and staff advisors at the institution with the skills necessary to ensure that, at graduation, students are ready to begin their professional journey. Support for faculty and staff advisors includes workshops and training on high-impact advising practices and research, innovative career development practices, and consistent interpretation and application of institutional academic policy.

The CSS is committed to provide both undergraduate and graduate students with the optimal balance of support, challenge, structure, and independence necessary to achieve their personal, academic, and professional goals.

Center for Student Success Departmental Mission Statements

Academic Advising and Student Success

Consistent with Mount Aloysius College's Mission Statement and the mission statement of the Center for Student Success (CSS), the Student Success and Advising Office is committed to combining education for life with preparation for professional excellence. This office is responsible for coordinating the course registration process for all incoming first-year students, as well as, assigning all of the students to an academic advisor. This office is also responsible for ensuring student-learning outcomes in Advising.

Career Development

The Office of Career Development's mission is to proactively assist students with career planning initiatives from matriculation to beyond graduation.

Educational opportunities range from personality and interest inventories to determine career direction, to preparation of professional materials and skills related to the job, internship and graduate school search process. The office will introduce students to professional career resources, provide information on community and campus career events, and allow access to employer job postings.

Career Development provides area employers with resources to promote professional opportunities on campus. The office promotes a holistic and educational environment-- through multiple opportunities and events--that focuses on the career goals related to the individual student.

Registrar's Office

The primary mission of the Registrar's Office is to support the College's Mission and Philosophy by serving as the "office of academic records" for students, faculty, staff and the public. The office's major responsibilities include establishing and managing accurate and timely curricular and student academic records; providing efficient, knowledgeable, and respectful delivery of services related to those records; and implementing and enforcing institutional policies, and enforcing legal standards and regulations related to academic records in a fair and consistent manner. The Registrar's Office strives to investigate and utilize advanced technologies to accomplish its goals.

Background

Mount Aloysius College formally established an Academic Advising Office in June 2003. The establishment of this department was to provide consistent and structured academic advising to all incoming students at the College. The Academic Advising Coordinator assisted in placement testing, initial advising appointments, developing advising guidelines and practices for faculty advisors, and provided on-going support for any student on campus that needed assistance.

In the fall of 2004, the Academic Advising Office added a professional advisor position through a Title III grant. This position was added to provide advising assistance to new and returning students, while focusing on outreach to academically at-risk students. The underlying goal of both positions was to improve the retention of students through direct and intentional advising and intervention.

In 2009, the leadership position in the office was restructured as the Director of Student Success and Advising with a continued focus on student integration and retention. In the summer of 2013, the office was moved to a central suite in the Main Administration Building to provide students a more confidential environment to receive advisement, allow for a direct partnership with Career Development, and create more of a professional setting for the office. Since 2004, the advising department has maintained a staff of two professional academic advisors.

The Office of Career Development, formerly entitled the Office of Career Services, has been an active part of the campus for years. Prior to 2011, the office was primarily housed under the Student Affairs division of the College. The Director of Career Services also oversaw student conduct at that time, in addition to serving the students and employers for the campus in a professional capacity. For many years, the office was comprised of a full-time Director, full-time Career Counselor, and full-time Administrative Assistant for the office, and was centrally housed in the Cosgrave Student Center. In 2011, the Director of Career Services office was relocated to the Library in hopes of gaining more student traffic, and the grant that funded the Career Counselor position was not renewed. In 2013, the leadership for the office changed on an interim basis, with three additional people from Mission Integration, Campus Ministry, and a volunteer from the community serving in an interim capacity as part of the Career Services team for 6 months.

In July 2013, a new full-time Director and a part-time, 9-month Resume-Writing Specialist working 18 hours per week, were hired, and the office became centralized under the Academic Affairs division. The Administrative Assistant role for the office shifted to also serving the Office of Student Activities. In 2014, the office of Career Services became the office of Career Development in hopes of allowing students to see it as an educational and professional development opportunity, and not just a service when they graduate.

In summer 2014, a new Student Success & Development suite was remodeled in the Main Administration building so the Career Development office could collaborate more efficiently and effectively with the office of Student Success and Advising. This became a beneficial partnership that allowed students needing career planning services to immediately have options to explore other majors or gain career advice for their professional path. Since 2014, the office of Career Development has

assumed a proactive, positive, and professional development coaching approach in serving all of its students, alumni and employers.

The Registrar's Office at Mount Aloysius College has been a mainstay at the institution for decades. Over the course of the past four decades, the office has been overseen by five Registrars with three of them serving at least seven or more year appointments. The Registrar's Office serves not only as the academic records center on campus, but also assists in encapsulating the institution's academic history.

Over the course of its existence, the Registrar's Office has been staffed by two Records and Registration Specialists who have served as the front line staff in terms of dealing with students' questions and requests. In 2004, the office expanded by hiring an Associate Registrar to assist in data reporting and serve as the primary Veterans Certifying Official on campus. In the summer of 2013, the Registrar's Office moved its location that allowed it to be more closely located with the Office of Student Success and Advising. The goal of the move was to create a one-stop shop for students in regards to advising and registration.

In January 2018, the partnership of the Center for Student Success was formed between all three individual offices to "offer students services that advance students' academic and professional development, degree attainment, and post-graduate pursuits". This partnership allows for focused interventions from admission, to matriculation, and to graduation.

Charge

In January 2018, the Provost/Senior Vice President for Academic Affairs provided the Director of the Center for Student Success the charge to develop a three-year strategic plan with all members of the CSS, which provides direction to the initiatives that would initiate out of the office. The primary objective of the plan is to improve the overall retention rate at the institution, while focusing on the highest risk students.

The development of the CSS Strategic Plan included a process to understand both the students' and advisors' advising experiences. The College had not engaged in a formal assessment of the advising process in many years. The group aimed to create themes and tactics that are clear, measurable, and allowed opportunity to assess progress throughout the plan's implementation. Recommendations and interventions were structured to be based on the best practice of such groups as the National Academic Advisor Association (NACADA) and the Council for the Advancement of Standards in Higher Education (CAS). A complete budget required to accomplish the plan was provided along with a suggested timeline.

Process

The CSS staff began to meet in early January 2018. The charge to the CSS was delivered to the group by Dr. John Mills and the development of the plan begun immediately. These offices had never had individually articulated strategic plans, so this was a new process for most of the members. The groups consisted of:

Ms. Ellen Coyle, Career Development Specialist
Dr. Christopher Lovett, Registrar & Director of the Center for Student Success
Ms. Kristina Magee, Career Development Director/Coordinator
Ms. Brittany Mazur, Student Success and Advising Graduate Assistant
Ms. Sally Weber, Associate Registrar, Coordinator of Military Affairs
Ms. Jenna Weyandt, Academic Advisor
Mr. Andrew Wislock, Academic Advisor

The group started with analysis of the strengths, weaknesses, opportunities, and threats for the advising experience on campus. From that discussion, the group identified opportunities that were a good fit for office's strengths. The group developed a series of themes and then organized potential tactics under each theme. The process concluded with establishing benchmarks, timelines, and potential costs. The group attempted to link the CSS Strategic Plan goals to the institution's Mission and Philosophy Statements and current Strategic Plan.

References

American Association of Collegiate Registrars and Admissions Offices. (2006). *The registrar's guide: Evolving best practices in records and registration*. Washington, DC: American Association of Collegiate Registrars and Admissions Offices

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Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. San Francisco: Jossey Bass Publishers.

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2018-2021 Center for Student Success Strategic Plan

Theme I: Utilizing Technology to Support Student Development and Advisement	

Detailed Description: Utilize technology to empower both students and advisors to facilitate student success, monitor and plan academic progress, explore student interest and attitudes, allow timely access to records, and adhere to institutional policies.

Background: Mount Aloysius College has always been a leader in the implementation and utilization of technology across campus despite being a small institution. The Center for Students Success (CSS) has utilized various technologies in the past to work towards assisting students in achieving their academic and professional goals. Furthermore, academic advisors on campus have been afforded access to numerous technological tools to assist with the advisement and retention of students.

Desired Outcome: Academic advisors, professional staff, and students will utilize an increase in technology driven innovations to assist in student development, persistence to graduation, access to records, and adherence to institutional policy.

Strategic Alignment: PS 6 – "Academic advising, direct contact with faculty and staff, personal counseling, and educational enrichment courses are resources provided to students"/Strategic Plan 2016-2021: Theme IV. Sustainable Resources and Systems Goal 6: Improve acquisition and allocation of technical resources by implementing technology-related plans and processes.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Pilot EXi Advising with three programs for the fall 2018 freshman class.	Director of the Center for Student Success/Academic Advisors	3 academic programs will utilize EXi advising plans for new students in the fall of 2018. Advisors in the program will be trained to utilize the program	December 2018	None	
Expand EXi Advising pilot with three additional programs in spring 2019.	Director of the Center for Student Success/Academic Advisors	3 additional academic programs will utilize EXi advising plans for new students in the spring of 2018. Advisors in the program will be trained to utilize the program	May 2018	None	
Train advisors so they feel empowered to show their advisees how to use all the functions of the MyMAC Student Portal Page and College Catalog.	Director of the Center for Student Success/Academic Advisors	By spring 2019, all academic advisors will have attended a tutorial on how to teach students how to utilize the online tools contained in MyMAC.	March 2019	None	

Collaborate with Student Affairs & Education Technologies Staff to offer a dedicated session for new students during orientation to teach them basic MyMAC functions and Canvas access.	Director of the Center for Student Success/Academic Advisors	80% of new students each semester will participate in this MyMAC/Canvas orientation	May 2019	None	
Implement EXi Advising for all new students.	Registrar's Office	100% of new students will have access to EXi advising and degree plans.	May 2020	None	
Encourage the use of the Focus 2 for all students.	Career Services Coordinator	Speak at orientation about why it is important to have several career plans.	Yearly	None	

Theme II: Strengthen Advising Practice – Advisor Development

Detailed Description: Strengthen the educational development of academic advisors on campus through offering a robust series of professional development opportunities, which would ultimately improve the academic advising process on campus and reinforce advising as a form on teaching.

Background: Mount Aloysius College has had a dedicated Academic Advising Office since 2003. The College utilizes a faculty-based advising model with support provided by two professional advisors and the career development coordinator. While advisor training and development has been provided mainly through one-to-one training and some group sessions, there exists an opportunity to strengthen and develop the academic advisors' knowledge of advising techniques, practices, and research.

Desired Outcome: Academic advisors will develop and strengthen their advising "tool box" with new skills, knowledge, and practices in an effort to improve academic advising on campus.

Strategic Alignment: PS 4 – "Mount Aloysius tailors its academic and co-curricular programs to meet the developmental needs of each student.", PS 6 – "Academic advising, direct contact with faculty and staff, personal counseling, and educational enrichment courses are resources provided to students", PS 9 – "creating an environment for living and learning", Strategic Plan 2016-2021: Theme III. Holistic Student Support and Development- Goal 3: Develop and expand services, structures and programs to support the academic and developmental success of all students.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Revise the Advisor Handbook	Academic Advisors	The Academic Advisor Handbook will be revised each summer to account for changes in procedures, information, and/or policy.	August of each year	None	
Lead a designated session each fall at Faculty and Staff Development on higher level advising issues.	Director of the Center for Student Success/Academic Advisors	CSS Staff will present one faculty wide session.	August 2018 and ongoing	None	
Offer focused, short advisor training in technology, career advising, skill development, advising special groups, best practices, student development theory, NACADA best practices and research.	Center for Student Success Staff	CSS staff will offer at least 2 sessions over the course of the semester.	May 2019	None	
Develop an advising council/committee to create a forum to discuss success and challenges in the advising process on campus. The group would consist of professional, faculty, students, and staff advisors.	Director of the Center for Student Success	The committee will be establish and meet at least twice a semester.	May 2019 and ongoing	None	

Develop a means to recognize outstanding advising efforts and/or improvement by individual advisors.	Advising Council/Committee	The committee will develop a plan to assess advisors and recognize success.	May 2019	$450	
Implement a formal online, self-paced advisor training and certification program via Canvas to structure and emphasize the advising role on campus.	Director of the Center for Student Success/Academic Advisors	To have 25% of all advisors complete the training by the end of 2019-2020, 50% of all advisors complete the training by 2020-2021, and 90% of all advisors complete the training by 2021-2022.	May 2021	None	

Theme III: Proactive Student Advisement

Detailed Description: The College aims to improve advising practices by engaging in proactive advising practices to ensure early and intentional connections, assistance, and other development opportunities for students opposed to interventions that are primarily reactive in nature.

Background: While Mount Aloysius produces graduates who are both career and community ready, the College faces a challenge in retaining students at high numbers. The first year connection of a student to the institution is critical. The College First Time Full Time Retention rate is 63% and the overall retention rate of all new students at the College is 66%. Data has indicated that students who are Undecided or in a General Studies program are retained at even a lower rate over a 4-year period (51% and 59% respectively). Additionally, minority students, such as African American students, have a very low retention rate over the same 4-year period (40%).

Desired Outcome: To improve the retention rate of all new and first-time full-time students over a period of four years by 5% through collaboration and proactive advising initiatives.

Strategic Alignment: PS 4 – "Mount Aloysius tailors its academic and co-curricular programs to meet the developmental needs of each student.", PS 6 – "Academic advising, direct contact with faculty and staff, personal counseling, and educational enrichment courses are resources provided to students", PS 9 – "creating an environment for living and learning", Strategic Plan 2016-2021: Theme III. Holistic Student Support and Development- Goal 3: Develop and expand services, structures and programs to support the academic and developmental success of all students.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Develop an Advising Syllabus, which clearly defines the roles and responsibilities of both the advisor and student in the advising process.	Center for Student Success Staff	A draft of the syllabus will be completed by July 2018 and shared with advisors in August 2018.	August 2018 and updated yearly	None	
Pilot 2-3 small group registrations/small orientations to try to develop connections with a small cohort of students in a major. Retention, utilization of services, and academic outcomes would be tracked and assessed for the group.	Director of the Center for Student Success/Academic Advisors	CSS will offer 2-3 small group orientations for students in the same major.	July 2018	$250	
Pilot the MACPass freshman engagement program - collaborate between the CSS and Learning Commons to increase freshman involvement in student development activities and trainings. Completion would grant early registration or a gift card to the bookstore.	Center for Student Success Staff	35% of first time students to the institution will participate in the program.	December 2018	$0-$1000	
Research best practices and programs for advising and supporting Undecided/General Studies Students.	Center for Student Success Staff	A draft proposal for working with these populations will be completed.	February 2019	None	

Develop a series of short Academic Success Workshops and/or open houses for students on being successful academically, utilizing technology, and other various issues that impact success.	Academic Advisors & Director of Career Success	Present at least three Student Success Workshops a semester for students	May 2019	$100	
Launch a proactive advising program for Undecided/General Studies students.	Center for Student Success Staff	CSS will implement the program with GS/UN students for fall 2019.	May 2020	$500	
Utilize retention data to assess the success of the program for Undecided/General Studies students.	Director of the Center for Student Success	2% increase in retention of these students from fall to fall.	October 2020	None	
Develop a plan to integrate career development during the freshman year.	Career Services Coordinator	Implement by working with Connections courses to require career planning initiatives in the classroom.	July 2020	None	
Partner with Student Affairs to devise ways of supporting minority students on campus to achieve their academic goals.	Center for Student Success Staff	Engage in two collaborative initiatives each year with Student Affairs.	May 2021	None	

Theme IV: Equitable Advisement for Student Engagement and Support

Detailed Description: The College aims to have advising caseloads for professional, staff, and faculty advisors that are manageable and allows for the development of high quality advising relationships that foster both engagement and support.

Background: The College has attempted to balance advising caseloads with some success over the years. The challenge exists that some programs have student enrollments that are much larger than other programs on campus. As a result, caseload equity has not always been achieved.

Desired Outcome: To balance advising caseloads through collaboration with department and division personnel which best utilizes the resources in the department while providing the strongest form of support for students. Additionally, it is desired to find ways to use underutilized advisors with at-risk students perhaps as a mentor.

Strategic Alignment: PS 4 – "Mount Aloysius tailors its academic and co-curricular programs to meet the developmental needs of each student.", PS 6 – "Academic advising, direct contact with faculty and staff, personal counseling, and educational enrichment courses are resources provided to students", PS 9 – "creating an environment for living and learning"

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Meet with each department to discuss their advising caseloads and the challenges they face in adequately balancing and supporting students.	Director of the Center for Student Success	All department will have an opportunity to provide feedback either face-to-face or electronically.	July 2018	None	
Develop a plan for advisee allocation to balance advising caseloads and provide training to advisors if they are advising a major outside their primary program of instruction.	Director of the Center for Student Success/Division Chairs/Department Chairs	Develop a plan to keep advising caseloads between 20-30 students per advisor.	August 2018	None	
Implement advisee allocation plan.	Director of the Center for Student Success/Academic Advisors	Maintain advising caseloads between 20-30 students per advisor.	Yearly	None	

Theme V: Collaborative Early Interventions for At-Risk Students

Detailed Description: Mount Aloysius College's mission provides educational opportunities to students from all backgrounds. The College strives to provide services to students to meet where they are academically and developmentally. The College admits a high number of students who are academically at-risk from the start of their academic career because of its mission. The goal of the institution is to retain and graduate as many of these as possible.

Background: Many of the students who enroll at the institution have characteristics that put them at risk for academic success such as, low high school GPAs, low standardized test scores, being a first generation college student, high financial need, and various other factors. The goal of the College is to support these students from matriculation to graduation and see them walk across the stage to receive their diplomas. However, the environmental and psychosocial background factors that students bring with them to the College often prove to be barriers to persistence and degree completion.

Desired Outcome: To improve the overall retention rate of MAAPP participants, General Studies, and Undecided students by 4% by 2021.

Strategic Alignment: PS 4 – "Mount Aloysius tailors its academic and co-curricular programs to meet the developmental needs of each student.", PS 6 – "Academic advising, direct contact with faculty and staff, personal counseling, and educational enrichment courses are resources provided to students", PS 9 – "creating an environment for living and learning", Strategic Plan 2016-2021: Theme III. Holistic Student Support and Development- Goal 3: Develop and expand services, structures and programs to support the academic and developmental success of all students.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Research faculty/advisor mentoring programs for students who are on academic probation.	Advising Council (if implemented)	Compare 4-5 mentoring programs that have been successful at other institutions	March 2019	None	
Present a proposal of an advisor-mentoring program for probation students for possible implementation.	Director of the Center for Student Success	Plan presented to the Provost and Faculty Council	April 2019	None	
Develop and pilot an "Academic Engagement Plan " for students on probation or at-risk student.	Director of the Center for Student Success/Academic Advisors	A pilot will be developed by August 2018 and implemented for the 2018-2019 academic year	May 2019	$100	
Assess and potentially revise the Mount Aloysius Academic Preparation Program (MAAPP)and develop a proposal for revising the plan (if necessary)	Director of the Center for Student Success/Academic Advisors	Engage in complete assessment of MAAPP (format, retention, graduation, engagement) and offer proposals for improvement.	April 2019	None	

Build in the career exploration model as a required part of at-risk programs (MAAPP, Undecided/General Studies majors, academic probation students)	Career Services Coordinator	Students will research and evaluate at least 2 career paths suitable for their personality type and interests and meet one-on-one with a career coach.	July 2019	None	
Utilize data from various sources (College Persistence Questionnaire, Accuplacer Background Questions, Jenzabar Students Success Survey, NSSE) to learn more about the barriers students are facing to their education.	All Center for Student Success Staff	Share a list of factors with key administrators on campus.	June 2019	None	

Theme VI: Empower Students with Professional Development and Networking Opportunities

Detailed Description: The Center for Students Success aims to provide students with opportunities to begin to build skills that will serve them as they enter the professional world. Students are introduced to resume writing, development of communication skills and professional etiquette, and afforded opportunities to begin to participate in professional networking.

Background: The Career Development office assists students and alumni with resources to aid them in success. Opportunities range from resume and cover letter writing assistance, graduate school preparation, mock interviews, internship preparation, and job search resources. The office collaborates with employers to provide job and internship postings, as well as networking opportunities at area job fairs and professional development events.

Desired Outcome: Students will participate in professional development and networking opportunities earlier in their academic career. The office will be proactive in assisting at-risk students to explore career opportunities available to them.

Strategic Alignment: PS 2 – "the College also considers spiritual, cultural, social and personal growth as essential elements in the development of the student.", PS 4 – "Mount Aloysius tailors its academic and co-curricular programs to meet the developmental needs of each student.", PS 9 – "creating an environment for living and learning", Strategic Plan 2016-2021: Theme III. Holistic Student Support and Development- Goal 3: Develop and expand services, structures and programs to support the academic and developmental success of all students.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Create new Résumé Writing Handbook.	Career Services Coordinator	Revise the handbook with a new version available for students with multiple examples and a self-critique sheet.	September 2018	None	
Empower students with professional interview and networking skills	Career Services Coordinator	Partner with courses or programs to offer two interview assistance events during the academic year.	Yearly	None	
Encourage development through advisement of professional etiquette.	Career Services Coordinator	Coordinate at least one etiquette presentation per fiscal year.	Yearly	$1,000	
Collaborate with departments to provide major specific classroom workshops or presentations.	Career Services Coordinator	Collaborate with each division and at least 15 faculty to arrange in-class workshops.	Yearly	None	

Encourage participation in area job, internship and graduate school fairs.	Career Services Coordinator	Collaborate with area organizations to host a campus career fair.	April 2019	$450	
Develop career exploration worksheets to aid in major selection.	Career Services Coordinator	Create and utilize at least 5 worksheets and a activities in the career center.	July 2019	None	
Research new trends in résumé writing and update career center examples.	Career Services Coordinator	Examples created for every major, including three different formats	July 2019	None	
Develop a program to empower group interview preparation for graduate school interviews.	Career Services Coordinator	Partner with at least one faculty member to prepare students further for graduate school interviews.	July 2019	None	
Implement a "Peer Career Coach" program on campus to aid in retention efforts and empower students professionally.	Career Services Coordinator	Acquire funding for the program and hire 10-15 students for a pilot run.	July 2020	TBD	
Implement an international student job search handbook.	Career Services Coordinator	Research best practices and resources located at least two other institutions and implement a handbook for international students to answer pressing questions about job search.	July 2020	None	

Theme VII: Streamline Document Management and Integrate Innovative Technologies

Detailed Description: The offices of the CSS aims to provide timely access to students in terms of their student records and strives to understand the professional outcomes of the students who graduate from the institution. While the offices have made use of numerous technological tools and initiatives in the past, there always exists the opportunity to explore new services or technologies that could improve the workflow of the office, make it easier for the students to complete a process, and track student outcomes.

Background: Mount Aloysius has always been an innovative and supportive place for technology. The Registrar's Office has engaged in implementing online transcript ordering, processing, degree verification, and certified electronic transcripts in the past five years. Career Development has utilized innovate resources like the Focus 2 and Candid Career Software. However, the opportunity to continue to explore new tools in both areas exists.

Desired Outcome: To provide improved access to student records for students and tracking of graduates' professional activities.

Strategic Alignment: Strategic Plan 2016-2021: Theme IV. Sustainable Resources and Systems Goal 6: Improve acquisition and allocation of technical resources by implementing technology-related plans and processes.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
Explore options to produce diplomas and certificates in-house.	Registrar	To contact at least two vendors who provide diploma printing support and develop a proposal to implement in-house printing.	May 2019	None	
Enhance our first-destination graduate survey collection data by looking into outside resources or software to aid in professional tracking and communication.	Career Services Coordinator	Contact at least two vendors who provide graduate survey collection support and develop a proposal to implement.	May 2019	None	
Explore Docusign or similar software that would automate academic form submission and possibly other forms on campus.	Registrar's Office	To contact at least two vendors who provide electronic form support and develop a proposal to implement.	May 2020	None	

| EXi will be utilized for roster verifications and grade entry. | Registrar | 100% of full and part-time faculty will submit roster verifications and grades through the EXi interface. | December 2020 | None | |

Theme VIII: Invest in Professional Training for Center for Student Success Staff to Support the Development of Our Students

Detailed Description: The continued professional development of the CSS staff is essential to meet the needs of the students on campus. Professional development can occur through many formats and it is the hope of the CSS staff that the College will support our continued development as much as possible.

Background: Professional development is essential in any profession. Higher education and its supporting organizations provide excellent opportunities for development through publications, webinars, and regional and national conferences. CSS is mindful of the need to be fiscally conservative due to our tuition driven budget.

Desired Outcome: To have the opportunity to send CSS staff to a professional conference at least once every two years in order to be exposed to best practices, research, and to allow networking with colleges in the same professional field.

Strategic Alignment: Strategic Plan 2016-2021: Theme IV. Sustainable Resources and Systems - Goal 2: Improve acquisition and allocation of human resources by enhancing professional development opportunities and compensation for all employees.

Tactic	Responsibility	Benchmark	Completion Date	Cost	Progress
CSS monthly meeting will have an educational component each month. On a rotating basis, staff will have the responsibility to present an article to the agenda of the meeting on best practices, research, theory, etc. The staff member will guide a discussion on the information presented and the potential utility for the CSS or College in general.	All Center for Student Success Staff	100% of CSS staff will contribute to the educational piece throughout the year.	July 2018 to begin then ongoing	None	
Participate in one webinar a semester that focuses on the topics of student development, career development, advising, or retention.	Director for Student Success	CSS will have an opportunity to participate in two webinars each academic year to support professional development and CSS initiatives.	May 2019 and ongoing	$400 per year	
Apply for grants for program development, professional development, or department growth.	All Center for Student Success Staff	Apply for two grants focusing on expanding or supporting the services of the CSS.	December 2019	None	

Alternate sending each professional advisor to one NACADA sponsored event on a yearly basis.	Director for Student Success	College representative will attend conference, present an executive summary of experience with CSS staff, and will assess how the information or best practices presented could be utilized at the College.	May 2021	$1,500 per year	
Send Associate Registrar to one National Association of Veterans' Program Administrators sponsored event.	Director for Student Success	College representative will attend conference, present an executive support of experience with CSS staff, and will assess how the information or best practices presented could be utilized at the College.	May 2021	$1500 per year	
Send the Career Services Coordinator to one NCDA sponsored event.	Director for Student Success	College representative will attend conference, present an executive summary of experience with CSS staff, and will assess how the information or best practices presented could be utilized at the College.	May 2021	$1500 per year	
Send the Registrar/Director of the Center for Student Success to a Jenzabar, AACRAO, or NACADA sponsored event.	Director for Student Success	College representative will attend conference, present an executive summary of experience with CSS staff, and will assess how the information or best practices presented could be utilized at the College.	May 2021	$1500 per year	

Appendix A – Summary of Themes and Tactics

Theme I: Utilizing Technology to Support Student Development and Advisement	Theme II : Strengthen Advising Practice – Advisor Development	Theme III: Proactive Student Advisement	Theme IV: Equitable Advisement for Student Engagement and Support	Theme V: Collaborative Early Interventions for At-Risk Students
Pilot EXi Advising with three programs for the fall 2018 freshman class.	Revise the Advisor Handbook.	Develop an Advising Syllabus.	Meet with each department to discuss their advising caseloads and the challenges they face in adequately balancing and supporting students.	Research faculty/advisor mentoring programs for students who are on academic probation.
Expand EXi Advising pilot with three additional programs in spring 2019.	Lead a designated session each fall at Faculty and Staff Development on higher level advising issues.	Pilot small group registrations/small orientations to try to develop connections with a small cohort of students in a major.	Develop a plan for advisee allocation to balance advising caseloads and provide training to advisors if they are advising a major outside their primary program of instruction.	Present a proposal of an advisor-mentoring program for probation students for possible implementation.
Train advisors so they feel empowered to show their advisees how to use all the functions of the MyMAC Student Portal Page and College Catalog.	Offer focused, short advisor training in technology, career advising, skill development, advising special groups, best practices, student development theory, NACADA best practices and research.	Pilot the MACPass freshman engagement program.	Implement advisee allocation plan.	Develop and pilot an "Academic Engagement Plan" for students on probation or at-risk students.
Collaborate with Student Affairs & Education Technologies Staff to offer a dedicated session for new students during orientation to teach them basic MyMAC functions and Canvas access.	Develop an advising council/committee to create a forum to discuss success and challenges in the advising process on campus. The group would consist of professional, faculty, students, and staff advisors.	Research best practices and programs for advising and supporting Undecided/General Studies Students.		Access and potentially revise the Mount Aloysius Academic Preparation Program (MAAPP) and develop a proposal for revising the plan (if necessary)
Encourage the use of the Focus 2 for all students.	Develop a means to recognize outstanding advising efforts and/or improvement by individual advisors.	Develop a series of short Academic Success Workshops for students on being successful academically, utilizing technology, and other various issues that impact success.		Build in the career exploration model as a required part of at-risk programs (MAAPP, Undecided/General Studies majors, academic probation students)
Implement EXi Advising for all new students.	Implement a formal online, self-paced advisor training and certification program via Canvas to structure and emphasis the advising role on campus.	Launch a proactive advising program for Undecided/General Studies students.		Utilize data from various sources (College Persistence Questionnaire, Accuplacer Background Questions, Jenzabar Students Success Survey, NSSE) to learn more about the barriers students are facing to their education.
		Utilize retention data to assess the success of the program for Undecided/General Studies students.		
		Partner with Student Affairs to devise ways of supporting minority students on campus to achieve their academic goals.		

Theme VI: Empower Students with Professional Development and Networking Opportunities

Create new Résumé Writing Handbook.

Empower students with professional interview and networking skills.

Encourage development through advisement of professional etiquette.

Collaborate with departments to provide major specific classroom workshops or presentations.

Encourage participation in area job, internship and graduate school fairs.

Develop career exploration worksheets to aid in major selection.

Research new trends in résumé writing and update career center examples.

Develop a program to empower group interview preparation for graduate school interviews.

Implement a "Peer Career Coach" program on campus to aid in retention efforts and empower students professionally.

Implement an international student job search handbook.

Theme VII: Streamline Document Management and Integrate Innovative Technologies

Explore options to produce diplomas and certificates in-house.

Enhance our first-destination graduate survey collection data by looking into outside resources or software to aid in professional tracking and communication.

Explore Docusign or similar software that would automate academic form submission and possibly other forms on campus.

EXi will be utilized for roster verifications and grade entry.

Theme VIII: Invest in Professional Training for Center for Student Success Staff to Support the Development of Our Students

CSS monthly meeting will have an educational component each month.

Participate in one webinar a semester that focuses on the topics of student development, career development, advising, or retention.

Apply for grants for program development, professional development, or department growth.

Alternate sending each professional advisor to one NACADA sponsored event on a yearly basis.

Send the Associate Registrar to one National Association of Veterans' Program Administrators sponsored event.

Send the Career Services Coordinator to one NCDA sponsored event.

Send the Registrar/Director of the Center for Student Success to a Jenzabar, AACRAO, or NACADA sponsored event.

Appendix B – Strategic Plan Implementation Timeline

Tactic	Theme	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Pilot EXi Advising with three programs for the fall 2018 freshman class.	I	■					
Expand EXi Advising pilot with three additional programs in spring 2019.	I		■				
Train advisors so they feel empowered to show their advisees how to use all the functions of the MyMAC Student Portal Page and College Catalog.	I	■					
Develop a series of short Academic Success Workshops and/or openhouses for students on being successful academically, utilizinf technology, and other various issues that impact success.	I	■					
Collaborate with Student Affairs & Education Technologies Staff to offer a dedicated session for new students during orientation to teach them basic MyMAC functions and Canvas access.	I						■
Encourage the use of the Focus 2 for all students.	I					■	■
Implement EXi Advising for all new students.	II						■
Revise the Advisor Handbook.	II	■		■		■	■
Lead a designated session each fall at Faculty and Staff Development on higher level advising issues.	II	■					
Offer focuseed, short advisor training in technology, career advising, skill development, advising special groups, best practices, student development theory, NACADA best practices and research.	II	■		■	■	■	■
Develop an advising council/committee to create a forum to discuss success and challenges in the advising process on campus. The group would consist of professional, faculty, students, and staff advisors.	II		■	■	■	■	■
Develop a means to recognize outstanding advising efforts and/or improvement by individual advisors.	II		■	■			
Implement a formal online, self-paced advisor training and certification program via Canvas to structure and emphasize the advising role on campus.	II		■	■	■	■	■
Develop an Advising Syllabus, which clearly defines the roles and responsibilities of both the advisor student in the advising process.	III		■				
Pilot 2-3 small group registrations/small orientations to try to develop connections with a small cohort of students in a major. Retention, utilization of services, and academic outcomes would be tracked and assessed for the group.	III	■					
Pilot the MACPass freshman engagement program - collaboration between the CSS and Learning Commons to increase freshman involvement in student development activities and trainings. Completion would grant early registration or a gift card to bookstore.	III	■					
Research best practices and programs for advising and supporting Undecided/General Studies Students.	III	■					
Develop a series of short Academic Success Workshops and/or openhouses for students on being successful academically, utilizing technology, and other various issues that impact success.	III	■	■	■	■		
Launch a proactive advising program for Undecided/General Studies students.	III	■	■	■	■	■	
Utilize retention data to assess the success of the program for Undecided/General Studies students.	III					■	
Partner with Student Affairs to devise ways of supporting minority students on campus to achieve their academic goals.	III		■	■	■	■	■
Meet with each department to discuss their advising caseloads and the challenges they face in adequately balancing and supporting students.	IV		■				
Develop a plan for advisee allocation to balance advising caseloads and provide training to advisors if they are advising a major outside their primary program of instruction.	IV		■	■	■	■	
Implement advisee allocation plan.	IV					■	
Research faculty/advisor mentoring programs for students who are on academic probation.	V	■					
Present a proposal of an advisor-mentoring program for probation students for possible implementation.	V		■	■			
Develop and pilot an "Academic Engagement Plan" for students on probation or at-risk student.	V				■	■	■
Assess and potentially revise the Mount Aloysius Academic Preparation Program (MAAPP)and develop a proposal for revising the plan (if necessary)	V	■		■		■	
Build in the career exploration model as a required part of at-risk programs (MAAPP, Undecided/General Studies majors, academic probation students)	V		■	■	■		
Utilize data from various sources (College Persistence Questionnaire, Accuplacer Background Questions, Jenzabar Students Success Survey, NSSE) to learn more about the barriers students are facing to their education.	V	■	■				

Tactic	Theme	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Create new Résumé Writing Handbook.	VI	■	■				■
Empower students with professional interview and networking skills.	VI	■	■	■	■	■	■
Encourage development through advisement of professional etiquette.	VI	■	■	■	■	■	■
Collaborate with departments to provide major specific classroom workshops or presentations.	VI	■	■	■	■	■	■
Encourage participation in area job, internship and graduate school fairs.	VI	■	■				
Develop career exploration worksheets to aid in major selection.	VI	■	■				
Research new trends in résumé writing and update career center examples.	VI	■	■				
Develop a program to empower group interview preparation for graduate school interviews.	VI	■	■				
Implement a "Peer Career Coach" program on campus to aid in retention efforts and empower students professionally.	VI	■	■	■	■		
Implement an international student job search handbook.	VI	■	■	■	■		
Explore options to produce diplomas and certificate in-house.	VII	■	■				
Enhance our first-destination graduate survey collection data by looking into outside resources or software to aid in professional tracking and communication.	VII	■	■				
Explore Docusign or similar software that would automate academic form submission and possibly other forms on campus.	VII	■	■	■	■		
EXi will be utilized for roster verifications and grade entry.	VII	■	■	■	■	■	
CSS monthly meeting will have an educational component each month. On a rotating basis, staff will have the responsibility to present an article to the agenda of the meeting on best practices, research, theory, etc. The staff member will guide a discussion on the information presented and the potential utility for the CSS or College in general.	VIII	■	■	■	■	■	■
Participate in one webinar a semester that focuses on the topics of student development, career development, advising, or retention.	VIII	■	■	■	■	■	■
Apply for grants for program development, professional development, or department growth.	VIII	■	■				
Alternate sending each professional advisor to one NACADA sponsored event on a yearly basis.	VIII	■	■	■	■	■	■
Send the Associate Registrar to one National Association of Veterans' Program Administrators sponsored event.	VIII	■	■	■	■	■	■
Send the Career Services Coordinator to one NCDA sponsored event.	VIII	■	■	■	■	■	■
Send the Registrar/Director of the Center for Student Success to a Jenzabar, AACRAO, or NACADA sponsored event.	VIII	■	■	■	■	■	■