Student Success: Career Development

GENERAL STANDARDS

2022

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services.* Washington, DC.

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<u>Standard 1: Mission</u>

1.1 Mission Statement

MACU Mission Statement

Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Student Success Center Mission Statement

The MACU Student Success Center challenges students to reach their personal potential by supporting the development of independent and interdependent graduates who bring knowledge to life to solve local and global problems for the glory of God through Jesus Christ and the good of society.

Career Development is one of the programs/functional areas of the Student Success Center.

The Student Success Center mission statement was developed in the spring semester of 2013 and reviewed in 2018 and 2021.

The MACU Student Success Center mission statement aligns closely with the MACU mission statement. The Student Success Center is housed in Academic Affairs and aligns with the goals of Academics in developing the academic knowledge of students in their fields of study.

1.2 Summary Statement

Throughout the last three years (2019-2022), the Student Success Center has worked to expand its career development offerings and scope. Despite staffing changes, significant progress has been made. Here are some of the highlights from the last three years:

- Services expanded to CAGS students

- Implemented Handshake as an electronic job board

- Developed Career Development Readiness Checkpoints for each class

- Implemented procedures for helping students complete timely graduation applications

- Began the Business Development Collaborative

- Digitized Student Employment Processes

- Began the CAS Internship Tracking Report

Goals for the next few years include the following:

- Implementing a Resume Review Submission Form

- Creating a Google Site for Student Employees with tutorials and FAQs

- Creating a Google Site for Supervisors of Student Employees with tutorials and FAQs

- Develop a Career Closet

- Implementing the Career Preparation Outcomes for each class

- Increasing the number of employers on campus

- Increasing the number of employer visits

- Work with Faculty to introduce a UNIV internship course

<u>Standard 2: Program and Services</u>

2.1 Program and Services Goals

Program Goals

The Student Success Center has three ongoing goals, or program outcomes, that drive its services:

1. This program exists to provide students with academic resources needed to be successful in college.

2. This program exists to help students develop the skills needed to be successful in college and life.

3. This program exists to assist students in removing barriers to success.

The goals of the Student Success Center align with the institution's priorities of increasing the institution's retention and graduation rates. Retention is the primary purpose of the Student Success Center within the institution.

In Summer 2021, the Student Success Team developed operational outcomes for each program related to the three program outcomes. The operational outcomes related to the SSC's goals are assessed and reviewed regularly. Assessment outcomes of operational outcomes are reported annually to the Office of Institutional Effectiveness. The Vice President of Academic Affairs is also notified of these outcomes. These are addressed further in Section 4.

Wildly Important Goals (WIGs)

Additionally, the SSC develops 2-3 Wildly Important Goals (WIGs) each year as part of the institution's strategic planning process. The SSC's WIGs are developed annually and reported through the department's Strategic Planning Notebook to the Office of the President. The outcomes of these WIGs are due annually by May 31. WIGs are established through a collaborative process during the summer each year and monitored on a weekly basis through WIG meetings.

The WIGs listed are for the Student Success Center as a whole over the last three years. Many of these incorporate Career Development in some facit.

WIGs for 2019-2020

WIG #1

- Goal: Increase the number of CAS students served by the Student Success Center from 78% of the CAS population to 83% of the population by 4/30/20.

- Results: 83% of CAS students were served through the Student Success Center. (Note: This was particularly difficult at the end of the Spring 2020 semester due to the pandemic impacting classes and campus.)

WIG #2

- Goal: Increase the number of policies/procedures reviewed annually from 1 to 10 by 5/31/20.

- Results: Ten policies/procedures were written and/or reviewed as part of this WIG, including the following:

    - Policy: Accommodations

    - Policy: Assistance Animals

    - Procedure: Assistance Animals

    - Procedure: CAS in CAGS

    - Policy: Evangel AAA

    - Procedure: Evangel AAA

    - Procedure: Student Employment Approval

    - Procedure: Student Employment Separation

    - Procedure: Student Employment Change

    - Procedure: CAGS Tutoring (Upswing and On-Ground)

WIG #3

- Goal: Increase the number of campus-wide student worker trainings from 1 to 6 by 4/30/20.

- Results: Six trainings were conducted and made available to all MACU student workers. The first training was focused on FERPA and customer service. The other

five trainings were each focused on one of the institution's Operational Values. (Note: The final training was recorded and made available to students. It could not be held in person due to the closure of campus for the pandemic.)

WIGs for 2020-2021

WIG #1

- Goal: Increase the opportunities for student feedback related to the Student Success Center from 4 to 10 by 5/1/21.

- Results: This WIG was 55% complete as of 5/31/21 and is being finished in the summer of 2021.

WIG #2

- Goal: Increase the opportunities for Faculty/staff and student interaction available through the Student Success Center from 8 to 14 by 5/1/21.

- Results: The Student Success Center hosted 83 events that allowed for positive interaction between Faculty/staff and students. These events included tournaments, de-stress activities, job fairs, and various other activities.

WIGs for 2021-2022

WIG #1

- Goal: Increase the opportunities for student feedback from 4 to 10 by 7/1/22. (continued from 20-21)

- Results: Students now have 10 different ways to provide feedback to the SSC on our services. These include the following: CAS Tutoring, Upswing, CAGS SSI, CAS SSI, Online Writing Center, Evangel AAA, Student Employment, Career Services, Accommodations, Time Management.

WIG #2

- Goal: Go from two assessments developed to 40 assessments developed by 9/1/21 (7/1/21-9/1/21).

- Results: An assessment tool and instructions for measurement using that tool were created for all 40 operational outcomes for the Student Success Center. Each one is housed in our Assessment Folder on Google Drive and accessible to all members of the Student Success Center. We also developed a spreadsheet that lists our Program

Outcomes, Operational Outcomes, measurement scales, targets, and links to measurement tools and instructions. We also created a way to record the results of each program's assessments to have them compiled in the same Google Sheet annually for ongoing review and reference.

WIG #3

- Goal: Go from two assessments implemented to 40 assessments implemented by 5/31/22 (9/1/21-5/31/22).

- Results: 25 of the initial assessments were complete in the timeframe specified. The remaining assessments were delayed due to staffing changes and will be completed in Summer 2022.

2.2 Program Design, Structure, and Framework

Program Offerings

Career Services/ Preparation

Career Services/Preparation encompasses a variety of activities that are important to helping students learn to represent themselves well in the job search process. Services available to students include resume development, interview preparation, cover letter development, and internships.

Students in need of assistance in making a decision about a major or career path can find career advising in the Student Success Center. Students can take career assessments to help them discover their passions and strengths and determine a career path and major.
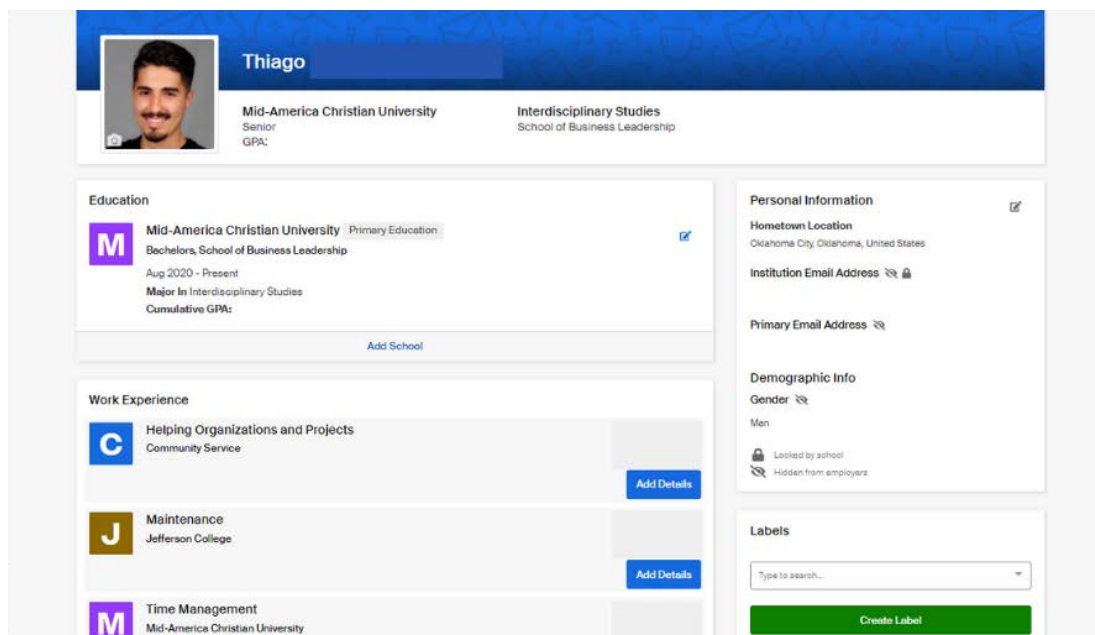
Handshake

Handshake is a Career Services Platform that connects students with employers. MACU officially launched Handshake to students in Spring 2022. The Dean of Student Success has been working on this launch since 2019. Here are a few highlights:

- Handshake is designed to be a single career services platform that works with multiple employers and multiple institutions across the United States. MACU has its own specific site within the Handshake network.

- Employers can post a job and select multiple institutions for posting, including all institutions in a specific region. There are currently 220,000 employers that have accounts with Handshake for posting jobs.

    - This provides MACU with greater exposure to more employers.

    - This provides MACU with employers across the United States, expanding job search options for our students who are not in the OKC metro area.

    - Handshake has reduced the amount of time needed to build MACU's Employer Network.

    - Employers can post jobs for free, so MACU can still work closely with churches and other smaller employers through this system.

- Handshake allows MACU to screen employers to determine which jobs are allowed to post on our site. This allows us to screen out employers that may not be a cultural fit for MACU.

- MACU can also post jobs, including full-time positions and student worker positions. For the 2022-2023 year, all student worker positions will be posted solely through Handshake, helping students begin to build their profile for future use in searching for internships or full-time positions after college.

- The interface is user-friendly for students, designed to prompt students about specific careers related to their major and aid with career exploration. This allows us to build on the current career exploration and advising that is currently available.

- MACU students and alumni could also post their resume and job search information on the Handshake site for employers to see and recruit.

- The platform allows ways for us to easily send out information to students and alumni in specific majors/degree fields.

- Handshake is available to all current students as well as alumni, allowing us to serve students beyond their time at MACU.

- Students can log in to Handshake through OneLogin

Sample Student Profile

Student Employment

All MACU students are eligible to work on campus during their time as a student at MACU. The Office of Student Employment is housed under Career Development in the Student Success and is seen as a developmental process in helping students develop the professional skills needed to enter the professional workforce.

The Student Success Center is responsible for hosting Student Employment events, processing Student Employment Agreements, posting on-campus jobs, and various other areas.

Business Development

The Dean of Student Success works closely with others across the institution in the area of business development with the purpose of acquainting employers with MACU. This involves visiting organizations across the Oklahoma City Metro area, inviting employers to campus for visits, and connecting with employers on Handshake.

Graduate Tracking

Graduate Tracking is designed to provide information to the Mid-America Christian University community about its graduates, specifically relating to employment, pursuit of

advanced education, and satisfaction with the University. The Student Success Center is responsible for administering, analyzing, and reporting Graduate Tracking each year.

Surveys are administered to graduates throughout the months of April and May at four different increments: Commencement, one year after commencement, five years after commencement, and ten years after commencement. The purpose of this survey is to capture information related to contact information, employment, pursuit of higher education, and satisfaction with the University. This process began with the Class of 2014.

Information gleaned from the Graduate Tracking process is shared with the campus community, including the Faculty and administrators. Basic information is also available to the general public through the MACU website in compliance with the requirements of the U.S. Department of Education.

A report is produced by July 1 each year based on data from the surveys. The Executive Summary is available on the MACU website here: https://www.macu.edu/uploads/files/about-macu/consumer-info/146412-1-placement-in-employment-and-education-of-graduates-20210709.pdf

Events

- Evangels at Work Job Fair - This is a job fair designed to help students find part-time employment. Employers for on-campus jobs and off-campus jobs are available to meet with students and discuss employment opportunities. It is held in August during Welcome Week each fall. Financial Aid is also available to discuss Federal Work Study eligibility with students. Human Resources is available to help students complete HR paperwork as part of the hiring process or answer questions related to the hiring process.

- Think Summer! Chapel and Job Fair - This is an event hosted in October each year to help students begin thinking about intentionally using their summers to prepare for their future careers. Competitive internships and missions opportunities have deadlines before Christmas Break, so this is strategically timed to help students prepare in advance for those deadlines.

  - Chapel service is hosted by the Student Success Center, highlighting summer experiences from the previous summer through student testimonials and videos; opportunities for the upcoming summer are also shared.

  - The Job Fair takes place after Chapel and through lunch. Employers have booths in the Student Center, highlighting summer internships, summer

missions opportunities, or full-time employment opportunities. MACU has a booth for Camp Teams and Summer Missions. Employers also have the opportunity to speak in classes about their opportunities.

- Student Worker Celebration - The second full week of April each year is designated as Student Worker Appreciation Week by the National Student Employment Association. The Student Success Center hosts an annual Student Worker Celebration during that week each year, honoring the work of the student workers on campus. Each student receives a hand-written thank you note, and supervisors serve snacks to students. A photo booth is available for students to take silly pictures with their supervisors. An awards ceremony is held to honor students who have been nominated as Student Worker of the Year. Divisional winners, selected by their divisional vice presidents, are honored as well. MACU's Student Worker of the Year is named at the end of the ceremony.

- Grad Night - This event takes place the night before Commencement as a party to celebrate the work of MACU's graduates and to allow tours of campus for graduates' families and friends. The event is hosted by CAGS Student Services. Following a COVID hiatus, the event resumed in May 2022. As part of the event, Career Services schedules resume appointments, encourages students to activate their Handshake accounts, and takes professional headshots.

Organizational Structure

```
                        MORGAN THOMPSON
                        Dean of Student Success
                        & Accommodations
                        Director

        Accommodations & 504          Strategic Planning & WIG
        Compliance

        Career Dev: Bus. Dev,         CAS Interventions:
        Student Emp. Oversight,       Student Success Plans,
        Grad. Tracking,               Mid-Sem/Withdrawal
        Handshake, Internships        Date, Overload, Etc.

        CAS Retention                 Department-Wide Events
```

DANIEL PEASLEE Asst. Director of Student Success & Esports Head Coach		CALEB SCHIRMER Coordinator of Student Success		MADDI WILLMAN Administrative Assistant for Student Success	
CAGS Tutoring (Upswing)	Online Writing Center	CAS Tutoring	Time Management	Maintain SSC Office and Student Center Operations	Administrative Assistant to Dean of Student Success
Esports Program (Recruiting & Coaching)	Esports Compliance	Evangel AAA	Resumes	Grade Reports	Student Employment Assistant
CAS in CAGS	Student Employment Processing	Career Advising	Supervise: CAS Tutors (7-9) Time Mgmt Mentors (4-6)	Handshake Assistant	Accommodations Assistant
Supervise: Esports GA, Esports Student Coord, Online Writing Consultants (3-5)	Events: Gaming Tournaments (2)			Supervise: Office Asst (2-3), Rec Asst (4), Acc Asst (3-4)	Events: Rec. Tournaments (2), Puppy Palooza (2)

2.3 Program Documentation

MACU Catalog Statement - Student Employment

Full-time and part-time employment opportunities can be found in the Oklahoma City area. In order to aid students in their pursuit of work, job opportunities are posted on a bulletin board in the Student Success Center and on the Student Portal. Students who wish to apply for an on-campus position may do so through the Student Portal. Students who would like assistance searching for employment may seek assistance from the Student Success Center. Any questions concerning Federal work-study will be verified by the Financial Aid Office.

Federal work-study provides undergraduate and graduate students with part-time employment in an approved on or off campus position. These are Federal funds and based

on a student's need. A work-study offer does not guarantee an offer of employment. To apply, complete the Free Application for Federal Student Aid (FAFSA) and indicate on the FAFSA your interest in work-study. The student's earnings cannot exceed the awarded amount of work-study

Student Handbook Statements

Student Success

The Student Success Center (SSC) challenges students to reach their personal academic potential by supporting the development of independent and interdependent learners who bring knowledge to life to transform the world for Christ. For assistance or more information, contact the Student Success Center at (405) 692-3159 or email studentsuccess@macu.edu.

The Student Success Center (SSC) is located in the Student Center and offers tutoring, career advising, internship information and also serves as the central office for special academic or physical accommodations. The SSC is open 8am-6pm Monday-Thursday and 8am-5pm on Fridays. Tutors for the College of Arts and Sciences are available in the SCC from noon-10pm Monday-Thursday and by appointment.

Career Development

The SSC provides opportunities for students to prepare for their careers by participating in various activities. Services include assistance with resume development and review, interview preparation and mock interviews, career fairs, and assessments. Students looking for jobs, whether part-time while in college or full-time after college, are encouraged to check the MACU Job Boards located outside the SSC Office and on the Student Portal.

Student Employment

Full-time and part-time employment can be found in the Oklahoma City area and in surrounding communities. In order to aid students in their pursuit of work, job opportunities are posted on a bulletin board outside the Student Success Center, or the student portal. CAS students who wish to apply for an on-campus position must consult the Student Success Center.

Standard 3: Student Learning, Development, and Success

Mid-America Christian University - Academic Affairs - Student Success Center			
Career Development Curriculum Map	**Student Employment**	**Career Services**	**Business Development**
Program Outcomes			
1 This program exists to provide students with academic resources needed to be successful in college.	1.1 1.2 1.3		1.4 1.5 1.6
2 This program exists to help students develop the skills needed to be successful in college and life.	2.1 2.2	2.3 2.4 2.5 2.6	
3 This program exists to assist students in removing barriers to success.			3.1
Operational Outcomes			
OO 1.1: By doing an initial follow up with supervisors and students regarding their SE Agreement submission			
OO 1.2: By providing on-campus job opportunities for students			
OO 1.3: By providing on-campus job opportunities for international students			
OO 1.4: By connecting with employers			
OO 1.5: By developing new employer partnerships			
OO 1.6: By hosting employers on campus			
OO 2.1: By providing students with formal feedback on job performance in student positions			
OO 2.2: By providing quality (develop soft/power, learning, skill development, etc.) student employment experiences			
OO 2.3: By helping CAS freshmen complete career development outcomes			
OO 2.4: By helping CAS sophomore complete career development outcomes			
OO 2.5: By helping CAS junior complete career development outcomes			
OO 2.6: By helping CAS senior complete career development outcomes			
OO 3.1: By collaborating with Faculty			

Standard 4: Assessment

4.1 Establishing a Culture of Assessment

The Student Success Center began formally assessing outcomes in the Fall 2019 semester. Prior to this point, the Student Success Center had developed reports with reflections and adjustments; however, Program Outcomes and Operational Outcomes were established in Fall 2019. Since then, the number of Operational Outcomes has increased to reflect the broad programs housed in the Student Success Center. Each Operational Outcome has a specific time in which it is assessed each semester or each year. Results of these assessments inform decision-making about the applicable service.

Operational Outcomes for Career Development were established in the summer of 2021 to be implemented in the 2021-2022 year. While some of these have already been evaluated, others will be evaluated in the summer of 2022.

4.2 Assessment Plan and Process

Assessment Plan Overview

The Student Success Center has developed Program Outcomes and Operational Outcomes for Career Development. Each Operational Outcome is assigned a specific month in the calendar year for assessment, usually at the end of a semester or at the end of the academic year. Each Operational Outcome is assigned to one or more members of the Student Success Team, based on their listed responsibilities. The Administrative Assistant for Student Success is responsible for maintaining this calendar and sending reminders at the beginning of each month regarding which assessments should be completed in each specific month.

During the assigned month, the assigned member of the Student Success Team completes the four phases of the assessment cycle:

1. Gather Data
2. Analyze Data
3. Evaluate Results
4. Make Decision and/or Changes

After completing these steps, the staff member develops a goal and action plan based on the data. Sometimes these goals focus on a change in the program that needs to be made to better meet the program goals. Other goals may focus on making changes to the assessment

system or measurement tools. The staff member discusses the goal and action plan with the Dean of Student Success during one of the weekly one-on-one meetings during the month. Once the goal has been discussed, adjusted/adapted, and approved, the Dean of Student Success completes the appropriate forms to submit the information to the Office of Institutional Effectiveness. The goals and action steps are noted in a file on Google Drive.

4.3 Reporting Results and Implementing Improvement

Operational Outcome 1.1

Assessment Plan

- Operational Outcome: By doing an initial follow up with supervisors and students regarding their SE Agreement submission

- Related Program Offering: Student Employment

- Timeline: Annually in July

- Responsible Party: Assistant Director of Student Success

- Scale:

  - 1 - Does Not Meet - Never do an initial follow up

  - 2 - Needs Improvement - Initial follow-up sent more than 3 days after electronic submission of SE agreement

  - 3 - Meets Expectations - Initial follow-up within 2-3 days of electronic submission of SE Agreement

  - 4 - Exceeds Expectations - Initial follow-up in 0-1 days of electronic submission of SE Agreement

- Target: 100% at 3 or above

Findings

	Fall 2021	
4	58	37.66%
3	18	11.69%
2	27	17.53%
1	51	33.12%

- Discussion/Action:

  - Staffing transition at unideal time (Knudsen, responsible for SE, resigned effective 8/29/21)

  - Thompson took on SE as part of an increased workload

  - Staffing changes in HR (2 new staff members at beginning of semester, 1 more left in November)

  - DocuSign implemented for SE in December 2021

  - New hire to help with Thompson workload-begins 1/12/22

- Goal: Increase from 67% to 100% at 2 or higher by 5/31/22

Operational Outcome 1.2

Assessment Plan

- Operational Outcome: By providing on-campus job opportunities for students

- Related Program Offering: Student Employment

- Timeline: Annually in July

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - Seasonal Job

  - 2 - Needs Improvement - Academic Year Job for 0-4.9 hours/week

  - 3 - Meets Expectations - Academic Year Job for less 5-9.9 hours/week

  - 4 - Exceeds Expectations - Academic Year Job for 10+ hours/week

- Target: Provide enough jobs at 3 or higher that represent 1/3 of the CAS student population (for example, if there are 300 CAS students, we would have at least 100 jobs available)

Findings

	2020-2021

4	123	78.85%
3	22	14.10%
2	1	0.64%
1	10	6.41%

- Discussion/Action: A vast majority of the jobs on campus are for 5 or more hours/week (92.95%) with 78.85% of on-campus jobs being 10 or more hours/week. Ideally, we want there to be enough jobs for 1/3 of CAS students to work on-campus for 5 or more hours/week. There were a total of 370 CAS students enrolled in classes between FA20 and SP21. There were 145 jobs on campus for 5 or more hours/week. This means that there were enough jobs on campus for 39.19% of CAS students to work on campus for 5 hours or more/week. We exceeded our goal of having enough jobs available at 5 hours/week or more for 1/3 of CAS students.

- Goal: Maintain student position levels on campus such that there are jobs available for at least 1/3 of the CAS student population to work at least 5 hours/week by 6/30/22

Operational Outcome 1.3

Assessment Plan

- Operational Outcome: By providing on-campus job opportunities for international students

- Related Program Offering: Student Employment

- Timeline: Annually in July

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - FWS Position (not available for international students)

  - 2 - Needs Improvement - Budget Position - Seasonal Job

  - 3 - Meets Expectations - Budget Position - Academic Year - 0-9.9 hours/week

  - 4 - Exceeds Expectations - Budget Position - Academic Year - 10+ hours/week

- Target: Provide enough jobs at 3 or higher for half of international students

Findings

	2020-2021
4	64
3	12
2	8
1	83

- Discussion/Action: There were 56 international students in CAS in Fall 2020; there were a total of 76 jobs available at 3 or higher for which international students were eligible. This exceeds the goal of having enough jobs available at 3 or higher for half of the international student population. I'm adjusting the goal to have enough jobs available at 4 (10 or more hours/week) for half of the international student population. We exceeded this goal this semester as well; however, this will be good to monitor in the future.

- Goal: Continue to have enough jobs for at least half of the CAS international student population for 10 or more hours/week during the academic year

Operational Outcome 1.4

Assessment Plan

- Operational Outcome: By connecting with employers

- Related Program Offering: Business Development

- Timeline: Annually in July

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - No Employer Contacts

  - 2 - Needs Improvement - Contact with some Employers but not every employer on the Employer Partnership List

  - 3 - Meets Expectations - 1 contact with every employer on Employer Partnership List

  - 4 - Exceeds Expectations - 1 contact with every employer on Employer Partnership List and in-person visits with at least 1 employer contact

- Target: 3 or higher each month (12 months)

Findings

Not yet assessed.

Operational Outcome 1.5

Assessment Plan

- Operational Outcome: By developing new employer partnerships

- Related Program Offering: Business Development

- Timeline: Annually in July

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - Develop 0 new employer partnerships

  - 2 - Needs Improvement - Develop 1-11 new employer partnerships

  - 3 - Meets Expectations - Develop 12 new employer partnerships annually

  - 4 - Exceeds Expectations - Develop 13+ employer partnerships

- Target: 3 or higher for the year

Findings

Not yet assessed.

Operational Outcome 1.6

Assessment Plan

- Operational Outcome: By hosting employers on campus monthly

- Related Program Offering: Business Development

- Timeline:

  - December (for August-November)

○ May (for January-April)

- Responsible Party: Dean of Student Success

- Scale:

    ○ 1 - Does Not Meet - No employers on campus

    ○ 2 - Needs Improvement - 1 Employer on campus

    ○ 3 - Meets Expectations - 2 Employers on campus

    ○ 4 - Exceeds Expectations - More than 2 employers on campus

- Target: 3 or higher for August-November and January-April

Findings

	Fall 2021	
4	2	50%
3	0	0%
2	0	0%
1	2	50%

- Discussion/Action: We had quite a few employers on campus in 2 months of the semester at our job fairs (Evangels at Work in August and Think Summer in October). However, the other months we did not host any employers on campus. Some of this was based on staffing shortage in the area of career services. We do not have any job fairs scheduled for Spring 2022. We're working to create a process to invite employers to campus, having them host tables on Wednesday or Friday after Chapel and through lunch. Ideally, this will help increase the number of employers on campus.

- Goal: The percentage of months with 3 or higher will go from 50% to 75% by 5/31/22.

Operational Outcome 2.1

Assessment Plan

- Operational Outcome: By providing students with formal feedback on job performance in student positions

- Related Program Offering: Student Employment

- Timeline: Annually in July

- Responsible Party: Dean of Student Success

- Scale:

    ○ 1 - Does Not Meet - Student did not receive feedback

    ○ 2 - Needs Improvement - Student received informal feedback

    ○ 3 - Meets Expectations - Student received feedback through the Student Worker Performance Appraisal

    ○ 4 - Exceeds Expectations - Student received feedback through the Student Worker Performance Appraisal and one or more additional formal feedback tool

- Target: TBD

Findings

	2020-2021	
4	0	0%
3	0	0%
2	76	45.51%
1	91	54.49%

- Discussion/Action: We did not meet the goal for 2020-2021, as there was a goal set. That was our base year. However, we realized throughout the process that there are many changes that need to be made to both the ratings (1-4) and student employment processes in order to know what feedback students are receiving. This will be reviewed this summer and implemented for the next year. For 21-22 we are going to require formal performance reviews for any student receiving a raise of more than $0.15 (cost of living). This will get some performance evaluations turned in.

- Goal: From 0% 3 or above to 20% 3 or above by 5/31/22

Operational Outcome 2.2

Assessment Plan

- Operational Outcome: By providing quality (develop soft/power, learning, skill development, etc.) student employment experiences

- Related Program Offering: Student Employment

- Timeline: TBD

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - Job (does not provide opportunities for growth AND less than 50% of time spent working) OR (provides experiences for growth in one or more soft skills or one or more hard skills and less than 25% of time spent working)

  - 2 - Needs Improvement - Job provides experiences for growth in (one or more soft skills or one or more hard skills AND at least 50% of time spent working) OR (one or more soft skills and one or more hard skills and at least 25% of time spent working)

  - 3 - Meets Expectations - Job provides experiences for growth in one or more soft skills, one or more hard skills, and at least 75% of time spent working

  - 4 - Exceeds Expectations - Job provides experience for growth in two or more soft skills, two or more hard skills, and at least 90% of time spent working

- Target: 75% of jobs at 3 or higher

Findings

Not yet assessed.

Operational Outcome 2.3

Assessment Plan

- Operational Outcome: By helping CAS freshmen complete career development outcomes

- Related Program Offering: Career Preparation

- Timeline: Annually in May

- Responsible Party: Dean of Student Success

- Scale:

    - 1 - Does Not Meet - Student completed 0 Career Preparation Outcomes

    - 2 - Needs Improvement - Student completed 1 Career Preparation Outcomes

    - 3 - Meets Expectations - Student completed 2 Career Preparation Outcomes

    - 4 - Exceeds Expectations - Student completed 3 Career Preparation Outcomes

- Target: 100% at 2 or higher

Findings

Not yet assessed.

Operational Outcome 2.4

Assessment Plan

- Operational Outcome: By helping CAS sophomores complete career development outcomes

- Related Program Offering: Career Preparation

- Timeline: Annually in May

- Responsible Party: Dean of Student Success

- Scale:

    - 1 - Does Not Meet - Student completed 0 Career Preparation Outcomes

    - 2 - Needs Improvement - Student completed 1 Career Preparation Outcomes

    - 3 - Meets Expectations - Student completed 2 Career Preparation Outcomes

    - 4 - Exceeds Expectations - Student completed 3 Career Preparation Outcomes

- Target: 100% at 2 or higher

Findings

Not yet assessed.

Operational Outcome 2.5

Assessment Plan

- Operational Outcome: By helping CAS juniors complete career development outcomes

- Related Program Offering: Career Preparation

- Timeline: Annually in May

- Responsible Party: Dean of Student Success

- Scale:

  - 1 - Does Not Meet - Student completed 0 Career Preparation Outcomes

  - 2 - Needs Improvement - Student completed 1 Career Preparation Outcomes

  - 3 - Meets Expectations - Student completed 2 Career Preparation Outcomes

  - 4 - Exceeds Expectations - Student completed 3 Career Preparation Outcomes

- Target: 100% at 2 or higher

Findings

Not yet assessed.

Operational Outcome 2.6

Assessment Plan

- Operational Outcome: By helping CAS seniors complete career development outcomes

- Related Program Offering: Career Preparation

- Timeline: Annually in May

- Responsible Party: Dean of Student Success

- Scale:

    - 1 - Does Not Meet - Student completed 0 Career Preparation Outcomes

    - 2 - Needs Improvement - Student completed 1 Career Preparation Outcomes

    - 3 - Meets Expectations - Student completed 2 Career Preparation Outcomes

    - 4 - Exceeds Expectations - Student completed 3 Career Preparation Outcomes

- Target: 100% at 2 or higher

Findings

Not yet assessed.

Operational Outcome 3.1

Assessment Plan

- Operational Outcome: By collaborating with Faculty about career preparation each month

- Related Program Offering: Career Preparation

- Timeline: Annually in May

- Responsible Party: Dean of Student Success

- Scale:

    - 1 - Does Not Meet - Collaborated with 0 Faculty members regarding Career Preparation

    - 2 - Needs Improvement - Collaborated with 1 Faculty members regarding Career Preparation

    - 3 - Meets Expectations - Collaborated with 2 Faculty members regarding Career Preparation

    - 4 - Exceeds Expectations - Collaborated with 3 or more Faculty members regarding Career Preparation

- Target: 100% of months at 3 or higher each month

Findings

	2021-2022	
4	6	50%
3	0	0%
2	0	0%
1	6	50%

- Discussion/Action: We did not meet our goal of having 12 months/100% of 3 or higher. With major staffing transitions this year, it was not a top priority to expand our career development offerings - the focus was maintaining current offerings. Moving forward, the Dean is going to intentionally focus on this area of Faculty relations by scheduling meetings at least twice/month with Faculty members. The Admin will assist with these endeavors. Long-term, another FT coordinator position will be requested to begin in the 2023-2024 academic year to assist in this area.

- Goal: From 50% to 100% 3 or higher by 5/31/23.

CAS Student Satisfaction Inventory

Assessment Plan

Timeline: Annually in February

Responsible Party: Office of Institutional Effectiveness

Explanation of Assessment Process: CAS Students are surveyed in order to get feedback on the overall student experience as well as experiences in specific areas of the institution.

Findings

The Student Success Center as a whole is reviewed in two questions on the SSI related to friendliness and helpfulness. In each of the past three years, the Student Success Center has ranked in the top three offices at the institution in both categories; fourteen different offices were included. There is one additional question related to Career Services specifically.

Friendliness

The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."
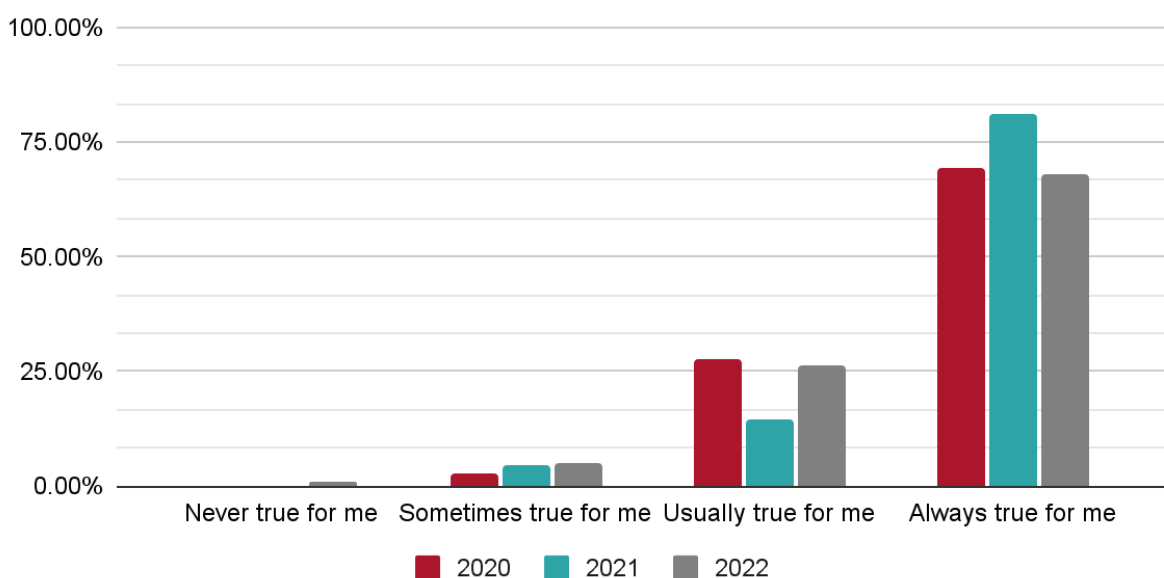
2020 - 97.22%

2021 - 95.55%

2022 - 94.40%

Trends for this data can be seen in the chart below; they are fairly consistent over the three-year period.

Student Success Center - Staff in This Office are Friendly

CAS Student Satisfaction Inventory

Helpfulness

The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."
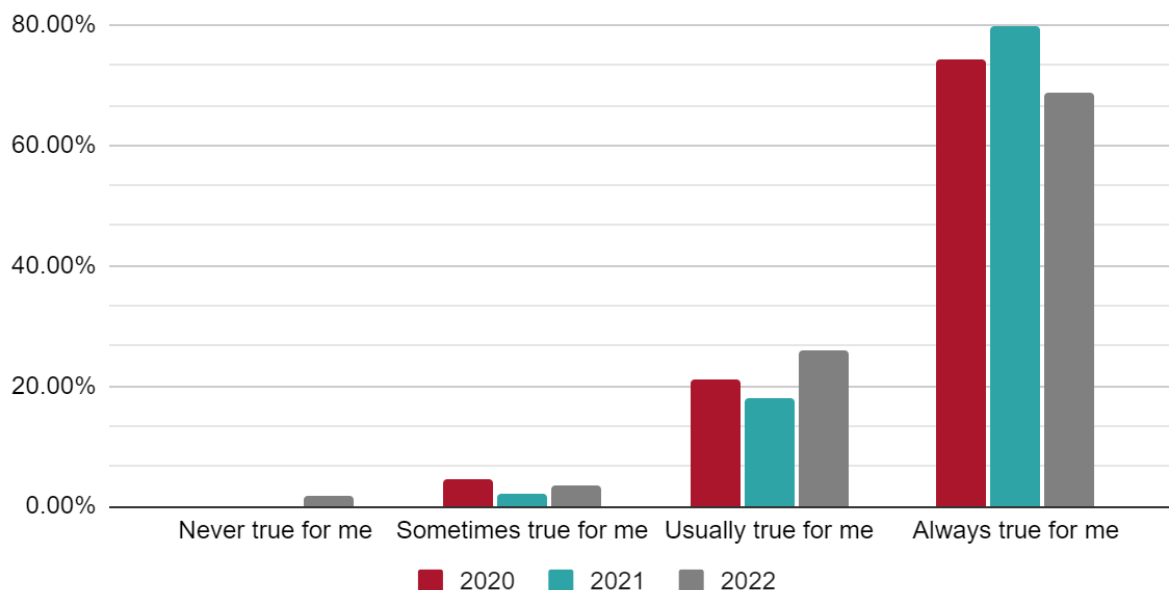
2020 - 95.45%

2021 - 97.76%

2022 - 94.96%

Trends for this data can be seen in the chart below, which shows a fairly consistent trend toward "Usually true for me" and "Always true for me."

Student Success Center - Staff in This Office are Helpful

CAS Student Satisfaction Inventory

The staff of the Student Success Center is proud of these results and continues to seek to provide quality experiences for students. Additionally, hiring staff, both full-time staff and student staff, that are friendly and helpful is a priority. These categories are also covered in training, and training for all staff incorporates a broad understanding of the department as a whole so all staff members can assist students with basic office information and processes.

Career Services

Students responded to the statement "This service meets my needs as a student." The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

    2020 - 78.38%

    2021 - 73.81%

    2022 - 66.67%

While this service seems to be meeting the needs of a majority of students, there has been a steady decrease over the last three years. This can be attributed to the staffing changes

throughout this time as well as an increasing demand for these services during a time when the economy has been struggling due to COVID-19. We hope to see improvements in these scores in the coming years.

Career Services - This Service Meets My Needs as a Student
CAS Student Satisfaction Inventory
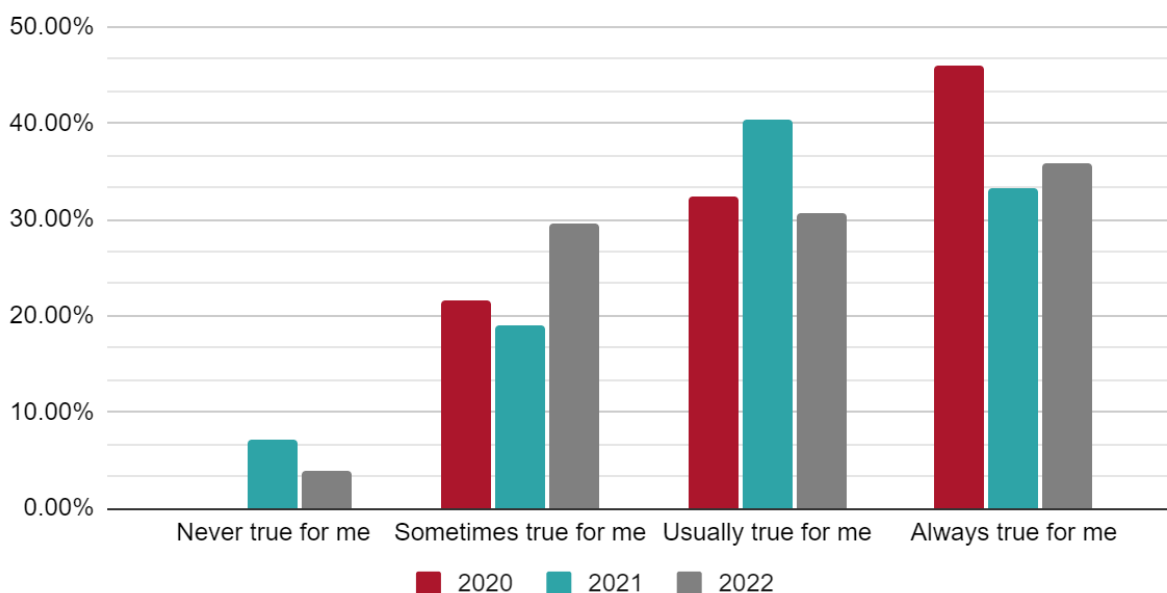
CAGS SSI

Assessment Plan

Timeline: Annually in March

Responsible Party: Office of Institutional Effectiveness

Explanation of Assessment Process: CAGS Students are surveyed in order to get feedback on the overall student experience as well as experiences in specific areas of the institution.

Findings

The Student Success Center as a whole is reviewed in two questions on the SSI related to friendliness and helpfulness. There is one additional question related to Career Services specifically.
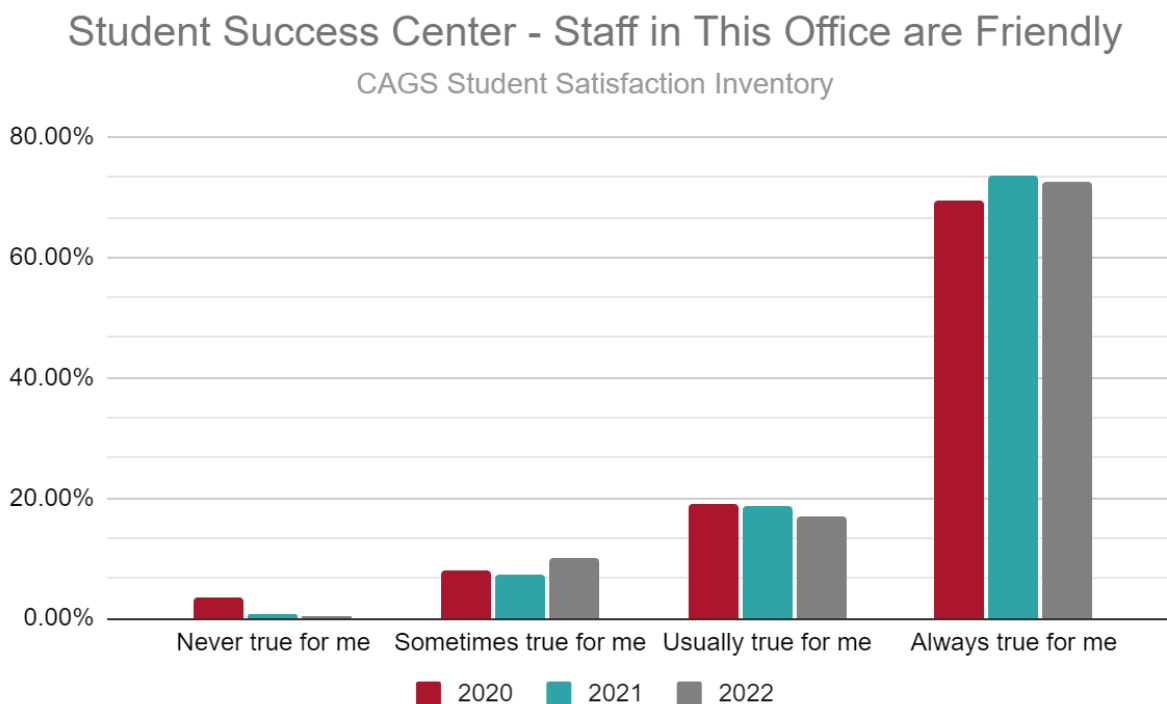
Friendliness

The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

> 2020 - 88.70%

> 2021 - 92.14%

> 2022 - 89.68%

Trends for this data can be seen in the chart below; they are fairly consistent over the three-year period. While these numbers are not as high as the CAS SSI numbers, they are significantly positively skewed and show a consistent trend.

Student Success Center - Staff in This Office are Friendly
CAGS Student Satisfaction Inventory

Helpfulness

The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."
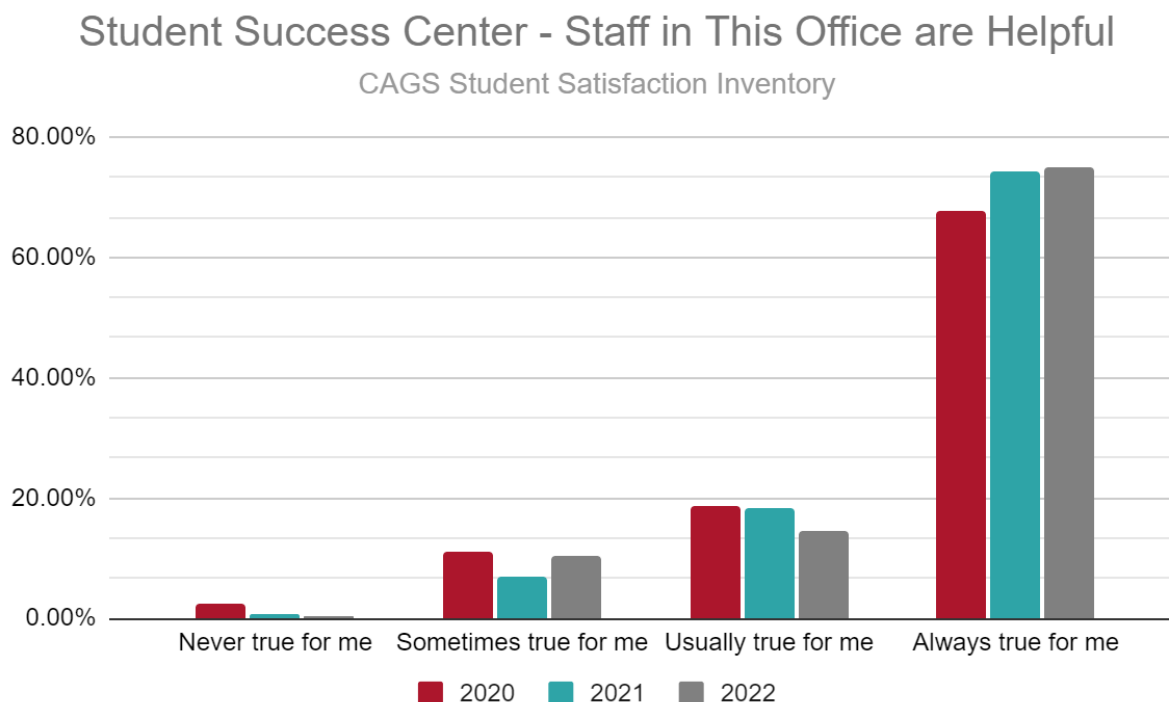
> 2020 - 86.44%

> 2021 - 92.47%

2022 - 89.40%

Trends for this data can be seen in the chart below, which shows a fairly consistent trend toward "Usually true for me" and "Always true for me." Again, these numbers are lower than those on the CAS SSI, but they are consistently positive for the department as a whole.

Student Success Center - Staff in This Office are Helpful
CAGS Student Satisfaction Inventory

Career Services

Students responded to the statement "This service meets my needs as a student." The following data shows the student responses, indicating the percentage of students who selected "Usually true for me" or "Always true for me."

2020 - 73.77%

2021 - 75.56%

2022 - 69.76%

Overall, this service appears to be meeting the needs of a majority of CAGS students; however, this is lower than our overall department scores. As the department seeks to focus more on career development in the future for CAS and CAGS students, these numbers should increase.

Additionally, it has been an eventful three years in regard to careers due to the impact of the pandemic on jobs and the economy. Student needs have been in flux and will continue to be over the next few years.

Career Services - This Service Meets My Needs as a Student
CAGS Student Satisfaction Inventory
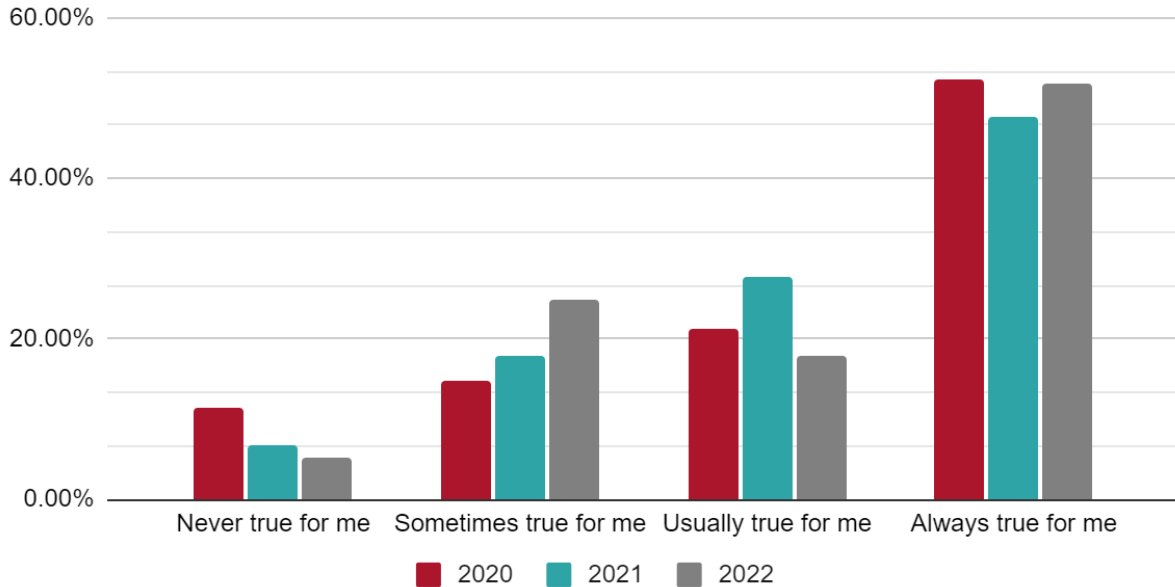
<u>Standard 5: Access, Diversity, and Inclusion</u>

5.1 Inclusive Educational and Work Environments

The Student Success Center seeks to meet the needs related to its services of all MACU students without discrimination. The Student Success Center is designed to be a welcoming environment where students feel comfortable asking for assistance. This is a priority in hiring both full-time and student staff and is evaluated regularly. Results of the Student Satisfaction Inventories indicate that a vast majority of students find staff to be friendly and helpful.

5.2 Implementing Aspects of Access, Diversity, and Inclusion

All MACU students have access to Career Development through the Student Success Center. Individual appointments are adjusted to meet the needs of the specific student. For example, a student may be entering the workforce seeking a first full-time job, while another student may be seeking a career change after working for years. Career Development appointments can be done in person, over the phone, or virtually, depending on the location and needs of the student.

The Student Success Center hours of operation are designed to meet the needs of MACU students. Regular office hours extend into the evening to accommodate adult learners, students who work, and student athletes.

The Student Success Center seeks to ensure that facilities, resources, and services are available to all constituents and meet accessibility needs. SSC Staff are trained to make adjustments to services to accommodate the needs of students whenever possible, whether that is in regard to learning modalities, personality types, a disability, etc.

Each full-time staff member is provided training in regard to diversity through M-Core. This training teaches them to value the contributions that others bring to the workplace, including their personality types, voices, and experiences. Additional training is also provided periodically that address issues related to marginalized and underrepresented populations in higher education and other topics related to inclusion and equity.

When working with staff across the campus to hire students workers, care is given to ensure that students have the opportunity to see all available jobs and that pay is equivalent across students in the same position. This is difficult when many of the jobs on campus are paid through Federal Work Study, limiting it to specific students and eliminating others as opportunities. As there continue to be more students on campus that

do not qualify for Federal Work Study funds, this should be explored. In an effort to review this, assessment related to Career Development reviews the number of non-Federal Work Study positions available on campus each year in relation to the number of non-Federal Work Study eligible students.

Standard 6: Leadership, Management, and Supervision

6.1 Leadership and Supervision

Morgan Thompson, the Dean of Student Success, provides overall leadership for Career Development in the Student Success Center. In addition to providing supervisory oversight of staff members, she also leads the team in strategic planning and developing goals to advance and improve its program offerings.

Additionally, Thompson collaborates with other strategic areas of the institution to build teams to support career development. Thompson challenges both full-time and student staff to think critically and creatively to meet the needs of students; however, this is always done in alignment with the institutional missions and within budgetary constraints.

Thompson advocates for the department's needs through strategic planning and budgeting processes that take place annually.

During the COVID-19 pandemic, Thompson led the team in developing a 5-phased pandemic protocol for the department that clearly outlined each career development area and how it could be adapted to continue to meet the needs of students during the pandemic.

Thompson is actively engaged in learning about higher education and is currently pursuing a Ph.D. in Adult and Higher Education. Additionally, she actively seeks to help others learn and grow by presenting information in both institutional and professional contexts. The following presentations are from the 2019-2022 period as well as some additional presentations specifically related to Career Development.

- Thompson, M. & Dillman, R. (2022, March 24). University Retention Briefing, Mid-America Christian University, Oklahoma City, Oklahoma

- Thompson, M. (2022, February 21). Introduction to Handshake for the MACU School of Ministry. Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. & Dillman, R. (2021, November 11). University Retention Briefing. Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2021, June 9). Animals on Campus: What Every Student Affairs Professional Needs to Know. Conference of the Association for Christians in Student Development (ACSD), Virtual.

- Thompson, M. & Dillman, R. (2020, November 5). MACU Retention and Satisfaction Overview. Presidential Forum, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. & Dillman, R. (2020, October 13). MACU Retention and Satisfaction Overview. Board of Trustees Fall Meeting, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. (2019, March 5). Giving Effective Feedback to Student Workers. Training for Supervisors of Student Workers, Mid-America Christian University, Oklahoma City, Oklahoma.

- Thompson, M. & Peaslee, D. (2018, October 30). Student Employment as a High-Impact Practice and Budgeting. Training for Supervisors of Student Workers, Mid-America Christian University, Oklahoma City, Oklahoma.

Thompson also attends professional development conferences in order to constantly improve, get new ideas, and stay up-to-date with trends.. Many conferences were canceled or held virtually during the time of this review because of the COVID-19 pandemic. These are the conferences attended in the 2019-2022 period:

- Higher Learning Commission Annual Conference - General Program, Virtual, April 3-5, 2022.

- Jenzabar Annual Meeting, Virtual, June 2-4, 2021.

- Higher Learning Commission Annual Conference - Accreditation Workshop and General Program, Virtual, April 4-7, 2021.

- Higher Learning Commission Annual Conference - Accreditation Workshop and General Program, Chicago, IL, April 6-9, 2019.

- Jenzabar Annual Meeting, San Francisco, CA, May 29-June 1, 2019.

Morgan Thompson, the Dean of Student Success is responsible for overseeing the budget for the Student Success Center. This includes budget allocations from MACU and Federal Work Study allocations. In addition to submitting a budget proposal each year, Thompson manages the budget and ensures funds are available to meet all planned student needs.

Additionally, Thompson engages with people from the MACU Community to gain perspective and inform decisions made about career development. A vital part of these perspectives come from faculty, students, and community members.

Each full-time staff member in the Student Success Center supervises either full-time staff or part-time staff.

- Morgan Thompson, the Dean of Student Success, supervises 3 full-time staff members.

- Daniel Peaslee, the Assistant Director of Student Success, supervises 4 Online Writing Consultants (term employees), the Esports GA, and the Esports Student Coordinator.

- Caleb Schirmer, the Coordinator of Student Success, supervises 7-9 student tutors and 4-6 Time Management Mentors.

- Maddi Willman, the Administrative Assistant for Student Success, supervises 3 Student Office Assistants, 4 Recreation Assistants, and 2-4 Accommodations Assistants.

Ideally, work experiences in the Student Success Center are both financially and professionally beneficial for all employees. Supervisors provide training on the functional aspects of a position in addition to the ethos of MACU and the SSC. Student workers are also coached on basic work protocols, such as answering phones and following dress codes, in order to prepare them for their future careers.

Formal feedback is given to full-time staff during annual performance reviews as well as informal feedback during regular one-on-one meetings with the Dean. Staff are encouraged to provide feedback, both formally and informally, to their student staff to help them perform better in their roles and prepare them for future career opportunities.

6.2 Strategic Planning

Strategic planning for the Student Success Center takes place during the summer and takes on two different forms: Long-term planning and Wildly Important Goals (WIGs).

Long-Term Planning

The Dean of Student Success is responsible for long-term planning for the Student Success Center; however, this is done in conjunction and consultation with the full-time staff within the department. The team works together through a SWOT analysis each year to determine

trends that may impact the department and for which plans need to be made. Additionally, the Dean speaks into the future direction of the department. The Strategic Plan is shared with the Student Success Team to allow for collaboration and cooperation toward the goals. The Dean is responsible for taking action on the Strategic Plan and working with the staff to take action to meet the goals.

WIGs

Each year, the department develops 1-3 goals on which to focus for the year. These are established during the summer and monitored on a weekly basis through WIG meetings. These are designed to specifically help meet one of the President's strategic initiatives. The SSC WIGs typically focus on the student experience, customer service, and/or retention.

Strategic Plan Example

Obj. No.	Goal State ment	Action Steps to Achieve Goal (Action Step Statements Begin with Action Verbs - One year or Less in Duration)
1		1.1 Implement a robust job posting board that will meet the needs of CAS and CAGS students and alumni by 5/31/20.
		1.1.1 Review job board options
		1.1.2 Select job board for MACU
		1.1.3 Budget
		1.1.4 Develop Implementation Strategy
		1.1.5 Implement new job board
1		1.2 Create an annual report that tracks student internship participation by 5/31/20.
		1.2.1 Identify sources of information for student internships.
		1.2.2 Contact information sources about what students they know have completed an internship in the 2018-2019 year.
		1.2.3 Consult with Dr. Lease regarding the report and intended use of information.
		1.2.4 Identify what information needs to be gathered about student internships to include in the annual report.
		1.2.5 Develop a form that can be sent to students by us or other offices to gather internship information.
		1.2.6 Distribute the form to stakeholders for ongoing use.
		1.2.7 Develop the report

		1.2.8 Distribute the report to appropriate stakeholders.
1		**1.3 Implement "Think Summer" to help students think about summer internship opportunities by 12/31/19.**
		1.3.1 Meet with stakeholders on campus to review past efforts and brainstorm for Think Summer 2019.
		1.3.2 Create a timeline for Think Summer 2019
		1.3.3 Identify potential companies and organizations to attend the Think Summer 2019 Job Fair
		1.3.4 Plan the Think Summer Chapel
		1.3.5 Organize the Think Summer Job Fair
		1.3.6 Execute Think Summer 2019!
1		**1.4 (WIG) Increase the number of trainings for student workers on campus from 1 to 6 by 4/30/20.**
		1.4.1 Identify the topics for each training to align with general training needs for compliance and Operational Values
		1.4.2 Set dates for each training
		1.4.3 Identify speakers for each training
		1.4.4 Publicize trainings to students and staff supervisors
		1.4.5 Execute trainings
1		**1.5 Develop an annual plan for connecting with CAS seniors in regard to career readiness.**
		1.5.1 Research other institutions' senior career services outreach strategies.
		1.5.2 Research the needs of graduating seniors in regard to the job search and graduate school search.
		1.5.3 Develop a method/report for consistently identifying students who are graduating seniors.
		1.5.4 Develop a series of important touchpoints for graduating seniors
		1.5.5 Identify goals for communicating with graduating seniors at specific times each year.
		1.5.6 Implement graduating senior outreach.
1		**1.6 Develop a training for Time Management Mentors**
		1.6.1 Identify the training requirements in place for the CRLA International Mentor Training Program Certification
		1.6.2 Identify training topics
		1.6.3 Develop trainings to align with CRLA IMTPC.
		1.6.4 Get feedback on training sessions from Time Management Mentors.
		1.6.5 Implement trainings

		1.6.6 Submit application for CRLA IMTPC.
1		**1.7 Develop a CAGS online learning community focused on career development around a specific degree program.**
		1.7.1 Discuss the idea with Dr. Lease and Dr. Hall
		1.7.2 Identify a program to serve as a pilot study.
		1.7.3 Talk with IT and Student Services regarding logistics
		1.7.4 Work with degree program to develop content and posting timelines
		1.7.5 Create the forum for the online learning community
		1.7.6 Develop expectations for participation from Faculty and alumni
		1.7.7 Add program Faculty and alumni to the online learning community
		1.7.8 Work with Student Services to add current students to the online learning community
		1.7.9 Implement the online learning community.
		1.7.10 Review the online learning community and consider expansion to other degree programs or schools.
4		**4.1 (WIG) Increase the usage of services by CAS students from 78% to 83% by 5/2/20.**
		4.1.1 Create a method for weekly tracking of student usage.
		4.1.2 Brainstorm ways to increase usage in low usage areas.
		4.1.3 Brainstorm ways to reach out to students who may not normally engage in SSC services.
		4.1.4 Personally connect with students about service options to meet needs.
		4.1.5 Personally connect with instructors about service options to meet the needs of their students.
		4.1.6 Market services to students through various means.
5		**5.1 Develop a method for tracking career contacts by 12/31/19.**
		5.1.1 Work with IT on a manner to track this in JZ.
		5.1.2 Work with IT to add attributes to the JZ Notepad for noting career contacts.
		5.1.3 Receive training from IT on how to add career contacts to JZ.
		5.1.4 Add current career contacts to JZ
		5.1.5 Add all recent career contacts to JZ Notepad.
		5.1.6 Begin tracking all career contacts in JZ.
5		**5.2 Develop ongoing methods for building career partnerships with companies and organizations in the Oklahoma City metro area by 5/31/20**
		5.2.1 Work with advancement to identify partnerships already in place in the OKC Metro
		5.2.2 Identify all Chamber of Commerce meetings in the OKC metro

		5.2.3 Work with Faculty to identify contacts in the OKC metro
		5.2.4 Develop a standard for outreach to companies in the OKC metro
		5.2.5 Develop a standard method for partnership building with companies in the OKC metro
		5.2.6 Implement the outreach and partnership building standards
5	5.4 Develop a plan for building internship partnerships across the United States by 5/31/20.	
		5.4.1 Work with stakeholders across the university to identify current internship partners
		5.4.2 Review internship information from current students and recent graduates about internships
		5.4.3 Create a process for helping organizations develop internships
		5.4.4 Create a form for organizations/companies seeking interns to complete and show interest
		5.4.5 Create annual targets for internship partnerships
		5.4.6 Implement plan for building internships partnerships
5	5.5 Create a timeline for reviewing policies and procedures within the Student Success Center, ensuring that each policy and procedure is reviewed at least every 3 years.	
		5.5.1 Create a list of all policies and procedures that currently exist within the department.
		5.5.2 Create a list of all policies and procedures that need to be written for the department.
		5.5.3 Consult with the Office of Institutional Effectiveness about formats for policies and procedures and standard things to include.
		5.5.4 Create a standard format for policies and procedures in the Student Success Center.
		5.5.5 Create the standard requirements, in alignment with the University's Operational Values, for department policies and procedures.
		5.5.6 Train staff members on format and requirements for policies and procedures.
		5.5.7 Identify policies and procedures to be reviewed in each of the 3 years, starting with those that are not yet written down.
		5.5.8 Develop a written timeline that clarifies which policies/procedures are to be reviewed each year.
5	5.6 (WIG) Increase the number of policies/procedures reviewed each year from 0 to 10 by 5/31/20.	
		5.6.1 Identify the policies and procedures to be reviewed in the 2019-2020 year.
		5.6.2 Clarify the approval process for each policy/procedure to be reviewed this year
		5.6.3 Assign policies/procedures for review to applicable staff members
		5.6.4 Review policies/procedures

		5.6.5 Get approval for each policy/procedure
		5.6.6 Get each policy/procedure posted on EvangelNet
5	5.7 Implement co-curricular assessment	
		5.7.1 Review all aspects of the Student Success Center.
		5.7.2 Identify the different programs that coordinate these aspects and service offerings.
		5.7.3 Confirm these programs with Institutional Effectiveness.
		5.7.4 Develop Assessments for Program 1.
		5.7.5 Implement Assessments for Program 1.
		5.7.6 Develop Program Review Outline for Program 1.
		5.7.7 Develop Assessments for Program 2.
		5.7.8 Implement Assessments for Program 2.
		5.7.9 Develop Program Review Outline for Program 2.
		5.7.10 Develop Assessments for Program 3.
		5.7.11 Implement Assessments for Program 3.
		5.7.12 Develop Program Review Outline for Program 3.

Standard 7: Human Resources

7.1 Staffing and Support

Full-Time Staff

The Student Success Center has had various staffing changes throughout the period of this review, especially in regard to career development responsibilities. For the first part of this review period, there were three (3) full-time staff positions with ongoing requests for one additional full-time staff member. In January 2021, a fourth full-time position for an Administrative Assistant was approved. The fourth full-time staff member began working 5/3/21.

Morgan Thompson, Dean of Student Success & Accommodations Director

MACU Student Success Center 12/09-Present

Educational Background:
- PhD Higher Education Administration, University of Oklahoma, exp. 2023.
- MEd Adult & Higher Education, emp. Institutional Research, University of Oklahoma, 2013.
- B.S. Multidisciplinary Studies in Christian Ministries and Mathematics, Mid-America Christian University, 2009.

Experience:
- Tutor for Math, Bible/Theology, English, 5+ years
- Student Success Center Oversight, 2007-present

Daniel Peaslee, Assistant Director of Student Success & Esports Head Coach

MACU Student Success Center 03/18-Present

Educational Background:
- B.S. Multidisciplinary Studies in Christian Ministries and English, Mid-America Christian University, 2010.

Experience:
- English Tutor, MACU, 2 years
- Writing Consultant, MACU, 2.5 years
- Editor at Tate Publishing Company
- Customer Service Experience, 8+ years

Caleb Schirmer, Coordinator of Student Success

At MACU since 04/21

MACU Student Success Center 04/22-Present

Educational Background:
- MA Leadership emp. Higher Education, exp. 2022.
- BS Applied Management, Pennsylvania College of Technology, 2016.
- AAS Horticulture Technology, emp. Landscape, Pennsylvania College of Technology, 2014.

Experience:
- Writing Tutor, 5.5 years
- Tutor for Botany, Plant, Economics, 3 years
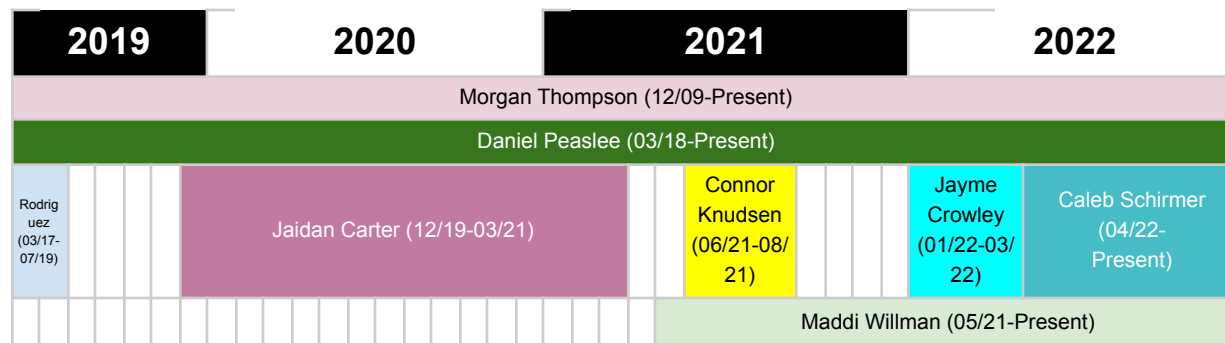- Higher Education Experience, 6 years

Maddi Willman, Administrative Assistant for Student Success

MACU Student Success Center 05/21-Present

Experience:
- Customer Service Experience, 5+ years

The staff transitions for this time period are noted in the chart below:

2019	2020	2021	2022
Morgan Thompson (12/09-Present)			
Daniel Peaslee (03/18-Present)			
Rodriguez (03/17-07/19) / Jaidan Carter (12/19-03/21)		Connor Knudsen (06/21-08/21) / Jayme Crowley (01/22-03/22) / Caleb Schirmer (04/22-Present)	
		Maddi Willman (05/21-Present)	

It has been difficult to retain the individual in the Coordinator position, having five (5) individuals in that position in a three-year period. This Coordinator has primarily been the person responsible for Career Development, which has proven to be a limitation to the growth of the program during this three-year period. Efforts have been made to improve retention by increasing the salary and seeking to hire "good-fit" individuals for the position and the institution. However, the program has been limited by the constant staffing changes. Additionally, the Dean of Student Success, who is the primary trainer for Career Development, has not been able to devote significant time to Career Development because of the constant training.

As a result of the constant change in staff, the Dean of Student Success has redistributed responsibilities upon the hire of Caleb Schirmer in April 2022, choosing to give some of the areas with consistent staffing needs to herself (business development) and Daniel Peaslee (student employment). These responsibilities require ongoing, strong relationships with staff across the institution and outside partners. Ideally, one additional staff member will be hired in the near future to focus on career development.

7.2 Employment Practices

The Student Success Center seeks to employ qualified individuals whose values align with the mission of MACU and the SSC. Each full-time position in the office is focused both on administrative skills and interpersonal skills. These are qualities that are vital in student positions as well.

Hiring Practices

All positions in the department have written job descriptions on file in the Human Resources Office. Additionally, each staff member has access to their job description in both the HR Office and on Google Drive.

When a full-time position is vacated, the job description is reviewed by the Dean of Student Success and Vice President for Academic Affairs and posted by HR to recruit both internal and external candidates. The Dean of Student Success reviews candidates through Paycor Recruiting using the following steps:

1. Applications are reviewed.
2. Supplemental questions are sent via email to all applicants to gauge their interest, fit for the position, and writing ability.
3. Phone interviews are conducted with a select group of candidates based on responses to the supplemental questions.
4. On-campus interviews are conducted with 2-3 final candidates for each position. Panel interviews are utilized to glean multiple perspectives on the candidate. Interviewers include the Dean of Student Success, other full-time staff in the department, student workers in the department, and Faculty or staff from other areas with whom the department regularly works.
5. Final decisions are made by the Dean of Student Success in consultation with the Vice President for Academic Affairs. Feedback from the panel interviewers is references as part of this decision-making process.

Schedules

The Student Success Center operates various hours to meet the needs of its constituents.

Monday-Thursday	8am-10pm
Friday	8am-12am
Saturday	6pm-12am
Sunday	6pm-10pm

Full-time staff generally work from 8am-5pm with an hour break for lunch; however, each staff member is assigned a night to work until 6pm, if needed, Monday-Thursday. Generally, the shift from 5pm-6pm is covered by knowledgeable Student Office Assistants that can

answer most questions from students; however, if an Office Assistant is not available, the assigned staff member for the night is expected to stay until 6pm.

Evaluations

Staff are evaluated on an annual basis in the month in which their employment began. These evaluations are sanctioned by the Human Resources Office at MACU and housed in the employee's personnel file. Additionally, full-time employees meet weekly with the Dean of Student Success to discuss operations. Informal performance feedback is provided during these meetings, with follow-up emails sent, as needed.

There are not any Faculty members assigned to LAP at this time.

7.3 Paraprofessional Personnel

There are currently no paraprofessional or student staff employed in Career Development in the Student Success Center.

Standard 8: Collaboration and Communication

8.1 Collaboration

The Student Success Team works closely with personnel across campus to ensure the success of students. These collaborations include sharing of reports, meeting attendance, partnerships for effective student interventions, sharing of grades when appropriate, and various informal connections.

The Student Success Team is trained to have a holistic approach to student success, understanding that a student's struggles may be rooted in another issue or area. Because of this, staff are trained to help students identify the root cause of an issue and address that fundamental issue. Sometimes these issues require referrals to other offices or resources on campus, such as the MACU Counseling Center, Financial Aid, Housing, or other areas. Staff are trained to work with students to address these needs and often go with the student to other offices on campus to address these concerns.

Committee Appointments

The Dean of Student Success has a variety of committee appointments that keep her informed of various developments across campus that could impact Career Development. Additionally, updates about Career Development are often reported in these meetings. Appointments include the following:

- CAS Faculty Meeting

- Academic Affairs Weekly Briefings

- Criterion 3 Co-Chair, Higher Learning Commission Self-Study

- University Compliance Committee

- Admissions/Retention Committee

- University Retention Committee Co-Chair

- Student Affairs Leadership Team/Behavioral Intervention Team

- CAGS Business Meeting

- MACU Business Development Collaborative

Business Development Collaborative

The Business Development Collaborative was started in the summer of 2021 by the Dean of Student Success. This group brings together all parties involved in business development activities across the campus to allow for ongoing collaboration, communication, and sharing of contacts. Additionally, it is focused on better serving the community and strategically and intentionally expanding MACU's business development efforts.

Collaborators include the Vice President of University Advancement, the Assistant Vice President for Enrollment Management, the Director of Campus Ministries, Faculty from the School of Business Leadership and School of Psychology and Counseling, and various other parties.

8.2 Communication

Basic information about many of the services of the Student Success Center area detailed in the Academic Catalog and/or the Student Handbook.

Additionally, services are marketed through partnerships with Faculty, flyers, emails, texts, and various other forms of communication appropriate to the service. Generally, promotion of Career Development has been strategically limited in some areas due to staff capacity.

The department's marketing guidelines indicate that events and information should be shared in at least three different mediums beginning 1-3 weeks prior to the event, whenever possible. Likewise, student outreach must take place in at least three different mediums (email, text, call, in-person, etc.) until the student responds.

The Student Success Center follows institutional policies and guidelines in regard to communication and social media. Examples of this include the following:

- Noting communications with students in the Jenzabar Notepad

- Including the institution's confidentiality notice on each email

- Identifying ourselves in text messages to students and alumni

- Having all contracts reviewed by the CFO

Standard 9: Ethics, Law, and Policy

The Student Success Center seeks to maintain and follow ethical standards in its practices.

9.1 Ethical Statements and Practice

Policies and Procedures

- Policies and procedures are written and in place for approximately 50% of the areas within Career Development.

- Policies and procedures are on a rotation for review every three years; however, they may be updated prior to their assigned review date if major changes have been made to the policy or procedure.

- The Student Success Center has a plan in place for responding to pandemics, school cancellations, and various other emergency situations.

- At this time, there is not a policy in place regarding retention of records for Career Development.

- As much as possible, the Student Success Center seeks to empower students to take control of their own careers by training them to use tools. For example, staff members sit down with students to make a resume together, teaching the student tips and tricks important to the process. This helps equip students with the skills needed to make changes to a resume in the future.

Student Employment

- Job Posting Requirements - Jobs are required to be posted for at least three (3) days prior to a student being hired for a position. This aligns with best practices, seeking to ensure that all students have access to all positions and that the most qualified candidate is hired.

- Job Descriptions - Job descriptions are required for all student worker positions. This ensures that students have an understanding of their basic responsibilities.

- Wage Checks - Wages above minimum wage must be approved by the vice president of the division in order to ensure appropriate funds are available and to encourage equity in wages. Exceptions to this are allowed if a student is receiving a raise at or below $0.15, if the student was in the same position in the previous year at the same

wage, or if there is a wage agreement on file that states a different wage for specific positions.

- Hour Limitations - Students are limited to working a maximum of 20 hours/week while the student is active in classes.

  ○ The 20-hour maximum helps students focus on academics and is in alignment with best practices for student employment.

  ○ This is a standard across the institution; however, exceptions can be made by the Dean of Student Success pending a review of the student's grades and a conversation with the student's academic advisor. If an exception is made, students are not allowed to work over 29 hours/week total to ensure the student's status as a part-time worker.

  ○ International students in the United States on a student visa are limited to working 20 hours/week while classes are in session and cannot appeal through the Dean of Student Success to work additional hours. However, they can apply for a hardship exception through the Federal Government. Additionally, students from specific countries are periodically granted permission to work additional hours based on a hardship in their country of residence. This happened for students from Venezuela in 2021.

  ○ All students are allowed to work up to 29 hours/week when classes are not in session. Care is taken to check schedules of student workers to ensure they are not in CAGS classes during CAS breaks, such as over Christmas Break, Spring Break, and Summer Break.

Internships

There are three major internship compliance requirements with which the institution seeks to comply. These were brought to light by Dean Morgan Thompson in the 2015-2016 year and shared with applicable Faculty. These will be included in an upcoming Internship Handbook that will be developed during the 2022-2023 academic year. The requirements are detailed below.

The Student Success Center does not post non-paid internship opportunities, as these are very difficult in regard to federal compliance.

Area for Compliance	Statement of Compliance	Source
Hour Requirements	Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)	Higher Learning Commission: Assignment of Credits, Program Length, and Tuition; Department of Education requirements; Dear Colleagues Letter (March 18, 2011, DCL ID: GEN-11-06)
Written Agreements	"The institution has formal and current written agreements for managing any internships and clinical placements included in its programs."	Higher Learning Commission: Assumed Practices, C-3
Unpaid Internships	The following six criteria must be applied when making this determination: 1. The internship, even though it includes actual operation of the facilities of the	U.S. Department of Labor, Wage and Hour Division, Fair Labor Standards Act

	employer, is similar to training which would be given in an educational environment; 2. The internship experience is for the benefit of the intern; 3. The intern does not displace regular employees, but works under close supervision of existing staff; 4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded; 5. The intern is not necessarily entitled to a job at the conclusion of the internship; and 6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.	

9.2 Communication of Ethical and Legal Obligations

A Student Employment Handbook is in the process of being reviewed and updated and will be completed for publication by 7/31/22. This will ensure all policies and procedures are available to students and staff. It will be available on EvangelNet and on the Student Portal.

An Internship Handbook will be developed in conjunction with MACU Faculty during the 2022-2023 academic year to guide to guide procedures for students participating in for-credit and not-for-credit internships. Up to this point, most communication regarding internship requirements has taken place by professors as part of an internship course.

Standard 10: Financial Resources

10.1 Funding

The Student Success Center is funded through MACU's annual budget. Budget requests are submitted in the fall semester each year for the next academic year. Budgeting requests are part of the strategic planning process and incorporate costs for normal operating procedures as well as items that will move the department forward in meeting the needs of students.

The Student Success Center has Federal Work Study funds to hire student workers in various positions in the department. The Student Success Center also has budget funds to hire student workers, as needed. This is to ensure that the best possible tutors and time management mentors can be hired, even if they are not Federal Work Study eligible.

10.2 Financial Planning and Management

The budget listed below is the budget for the entire Student Success Center, not including salary information, from 2019-2022. This includes various career development expenses.

GL	GL Description	2019-2020	2020-2021	2021-2022
80460	Professional Development	$850.00	$850.00	$955.00
80510	Travel & Entertainment Expense	$1,965.00	$1,965.00	$2,740.00
80520	College Vehicle	$50.00	$50.00	$175.00
80550	Hospitality	-	$100.00	$100.00
80650	Professional Dues	$435.00	$265.00	$265.00
80700	Instructional Supplies	$450.00	$50.00	$380.00
80710	Copier Supplies	$480.00	$480.00	$360.00
80720	Office Supplies	$300.00	$300.00	$180.00
80725	Book Expense	$1,042.00	$200.00	$1,042.00

80730	Commercial Printing	$150.00	$150.00	$275.00
80740	Postage	$295.00	$295.00	$60.00
80960	ERC Room	$60.00	$10.00	$60.00
80980	Contract Services	$22,296.00	$18,000.00	$22,460.00
81010	Advertising & Promotion	$1,490.00	$500.00	$1,750.00
81030	Student Services	$1,590.00	$1,000.00	$2,110.00
81040	Assessments	$150.00	$150.00	$0.00
81230	Orientation	$120.00	$120.00	$0.00
81470	Fees-Other	$295.00	$250.00	$360.00

Standard 11: Technology

11.1 Systems Management

The Student Success Center utilizes technology throughout its program offerings to track participation, reach out to students, and for various other functions. The SSC Team primarily works in Google Drive to allow documents to be easily accessible and shared between team members.

While all full-time staff have their own MACU emails, the department also has functional emails for various areas. These allow staff members to collaborate to meet the needs of students, despite staff absences or changes. These include the following emails:

- studentsuccess@macu.edu

- studentemployment@macu.edu

Student Employment

Email

Student employment has a specific email that allows for all correspondence related to Student Employment. This email is checked regularly by the Dean of Student Success and the Administrative Assistant for Student Success. By having a specific email for this function, the office can ensure student employment processing takes place in a single place and is not delayed by staff absences.

DocuSign

A DocuSign account was created for the Student Success Center in Early Spring 2022. This allows for electronic signatures of Student Employment forms, easier tracking of completion of forms, and reduces paper copies of documents. It also allows for increased communication of those involved in processing Student Employment paperwork.

Handshake

MACU officially launched Handshake to students in Spring 2022. The Dean of Student Success has been working on this launch since 2019. Handshake is a Career Services Platform that connects students with employers. Students can log in to Handshake through OneLogin, and IT supports the Student Success Center in this area.

Canva

The Student Success Center has a free Canva account that is used for the creation of flyers, social media posts, and resumes. This system has multiple resume templates that can be used for free to prepare student resumes. As part of resume appointments, students select a template from Canva that they like for their resume. They also are shown the basics of how to use Canva. Once a student's resume has been created, the Canva resume is shared with the student.

SARAH WILSON

SARAHWILSON@YAHOO.COM|123.456.7899|
HTTP://LINKEDIN.COM/IN/SARAHWILSON|OKLAHOMA CITY, OK

PROFESSIONAL SUMMARY

Focused warehouse professional in shipping and receiving Skilled in devising strategic plans to increase workflow efficiencies, team performance, and quality assurance standards. Seeking to leverage my background and formal training to take my next career step in warehouse lead with a respected organization.

SKILLS

- Attention to Detail
- Leadership Abilities
- Organizational Abilities
- Positive Customer Service
- Professional Communicator

ACADEMIC EDUCATION

Mid-America Christian University Oklahoma City, OK

- *Masters of Art Leadership of Higher Education, 2016*
- *Bachelors of Behavioral Science and Ethics, 2013*

COMMITTEES

Social Committee
OKCPS & Highland Park Elementary
- Planned and coordinated social activites.

Focus Committee
OKCPS
- Investigated and planned any potential school-wide focus.

Safety Committee
OKCPS
- Reviewed and maintained school safety.

EMPLOYMENT BACKGROUND

OU Medical |Customer Service Rep
Oklahoma City, OK | February 2021-Present

- Provided primary customer support to internal and external customers in fast-paced environment.
- Maintained customer satisfaction with forward-thinking strategies focused on addressing customer needs and resolving concerns.
- Answered customer telephone calls promptly to avoid on-hold wait times.
-

XPO Logistics|Shipping Clerk
Oklahoma City, OK | August 2019-February 2021

- Receive, ship, and distribute aircraft parts.
- Expedite priority items and follow-up on overdue materials.
- Update inventory records and compile weekly/monthly reports for the management

OKCPS|Teacher
Oklahoma City, OK| August 2018-June 2019

- Planned, organized and implemented an appropriate instructional program.
- Supported, counseled, and motivated students to meet or exceed grade-level standards.
- Prepared and delivered lesson plans and instructional materials for various subjects.

Mathis Brothers|Cashier/Front Office
Oklahoma City, OK| June 2016-May 2018

- Conducted cash transactions, cash reconciliations, account payments, account receivables and other accounting duties according to company policies daily.
- Maintained the highest level of customer service.

References Available Upon Request

Thomas Patterson

📱 123-456-7899   ✉ thomaspatterson@gmail.com

SUMMARY

Gifted leader who who obtains strong relational leadership skills. A very committed worker, team player, with a positive attitude towards work. Takes pride in work ethic and respect for others.

CAREER

DECEMBER 2020 - FEBRUARY 2022
OKLAHOMA CITY, OK

Salem Church of God

STUDENT MINISTRIES PASTOR
- Spiritually develop students grades 7th-12th
- Teach/Speak at weekly programming
- Recruit and development volunteer teams
- Create spaces for students to feel safe, loved, and cared for
- Oversaw the students ministry budget

OCTOBER 2017 - MARCH 2020
OKLAHOMA CITY, OK

Crossings Community Church

HIGH SCHOOL MINISTRY INTERN
- Oversaw the planning of an out-of-state freshmen and senior retreat.
- Preached at Wednesday and Sunday programming
- Created small group material each week
- Organized the summer events calendar and promotion strategies

MAY 2013 - AUGUST-2016
CASPER, WY

Casper Country Club

GROUNDSKEEPER
- Mowed tee boxes, greens, fairways, ect.
- Edged, repaired, and groomed bunkers
- Repaired fairways; laid sawed, drained flooded areas
- Landscaped areas around bathrooms and other foundation
- Worked well with crew and lead by example with work ethic

EDUCATION

2016 - PRESENT
OKLAHOMA CITY, OK

Bachelor of Science Ministry Lesdership

MID-AMERICA CHRISTIAN UNIVERSITY
- Graduation Date: December 2020

SKILLS

- Experienced Leader
- Excellent Communication Abilities
- Highly Relational
- Committed to maintaining a strong work ethic
- Works well with others
-

VOLUNTEER EXPERIENCE

- Camp Perfect Wings (Adult Special Needs Camp) - June 2019
- Feed the Children - July 2018
- Campus Activities Board - 2016, 2017
- Mission Work in Honduras - July 2013, July 2015

EDUCATION

**BBA, BUSINESS ADMINISTRATION & ETHICS
CONCENTRATION: SPORTS MANAGEMENT**
MID-AMERICA CHRISTIAN UNIVERSITY | MAY 2022

CODING KNOWLEDGE

- JavaScript and JS frameworks
- MS SQL Server Databases
- Object-oriented Programming
- Server-side development, including web services
- Front End Development

SPECIAL SKILLS

CUSTOMER SERVICE
- Communicates with customer to identify needs and schedule events
- Interacts with customers by setting up for events, serving food, and greeting customers
- Provides quality customer interactions, ensuring each customer's needs are met

PROBLEM SOLVING
- Identifies issues and seeks to identify the root cause
- Researches possible solutions to problems
- Asks for assistance after seeking to solve the problem independently
- Remains calm when faced with roadblocks or issues

TEAMWORK
- Focuses on team accomplishments over personal accomplishments
- Supports teammates in growth and development
- Adjusts personal activities to benefit the overall team
- Receives feedback well, asking questions to clarify areas for personal growth

WORK EXPERIENCE

TEAM MEMBER
THE PARTY SOLUTION, DALLAS TEXAS
SUMMER 2018

DELIVERY DRIVER AND TEAM MEMBER
PAPA JOHN'S PIZZA
APRIL 2020-JULY 2020

T / J

TANNER JAMES

ASPIRING
SOFTWARE ENGINEER

CONTACT

(123) 456-7899
TANNERJAMES@GMAIL.COM

Resumes on Google Drive

Resumes of students and former students are housed in a shared Google Drive folder. This allows former students to call in and get a copy of their resume and/or update their resume, if needed.

Zoom Accounts

The Dean of Student Success and the Coordinator of Student Success utilize paid Zoom accounts for virtual meetings with students to allow for interactive sessions.

11.2 User Engagement

A student's Handshake profile can be seen above

Sample resumes can be seen above.

11.3 Compliance and Information Security

The Student Success Center complies with MACU's Acceptable Usage Policy for Information Technology and the Internet Usage Policy.

Standard 12: Facilities and Infrastructure

12.1 Design and Use of Facilities and Equipment

The Student Success Center is housed in the Student Center. The front desk is positioned for staff to receive students and process their requests. The Student Success area houses two study rooms, an office suite with two private offices, and the Dean's Office.

Staff can meet with students to discuss career development in private offices or in one of the two study rooms. Private offices and study rooms have computers that can be used as part of these discussions to develop resumes or cover letters, search for jobs, or take career inventories.

The Student Success Center has a printer that prints in black and white. Students can have their resumes printed in color through the IT department for a nominal fee. The Student Success Center keeps resume-weight paper in the IT office for this purpose.

12.2 Work Space

The Student Success Center has multiple work spaces available for full-time and student staff. The main office suite has two private offices, occupied by the Assistant Director of Student Success and the Coordinator of Student Success. The Office Suite area also houses three cubicle workstations that are used by the Esports GA and various other student office staff.

The Dean of Student Success has a private office. The Administrative Assistant uses the front desk. All offices and workspaces have a computer.

For confidentiality, the staff desks either face students or face outer walls but do not fall directly in eye shot of immediately incoming Student Success patrons. Additionally, staff are trained to lock their computers with a password when stepping away for a moment and also go through university-mandated FERPA training. There are also lockable cabinets and desk drawers to maintain privacy of documents that are best kept behind a barrier.

Student Success Center Front Desk

Student Success Center Printer

Offices of the Assistant Director of Student

Success & the Coordinator of Student Success

Cubicle A - Esports GA

Cubicle B

Cubicle C

Office of the Dean of Student Success

Tutor Room/Supervised Study Hall

12.3 Equipment Acquisition

Very little equipment is needed to maintain the Career Development area besides what is needed for normal office functions. Resume paper is purchased, as needed. The nominal fee charged to students for color printing includes the cost of the resume paper.