

Standard Six Students

Description

Student Services at Goodwin College are designed to support the mission of the college by providing an environment that embraces the richness of cultural diversity, fosters the interdependence between education, community, and enterprise, and creates students who become life-long learners and responsible citizens committed to community involvement. Toward that end, the college offers a range of services and systems intended to broaden and support both the academic and non-academic endeavors of our student body. The services are regularly assessed, and the results are used to guide the college's long-term strategic planning.

The mission of Goodwin College is to educate a culturally diverse student population. The demographics of the current student body demonstrate a strong minority population compared to Connecticut, which according to the U.S. Census Bureau has a non-minority population of 74%.

Table 6-1: Fall Demographics

	<u>African- American</u>	<u>Caucasian</u>	<u>Hispanic</u>	<u>Other*</u>	<u>Female</u>	<u>Male</u>
2007	31.7%	47.1%	15.6%	5.6%	87.6%	12.4%
2008	27.3%	50.3%	16.8%	5.6%	87.4%	12.6%
2009	26.7%	49.7%	17.8%	5.8%	85%	15%

*Other includes American Indian, Asian/Pacific Islander, and Unknown

Source: Goodwin College, Office of Institutional Effectiveness; 2009-10 Profile: Enrollment Fall 2009

The percentage of female students has continued to far outweigh the percentage of male students over the past three years. However, newer programs such as Homeland Security and Criminal Justice, historically male-dominated disciplines, and special outreach efforts, such as the Men of Vision and Education (MOVE) program discussed later, are expected to increase male matriculation at Goodwin College.

Goodwin College's student body is comprised largely of nontraditional students. Thus, integral to the College's mission is the commitment to provide opportunities for continuing education and life-long learning. For the Fall 2009 enrollment period, the median age of a Goodwin student was 27 years with 62% of our student population over the age of 25; nearly 75% of our students enrolled on a part-time basis. Hence, the typical Goodwin College student is a female, older adult learner.

Admissions

Goodwin College is committed to equal access to education and strives to make the admission process as straightforward, transparent, and open as possible. Goodwin's admission policies and procedures are clearly stated on the College's website, in the undergraduate catalog, and on all application materials. While the enrollment process remains essentially the same for all prospective students, an addition was made for recent high school graduates. For this population, the admission officers also recommend a personal essay and a letter of recommendation. These items allow admissions officers to draw out information to help the student select a college major.

The personal service Goodwin prides itself on begins at the first admissions interview. During the meeting, the admissions officer reviews with the student possible academic majors, schedules the student for either a Health Science Information Seminar or a Discover Goodwin tour, prepares enrollment documents, and schedules a placement evaluation, if necessary. Admissions officers also schedule and personally guide the student through academic advising, course scheduling and financial aid appointments. Goodwin College has many first generation college students who are typically unfamiliar with navigating the bureaucracy of higher education. Our case management approach provides the important personal service throughout the process for students who otherwise may have been too intimidated to attempt enrollment.

Table 6-2: First-Generation Status of New Students

	<u>Fall 2009</u>	<u>Fall 2008</u>	<u>Fall 2007</u>
% First Generation*	58%	53%	58%

*defined as both parents having no more than a high school education.
 Source: Goodwin College, Office of Institutional Effectiveness; New Student Survey: Fall 2009 with Three-year Comparison

As a result of our personal service, for the 2008-09 academic year, the college realized an enrollment-to-start ratio in excess of 95%. Once a student registers for classes, admissions officers continue to build relationships with the student by maintaining close contact during the first two weeks of the semester, with the intention of helping to improve first semester retention rates.

Despite Goodwin College’s exceptional diversity, one group of students remains difficult to recruit and retain, young men of color. The National Center for Education Statistics (NCES) issued a report in 2009 highlighting this trend. The college secured a three-year, \$300,000 grant from the Hartford Foundation for Public Giving to fund an initiative entitled the Men of Vision and Education (MOVE). As a participant in the program, a MOVE Fellow is one of a select group of 15 men per year, between the ages of 18-22 years of age, enrolled in an associate degree program. Each Fellow receives a \$4,000 scholarship for each academic year and up to 10 hours a week of paid work-study to help defer the cost of tuition. Fellows attend mandatory meetings with community and peer mentors, weekly sessions with a dedicated program academic advisor, mandatory meetings with a dedicated counselor, as well as academic and professional skill-building workshops. Fellows also participate in community and student activities.

Another program, the College With a Purpose Initiative, is a collaborative effort between Goodwin College and Hartford-area community organizations. This project seeks to identify 250 financially-disadvantaged students who are associated with or work for community organizations. The college provides a full scholarship for tuition and fees up through the attainment of an associate degree. In return for the financial support provided by the college, each student must provide ten hours of community service per week to their host agency. To ensure their success, these students are supported through graduation with peer tutoring sessions and attendance requirements. As with all of our students, these graduates will be assisted by our Career Services department, as well as our partner community organizations, in finding living-wage jobs in our community.

Supporting the belief that all people should have the opportunity to pursue a college education, Goodwin College lacks many of the more stringent entrance requirements found at other colleges. To support our open enrollment policy, Goodwin takes steps to ensure that students are placed in courses appropriate for their skill level. For a student without a

transferable English and/or math course, the admission process includes a placement evaluation (Accuplacer®) to assess the student's learning levels in English and math. Three levels of math and three levels of English are available for students who do not test into appropriate credit-bearing coursework.

Students in our non-credit English as a Second Language (ESL) certificate program take the Comprehensive Adult Student Assessment (CASAS) test during the ESL Orientation. The results are used to place the student into the appropriate ESL level. This test is also administered to continuing students at the end of the semester to measure progress and readiness for the next level of English language acquisition.

Retention and Graduation

Goodwin College strongly believes that every student has the potential to succeed and provides the programs, services and personnel to support a student's academic success. The institution measures student success, including monitoring of academic progress (SAP), student retention, and graduation and placement rates.

Each semester, the Registrar's Office reviews students' GPA according to our SAP Policy. Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of his/her academic program. All students must maintain satisfactory academic progress, achieve minimum academic standards, progress at a satisfactory rate toward program completion, and complete their program of study within the maximum time frame in order to remain enrolled at Goodwin College. This information is included in the College's catalog and on its website. All students with a CGPA of less than 2.0 are placed on academic probation. In September of 2009 a pilot program, Promoting Academic Success Seminar (PASS), was created to support those students in danger of academic dismissal. PASS is a free 15-week course scheduled for 1.5 hours once a week that provides a structured and supportive environment to enable students to stay on track in their academic course work through planning, advising, and reviewing various study strategies and techniques, as well as building relationships with peers and on-campus student services.

Other programs, services and personnel currently in place to support a student's academic success and retention include:

- Appropriate placement in English and math courses.
- A pilot program, initiated in Spring 2009, to increase participation in and instructional support for students enrolled in English 088. Under this program, students receive mentoring from the Foundational Coordinator, academic support through peer-tutoring and the Learning Resource Center (LRC). Each student enters into a contractual agreement to:
 - attend every class, arrive on time and stay for the entire class meeting,
 - complete all homework assignments on time,
 - obtain at least two hours of tutoring support per week, and
 - maintain and submit records of class attendance and tutoring sessions weekly.
- Peer, professional and online tutoring services all contribute to retention by supporting student development and progress academically. Information about these services is available on the College's website, in the Learning Resource Center, and is disseminated to at-risk students by academic advisors.

- Academic advisors and/or program directors meet with all future and current students throughout their tenure at Goodwin to develop a course schedule based on academic skills and to balance personal commitments with academic pursuits.
- Academic advisors follow up with students identified as at-risk by faculty throughout the year. Each advisor contacts his/her advisees to discuss options to improve performance.

Goodwin College’s retention rate is comparable to that of Connecticut’s community colleges. In order to accurately assess our eclectic student population, we monitor retention for a variety of student populations. The retention rates for first-time, full-time and part-time students are noted below in Table 6-3.

Table 6-3: Retention Rates for First-Time Full and Part-time Students

Student Status	Fall to Fall Retention		
	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
<i>First Time ,Full-Time [IPEDS]</i>	50%	48%	51%
<i>New Part-time Students</i>	53%	48%	49%
<i>New Full-time Transfers-in</i>			55%
<i>New Part-time Transfers-in</i>			61%

With some minor fluctuation, the colleges IPEDS graduation rate [percentage of first-time, full-time students who graduate in three years or less] has averaged 50% since 2006 [entering FT/FT cohorts since 2003]. However, because of the nature of Goodwin’s student body [85% part-time] this cohort represents an extremely small percentage of the student body and measures do not effectively represent either student success or institutional productivity. Additional measures have been selected and are presented in the S-series forms (Student Success).

Student Services

Goodwin College is proud of the level of service provided to students and their families as they plan for the financial commitments of a college education. Prospective and current students meet directly with a financial aid officer who guides them through the application process, explains various payment plans, and the different types of financial aid available. Forty-five percent of our students have less than a third of the median household annual income for the state of Connecticut. Considering this significant low-income population, it is not surprising that during the 2008-2009 academic year, approximately 90% of students applied for Title IV aid and 88% of Goodwin College’s students received some financial aid.

Financial aid officers review with students the types of aid that are available, including grants and scholarships, work study, and, when necessary, student loans. Other payment options include private loans or the creation of a payment plan to the college with an accounting officer. Institutional grants are also awarded to students each academic year on the basis of need. For the 2008-2009 academic year, approximately 44% of our students received some institutional aid. All federal, state and institutional guidelines for awarding financial aid, including non-need-based aid are followed. The college is dedicated to reducing financial barriers that limit access and ensuring the fair and equitable awarding of financial aid to all eligible students. Financial aid information is available in print form in the Financial Aid Office and on the college’s website.

Prospective students are afforded the opportunity to meet one-on-one with a financial aid officer to review the types of aid available to assist them in financing their college education. The campus-wide open door policy affords financial aid counseling to any prospective or enrolled student during posted business hours, with or without an appointment. Many institutions of higher learning do not, or simply cannot, provide the type of personal assistance Goodwin provides. The support provided for students continues after the student matriculates.

Each semester, the offices of academic advising and counseling, admissions and financial aid host orientation activities for the incoming class. Based on student feedback, the orientation program has changed significantly over the past four years and now includes:

- a parent informational session;
- a student informational session that includes information regarding procedures for adding, dropping, revising programs, registering for classes, withdrawing from school, and applying for leaves of absence, FERPA, etc.;
- individual program meetings with department heads in their chosen areas of study;
- ice breakers and introductory and social interaction activities; and
- an opportunity to complete any financial aid requirements, pick up their official schedule, and purchase textbooks.

Orientation provides an opportunity to acquaint new students with each other and the staff with whom they will spend their next two-to-four years, as well as furnish them with the information they need to ensure their time here is productive and successful.

Academic Advising, Counseling and Career Services

In early 2009, Academic Advising, Counseling and Career Services were combined into the Academic Advising and Counseling Center.

Academic Advising: In 2002, Goodwin College initiated a formal academic advising program staffed by professional advisors. A reception area allows students to make appointments, ask basic advising questions, and have a pleasant area to wait for their appointments. Each advisor has his/her own office to meet privately with students. Advisors serve to:

- help students adjust to the academic rigors of Goodwin College;
- assist students in maintaining satisfactory academic progress;
- retain students so they may graduate in a timely manner; and
- develop life-long learners for life-long opportunities.

All incoming students receive a welcome letter from their assigned academic advisor within the first three weeks of classes. Throughout their time at Goodwin, students see their advisors to register for classes, to request assistance with academic decision-making, and to verify satisfactory completion of required coursework. The academic advising delivery system and specific procedures are described in detail on the school's website and in the Academic Advising Handbook used by the Academic Advisors.

Currently, full-time faculty are not assigned a set group of advisees. However, during posted hours and as necessary, faculty assist students with academic issues. Department Chairs and Program Directors, in programs other than Health Science, take a more active role in course selection and degree planning.

Counseling: Goodwin College recognizes the issues that confront its students on both an academic and personal level. To this end, several advisors with Masters Degrees in

Counseling are available to students through faculty, staff, or self-referral. Information regarding the availability of counseling is posted on the website. This also includes information on referrals to a professional licensed counselor. During the September 2009 Community Day, the College conducted training on working with students in crisis to ensure that all staff members are capable of responding in a professional and appropriate manner when students present with academic or personal issues. This information is also available for faculty and staff on our website, which includes reference materials and information regarding community resources.

Career Services: Career Services are available to students throughout their time at the college and to help with their transition to the workforce. Counselors begin to work with students early in their time at Goodwin, assisting them in establishing realistic career goals, discussing their questions regarding employment, informing students of local career fairs, and aiding with developing resumes. Career service counselors maintain positive working relationships with area employers and Goodwin College alumni. Counselors collect data to assess market trends and industry standards, as well as keep the college website current. Career counselors track student placement data that is provided to the faculty as one way of monitoring program outcomes.

The College Experience course was originally developed as a study skills course intended to augment the educational experience for students who place into foundational level English or math courses. Currently, all new students, except transfer students with six or more transferable credits, must take the College Experience course within their first two semesters. The intended outcomes of this course are to:

- strengthen motivation and develop skills for success in college, including development of a network of peers, academicians and professionals;
- acquire the language of higher education;
- familiarize with campus resources;
- learn and apply stress and time management strategies;
- develop an academic plan to support individual career goals;
- discover means of applying academic skills to the workplace; and
- enhance problem solving and communication skills.

In late 2004, the Learning Resource Center (LRC) was created, under the direction of the Assistant Dean of Student Services, to provide assistance for at-risk or struggling students by offering on-going academic and tutoring services.

Peer Tutoring: Recognizing the value of students helping other students, the college developed a peer tutoring program. The program was based on the model provided by the national College Reading and Learning Association (CRLA) and the New England Peer Tutoring Association (NEPTA). The program is designed to enable students to facilitate the learning of their peers through one-on-one or small group sessions. Each tutor completes 10 hours of initial training before meeting with students. On average, 16 peer tutors serve as a resource. Most tutoring sessions are one-on-one, but peer tutors also hold group tutoring sessions. In addition, peer tutors assist faculty by providing in-class supplemental instruction in the foundational courses. Each Friday, peer tutors staff the Learning Resource Center to provide extra help and to present tutorial sessions for foundational students. The success of the program is such that our graduates, who worked in the LRC as students, volunteer hours each week as Alumni Peer Tutors.

Peer tutors are required to provide a daily report on their activities, while tutees complete a mandatory assessment of each session in which they participate. All peer tutors are New England Peer Tutoring Association members, which keeps them informed and builds leadership and professional skills. Tutors have presented papers at the annual NEPTA conference and documents are being prepared for submission for Levels I and II certification through the CRLA.

Professional Tutoring: Faculty provide professional assistance during scheduled office hours. A nurse educator tutor is also available 18 hours per week to tutor at-risk nursing students in the second and third semesters of the nursing program. A lab assistant is available to tutor students who need assistance in science courses. In addition, the LRC has a handful of Community Volunteer Tutors who are typically retired college professors or high school principals. The Community Volunteer Tutors spend approximately 4-6 hours observing instructors in the classroom before meeting with students who need assistance in math, English, or Spanish.

E-Tutoring: Goodwin College's nontraditional learners are not always physically available on campus for tutoring. In these situations, faculty members are available to students via e-mail and many textbooks include on-line tutorial access so students may ask text-specific questions of professional support staff. In addition, E-tutoring, that provides online tutoring and assistance with math, science, and writing is available 24/7 through the Connecticut Distance Learning Consortium.

Workshops and Review Sessions: For students seeking acceptance into the Nursing program, the LRC provides weekly classes to prepare for the National League for Nursing Preadmission Exam. In addition, all academic majors that culminate in a licensure exam have workshops and/or review sessions to help students prepare for these exams. For example, the Medical Assisting department has built into its program a mandatory weekly review session for all of its students.

Writing Center: In March 2008, during a six-month pilot, a new writing center assisted students on writing assignments across a variety of disciplines. As a result of the success of the pilot project, the writing center became a permanent part of the college's academic services. Structured as an extension of classroom activities, the writing center staff supports instructors through in-class visits and instruction. The center supports students through individual instruction. The center also collaborates with the library to offer joint instruction on writing a research paper. The writing center is open daily on a "drop-in" basis and on weekends by appointment.

Disability Services: Assists individuals with disabilities with accommodations and services that promote their success and integration into college. Services and assistance are given to any individual who provides documentation that is dated within five years identifying him/herself as a person with a physical and/or learning disability that substantially limits one or more life activities. Common services include, but are not limited to:

- Tutorial services
- Assisted registration
- Recorded lectures
- Classroom note takers
- Handicapped parking
- Sign language interpreters
- Testing modifications
- Audio textbooks
- Environmental adjustments
- Extended time for program completion
- Advocacy to faculty, staff, and administration

As a commuter campus, the college does not have a full health service center. Information regarding professional psychological counseling services is available as noted previously. In addition, the Health and Natural Science Department organizes campus blood drives,

wellness programs, and flu shot clinics. For example, in September 2009 Goodwin College hosted a Health and Wellness Day titled "Goodwin Goes Green." The event was coordinated by the Health and Natural Sciences Department faculty. It included information promoting a healthy lifestyle, healthy foods and recipes, free demonstrations in yoga, etc. The event was open to staff and students.

In cases of extreme emergencies, the college employs faculty who are trained and certified in CPR/First Aid, and offers courses in these areas for students and staff. The State of Connecticut requires certain immunizations, which are stated in the catalog. Immunization verifications are carried out by Admissions staff and by the Registrar's Office. Appropriate administrative staff verifies other necessary immunizations required of those entering the health fields.

Providing activities for students beyond the classroom is critical to the development of well-rounded, culturally sensitive individuals who can become contributing members of the community. As a commuter campus with a student population that includes a significant number of single parents (11%) and students who also have full-time jobs (38% for Fall 2009), it has been a challenge to organize student activities and organizations. The College continues to engage students and looks to implement and support activities such as the annual observations and celebrations of Black History Month. Last February, the Student Council hosted the Jocelyn Pleasant Jazz Trio, invited Dr. Jeffery Ogbar, Associate Professor of History at the University of Connecticut, to present his research on music and black history, and facilitated an open discussion session on literature authored by African-Americans. In the spirit of inclusivity, the Council celebrates Hispanic Awareness Month in October by partnering with an alternative high school and also sponsors the annual multicultural smorgasbord, "Feast of Many Lands," in December.

Students do participate in their academic departments by planning and organizing events that encourage discussion of information about related careers or the sharing of skills and knowledge gained in courses. For example the English/General Education Departments sponsor the poetry club, the Early Childhood Education Department boasts an active club, an Art Club was recently formed and sponsored a Halloween Pumpkin Painting contest, and the Nursing Department runs a Chapter of the National Student Nurse Association. In addition, departments are in the beginning stages of creating student advisory boards.

Students develop leadership and organizational skills through their involvement in campus-wide activities and organizations. In 2008, an Honors Society was established to foster pride in academic achievement and scholarship. Also, some courses and programs implemented a service component to apply classroom learning to community-based experiences. For example, the Associate in General Studies and all Bachelor's programs require documented community service as a graduation requirement. Students are the driving force behind the planning and implementing of the annual Student Appreciation Picnic. Students serve as volunteers during the New Student Orientation, as well as facilitate fund raisers, food drives and other collaborative activities with community agencies such as Foodshare, Connecticut Public Television's annual Math and Science Fair, and the East Hartford Department of Social Services.

Each year, approximately 40 students who meet the eligibility criteria are awarded grants through the Connecticut Independent College Student Scholarship (CICS) program for engaging in community service. Students are monitored as they complete approximately 100 hours of community service with various agencies and organizations throughout the state, in return for this funding. Valuable future skills are developed through participation in our student council. The student council holds monthly meetings, weekly subcommittee

meetings and yearly elections. This past year the election speeches were posted on the College website so that all students would have an opportunity to view them. A final example includes the recently created Student Ambassador program. The goal of the Student Ambassador program is to allow students to serve as spokespersons for the college, enhance interpersonal skills, interact with peers and prospective students, communicate with faculty, staff and administration, and develop leadership skills that could be included in their resumes. The program also creates an opportunity for students to obtain volunteer hours, participate in service-learning activities and become involved in civic engagement in the community.

The recently formed Student Experience Committee has been charged with the creation of more student clubs, organizations, and intramural sports. Committee members are currently in the process of surveying students to determine their interests. In mid-November, a new Veteran's Club was started on campus under the leadership of this committee.

The Vice President for Physical Facilities and Information Technology oversees campus security and safety as well as the daily operations of the physical buildings. Recognizing that a safe campus is essential to the learning environment, Goodwin College maintains zero tolerance policies regarding weapons, acts of racism, sexual harassment, and substance abuse/intoxication on campus. Other security measures include lighted, patrolled parking lots, clear signage as to locations of offices, and security cameras covering the parking lots. In the public areas of the school and in classrooms, public emergency evacuation procedures are posted and have been approved by the East Hartford Fire Marshall.

The Vice President for Physical Facilities and Information Technology also serves as Goodwin College's contact person for purposes of The Campus Security Act. The Vice President collects all verified cases of on-campus crime, as stipulated by the Act. The complete Campus Security Report is available on the college website. Hardcopies are available in the college library and Academic Office for all faculty, staff, current and prospective students upon request. Annually, the college notifies all staff and students that the new Campus Security report is available.

As described more thoroughly in other self-study chapters, the College adheres to the Family Educational Rights and Privacy Act (FERPA) with respect to students' educational records. At the New Student Orientation, a facilitator reviews privacy laws and Goodwin College's policies with students. This information is also available on the school's website, in the College catalog, and all FERPA updates are attached to the student's printed Fall semester schedule.

All departments maintain appropriate student records according to applicable state, federal and programmatic regulations and the College's records retention policy. Paper records are stored in locked filing cabinets and are placed in a fire safe room. Records are stored electronically in a secure database, are backed up regularly, and tape drives are stored in multiple locations. Paper records preceding 2000 and permanent records on CD ROMs are stored in a locked vault at a satellite location. Sensitive and private information is shredded after use. In addition, efforts have been made to block staff from seeing student social security numbers without an authorized security code.

Institutional Effectiveness

The college assesses the effectiveness of its student services through program review, the tracking of institutional statistics and the analysis of survey data. Written reports or presentations of this information are the focus of planning and decision-making discussions at all levels and across all college departments.

Every administrative and service unit participates in program review each year. Furthermore, we plan to expand the review process to include specific student services within a department (e.g., writing center, tutoring, etc.). Through the review process, the service area examines its effectiveness in delivering the service and in contributing to student learning outcomes. Last year's process resulted in many process improvements including the creation of an experimental probation program, changes to the career services workshop curricula, the creation of an advising syllabus, the streamlining of the book purchase/payment process and new assessment processes (e.g., the evaluation of a parent workshop by financial aid).

The college collects institutional data such as the number, type and profile of incoming students. The analysis of this data guides decisions making. For example, adjustments to admission practices and policies are made based on a careful review of acceptance rates, yield rates, and the profile of the incoming class of first-year students. Retention and graduation rates of first-time, full-time students, specially recruited populations, first-time, part-time students, and transfer students are closely monitored and linked to goals in the College's Strategic Plan. Department meetings provide a forum for discussing anecdotal data along side institutional statistics. For example, the default management area decided to implement more proactive student contact practices. The results of these new practices are regularly monitored.

In addition to the regular tracking of institutional statistics, the college uses survey data to support its internal assessment efforts. For example, surveys are distributed to all incoming students during orientation, to seniors, to recent graduates annually, and to alumni two to three years after graduation. These surveys are analyzed and the results shared with the campus community by the Office of Institutional Effectiveness. Evaluation of student services has included the Noel-Levitz Student Satisfaction Inventory (SSI) that was administered to the entire student population. Results from the Community College Survey of Student Engagement (CCSSE), administered in March and April 2009, will be augmented by findings from the Survey of Entering Students Engagement (SENSE) that was administered for the first time this past fall (2009). The CCSSE data established benchmarks against which we can track our success. Again, the Office of Institutional Effectiveness in collaboration with other departments summarizes and shares this information with the campus community for inclusion in planning and decision making.

Appraisal

The college's emphasis on personal assistance makes post secondary education at Goodwin College a turning point in the academic career of many students who are traditionally underrepresented on other college campuses. Frankly stated, students who are not successful elsewhere are successful at Goodwin College for many reasons. Our current student to teacher ratio is 13:1. Strong student teacher relationships, combined with a commitment to offering student services such as tutoring and writing center assistance, help us to retain students to graduation. Student support extends beyond graduation thanks to our growing career services and alumni relations departments.

The direction in which student services grows will be shaped, in part, by the students who enroll in the new four-year programs. We anticipate they will mirror our current students. Goodwin’s efforts to create and maintain a student body that represents a variety of backgrounds are consistent with the college’s educational mission and the demographic realities.

We understand that maintaining our high level of individualized academic and personal support may be a challenge as enrollment continues to grow. The following table shows anticipated growth in staffing for some of our student services departments.

Table 6-4: Department and Staffing Level Projections

Department	Current Staffing Level	Projection Year 1	Projection Year 2
Advising & Counseling	5.5 FTE	7.0 FTE	8.0 FTE
Admissions Officers	9 FT	14 FT	16 FT
Financial Aid	6.5 FTE	8 FTE	9 FTE
Learning Center Staff	1.0 FTE	2.5 FTE	3.5 FTE
Peer Tutors	14	28	35

Being proactive, all the Directors of support services, such as Admissions, Financial Aid, Academic Advising and Counseling are already implementing changes. For instance, we tripled the size of our learning center and updated our technology. Training is already taking place to educate admission and academic advisors and career counselors about the new bachelor programs, the new transfer policies and the opportunities for continuing education beyond the baccalaureate level. As shown above, additional staffing is planned for all departments. For instance, a Transfer Counselor position was created, and our career services staff has increased. A final example is that we extended work hours in our support services departments to include evenings and weekends.

The first administration CCSSE in Spring 2009 provided data allowing us to compare our efforts with other schools as well as to establish benchmarks against which we can compare future efforts. For example, Benchmark 5 – Support for Learners – showed us that our students report being satisfied that Goodwin College is committed to their success at a rate that is consistent with other schools our size as well as the entire 2009 CCSSE cohort.

Admissions

Goodwin College considers its admissions process to be very much a student service. The personalized service that students receive from the first contact through their advising and financial aid appointments simply cannot be matched by most other colleges. The admissions process is designed to minimize the amount of visits students need to enroll in Goodwin and to make the enrollment process as efficient as possible. Currently, prospective students can apply to the college and pay their application fee online through the Goodwin College website. However, during the admission process, they are still required to complete the paper application. Our new student information system (SIS), SonisWeb, will allow for a complete online application process. We are hopeful that this will streamline the admission process and capture student demographics and other important data to help track institutional effectiveness. Further, the implementation will force the college to design new enrollment processes as we move forward to a true baccalaureate institution.

The majority of Goodwin College students have been non-traditional, part-time in nature. As part of our strategic plan, the college has been working to increase the number of traditional, full-time, high school graduates in its entering classes. A newly formed partnership between Goodwin's admissions department and area high schools has been successful. This is evidenced through the overall increase of 189% in enrollment of recent high school graduates over the past four years. Additionally, the college reaches into the community to demonstrate the value of a college education to high school students from traditionally underrepresented populations through the CONNCAP and Summer Bridge programs. These efforts have increased Goodwin's visibility and highlighted the advantages of a college education. We expect these efforts to continue attracting greater numbers of graduating seniors to Goodwin College.

The admissions department continually uses internal and external data to improve its services. For example, the department partnered with a strategic consulting firm in January of 2007 to gauge the consistency and accuracy of information provided by the staff. The consulting firm developed a telephone survey based on key questions that were deemed critical to the admissions process. Phantom calls were made to several of Admissions Officers; results of these calls were recorded and evaluated. As a result of this initiative, it was discovered that there was a lack of message continuity being delivered. This information was shared with members of the Admissions Team and corrective measures were implemented. Newly hired Admissions Officers are now given significant training regarding message continuity and clarity during their training and probation period.

Our open admission policy coupled with our personalized individual assistance makes postsecondary education a reality for students who are traditionally underrepresented on college campuses. However, our open admission policy also means that we have students entering our institution at a variety of skill levels.

Proper placement remains a concern as we enroll more students into our bachelor degree programs. We will continue to ensure that placement accurately reflects student skills by assessing the appropriateness of the cut-off scores of the Accuplacer® test against student success in foundational and collegiate level courses. Another element to proper placement comes from whether students felt adequately prepared to take the test. Based on the data from our New Student Survey, over the past three years only an average of 68% of our new students felt they were given an opportunity to study before the placement test. The Admissions department continues to look for ways to address this concern.

With a Director of Institutional Research returning to permanent status, the Office of Institutional Effectiveness will be conducting studies to measure the success, as shown by retention and graduation rates, of foundational students against those that enter prepared for collegiate English or math. We will also be analyzing the scores of students to assure accurate course placement. The college is currently looking at the possibility of using SAT or ACT scores for incoming freshman in conjunction with Accuplacer placement scores.

Retention and Graduation

With retention and graduation rates for first-time, full-time students that have hovered around 50% for the past four years, it is clear that there remains work to be done. It must be recognized, however, that this group is a small segment of Goodwin's population and the college has begun to report on the success of its significant part-time population as well as the students that transfer in, the numbers of which are comparable to new freshmen.

Much of the scholarly literature asserts that contact with a significant person at the college may be a decisive factor on whether a student remains in school or not. This is particularly

true for students who are labeled at-risk, low-income, first-generation, ethnic minorities, and/or academically disadvantaged. As laid out in the section above, a large portion of our population falls into this at-risk category. Greater investment in the Advising and Counseling Center and the creation of programs that include dedicated mentors such as the MOVE program all illustrate Goodwin’s commitment to keeping students in school.

The Financial Aid office has consistently scored high across a variety of measures in the surveys that new students complete at orientation. The 2009 CCSSE data shows that 75% of students are very or somewhat satisfied with financial aid advising and 93% reported it as somewhat or very important. In addition, the 2009 CCSSE demonstrated the value of our personal approach to financial aid as Goodwin students visit the Financial Aid Office more often than students at other small colleges. However, students scored the college lower when ask if they received the financial aid needed to support their education. This is reinforced by both the 2006-07 Goodwin graduate survey and 2006 Focus Group where a majority of students selected finances as their greatest challenge to attending Goodwin College. This challenge has also been noted by the highest percentage of new students over the past three fall semesters in the New Student Survey. Based on our initial research, we believe this is a result of the fact that many of our students have come to us from the community college system.

Table 6-5: Financial Aid

The percentage of respondents who Agree/Strongly Agree with the following statements			
	Fall 2009	Fall 2008	Fall 2007
My financial aid counselor made me aware of all my options	93%	90%	91%
The financial aid staff was courteous and helpful	96%	93%	94%
I understood my award notice	89%	86%	87%
The financial consequences of dropping or withdrawing were explained to me	91%	90%	85%
Award notices were provided early enough to help plan my classes	84%	82%	84%
Source: Goodwin College, Office of Institutional Effectiveness: New Student Survey Fall 2009 with Three-year Comparison			

Eighty to ninety percent of our students receive some type of loans. During financial aid counseling, the staff members explain the consequences of assuming too much debt and urge students only to accept the financial aid they really need. The Business Office staff counsel students on personal finances and debt reduction to assure that they meet their financial responsibilities upon graduation. We are committed to maintaining this high level of customer service as we continue to grow.

Orientation has been a constantly evolving event due to the increasing number of new freshman and transfers and the desire of the college to make our event more reflective of traditional college orientations. Although we are a commuter school, we are seeking ways to involve parents and spouses, as well as ways to begin student bonding. We understand that our student population has busy schedules and thus we are continually seeking different approaches. Over the past three semesters, we have asked students whether they would be interested in a weekend orientation to accommodate their busy schedules. Each semester the interest has been very low averaging at only 36% of students who agree/strongly agree that a weekend orientation would be valuable. Overall, students have had a positive reaction to our orientation sessions as demonstrated below.

Table: 6-6 New Student Orientation

The percentage of respondents who Agree/Strongly Agree with the following statements			
	Fall 2009	Fall 2008	Fall 2007
The orientation program helped me adjust to going to college	92%	97%	95%
If I have problems or questions I know where to go for help	96%	95%	95%
The Faculty session at orientation was valuable	98%	99%	94%
Overall, the orientation day events were valuable to me	94%	98%	96%
Source: Goodwin College, Office of Institutional Effectiveness: New Student Survey Fall 2009 with Three-year Comparison			

The creation of a consolidated Academic Advising & Counseling Center has led to increases in staffing and the improved coordination of services to allow staff to keep pace with the College’s growing enrollment and the increasing need for academic advising and counseling services.

To accommodate our students’ needs, provide services for a greater number of students, and ensure student confidentiality, the number of advisors has increased from three full-time advisors to five full-time and two part-time advisors. Advising has received consistently high marks from students as evidence below.

Table 6-7: Advising

The percentage of respondents who Agree/Strongly Agree with the following statements			
	Fall 2009	Fall 2008	Fall 2007
I was made to feel comfortable to ask for academic advice or counseling	93%	93%	94%
My academic advisor is concerned about my success	88%	90%	89%
Source: Goodwin College, Office of Institutional Effectiveness: New Student Survey Fall 2009 with Three-year Comparison			

CCSSE data show that 93% of our students feel that academic advising is important and 73% say they were very or somewhat satisfied with the service. As an institution we feel that we communicate the availability and importance of academic advising. We were disappointed that only 58% reported using academic advising/planning sometime or often. The Student Success Committee is looking at this data and looking for ways to increase student awareness. We expect to see an increase in these numbers the next time CCSSE is administered.

As stated earlier, our faculty, except for program directors, are currently not assigned student advisees. Our current student database does not allow us to track those types of activities. Conversations have begun between department chairs and administration on how we can best handle this once the new SIS is in place. Another impetus for this discussion is to ensure that we can adequately serve our bachelor degree students, particularly for those students who plan to pursue their education at the graduate level. We recognize that

bachelor programs prepare students not only to be practitioners in their fields but also scholars. This type of engagement is best supported by faculty advisors.

The registration process is constantly evaluated to meet Goodwin's student-centered mission. Currently, academic advisors and program directors play a central role in the registration process for students. The pre-registration process with the advisors and program directors works well. However, despite numerous efforts over the last five years, the registration process itself remains cumbersome and time consuming for the student. We anticipate the capabilities of the new SIS will help to streamline this process.

Counseling services have been offered at the college since its inception. Counseling services have since expanded with the addition of four staff members who hold degrees in counseling. These individuals are equipped to handle most academic and social issues that students face. For more serious personal issues, the staff has increased the scope of contacts with community based organizations and licensed professional counselors. The area is continuing to grow and data on the use of this service is now being collected for the purpose of evaluation and adjustment to meet student needs. As we become a baccalaureate institution, we recognize that students will be with us for longer periods and the need for counseling will increase. We anticipate that over the next six to 12 months we will need to hire a licensed counselor. In addition, the college plans to develop a training program for all new hires to identify and assist students in crisis.

The majority of our degree programs have specific career outcomes; therefore career services and helping graduates find employment have always been central foci. This focus on graduate employment will remain at the forefront as we move to more baccalaureate programs. We also realized that Career Services does not begin at graduation but with orientation, where students are first introduced to the Career Services available to them.

The CCSSE survey demonstrated that students find our services useful for the purposes of developing clear career goals and finding information about career opportunities at levels roughly equal or higher to other small colleges. Career Services engages in many activities that help in the evaluation of their services outlined earlier. The placement rate for 2008-2009 year averaged 79%. As a "career college," we have always tracked placement rates by programs as an indicator of student outcomes and institutional effectiveness.

Goodwin College is committed to the success of our students and is constantly seeking new ways to improve the student experience. One area where Goodwin has demonstrated that commitment has been through the College Experience course. This course evolved into a three-credit course designed for all non-transfer students. As described earlier, the goal of the course is to help students develop the skills needed for success in academics as well as in handling personal issues that may have an impact on their chance of college success. The creation of the College Experience course brings Goodwin College course offerings even more in-line with offerings at other colleges and universities according to the 2003 National Survey on First-Year Seminars. As we move forward, we may need to develop first-year learning communities to support our students, as well as determine how to adapt this model to part-time and transfer students.

The scope and services offered through our Learning Resource Center (LRC) will need to be continually evaluated and enhanced as we offer baccalaureate degrees. The goals of the LRC continue to be a reflection of the college in providing opportunity and support for all students to develop their potential. The LRC offers academic support to students at-risk through its tutoring program, and study skills and critical thinking workshops. The tutoring program serves a dual purpose since highly successful and mature students participate as

peer tutors and classroom assistants. Opportunities are therefore provided to interested advanced students such as those who will be enrolled in the bachelor degree programs to fulfill their desire to become mentors or tutors.

The LRC provides resources for testing new students as well as for providing writing assistance across the curriculum. The college is also affiliated with the Connecticut Distance Learning Consortium through which access is gained for e-Tutoring sessions in math, English and the sciences. This program enables our students to receive support from highly qualified professors throughout the New England and New York areas. Goodwin has committed one faculty member to engage in E-tutoring per semester. E-tutoring can be a powerful tool for students; however, data available has shown that our students do not use this tool to its utmost potential. Greater efforts in advertising this service will be undertaken.

The Learning Resource Center provides a comfortable, student-friendly learning environment. This center is outfitted with technology and physical resources so that students can have a place to study as individuals, in groups, or alongside a tutor. The center has been a popular place for students to learn how to work together as well as to learn how to work on their own.

Since its inception, the peer tutoring program has been widely used both in one-on-one settings as well as in the classroom, providing more individualized attention in the classroom for at-risk students. The CCSSE data indicated that we could do a better job of making students aware of these services.

Currently, comprehensive data and analysis regarding the success of students who use the LRC versus those who do not are not available. However, there is some data available that shows that students who use the LRC resources have low course repeat rates. In addition, a related study conducted by the Health and Natural Science Department evaluated the professional tutor for the science courses. While correlations between attendance and final grades did not reveal a significant statistical relationship, the collected student evaluations of the professional tutor indicate that the students find tutoring sessions helpful.

The PASS program for students on probation is being piloted under an academic advisor. It is too early to evaluate the success of this program. Any existing data will be made available to the team.

After conducting a pilot study, Goodwin College opened a permanent writing center in September 2009. The center is not organized as a standard grammar or basic writing tutorial, but rather emphasizes the development of key cognitive strategies. The emphasis on cognitive development encourages students to develop the thinking needed to become independent and self-sufficient writers.

During the pilot stage, the number of student visits to the writing center averaged *24 per month*. Data for the first two months of the permanent program show an *average 100* visits per month. Currently, qualitative data on the program's success are identified by observation of students' behaviors and receipt of feedback regarding students' experiences. Observations of students' behaviors on return visits indicate growing cognitive skills, better clarity and increasing confidence with writing. Plans call for developing a more objective way to collect qualitative data, such as the use of a survey.

The CCSSE survey shows that 70% of the students reported that skill labs such as the writing center are important or very important, yet only 25% reported using the center at

the time of the survey's administration. The ultimate success of the writing center program is contingent upon its usage by students and instructors, and we expect use to increase. Because college students today juggle a variety of issues that affect their abilities to seek out help, such as studying, working, commuting, managing home and/or family and more, it is necessary to develop tactics to reach out to students rather than expect them to seek out services. For example, one of the goals of the Writing Center is to create multi-layers of web-based writing support over the next 12 to 15 months.

We understand the importance of student participation in activities and organization for the college experience; however, with a 100% commuter and large non-traditional student population, offering robust student activities presents a serious challenge. The CCSSE shows that our students participate in college-sponsored activities and student organizations at significantly low levels; we even lag behind other similarly sized colleges. Furthermore, in a 2006 focus group study students noted that having more clubs and groups would improve their student experience.

Realizing that our student services will need to be enhanced, we began planning in 2007 when a campus-wide dialogue on the student experience was the focus of our Community Day. The Student Experience Committee (SEC) was formed as a result of the discussion. The committee's plan will be in the evidence room.

As we enroll more current-year high school graduates, the college will need to increase on-campus activities and clubs. These efforts are expected to lead to enhancements of the student activities that in turn will hopefully attract the participation of the non-traditional population.

The benefit of offering four-year degree programs in terms of new students, faculty and staff will serve to enrich the college culture. For example, a more global, traditional-aged population will demand different student club and activities programming than an older, local commuting population. In addition, there will be a larger pool of club advisors and sponsors as new faculty are hired. Student Services will continue to support the college's mission by helping to create an environment that embraces cultural diversity, fosters relationships between the college, local residents and business, and promotes life-long learning and civic responsibility.

Areas of Achievement

- Increase in traditional, full-time student enrollment due to the outreach efforts of a dedicated high school admissions staff.
- The CONNCAP and Summer Bridge programs expose the benefits of a higher education degree to under-represented populations.
- Support from Board of Trustees and the Administration in the allocation of resources for purchasing a new SIS that will help to create the processes and infrastructure to move forward.
- Growth of programs (MOVE, PASS, etc.) that target the most at-risk of our population to ensure that they receive the academic advising, counseling, and mentoring they need in order to be successful.
- The institution's financial commitment to increase academic and counseling services.
- Despite being a commuter school and the difficulties this has presented in getting students to participate in extra-curriculum activities, Goodwin College has encouraged and grown a handful of organizations, including the student council, that have thrived.

- Many of the organizations and activities sponsored by the college have strong leadership and networking skill development roles built into them. The skills learned in these roles will serve the student throughout their lifetime.
- Faculty has demonstrated a strong commitment to student success through their active engagement in student learning.
- The college has dedicated significant financial resources to student learning, through dedicated faculty tutoring, investment in MODUMATH, and the creation of the Writing Center.

Areas of Concern

- Currently, Goodwin relies on a cumbersome database that necessitates paper-based admission, registration, and financial aid processes. This system has rendered many of our processes onerous and frustrating for the students. As a four-year institution with a growing student body, we must continually strive for ways to streamline our processes.
- While Goodwin College offers an orientation for new students, as our student body grows, we have found that our one-size-fits-all approach to orientation may not be sufficient to meet the needs of all of our students. We offer only one orientation to meet the needs of both first year students and transfer students despite the different concerns each group may have. As our population is a fifty-fifty mix of first-time and transfer students, we may need to offer two separate orientations for these different groups.
- In the last two years, administrative and service areas have been included in annual program review. However, we are lacking systematic data demonstrating whether our academic assistance services have contributed to student success and student learning.
- Current availability of extra-curricular activity to adequately support a baccalaureate degree student who may be with us for 4-6 years.
- The need for formalized physical and mental health services necessary to support students.
- Based on the CCSSE data, students are not aware of and access, when needed, the student academic support services available.
- The college lacks a mid-term or early alert system to identify students in danger of failing.
- A small percentage of students participate in student clubs and organizations.

Projections

The benefit of offering four-year degree programs in terms of new students, faculty and staff will serve to enrich the college culture. Student Services will continue to support the college's mission by helping to create an environment that embraces cultural diversity, fosters relationships between the college, local residents and business, and promotes life-long learning and civic responsibility. Student services staff will continue to pay careful attention to enrollment and survey data as well as the plan developed by the SEC in order to design responsive programming in collaboration with students and faculty.

Going forward we need to continue to address specific areas of concern and to keep an eye towards continuous evaluation for improving the student experience. The opportunities the college expects to focus on in the near future are as follows:

- Implement an online management system that will allow the streamlining of all academic services processes.
- Increase student support services and student life staff in order to provide the necessary community-building and engagement in out-of-classroom experiences.
- Create and implement an early alert system for academic success.
- Create a comprehensive health services department on campus. It is anticipated that the magnate high school health center will be redesigned to serve the college's needs.
- Design and promote student activities in direct response to student suggestions.
- The Student Success committee will complete a study of student success strategies and a plan for implementation.
- Work with the General Education Department to implement course-level assessment projects in our multiple high-enrollment sections, beginning with ASD 120 – The College Experience course.