

# Division for Student Success

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## 2016-2017 ANNUAL REPORT



**Division for  
Student Success**

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## WELCOME LETTER

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Dear Pace Community,

This was the second year of our 2015-2018 Division for Student Success Strategic Plan, which focuses on strengthening our advising infrastructure; supporting and engaging our more vulnerable students; and implementing programs for improving the academic performance and success of first-year students.

I am proud to present the highlights and accomplishments of the Division for Student Success for the 2016-2017 academic year! It was a highly productive year for our division, which saw many exciting new initiatives in our various units, continued success in our existing programs, and forward momentum in our retention efforts. We look forward to the 2017-2018 academic year and the excitement of what is still to come for our division and the University as a whole!

*Sue Maxam*

Sue Maxam, Ed.D

AVP for Undergraduate Education

Division for Student Success



# 2015-2018 DIVISION FOR STUDENT SUCCESS STRATEGIC PLAN

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## HYPOTHESIS

The Pace Path to retention and student success is founded on intensive support and enrichment programs for first-year students, deepened by a strong advising infrastructure, and underpinned by data analytics.

### 1. Advising Infrastructure

Strengthen the advising infrastructure with regard to onboarding, training, support and development to ensure advising is more holistic, intensive and proactive. Identify and address systemic issues that currently result in a more reactive advising structure.

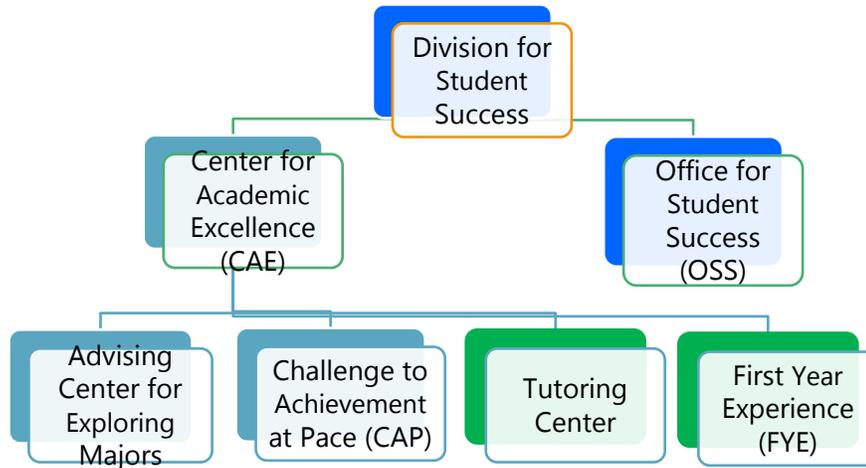
### 2. Support for, and Engagement of, At-Risk Students

Use predictive analytics, OPAIR reports and student success platforms to more effectively identify and provide support/programming for at-risk students of each first-year class to ensure they build continuous momentum toward graduation.

### 3. Implement Programs for Improving Academic Performance and Success of First-Year Students

This includes, but is not limited to, embedded tutoring in targeted gateway classes; the development of four-year plans for all first-year students as part of their Pace Path; and the use of diagnostic tools for students vulnerable to attrition.

# DIVISION FOR STUDENT SUCCESS OVERVIEW



## DIVISION FOR STUDENT SUCCESS

The mission of the Division for Student Success (DSS) is to lay the foundation for a holistic, transformative undergraduate student experience resulting in high levels of student engagement, success, and retention from Orientation through Commencement. Comprised of the Office for Student Success and the Center for Academic Excellence, the DSS oversees services related to first-year and transfer Orientation, academic advising (including for those who are undecided about a major), academic alerts, tutoring, academic coaching, leadership/mentoring, UNV 101 and the first-year experience, undergraduate research, prestigious fellowships, student engagement/retention, and Commencement.

## OFFICE FOR STUDENT SUCCESS

The Office for Student Success (OSS) collaborates with faculty, staff and all University departments to connect students to resources and services that help them succeed at Pace. OSS leads a number of student engagement/retention initiatives such as the Student-Faculty Undergraduate Research Program; the Undergraduate Student Academic Conference Travel Fund for joint presentations with faculty mentors; the Pace Path Early Start College Immersion Program; prestigious fellowships; and leadership and mentoring programs. In addition, the office oversees Commencement as well as the Summer Scholars Institute, a program for ambitious high school students seeking an early college experience.

## CENTER FOR ACADEMIC EXCELLENCE

The Center for Academic Excellence (CAE) houses a variety of transition, advising and academic support programs that embody the University's commitment to student success. The CAE is actively involved in the development, coordination, and implementation of first-year and transfer Orientations; introduces all first-year students to the Pace Path and Four Year Planning; and hosts four academic honor societies. Distinct units serve first-year, CAP, exploring and transfer students from their entry into Pace through graduation, and provide many students with leadership opportunities and mentorship development. The CAE also oversees placement testing, conflict and deferred examinations; and robustly supports Summer Bridge Programs. These programs include the Pace Path Early Start Summer Math and the Pace Path Early Start College Immersion.

## KEY DIVISIONAL HIGHLIGHTS

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*While the accomplishments below were primarily led by the Division for Student Success, it is important to note that most were the result of collaborative efforts with many other units.*

- ✦ Pace **hosted its inaugural retention conference** on Friday, June 16<sup>th</sup> on the Pleasantville campus with more than 25 colleges and universities on the Eastern Seaboard represented and over 150 people in attendance. The theme was *Going the Extra Mile: Data-Driven, Student-Focused Retention Strategies that Work*. Colleagues from both Pace and a variety of other 2-year and 4-year institutions led ten workshops and eight roundtable sessions. Our keynote speaker, Dr. Scott Evenbeck, President of Guttman College, presented on *Strengthening Student Success: Lessons Learned in Building a New College*. Participant feedback was very positive and this conference has helped identify Pace as a leader in retention efforts.
- ✦ As of Spring 2017, **100% of undergraduate students have an assigned Advisor in Banner**. This notable achievement is a result of the collaboration between the Division for Student Success, Advising offices and Information Technology Services.
- ✦ The **DSS continues its efforts to implement and support the Starfish student success/academic alert platform** at Pace.
- ✦ The Division for Student Success launched the **Advisor of Excellence Program**, which offers a unique opportunity for up to eight Advisors to expand their knowledge and understanding of academic advising strategies and best practices; collaborate with advising colleagues on a special advising project; and learn how to better serve a multitude of student populations.



Retention Conference

- ✚ Eight Advisors, who were hired in Fall 2016, have participated in our **newly developed onboarding process**. All thirteen Advisors, who were hired since December 2015, have been assigned a mentor (a seasoned Advisor from a different unit).
- ✚ The DSS, in collaboration with Advisors, **provided assistance to students not registered for a full-time course load in the spring semester to reach full-time status**. This first-year student initiative was expanded to all students.
- ✚ The DSS conducted outreach to the 365 students in the Fall 2016 semester and 500 in the Spring 2017 semester identified by the Office of Planning, Assessment and Institutional Research as potentially being at-risk.
- ✚ The **Pace Path Early Start College Immersion Program** took place on both campuses this year, providing incoming first-year students (45 in NYC and 19 in PLV) with the tools, resources, and skills to survive and thrive in their first college experience while easing the stress of their transition.



NYC Pace Path Early Start College Immersion Program



PLV Pace Path Early Start College Immersion Program

## KEY DIVISIONAL HIGHLIGHTS, CONTINUED

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- ✦ Pace's **community college scholarship recipients** on the PLV campus received proactive, continuous and targeted outreach and communication from DSS, Advisors and key departments. There were 47 students in the 2016-2017 academic year.
- ✦ The DSS continues to lead a **University-wide Transfer Credit Evaluation (TCE) Committee**. Accomplishments this year include: (1) trained 100% of the Departmental Evaluators to use the automated DTCEs (Department Transfer Credit Evaluator System); (2) reduced the response time of departmental evaluators from several weeks to several days; (3) assigned back-up Departmental Evaluators for most departments; (4) decreased the size of the TCE Pending List; and (5) reduced the time it takes to finalize TCEs by 50% so that they can be rolled over from Admission to OSA earlier.
- ✦ There were a total of approximately **23,000 visits** to the Tutoring Centers on both campuses for the 2016-2017 academic year.
- ✦ The DSS, Advisors and student-facing offices/services continue to promote the **Advising Period** to students on both campuses each semester, stressing the importance of making advising appointments early and prior to the Registration Period. In addition, since Fall 2016, DSS has promoted a **Who is My Advisor? Campaign**, which includes answering student inquiries at [whoismyadvisor@pace.edu](mailto:whoismyadvisor@pace.edu).
- ✦ Taslim Tavarez Garcia, an Honors student from Dyson College of Arts and Sciences, was the **first Truman Scholar ever named at Pace**, an outstanding accomplishment. Pace also proudly submitted applicants for the Marshall, Fulbright, Rhodes, and Goldwater Scholarships.



Pace's first-ever Truman Scholar with President Friedman

- ✚ Nearly **2,400 students attended the three Commencement ceremonies** this year, one of our largest graduating classes ever!
- ✚ Due to the numerous requests from the Athletics department, Advisors, various student engagement units, and students to have **more class sections that incorporated a Friday meeting day**, the DSS reached out to the Deans, and five Spring 2017 Dyson sections were adjusted to meet this request. The success of this initiative will be tracked and, hopefully, expanded to the other schools/colleges prior to the course schedule launch for next semester.
- ✚ The Division for Student Success and the Wilson Center were co-sponsors of **Latino U College Access' film screening of the widely acclaimed documentary, *being ñ (Being Enye)*** in support of college-bound Latino students. Proceeds supported first-generation Latino college students in their efforts to achieve success in college and prepare them for graduation and professional development.
- ✚ One of the Office for Student Success Retention Interns worked closely with Information Technology Services to **dramatically improve the Pace App**. With these improvements, students can view grades, get up-to-date information about campus events, easily find contact information for all departments, and much more. Student use of the Pace App increased dramatically as a result.

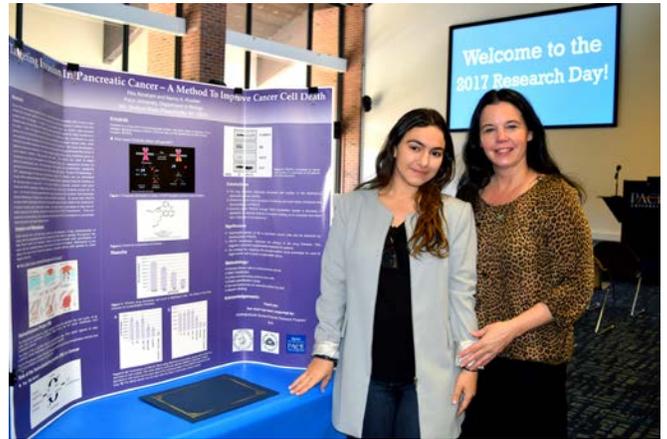


PLV Undergraduate Commencement

# OFFICE FOR STUDENT SUCCESS

## LEAP PROGRAM PARTICIPANT:

*"I was in the LEAP program and the mentoring and guidance I received really helped me gain more confidence and increased my skills to help me stay in college. This program is most likely the reason I'm still at Pace today!"*



PLV Undergraduate Research Day



NYC Undergraduate Research Day

## RESEARCH DAY PARTICIPANT:

*"Being part of the Undergraduate Research Program has been the most fulfilling experience I've had since coming to Pace. Working closely with a faculty member was so rewarding – she has truly become my mentor and friend."*



Summer Scholars Institute

## HIGHLIGHTS/NOTEWORTHY INITIATIVES

- ✦ Thirty-one student-faculty pairs participated in the **2016-2017 Academic Year Undergraduate Research Program**; 20 pairs participated in the Summer 2016 Undergraduate Research Program; and due to additional funding from the Pace Path initiative, a record number of 47 pairs were selected for the Summer 2017 program.
- ✦ The competitive **Pace Undergraduate Student Academic Conference Travel Fund for joint presentations with faculty mentors** was launched in conjunction with the Pace Path initiative and is open to undergraduate students who have been accepted to present their research at a professional conference with their faculty mentor. Fourteen student-faculty pairs presenting at conferences this first year were funded.
- ✦ The Office for Student Success hosted **Undergraduate Research Days** on both campuses in collaboration with the Office of Research and Pforzheimer Honors College with 192 student and faculty research participants across both campuses.
- ✦ Enrollment for the **2017 Summer Scholars Institute** increased from 61 high school participants last year to 74 this year, for this revenue generating program.
- ✦ A **First-Gen Mentoring Program** was implemented on the NYC campus in Spring 2017 which paired 20 first-year, first-generation students with six Pace staff mentors. On the PLV campus, the **First-Generation College Initiative pilot** was co-led by Student Development and Campus Activities and the Center for Community Action and Research in consultation with the Division for Student Success, resulting in engagement programs throughout the year.
- ✦ The inaugural **Femmepowerment conference**, themed, "The Future is Ours," was held on the NYC campus with 65 students, staff and faculty in attendance. Participants discussed issues impacting women and how they, in turn, can effectuate change.
- ✦ Twenty-four students successfully completed the **2<sup>nd</sup> Annual Leadership Engagement and Action Program (LEAP)**, a year-long multi-faceted mentoring and support program for students from traditionally vulnerable populations.

# CENTER FOR ACADEMIC EXCELLENCE

## OFFICE OF FIRST YEAR EXPERIENCE

### OVERVIEW

The Office of First Year Experience (FYE) oversees key aspects of the first-year student experience which include: advising for first-year students, the University (UNV) 101 course; pre-convocation programs; introduction to the Pace Path through the 4-year plan; and first-year and transfer retention initiatives. FYE collaborates with many student service and academic departments throughout Pace.



NYC Alpha Lambda Delta Students

### PEER LEADER PROGRAM PARTICIPANT:

*"Participating in the Peer Leader Program and working with new students was an amazing experience last year. I loved training with the FYE office – they were so GREAT!"*

### FIRST-YEAR STUDENT:

*"It was hard to move from Ohio and for this office to be the first contact helping me out in my first weeks of living in NYC, I'm forever grateful."*



PLV Alpha Lambda Delta Induction

## HIGHLIGHTS/NOTEWORTHY INITIATIVES

- ✚ In the Fall 2016 semester, there were **61 sections of UNV 101 in NYC and 30 sections in PLV**, each with an average of 19-20 students; both included a number of discipline-specific sections.
- ✚ **UNV 101 Instructors were trained in using Starfish**, including monitoring flags raised for concern, discussing flags with students, and closing those flags to complete the feedback loop.
- ✚ The NYC **Transfer Task Force** continued to meet to improve the academic and social experience for incoming transfer students.
- ✚ Based on recommendations from the Fall 2016 UNV 101 Review, **UNV 101 on both campuses was held in 85-minute time slots** (instead of two hours) which streamlined the course content.
- ✚ Peer Leaders on the NYC campus were recognized for their leadership and contribution to the first-year experience at our **First Annual Peer Leader Reception**.
- ✚ **The Pace Path Showcase Celebration** was initiated in Spring 2017 on the PLV campus with 20 students who presented a summary of their Pace Path to all participants and academic leaders.
- ✚ In PLV, **Peer Leaders were cross-trained with Student Development and Residence Life leaders** on key leadership and mentor practices to effectively mentor new students.
- ✚ Funded through the Provost's Office, **the spring semester Peer Leader Program** enabled Peer Leaders to participate in a structured, ongoing connection with their UNV 101 students from the fall semester. This pilot focused heavily on the Pace Path and was designed to facilitate individual Peer Leader/student appointments to work on their 4-year Pace Path Plan.
- ✚ A **new model for faculty training** on the PLV campus was implemented incorporating electronic, individual and small group components. In NYC, **faculty training was modified** to increase collaboration between sections of UNV 101 in small group discussions, enhance technology training, and provide new presentations on Sexual Assault Awareness and Academic Integrity.
- ✚ **Alpha Lambda Delta, the first-year honor society, inducted 189 new students** (101 in NYC and 88 in PLV) and the PLV chapter grew membership by 102% from 2015-2016 to 2016-2017.

# CENTER FOR ACADEMIC EXCELLENCE

## ADVISING CENTER FOR EXPLORING MAJORS

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### OVERVIEW

The mission of the Advising Center for Exploring Majors (ACEM) is to help students explore their interests, skills and goals so that they can make an informed choice of major, minor or combined degree program. Committed to holistic advising, ACEM serves as the primary academic advising office for students who are undeclared or changing majors, assisting with advising issues that will ensure a successful transition to the colleges and schools of the University. Through individual advisement sessions and self-assessments aimed at fostering greater self-understanding of personal, academic, and professional goals, the Center aids these students in moving purposively toward graduation.

#### ACEM ADVISEE:

*"The Advising Office made me feel so welcomed, from the second I met them at Orientation. There was this energy. People were so passionate about their job, and work so hard and I admire that so much!"*

#### ACEM ADVISEE:

*"ACEM helped me realize that I'm definitely not the first person to struggle with choosing a career path, and it feels great to know I'm not alone."*

#### ACEM ADVISEE:

*"I want to thank you for all your help and support in welcoming me and making sure I got all that I needed to pursue my future career! Truly means a lot!"*

## HIGHLIGHTS/NOTEWORTHY INITIATIVES

- ✦ There were a total of **563 visits to ACEM on the NYC campus** and **233 on the PLV campus**.
- ✦ **90% of first-year Undecided/Exploring students registered** for their sophomore year (Fall 2017) on the NYC campus and **71% on the PLV campus**.
- ✦ **93% of sophomore Undecided/Exploring students** were advised on the NYC campus and **100% on the PLV campus**.
- ✦ NYC ACEM sponsored the second annual, **“Why the Liberal Arts? Program”** with 27 attendees and five professors.
- ✦ **ACEM students on both campuses participated in self-assessment diagnostics** related to their strengths and personality traits as tools to aid in the major exploration process.
- ✦ ACEM conducted **outreach to students in science majors** including email communications about services offered for Undecided/Exploring majors and individual meetings with students interested in changing their major.
- ✦ ACEM on the NYC campus conducted **outreach to students who pursued a major in Performing Arts, but were not accepted into the program**. Students were contacted, and appointments were encouraged to explore other options for majors.
- ✦ ACEM collaborated with colleagues to begin a streamlined process for ensuring students who declare a major also have **a new major Advisor listed in Banner**.
- ✦ Through **a collaboration with the NYC Counseling Center**, Advisors were provided with opportunities to learn about mental health issues that may impact their students.
- ✦ The NYC chapter of **Lambda Sigma** inducted 49 members in the Spring 2017 semester.
- ✦ The second annual, **“Finding a Good Career Fit”** workshop was offered to PLV Undecided/Exploring students through a collaboration with Career Services.
- ✦ ACEM co-coordinated and participated in **PLV Advising Period** programs.
- ✦ **Advising Timeline and Online Course Preparedness documents** were created and disseminated for students.
- ✦ ACEM Advisors served as **mentors to new University Advisors** on each campus.

# CENTER FOR ACADEMIC EXCELLENCE

## CHALLENGE TO ACHIEVEMENT (CAP) AT PACE

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### OVERVIEW

The Challenge to Achievement at Pace (CAP) Program is Pace's intensive academic support and advisement program designed to assist underprepared and/or underperforming first-year students in meeting the demands of a college education, navigating the transition from high school to college, and building a solid foundation for a successful overall college experience.

#### **CAP PARTICIPANT:**

*"The CAP Program allowed me to easily adjust into the college setting. The skills I learned helped me achieve both of my goals for my first year of college: being on the Dean's List and having better organizational skills."*

#### **CAP PARTICIPANT:**

*"I believe the CAP Program has helped me transition into the student I am today. Their Advisors understand the difficulties that a freshman student may face and knowing that I could go to my Advisor and be able to talk about my insecurities without being ashamed was an amazing feeling."*

#### **CAP PARTICIPANT:**

*"I think the needs of a first-year student are all unique; the transition to college and how to fully adjust to a new, more complex academic workload, all the while maintaining a social life, volunteering getting enough sleep, applying for jobs and/or internships, saving money, etc. It is extremely overwhelming. That's why CAP and its wonderful team of Advisors and Peer Leaders are there."*

## HIGHLIGHTS/NOTEWORTHY INITIATIVES

- ✦ On the NYC campus, 265 students were enrolled in the CAP Program in the 2016-2017 academic year. After the first semester, 54% of students achieved a GPA of 3.0 or higher, and 20% were on the University-wide Dean's List, earning a GPA of 3.5 or above. 95% of those 265 students completed the academic year, with 89% in good academic standing. 4.7% were dismissed by the Academic Review Committee for poor overall academic performance.
- ✦ On the PLV campus, 134 students were enrolled in the CAP Program in 2016-2017. After the first semester, 55% of students achieved a GPA of 3.0 or higher, and 19% of students were on the University-wide Dean's List, earning a GPA of 3.5 or above. 92.5% of those 134 students completed the academic year, with 91% in good academic standing. 1.6% were dismissed by the Academic Review Committee for poor overall academic performance.
- ✦ The **CAP Summer Incentive Program**, which supports CAP students in building or keeping momentum towards their second year and graduation, was a success in its second year, with students taking almost double the number of credits from the previous summer.
- ✦ CAP UNV 101 Peer leaders participated in **structured, ongoing outreach to their UNV 101 students** in the spring semester with a focus on four-year Pace Path Plan development.
- ✦ **As a continued re-recruitment initiative, congratulatory letters** from the Provost were sent to parents, and from each Dean to all CAP students, who successfully completed the program.
- ✦ Due to robust targeted outreach, the **NYC Tutoring Center usage from individual CAP students** saw an increase from 40% to 59%.
- ✦ In NYC, the CAP Embedded Tutoring program was expanded to include **Writing Peer Tutors in all sections of CAP ENG 110/120 courses** throughout the year. In PLV, **three embedded Writing Center workshops were held in all sections of CAP ENG 120** in the spring semester.
- ✦ On the PLV campus, Academic Coaches at the Tutoring Center consulted with CAP Advisors to develop a series of **study skills workshops**, with 90% of students participating.
- ✦ In PLV, staff developed a **critical thinking initiative** designed to sharpen CAP students' critical thinking skills.
- ✦ For the fifth consecutive spring, the PLV CAP program published its annual **in-house literary and arts magazine, CAPstone**. The magazine is entirely the work of CAP students, who both contribute the content and serve as production staff.

# CENTER FOR ACADEMIC EXCELLENCE TUTORING CENTER

## OVERVIEW

The Tutoring Center provides Pace students with walk-in and appointment-based tutoring, academic assistance in a wide variety of subjects, study skills sessions and academic coaching. The Center maintains a caring, supportive, and encouraging academic presence to the University community while aiding students in identifying and mastering the skills needed to be independent thinkers. They also coordinate the Peer Led Team Learning program and peer-led discussion groups for specific science and math courses; provide supplemental course resources; conduct course/topic reviews in critical subject areas; and offer additional support during final exams.

Campus/ Semester	Total Visits	Unique students	Total Hours Tutored
<b>NYC</b>			
Fall 16	5534	1353	7497
Spring 17	4899	1206	6739
<b>Year</b>	<b>10433</b>	<b>1956</b>	<b>14236</b>
<b>PLV</b>			
Fall 16	6832	705	10384
Spring 17	4170	511	6327
<b>Year</b>	<b>11002</b>	<b>959</b>	<b>16711</b>

	NYC	PLV
School	% of All Visits	% of All Visits
Lubin School of Business	62.0	49.5
Dyson College Arts & Sciences	33.0	30.9
Seidenberg School of CSIS	4.0	8.8
College of Health Professions	0.5	3.8
School of Education	0.3	5.9
Adult & Continuing Education	0.2	0.8

	NYC	PLV
Class	% of All Visits	% of All Visits
<b>First-year</b>	33%	42%
<b>Sophomore</b>	22%	28%
<b>Junior</b>	26%	19%
<b>Senior</b>	10%	11%
<b>Other/Grad</b>	9%	NA

### TUTORING CENTER ACCOLADES:

*"The tutor essentially made every problem I had vanish into thin air with excellent advice and overall helpfulness! My tutor was very knowledgeable in the subject."*

## HIGHLIGHTS/NOTEWORTHY INITIATIVES

- ✦ The average tutoring session ratings were notably high: **9.3/10 for NYC** and **6.8/7.0 for PLV**.
- ✦ The NYC Tutoring Center saw **1,956 unique students**, and had **10,433 total visits** for over 250 different classes during the 2016-2017 academic year; both were 4% increases from 2015-2016.
- ✦ The PLV Tutoring Center saw **959 unique students**, and had **over 11,002 total visits** for over 100 different classes during the 2016-2017 academic year, which is approximately 44% of all full-time undergraduate students.
- ✦ The average **tutoring session time** in NYC was 82 minutes and in PLV, 91 minutes.
- ✦ PLV offered over **150 final exam review sessions** for: accounting, chemistry, computer science, economics, Spanish, mathematics, and physics; more than **250 unique students** attended with over **600 total visits**.
- ✦ NYC saw 2,190 visits during their **250 Topic/Course Reviews**.
- ✦ **NYC CAP Tutoring** saw 977 visits for 156 students (59% of all incoming CAP students), a 20% increase from 2015-2016; **PLV CAP Tutoring** saw 103 unique CAP students (78%) for 1037 visits in Fall 2016 and 105 unique CAP students for 632 visits in Spring 2017.
- ✦ **NYC CAP Math Coaching** in Spring 2017 was held for 25 students.
- ✦ **NYC Peer Led Team Learners** (BIO/CHEM/MAT) had 37 groups and 327 students enrolled; **NYC Embedded Tutors** (ACC/MAT/ECO/FIN/CHEM/PHY) participated in 22 classes for 1349 students enrolled.
- ✦ In-class and online support was provided for students participating in the NYC and PLV summer **Pace Path Early Start Math Jump Start Programs**.
- ✦ The NYC Tutoring Center is now providing **dedicated math tutoring for veteran students**; other supported cohorts with dedicated tutors include **OASIS** and **Global Pathways**.
- ✦ PLV held an **Academic Skills Workshop series** in Spring 2017 with 80% of all CAP students.
- ✦ PLV held a **"Preparing for Final Exams" workshop** in Fall 2016 for all first-year athletes.
- ✦ A four-week workshop called **"Survivalist Math for General Chemistry"** ran in Spring 2017 to support PLV students taking CHEM 112.

### TUTORING CENTER ACCOLADES:

*"My tutor was really helpful. I had a hard assignment but he didn't give up until he helped me complete it."*

# DIVISIONAL PROFESSIONAL DEVELOPMENT & COMMITTEE WORK

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## OVERVIEW

Division for Student Success staff participated in numerous professional opportunities this past year, including professional and program development, University committees, department collaborations, honors and professional conference participation.

## Professional/Program Development

- ✚ "Advisor of Excellence" Program Development
- ✚ Better U Staff Development Program
- ✚ Lambda Sigma National Honor Society Honorary Inductee
- ✚ New Advisor Mentoring program development and implementation
- ✚ "Setting the Pace" Leadership Development Program
- ✚ "Starting the Pace" Mentoring Program

## University Committees

- ✚ Advising Action Team Advisory Board
- ✚ Advising Website Committee
- ✚ Advisor Onboarding and Training Committee
- ✚ Alpha Chi Advisory Board
- ✚ Alpha Lambda Delta Advisory Board
- ✚ Commencement Committee
- ✚ Convocation Committee
- ✚ Dare Tactic Advisory Board
- ✚ First/Early Alert Committee
- ✚ First-Gen Committee
- ✚ Fulbright Committee
- ✚ "I/We Make It Happen" Service Standards Initiative
- ✚ Institutional Review Board
- ✚ Lambda Sigma Advisory Board
- ✚ LGBTQA Task Force
- ✚ NYC Academic Probation Committee
- ✚ NYC and PLV Advising Groups
- ✚ Pace Path Early Start College Immersion Program
- ✚ Pace Path Early Start Math Jump Start Program
- ✚ Pace Path Implementation Committee
- ✚ Peace, Justice and Sustainability Committee
- ✚ Pleasantville Co-Curricular Group
- ✚ Retention Conference Planning Committee
- ✚ SDACA Orientation Leader Selection Committee
- ✚ Setters Leadership Program Advisory Board
- ✚ Starfish Advisory Board
- ✚ StrengthsQuest Advisory Team
- ✚ Transfer Credit Evaluation (TCE) Committee

## Partnerships/Memberships Outside of Pace

- ✚ American Council on Education/NYS Women Leaders in Higher Education Board of Directors
- ✚ Atlantic Center for Learning Communities (ACLC), Board of Directors
- ✚ Connecticut Higher Education Retention Excellence
- ✚ First Year Experience (FYE)
- ✚ The Gentlemen's Retreat Mentoring Program, Board of Directors
- ✚ Latino U College Access, Coalition Partner
- ✚ National Academic Advising Association (NACADA)
- ✚ National Association of Fellowships Advisors (NAFA)
- ✚ North East Writing Center Association (NEWCA)

## Honors

- ✚ Outstanding Advisor Award, Lambda Sigma National Honor Society
- ✚ Outstanding Contribution Team Award, Transfer Credit Evaluation Committee
- ✚ Over 25 Your Excellence Shows (YES) Awards, Division for Student Success
- ✚ 2017 Alpha Bronze Award, Alpha Lambda Delta National Honor Society for First-Year Students
- ✚ 2017 Delta Gold Award, Alpha Lambda Delta National Honor Society for First-Year Students

## Presentations

- ✚ *Advisor of Excellence: Advising at-Risk Students*, Pace University
- ✚ *Advisor of Excellence, Kick-Off Panel/Presentation*, Pace University
- ✚ *Be the Change*, Pace University
- ✚ *The College Search: How to find the school that is right for YOU!*, Pace University
- ✚ *Courageous Conversations on Rape*, Pace University
- ✚ *Developing Cultural Intelligence with Mindfulness Practice*, International Council of Psychologists Conference, New York City
- ✚ *Developing Global Awareness and Cross-Cultural Understanding Locally*, Pace University
- ✚ *Division for Student Success 3-Year Plan Progress*, Pace University
- ✚ *Embedded Support*, Connecticut Higher Education Retention Excellence, Goodwin College, CT
- ✚ *Informational Interviewing: Tips & Advice*, Pace University
- ✚ *Innovative Practices for Student Learning and Student Success*, AAC&U Conference, CA
- ✚ *Making the Major Decision*, High School Presentations, multiple regional high schools
- ✚ *Cultivating Professional Intimacy: Advantage or Danger?*, NACADA Regional Conference, Verona, NY
- ✚ *Advising the Second Year Student*, NACADA National Conference, Atlanta, GA
- ✚ *Understanding and Engaging Latinx Students*, Pace University
- ✚ *Understanding, Engaging, Empowering and Advising At-Risk Students*, Pace University
- ✚ *Understanding Unconscious Bias*, Pace University
- ✚ *Why College Matters*, Lubin's Beta Alpha Psi Honor Society with Pace High School, Pace University

<http://www.pace.edu/student-success>



**Division for  
Student Success**