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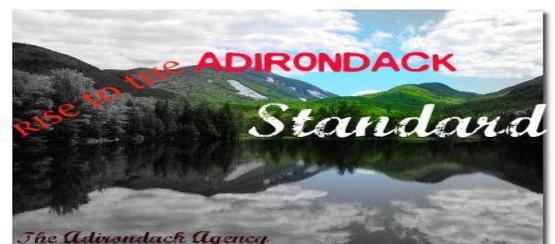
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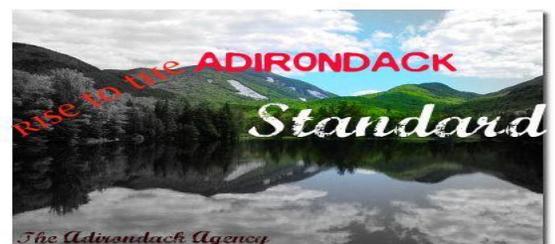


Adirondack Mission Statement

Our Mission is to provide a successful audit for our Clients to improve standards and workflow of the organization. Through the means of observing communication within our client's organization, The *Adirondack Agency* is committed to enhancing the overall communication internally and externally. Ultimately, this enhancement will lead to an outcome which is beneficial and specific to the organization and its overall success.

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EXECUTIVE SUMMARY

The purpose of this Communication Audit is to provide the Longwood Office of Student Success with an objective appraisal of their organizational communication in order to highlight strengths, recognize areas for improvement, and extend opportunities for positive change.

Positive Interpersonal Communication

Data collected from interviews as well as surveys revealed that there is a common understanding that open communication is prevalent within this organization. Interviewees expressed that they value not only interpersonal relationships within the organization, but also with the student body in order to successfully maintain student's interest and success at Longwood.

Common Goals

A significant strength is the high levels of experience each of the individual departments have in dealing with retention. Through interviews and survey collection, it is clear that the members of the organization are familiar with the fundamental goal of meeting student's needs and assisting the Longwood community in finding a sense of home within this University.

Director's Leadership

Many members of this organization commented on their satisfaction in regards to the supportive leadership from the Director of the Organization. Such positive reinforcement is a necessity in maintaining member's motivation within the organization to reach their individual as well as combined group goals.

Lack of Identification

Once the LSEM course ended, students and mentors reported that communication decreased or ended. Both students and mentors felt they lost contact and communication was only valued during the class. Interaction post LSEM was not maintained.

Uncertainty of Organization

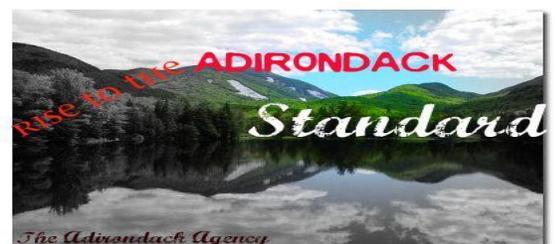
There are a few areas of uncertainty within this office. First and foremost, its young age produces uncertainty due to the lessened amount of experience or specific expectation based on previous experience. Also, there is a level of uncertainty brought on by the future direction a new Longwood President. There is no clear plan for the future of the organization without Dr. Cormier at the university.

Conflict Resolution

Although members commented on conflict being scarce within the organization, it was noted that when conflict did occur, it was mostly avoided rather than addressed.

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INTRODUCTION

Through a detailed communication audit, Adirondack Agency will evaluate and explore an innovative approach to communication for the Office of Student Success. Authorization was given by the Office of Student Success for audit research to be conducted over the course of Fall 2009. The scope and focus was primarily on the overall structure and communication within the organization and its members.

Research Methods

Throughout the communication audit the Adirondack Agency gathered information using surveys, interviews, and observations. All departments affiliated with the Office of Student Success were sent the survey. In addition, we held smaller meetings for interviews with members of the organization and the Director of the organization. For conducting this research, the Adirondack Agency was granted authorization through completing an Internal Revenue Bulletin (IRB) form.

Surveys

Surveys were conducted through an online resource, *surveymonkey.com*. All members received the same survey. At first, the survey was sent out by an Adirondack to all departments. After only generating 4 responses, the survey was then sent by the Director of the Office of Student Success. In full, 9 responses were generated. Survey participants were asked about their relationships and communication within the Office of Student Success (see Appendix A survey questions and responses).

Interviews

Interviews were conducted with the Director of the office as well as random sampling with other members within the organization. Questions focused on the structure of the organization, the workings of the organization and communication within the organization (see Appendix B and C for interview questions).

Observations

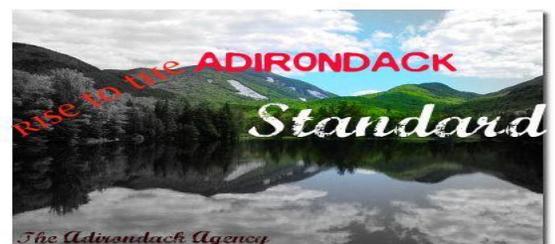
Observational research was conducted by the means of cultural analysis. A cultural analysis observes the environment of which the organization works. In conducting such cultural analyses with the Office of Student Success, there are certain limitations; The Adirondacks hold a predisposition because they are Longwood students. Three cultural analyses were conducted on October 5th, October 14th and November 9th (see Appendix E for cultural analyses).

Limitations

Results are based on brief observations, individual perceptions that may not reflect reality, and lack of survey response from members of the organization. Results may also reflect higher ambiguity due to the recent budget cuts and presidential change within the near future.

Report Organization

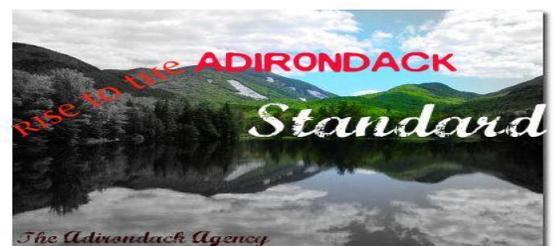
Through a detailed analysis, The Adirondack Agency accessed the Office of Student Success by evaluating the structure and communication within the organization in hopes of enriching the future of this program.



ORGANIZATIONAL STRENGTHS

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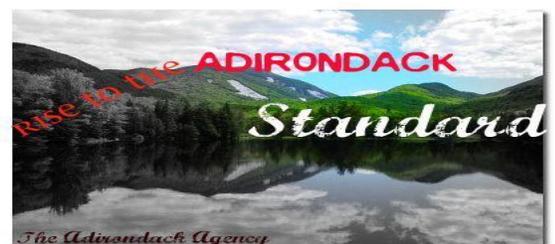
INTERPERSONAL COMMUNICATION

Overall, the values close personal relationships and therefore communicate easily and comfortably with one another.

We were able to observe positive interpersonal communication between departments affiliated with the Office of Student Success describing, through surveys and interviews, that they value the general communication and availability of the Department Director. Effective and valuable interpersonal communication comes through both strong relationships and good leadership. In regards to interpersonal communication with the student body, all members of the organization are constantly looking to not only communicate effectively to students, but also to develop relationships which in turn create a more productive communication climate. The size of Longwood University provides a positive environment where administration and students can develop relationships that are critical for student satisfaction and retention. The Director puts positive emphasis on confidentiality when working with other members in the organization. This characteristic of leadership promotes a communicational climate which is a key factor in the overall success of the organization given its size.

When answering what motivates one member of the organization in the efforts with retention rates, they responded that, “The students motivate me because they know they can come to our office and we will help them. They are very appreciative and then we get to build a relationship with them that we otherwise would not have been able to do.” This highlights the importance of developing relationships in order to better interpersonal communication and ultimately, retention rates.

“The students motivate me because they know they can come to our office and we will help them. They are very appreciative and then we get to build a relationship with them that we otherwise would not have been able to do.”



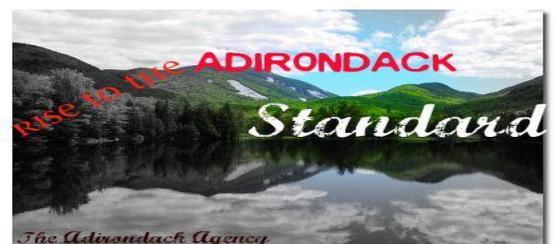
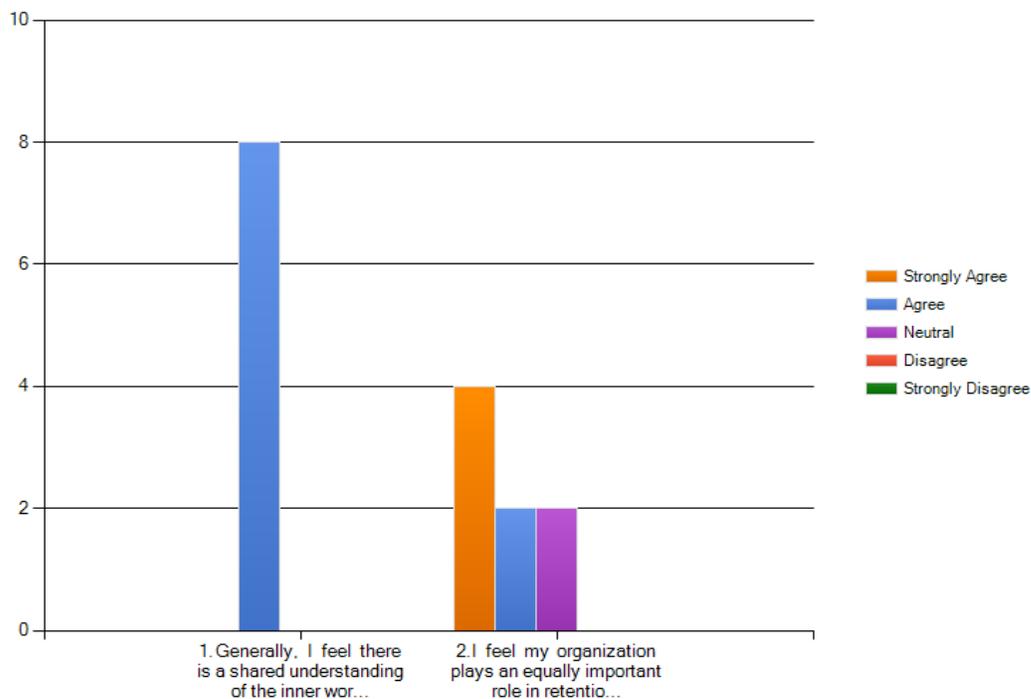
COMMON GOALS

Findings from research show that all departments share the same goals and dedication in bettering not only retention rates directly, but students' overall satisfaction within the University.

Initially, our Agency predicted that because of the high number of organizations involved with the Office of Student Success and retention rates that goals could be ambiguous. However, researchers were able to collect a large amount of data which pointed towards clear and shared goals within the organization. Each organization plays individual and specific parts in their involvement within student body, but all organizations share the same common goals. These shared goals correlate well with the overall attitude and scope of the Office of Student Success. Furthermore, these common goals help to create unity within the large organization and promote beneficial communication among offices. In the graph below, survey participants were asked to rate their level of agreement with these two questions:

1. Generally, I feel there is a shared understanding of the inner workings and goals in the plan for Retention Rates
2. I feel my organization plays an equally important role in retention rates compared to other organizations

Common Understanding of Organization's Goals



DIRECTOR'S LEADERSHIP

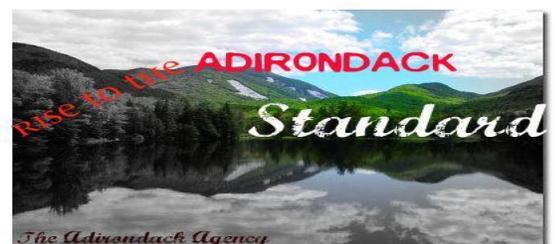
The Director personable and extroverted style of leadership establishes a positive work environment.

The Director leads by example and values confidentiality within the Office to maintain a level of trust. From data collected, it is noted that everyone feels they are treated with the utmost respect; valuing everyone's opinions and knowledge when it comes to decision making. These characteristics are the epitome of a leader who incorporates "I-Thou communication" within an organization. This is a key component to the success of this large organization because it is important that everyone equally valued and appreciated for means of motivation. The Director incorporates both formal and informal communication within the organization. This component to his style of leadership helps to create an open work environment. Within this particular organization, given its size, this is valued because it keeps everyone actively involved with retention rates. The Director's degree in Sociology enables him to have a keen sense for the importance of social interaction processes of the diverse fields and groups he directly works with. (Different departments, students, parents etc) The Director actively shows his commitment to the overall satisfaction within the organization through his emphasis not only on work related relationships, but on personal relationships as well. In all interviews, it became a reoccurring theme that members respect the director's dedication as a leader.

The following are examples of members' comments towards this theme:

"He values voicing members opinions and concerns and will address and take action on issues more quickly than most."

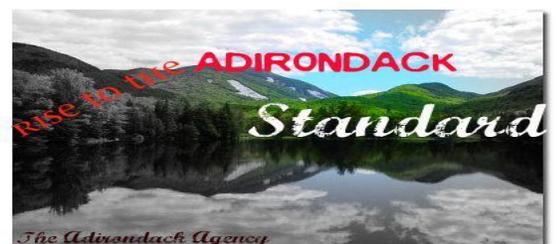
"The general communicational climate within this organization is very open. He is very timely in responding to emails and offers assistance at the drop of a hat with a positive attitude whenever it's needed."



OPPORTUNITIES FOR IMPROVEMENT

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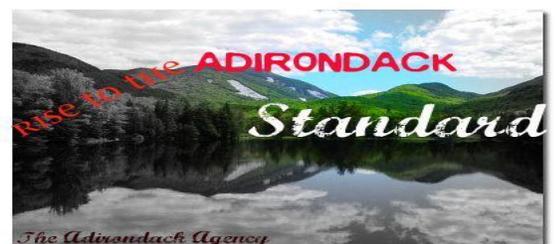
LACK OF IDENTIFICATION WITHIN OFFICE

The size of involvement from other departments in assisting the Office of Student Success has been noted as an area of main concern.

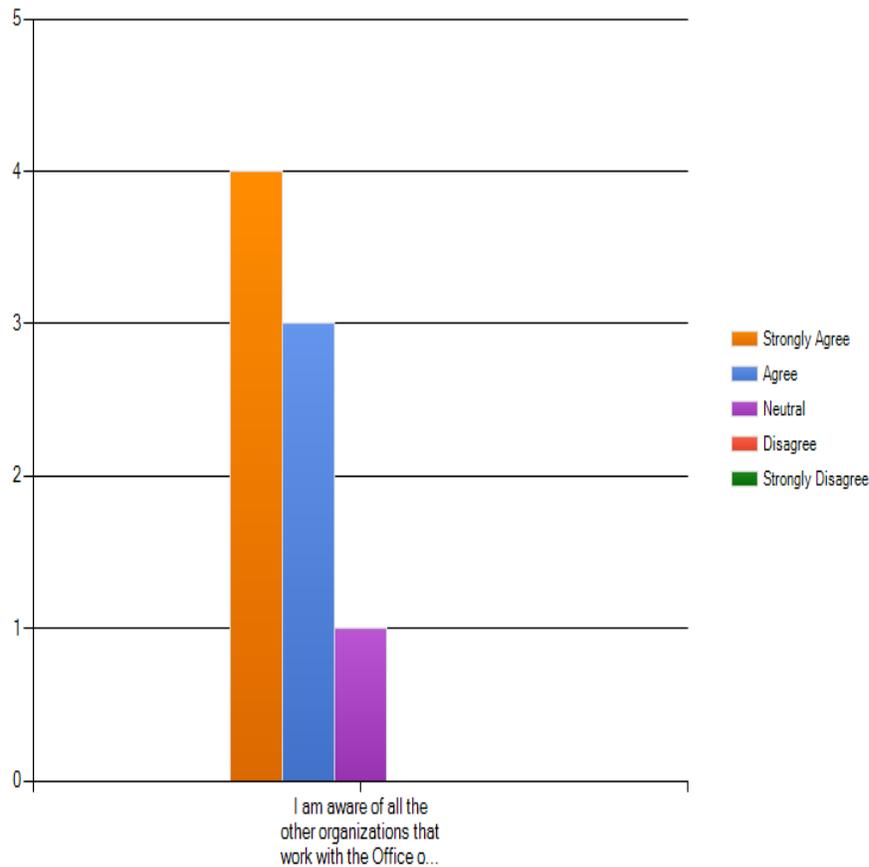
Though each of these departments play an important role in retention rates, there has been expressed ambiguity regarding the balance between their purposes in their individual departments and their roles in the Office of Student Success. Though packed with many valued and experienced individuals, confusion often arises in terms of fundamentally long-term goals. It is observed that most departments feel their own department goals reflect the same long-term retention goals set by the Office of Student Success. Lack of identification with the Office of Student Success is clearly observed in the charts on the following page.

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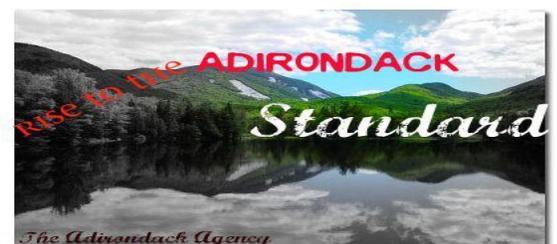
Awareness of Departments Within the Office of Student Success



The following are actual detailed responses to this survey question (additional responses listed on page of appendix):

1. Admissions, First Year Experience, Career / Advising Center, Athletics (academic achievement)
2. Residential & Commuter Life, Student Union & Involvement, Health & Wellness Unit, Financial services unit (financial aid, student accounts, cashiering), IITS
3. Athletic Academic Advising Learning Center Admissions

From this, conclusions can be drawn that members identify with their personal departments roles in retention rates, but not over all roles with retention rates within the Office of Student Success. This evidence supports the notion that they lack identification with the Office of Student Success because they are unable to identify other departments within their own organization.



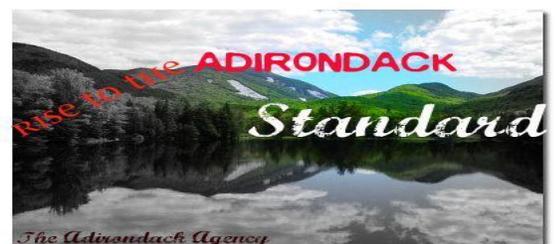
UNCERTAINTY OF ORGANIZATION

There are different levels of uncertainty regarding the Office of Student Success. These areas include: its future, how it defines itself and its feedback from the student body.

The Office of Student Success is new to our campus and is not entirely clear regarding its structure, specific purposes and relation with other departments on campus. Departments which make up the Office of Student Success carry two identities; the structure of their Department as well as the structure of the Office of Student Success. This lack of identity correlates with the uncertainty of the organization. The uncertainty in terms of this organization's future due to Dr. Cormier's departure and budget concerns creates questions on the necessity and future plans for this office. The metaphor used for defining student success is measured in retention rates alone. The office has no other way of measuring student success other than whether or not students stay at the University. The Office also lacks a defined structure. There is no constructed organizational logic. Organizational logic is defined as, "a listing of the task processes and a description of how the organization functions" (Downs & Adrian 2004). If members are unsure of exactly where they fit within the organization in directly assisting retention rates, communication problems and job performance may be affected. There are no clear plans for the future of this office. This uncertainty results in lack of commitment to the office. In playing a role in retention rates, the offices lack a chain of command and instead play situational roles in retention rates. The organization is a very open system which is heavily affected by outside forces, specifically satisfaction of the student body. An open system such as the Office of Student Success has a constantly uncertain future. The Office of Student Success has no specific means of collecting feedback from students on their efforts with retention rates.

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CONFLICT RESOLUTION

Avoiding conflict within the organization frequently leads to more conflict and doesn't promote an environment in which constant change is not only managed well, but accepted without resistance.

A college campus is ever changing. The Office of Student Success is working to get retention rates back to the 80th percentile while facing a growth spurt in the student body. These changes can be challenging, but in order to accommodate to the changes in the most effective manner, conflict resolution within the organization must be handled delicately. In the interviews, it was noted that conflict management was “frequently avoided all together” and at times, “taken personally.” The conflict roots from the overall ambiguous nature of the organization because there is no formal structure to the organization. Leadership in the organization values treating all members with utmost respect and a horizontal flow of communication. Horizontal flow focuses on the importance within an organization to build relationships through informal means of communication. Horizontal flow helps people to feel committed to an organization. However, this style of communication promotes the overall sense of ambiguity within the organization. In avoiding conflict, one must consider the role communication plays in strengthening conflict.

“If we manage conflict constructively, we harness its energy for creativity and development.”

– Kenneth Kaye

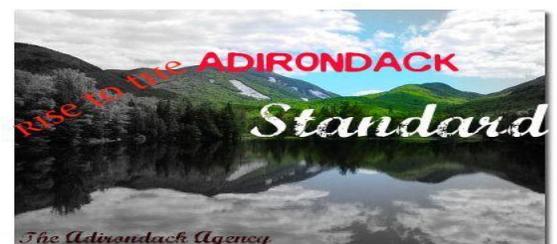
Downward Flow is defined as messages that are received vertically down the chain of command from the manager to other members within the organization. It is noted that frequently members of an organization appreciate some “sense of downward recognition and some sense of how they fit into their organization” (Downs & Adrian 2004).

The organization is new and conflict is bound to occur. Leadership should seek alternative approaches to dealing with conflict. Currently, the Social/Maintenance function is being implicated. This is when management holds social events in order to smooth over conflict (Downs & Adrian 2004). These approaches are affective but when used to frequently, place negative connotation on conflict doesn't breed an environment for evolution and innovation in conflict.

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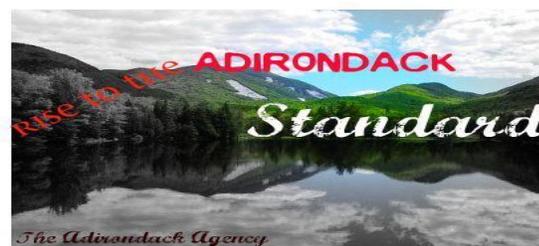
Below is a chart of common themes that emerged from qualitative sources such as open ended questions or interview questions. *For each Observation, there is both a **Potential Benefit** and **Potential Challenge***

Potential Benefit	Observations	Potential Challenge
Variety of ideas being brought to the table, variety of experiences	Departments work very differently on their own	Difficulty working together as a unit
Organization is open to ideas if not set in stone	Direction for the future (after Cormier leaves)	Lack of motivation if insure of longevity of organization
Parents Council involvement, On-Site admissions—positive emphasis on recruiting students though different outlets	Communication with prospective students	No plans for recruiting out of state/country students
Orientation helps make new students feel connected to Longwood; Director makes it a priority to introduce himself to students as well as parents	Freshman Orientation	Communication fades with students the longer they attend Longwood
Plenty of opportunities to help make Longwood campus feel like home	Events sponsored by Office of Student Success	Too many small events
Usually only the same few faculty are receiving feedback (not too many differing outlets)	Communication with Students	Only receiving information via email (too lean of media outlet)
Occasional survey feedback initially after LSEM	Feedback from Students	No annual data-based means of receiving feedback; based on observation alone
Avoids conflict escalating	Conflict Resolution Style	Lack of confrontation when needed; resulting in probability that conflict will reoccur
Incorporates many important offices on campus in order to increase retention rates	Office of Student Success	Many members are reluctant to identifying directly within the organization (because they don't understand purpose, resistant to change)

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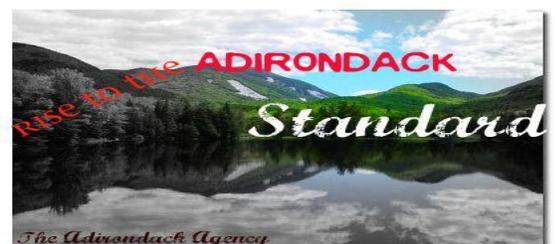
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Potential Benefit	Observations	Potential Challenge
<i>Personally based, develops relationships, trust; mode of communication-email (informal)</i>	Communication Between Departments	<i>Too many organizations working with Student Success leaves everyone on different (no unity); ambiguity sent through lean means of communication</i>
<i>Doesn't pull members away from their other departments</i>	Lack of traditional structure in organization	<i>Creates for an ambiguous and chaotic work climate</i>
<i>Effective internal marketing will benefit not only retention rates, but also the overall climate of Longwood</i>	Plans for internal marketing to students	<i>Uncertainty of future for the Office of Student Success</i>
<i>Organization members respect promptness in communication</i>	Availability of Director	<i>Director communicates primarily through e-mail, should consider more richer media outlets for certain messages</i>
<i>Offers opportunity for reevaluation, growth and evolution of the organization</i>	New President	<i>Lack of current motivation given uncertainty</i>

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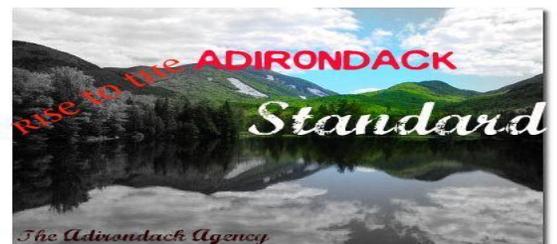
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RECOMMENDATIONS

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RECOMMENDATIONS

The Adirondack Agency is offering recommendations based upon our findings. We hope that these recommendations will facilitate discussion within the Office of Student Success to benefit the growth of this organization. We have developed three broad areas for recommendations:

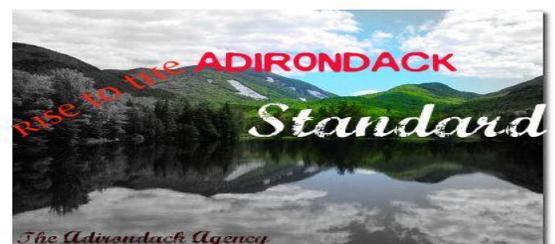
- 1) **Unify Organization**
- 2) **Seek Organized Structure**
- 3) **Develop Plans for the Future**

1) **Unify Organization:**

- Use a variety of communication functions to help unify members of the Office of Student Success. Useful communications functions, specific to recommendations for the Office of Student Success include:
 - **Integration Function:** This is a communication function used to integrate members into the organization. It is used to help keep members informed on what is going on, identify with the organization, articulate values and participate willingly in its processes. Recommendations specific to this function:
 - Hold a work shop that specifically outlines long term and short term goals for the Office of Student Success.
 - In order to show members their important roles in the organization, encourage them to offer suggestions and help in decision making in certain areas such as budgeting.
 - Hold meetings where all departments are present so they feel connected with other departments, not only the Office of Student Success
 - Continue social functions to maintain relationships
 - **Task/Work Function:** Organizations succeed achieving goals set by the organization. When goals are repeatedly not being met, members lose enthusiasm. Communication is best represented in this function through downward communication from an organizational leader. Recommendations specific to this function:
 - Hold monthly meetings with departments individually to offer instruction on their plans
 - **Innovation Function:** Organizations continually change to improve or adapt to the environment. People don't like change. Effective leaders, in a time of change, consider how members will handle the change and what it will ask of them. Recommendations specific to this function:
 - If members of the Office of Student Success are reluctant to change, develop relationships between members. An Audit conducted in 1995 at a British company found that their loyalty to the company was high but their understanding of it was limited (Downs 62).

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- Consider the link between members and their other departments. Encourage them to use knowledge from their departments in developing plans for retention rates
- Our University is ever-changing. In order to keep members committed to the Office of Student Success, keep them updated by monthly face to face meetings
- Allow for Internal Organizational Comparisons: Departments come from other departments so observe what works well for their department in bettering retention rates. These departments can offer useful tools and suggestions for the future success for the Office of Student Success (pg 238).

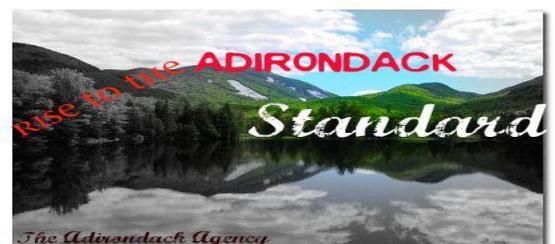
2) Seek Organized Structure:

- *A traditional structure to the organization may be unrealistic given the large amount of members involved and their other department obligations. Instead, the Adirondack Agency has developed recommendations and considerations to better the overall structure of the office:*
 - Social Information Processing Theory: Meaning is created and individual to each organization and its members. It is important to explore the norms and rules for communicating within the Office of Student Success.
 - Members of the Office of Student Success are not only dealing with the communication norms and rules of the Office of Student Success, but also the rules of their other departments. Create communicational structure within the organization, by developing standards for how each type of message will be delivered
 - Use different media channels based on richness of the message and develop set standards, which will be understood by all departments, for types of messages.
 - When developing how messages will be communicated, consider the Media Richness Theory: messages with higher ambiguity should be communicated through a “richer” outlet. Messages with lower ambiguity can be communicated through less formal channels such as emails.
 - Define leadership within organization:
 - Assign specific roles, responsibilities and duties within the organization. By doing so, members will feel better identified with the Office of Student Success and ultimately, this will contribute to better overall effectiveness and productivity
 - Organize regular meetings and opportunities for receiving feedback on retention efforts. By creating organization and shared understanding of organization within the Office of Student Success, you are creating a less traditional, but also effective structure of an open system:
 - Consider the Office of Student Success as an open system. It is constantly changing and being affected by external forces (budget, departments involved, student satisfaction etc). Traditional structure may not work well within this environment. Instead, focus on the idea of the Office of Student Success serving as a beneficial open system which can adapt to and benefit from change.

3) Develop Plans for the Future:

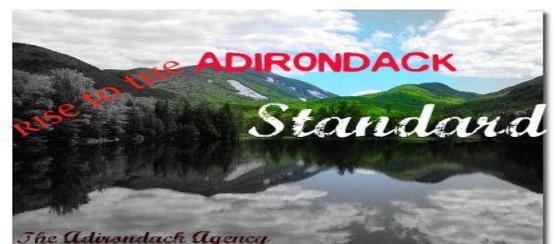
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- *Make plans for the future of the Office based on consideration of possible challenges and opportunities in the future.*
 - Budget:
 - Acquire feedback from students on how funding should best be spent. Identify the option of spending more money on less events or more events at a lesser price
 - Consider students in separate categories, a horizontal structure based on a timeline:
 - Consider how different departments can better assist the Office of Student Success in different categories of students. (Prospective students, 1st year students, 2nd-4th year students and alumni)
 - Consider differences in appealing to current students. 1st year students appeal more to the overall climate of Longwood and getting settled, while 2nd-4th year students appeal more to how they can better their life after Longwood
 - Reconsider the term “Student Success”
 - Does this term encompass more than retention rates alone?
 - Should more departments be involved with the Office of Student Success?
 - Internal marketing/remarketing to current Longwood students
 - Search for opportunity to more directly involve faculty in retention rates
 - Use benchmarks as comparisons with past performance: conduct more regular feedback from students and organization seek areas of change in adapting to a changing environment

Lastly, we developed a student survey with the intentions of sending it out, but it never got forwarded to the student body. The questions are listed in the Appendix D and may be used in the future in order to create an idea of how the students feel on the topic of retention rates. This data could also generate thoughts on effectively managing budget cuts.

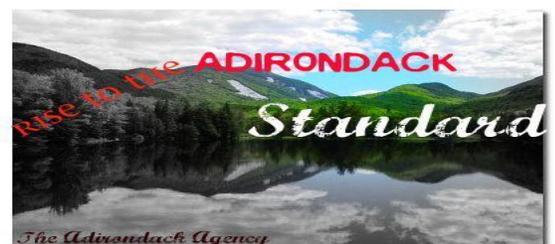


INTERVIEW AND SURVEY RESULTS

The results the team collected for this communication audit addressed the overall nature of the Office of Student Success. The Adirondack Agency had trouble generating responses from the organization. This played as a limiting factor when collecting quantitative data. Overall, from survey and interview results, we saw a common theme in ambiguity of the Office of Student Success and members discomfort in isolating duties specific to their involvement with the Office of Student Success. Instead, answers seemed to be generated in terms of their own departments.

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CONCLUSION

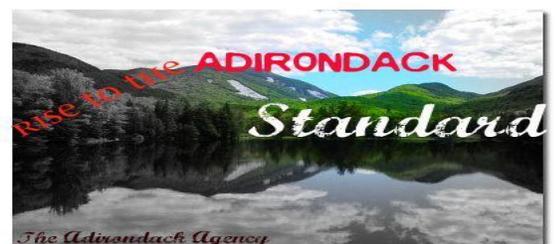
Research reflected the dedication to Longwood students from members of the Office of Student Success. An overall sense of ambiguity was created reflecting the Office of Student Success given the recent budget cuts, future Presidential change and ambiguity over the overall structure of this new office.

The office's challenges breed opportunity for development and enrichment within the office. This organization is equipped with a body of knowledge and departments; who team up to make a beneficial impact on the retention rates and over all student success.

The time of transition offers a window for facilitation of ways to effectively reach out to students in order to create higher retention rates.

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EMPLOYEE SURVEY = APPENDIX A

Total Started Survey: 9

Total Completed Survey: 7 (77.8%)

Thank you for your participation in this survey. The information gleaned from your responses will be analyzed by our group of student consultants. The results will help us identify the strengths and areas for improvement for the Office of Student Success. All information will be kept private and anonymous. The survey should not take longer than 10-15 minutes. Do you agree to this survey?

Answer Options	Response Percent	Response Count
Yes	100.0%	9
No	0.0%	0
answered question		9
skipped question		0

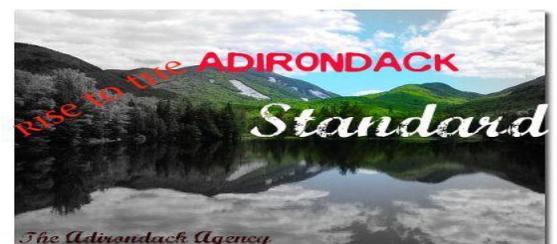
Please select your level of agreement for each question

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
1. Generally, I feel there is a shared understanding of the inner workings and goals in the plan for Retention Rates	0	8	0	0	0	8
2. I feel my organization plays an equally important role in retention rates compared to other organizations	4	2	2	0	0	8
3. I feel I get an adequate amount of feedback in my efforts with retention rates	0	4	3	1	0	8
4. I would say email is the most effective and reliable way to reach me during the day	7	1	0	0	0	8
5. I am recognized for my efforts	2	3	3	0	0	8
6. My participation in student success is valued	3	5	0	0	0	8
7. I am satisfied with my communication with the Office of Student Success	2	5	1	0	0	8
8. I feel the progression we have made in Retention Rates has been substantial.	0	5	2	0	0	7
answered question						8

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Please select your level of agreement

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Count
I am aware of all the other organizations that work with the Office of Student Success in Retention Rates.	4	3	1	0	0	8
Please list these organizations that you are aware of						7
					answered question	8
					skipped question	1
					skipped question	1

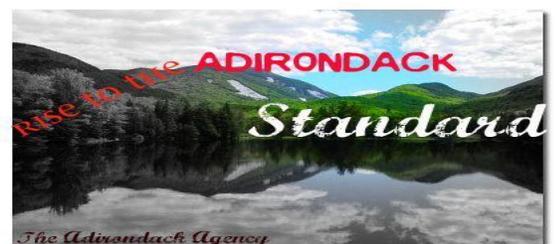
Responses included a variation of the following organizations:

Admissions
 First Year Experience
 Academic & Career Advising Ctr.
 Academic Support Center
 VP Academic Affairs
 VP Student Affairs
 Alumni Relations
 RCL
 Athletic Dept.
 Institutional Research
 Registration Office
 All offices who work with the Opening Logistics Team, Hospitality Tents, Wake Up Lancers, bus trips, etc.
 First Year Experience
 Learning Center
 Admissions
 Residential & Commuter Life
 Student Union & Involvement
 Health & Wellness Unit
 Financial services unit
 IITS
 Institutional Research
 Provost/Academic Affairs
 Dean's Offices
 Campus Police

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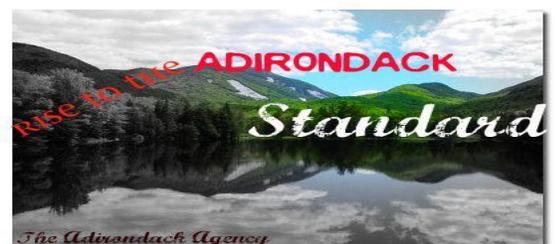


What are some ways you directly use your skills and resources to help retention rates?

Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

Responses included an assortment of the following answers:

- Help solve problems for students or parents regarding housing problems or academic concerns.
- Help with opening logistics activities.
- Greet commuters and participate with international students socials.
- Our programming is all directly related to the transition and retention of new students.
- provide direct academic assistance (tutoring); provide assistance with study / testing / time mgmt strategies; contact students in academic distress at varying points in the semester to offer help with decision making (Early Alert system); contact students on academic probation during each semester for both decision making as well as direct academic assistance
- Assisting student-athletes in academic endeavors and personal development that promotes success and retention.
- I try to respond to parents and families quickly if they email or call me. If they have questions about other offices, I try to make sure they reach someone in another office. I try to be up to date with my information so I don't share inaccurate info.
- I enjoy my job so I like for that to come out in my conversations and interactions.
- Meeting with students on both an individual and group basis
- Respond to student needs in a timely manner
- Follow up with students when I say I'm going to
- Positively reinforce/encourage good behaviors
- Provide opportunities for students to earn internship experiences
- Provide students opportunities to network with alums and practice interviewing skills
- Attend campus events to show students I care and am approachable
- Talk with concerned parents upon written consent
- Teach a section of LSEM
- Keep Lines of Communication open for Student Organizations & individuals
- Work with the Orientation and New Lancer Days
- Promote Longwood Resources & Activities
- Support the Student Success in their efforts
- Ensure offices in Student Affairs have student retention on their priority list - we are here to serve students and engage them in their experience.



How does your department communicate with students?

Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

Responses included an assortment of the following answers:

- E-mail
- Phone
- my Longwood
- face to face
- hard copy letters
- publications
- facebook
- meetings
- in the classroom
- regular appointments with students
- workshops/class presentations
- outreach to student groups
- we attempt to promote events in the campus newspaper
- table tents, fliers
- PSAs on WMLU
- Student to student (employing students to serve in various capacities)
- Advising Student Organizations
- Assisting Students in all facets of their LU Experience.

What medium of communication do you feel is most effective when sending messages to students?

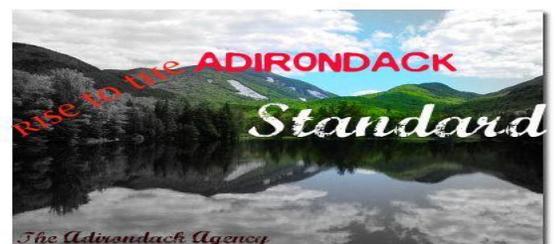
Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

1. E-Mail, and probably twitter or text messages (that I currently don't use)
2. email/facebook - anything that is simple and to the point
3. cell phone
4. In-person and through individual coaches.
5. facebook groups and messages, email works with some students, but not all of them
6. Texting, Email-making them short, sweet and to the point

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7. Depends on the message - we will communicate through our student leaders, RAs etc., Send Emails, hold Open Forums with SGA

In what ways are you motivated?	
Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

- Through the programs or activities that are offered.
Through my desire for students to be successful at Longwood.
- working with students, successful programs
- Seeing the success of students.
Appreciation from students and staff in our efforts.
Recognition by University.
- Money, recognition, internal satisfaction, seeing students succeed, being part of a team, having clear goals and objectives ~ I would say not necessarily in that order but that is the way they came to me so...!
- the students motivate me because they know they can come to our office and we will help them. They are very appreciative and then we get to build a relationship with them that we otherwise would not have been able to do.
- I love working with students and seeing them succeed while enjoying their college experience!
- I enjoy the work itself.
I enjoy a sense of team and accomplishment with LU success.
I enjoy participating and making a difference

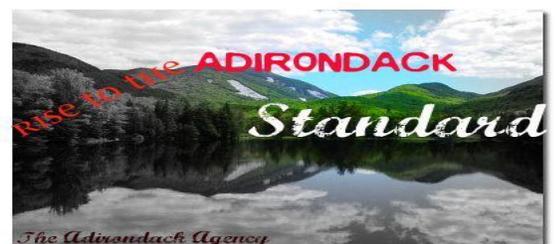
In what way(s) is your communication with the Office of Student Success working well? In what areas can it improve?	
Answer Options	Response Count
	8
<i>answered question</i>	8
<i>skipped question</i>	1

- Since I work with the office of Student Success currently, I feel it does a great job at offering a variety of services that students need and appreciate.
- There is a level of autonomy granted that is appreciated and allows for success and trust.
- all members respond very quickly to email questions
- Regularly scheduled meetings have been very successful. No suggestions at this stage.
- Need research so that we better understand who is succeeding here and who is not so that we can make better admissions decisions.
- division meetings with student affairs work well. I would like to see a division meeting with just student success and a retreat where we come up with goals and initiatives within our division.

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7. We get updates from our Director about Student Success happenings.
8. Student Success is well integrated into *our organization* so for the most part I think us as "teammates".

In what way(s) is your communication with current students effective? In what ways can it improve?

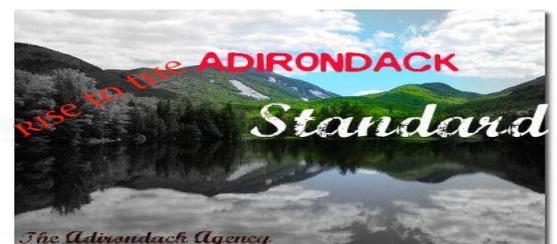
Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

1. I feel I give the time to and care about students or parents that contact me and do my best to help them with their concerns-not just pass them along to someone else, but take the extra time to follow through. Always I think I need to make sure that I am an active listener of what is actually being said and meet all their concerns.
2. We have tremendous success in communicating with students as we use every medium possible to make contact and to appeal to different learning students, technology, etc.
3. success here is limited; students frequently do not read / respond to emails. cell phone response is better, but not always available
4. In-person meetings is the most effective way, but the most needed improvement if for students to take our communication seriously.
5. i don't know how to improve in this area. we try to use all avenues available to connect w/ students and would be open to most any ideas regarding communication.
6. Currently, we email students; however, we know students receive a lot of email. I know they would like to spend a lot of time on facebook and receive texts; however, the amount of information we need to relay (via text) is extensive in many cases. Additionally, we have discussed having a focus group to determine how we can better communicate with students.
7. I think our communication is fairly effective - SA staff have the primary access to the student leaders and student assistants. We also use our governing organizations (SGA, IFC, CPC, Hall councils etc.)

In what way(s) is your communication with prospective students effective? In what ways can it improve?

Answer Options	Response Count
	7
<i>answered question</i>	7
<i>skipped question</i>	2

1. don't really deal with prospective students as much currently, but through orientation in the future I expect to be more involved.
2. Our communication is effective because we track student diligently and follow up in multiple forms until we make contact with a new student. I would like to expand to some new technology based communication forms but that will not be possible until our staff size is increased.
3. email with this group is very effective. They are very anxious about coming to Longwood and are more likely to read and respond.
4. Not often enough to gauge.



5. Need more name recognition and branding. Need to hit it big in some area - athletics, research, something to break out of the pack.
6. We participate in Admissions Open Houses by hosting an Information Session for Undeclared students as well as an Info Table.
7. We will see students at Open Houses and Admission events on campus. I suspect that we could have a greater effort on this front.

Please rate your opinion on the office of Student Success for each question. 5 being the lowest and 1 being the highest

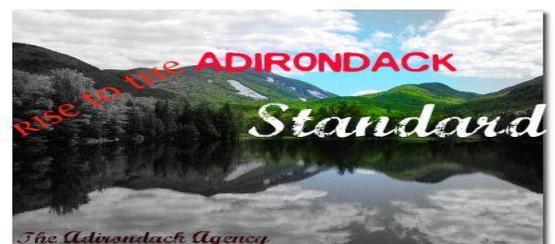
Answer Options	1	2	3	4	5	Response Count
What you feel the overall importance of working with retention rates	5	0	0	1	1	7
Compared to other campus offices, how strong do you think the office of student success' structure in organization is?	1	3	1	2	0	7
Rate the overall quality of your organizations product or service	3	2	0	2	0	7
answered question						7
skipped question						2

Demographic questions included:

- How long have you been working with retention rates, what department do you work for and are you a Longwood Alumni?

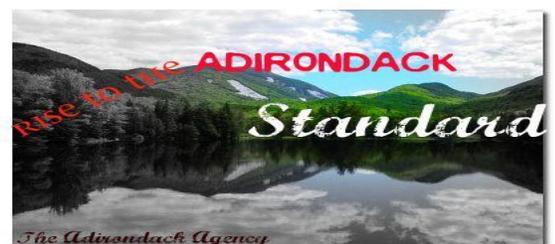
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DIRECTOR INTERVIEW QUESTIONS = APPENDIX B

- 1.) In what ways do you reach out to students?
- 2.) How visible do you perceive your office to be?
- 3.) How effective is your communication with other departments?
- 4.) What aspects of your previous position as sociology professor do you apply to your current position?*
- 5.) How does your office evaluate programs/receive feedback from students?
- 6.) What aspects from Dr. Cormier's plan did your department keep?
- 7.) What is Longwood doing to reach out to out-of-state students?
- 8.) What are your current plans for retention?
- 9.) Describe ways decisions are made in your organization? (what decisions do you normally make, what information do you need to make these decisions, are these formal or informal policies that determine how you get information?)
- 10.) What are the major communication strengths and weaknesses as a whole with the organization? Be specific
- 11.) When conflict occurs, how is it resolved? What normally causes conflict here and with other organizations? Give examples
- 12.) Describe the communication relationship you have with: your immediate supervisor, top management, coworkers, subordinates (if applicable)
- 13.) How would you describe the general communication climate here?
- 14.) How does your physical work setting here affect your communication?
- 15.) Is there anything I have left out you would like to add?



DEPARTMENT INTERVIEW QUESTIONS = APPENDIX C

- 1.) In what ways do you reach out to students?
- 2.) How effective is your communication with other departments?
- 3.) How does your office evaluate programs/receive feedback from students?
- 4.) What role do you play in assisting Dr. Perkins with retention rates?
- 5.) What are the major communication strengths and weaknesses as a whole with the organization? Be specific
- 6.) When conflict occurs, how is it resolved? What normally causes conflict here and with other organizations? Give examples
- 7.) Describe the communication relationship you have with: your immediate supervisor, top management, coworkers, subordinates (if applicable)
- 8.) How would you describe the general communication climate here?
- 9.) How does your physical work setting here affect your communication?
- 10.) Is there anything I have left out you would like to add?

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POSSIBLE STUDENT SURVEY = APPENDIX D

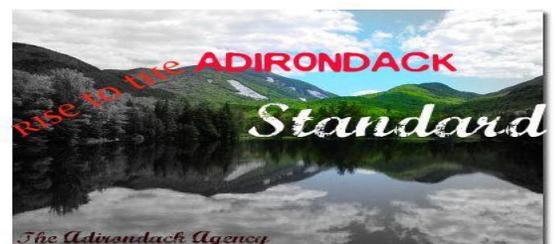
- Questions on the “strongly agree scale..”
 1. I feel my expectations have been met by my gen-ed professors
 2. I feel my expectations have been met by my major professors
 3. I feel receiving information from Longwood via email is an appropriate outlet of communication
 4. I am pleased with the Longwood website and feel it is easy to navigate
 5. I am aware of all the career center has to offer and find it helpful
 6. I am familiar with the Office of Student Success
 7. I feel that Longwood will provide me with a good education that will make me feel confident about life after college upon graduation
 8. I frequently leave Longwood on the weekends
- Open Ended questions
 1. Compared to other schools what do you like or dislike about Longwood’s general education courses?
 2. Was Longwood your first choice? Explain why or why not.
 3. Is there anything you feel is unique about Longwood that sets it aside from other universities?
- Chart Questions
 1. When picking classes, rate the importance of each of the following in deciding which class to take (major requirement, class times, personal relationship with professor, hear say of friends who have previously taken the class, ratemyprofessor.com) Rated on scale of Somewhat Important, Important etc..
 2. How frequently do you do each of the following? (eat at Dhall, go to the library, go to the gym, go out, go to out to eat off campus) these will be on a scale of 1-2 times a week, 3-5 times a week, 6-7 times a week, rarely, indifferent..
 3. Rate your overall satisfaction with the following (Longwood professors, dining services, available academic help, communication with Longwood police)
 4. Have you ever been to a Chi Walk? Athletic event? Job and internship Fair
- Demographic questions: these we need to sort out/make more organized
 1. What is your major?
 2. What year did you enter Longwood?
 3. Were you a transfer student?(yes/no option)
 4. When do you expect to graduate?
 5. I plan on continuing my degree after I graduate from Longwood (yes/no option)



6. Where are you from (categories?: tidewater, northern Virginia, Richmond area, south side Virginia, out of state)
 7. How did you get admitted to Longwood?(category options?: on site admission, on academic scholarship, on athletic scholarship, applied online...)
 8. Do you work on campus? Off campus? (yes/no options)
- These next 3 questions go with demographics but will be in the chart style...
 1. I am a member of Greek life. Rate your level of involvement? How does your level of commitment to your Greek organization affect your satisfaction with Longwood?
 2. I am a member of an athletic team. Rate your level of involvement? How does your level of commitment to your team affect your satisfaction with Longwood?
 3. I am a member of a student organization. Rate your level of involvement? How does your level of commitment to your organization affect your satisfaction with Longwood?

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CULTURAL ANALYSES = APPENDIX E

- 1.) The location of the Directors office:

Conducted October 5th, 2009

While I wait for Dr. Perkins to return from his lunch break, I take a few minutes to take a look at the surroundings in which he works. His office is located on the Ground floor of Lancaster. Outside there is a banner welcoming alumni. On the inside, there are pictures that cover the walls like wallpaper. These pictures are all dated (I would guess the late 70's or 80's) and are of: students in labs, students at graduation and students on the lawn. The lobby of Lancaster is right outside of his office. In the center of the lobby are four comfortable floral chairs with a table in the center which has pamphlets that would be of student concern.

- 2.) An event hosted by the Office of Student Success:

Conducted October 14th, 2009

The Office of Student Success is providing free coffee in front of the fountain at Ruffner between the hours of 8am and 10am on Wednesday, October 14th, the day students are returning from fall break. The office is not telling students about this so it is seen as a surprise. The event generated good response from the students and many seemed grateful for the "present." The only means the office had for quantitative feedback was by counting cups. This event attracted students who have morning classes and specifically students who had these classes in Grainger, Ruffner or students that were walking to another building from off campus. This event was a different than most events funded by the Office of Student Success because it was a surprise. This element of surprise seemed to work well because it generated a feeling of devotion and appreciation for student's happiness and academic success from the office.

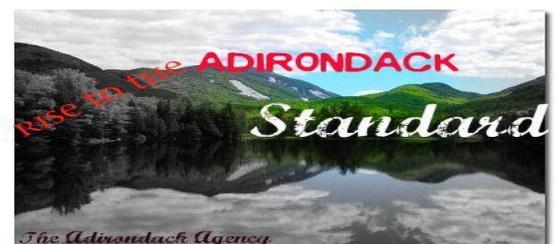
- 3.) An analysis of the Office's website:

Conducted November 9th, 2009

The Office of Student Success can be found through the "Offices and Services" porthole on the Longwood main page. "Student Success" is listed on the bottom right of the page among 7 other options including: Office of the President, University Advancement, Academic Affairs, Faculty Management, Informational and Instructional Technology Services, Student Affairs and Administration. Below the link for "Student Success," there are 5 other links which include: Academic and Career Advising Center, Admissions, First Year Experience, Learning Center and Student-Athlete Academic Support Services. When entering the link for "Student Success" each of these subcategories is also linked to Student Success. Each reads their mission statement and

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services. The websites definition of Student Success reads as follows:” *Student Success is a major initiative at Longwood to increase institutional performance in the areas of student retention and graduation rates. Student Success consist of several vital services, the majority of which are integrated into an organizational unit that assists students as they transition from high school or other institutions to Longwood and as they progress toward graduation. “*

Interesting observations made from this cultural analysis are that the office doesn’t list all of the departments or have categories for all of them, the office mentions graduations rates along with retention rates and that many of the offices which are located along side of “Student Success” on the “Offices and Services” page also work directly with the Office of Student Success.

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