Program Improvement Summary Report
Program: Academic Experience

College of Charleston

Academic Affairs

Academic Experience

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
1. The AEX SWOT analysis was a successful tool in the planning process that AEX offices undertook in 2013-14. Based on the SWOT analysis each AEX office created and shared a new strategic plan with the division. The plans were the basis for a successful retreat in May, 2014, during which a division-wide strategic plan was developed and outlined. This AEX division-wide strategic plan will undergo further development and review in 2014-15.

2. Websites in the AEX division were reviewed and updated for accuracy, content and format in 2013-14. This review assures that information shared with the public is timely and is presented in the best way possible. Because of changes that occur within the division, it is recommended that website review occur on a two year cycle.

3. The formation of the Student Success committee, which brings together representatives from Academic Affairs, IR, Admissions, AEX and Marketing, has created a forum in which work can be accomplished in the four areas of retention: Profile, Progress, Process and Promise. Other projects resulting from the Admissions/AEX retreat include the formation of a Collegia for students who live off-campus and the creation of a more extensive group of Welcome Week calendars that were circulated to first year students.

Academic Advising & Planning

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The purpose of the Academic Advising and Planning Center’s (AAPC) assessment project was to assess the success of two pilot programs: the Majors Fair and the Provisional Student Pilot. The Majors Fair was a four-hour student event in the fall semester targeting undecided, exploring, and redeciding students. The planning and implementation of this event was a result of a collaborative effort between academic affairs, students affairs, and academic departments and programs. To address our assessment questions, a survey was given to all students who participated in the event prior to their departure asking them questions about not only the specs of the event (date, time, etc.), but more importantly why they chose to attend, how decided they were on their major and how their attendance impacted their major decision.

Findings for the Majors Fair demonstrate this is a worthwhile event and well attended by both students and departments. Survey results suggest this event helped students in their decision making process.

The Provisional Student (PR) Pilot in partnership with the Office of Undergraduate Academic Services, required Provisional Students to see their academic advisor in AAPC two times each semester instead of one as has been the model in previous years. The first appointment each semester focused on student transition issues and goal setting and the second appointment each semester focused on follow up from the first appointment and then to discuss course selection and other academic matters during the second appointment. Students were given a survey prior to each advising appointment asking them questions about their advising expectations, decidedness on an academic major, comfort/confidence in navigating academic policies and tools, and identification/utilization of campus resources. AAPC also partnered with the Office of Institutional Research to analyze data regarding student success measures (GPA, hours passed, retention fall/spring, major declaration).
Findings for the PR Pilot demonstrate that students who attended the two advising sessions in the Fall 2013 when compared to a matched cohort from 2012 saw an increase in both mid-term and fall semester final GPA, had fewer students on academic probation by the end of the fall semester, passed more academic hours, continued to the spring semester at a higher rate, declared their major at a higher rate, and had more visits to the Center for Student Learning.

Educational Programs and Services

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Educational Programs & Services includes the areas of Center for Excellence in Peer Education, the Center for Student Learning, and New Student Programs. Each area within these departments provide their own assessment plan and report. Highlights from these areas include collaborative educational efforts with Student Affairs in the area of sexual misconduct (Center for Excellence in Peer Education), an increased use of services and success using Peer Academic Coaches (Center for Student Learning), and providing leadership opportunities to student employees (Orientation). For these areas there was a focus on improvement in areas of departmental program delivery and a commitment to leadership development among students.

Center for Excellence in Peer Education

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Sexual Misconduct Lessons:
- We will redesign the quiz taken during the FYSS class to make it more clear and easier to navigate.
- We will no longer email a quiz to the students in the semester after they have taken the FYSS seminar.

MAPWorks Results:
- CEPE leadership is working with Counseling and Substance Abuse Services to develop lesson plan modules for both "Homesickness" and "Dealing with Test Anxiety." The FYE Peer Facilitators in Fall 2014 and Spring 2015 will be required to develop and implement lesson plans from both of these modules.
- The issues of "Struggling in at least two courses" and "Missed 2 or more classes" are covered in modules that are already required in FYE Synthesis Seminars in the fall and spring semesters. CEPE leadership will reinforce the importance of these two topics during fall and spring training.

End-of-Year PF Survey:
- CEPE Space Issue: Many of the students complained about a lack of space and privacy in our office. Because of the small space and high volume of occupants, it is rarely quiet. Also, they fear they may be violating FERPA when they conduct one-on-ones with their mentees. We sent the comments from the survey to Alyson Goff who has shared them with the Provost’s Office. They are searching for additional space for us.
- Lesson Plans: While the PFs understand the concept of creating lesson plans, many of them felt it was difficult to put them into action and keep the students interested. We will hold lesson plan workshops in the beginning of the fall and spring semesters.
- Observations: Several of the PFs indicated that they would like to observe veteran PFs in action in their Synthesis Seminars. We will start a mentor/mentee program within the office.
- Enforcing the Attendance Policy: Many of the PFs were unsure how to enforce attendance in the Synthesis Seminar. To make it clear exactly what steps they need to take when students have multiple absences, we are outlining the steps on cepe.cofc.edu on the Resources page.
Center for Student Learning

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The purpose of the CSL’s numerous assessment projects was to better understand our breadth and
effect on student success and better define how we impact student success. To answer this question,
we undertook a number of data projects and workdays dedicated to comparing ourselves to learning
center best practices and defining student learning outcomes for each service area. Findings
demonstrate that we impact approximately 72% of each incoming class and that we positively impact
not only College retention but LIFE scholarship retention. Findings also demonstrate that we have
consistent views of what students can learn by coming to the CSL; that we care about students’
satisfaction with the services they receive and are working towards improving those services as we can
within our budget restraints; and that we are following learning center best practices.

Peer Academic Coach

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The purpose of PAC’s assessment project was to assess the lasting effects of Peer Academic
Coaching outside the bounds of the student’s one semester inside the program. To answer this
question, student participants from Fall 2103 were tracked after their non-coached Spring 2014
semester and 79% of them maintained or improved their GPA. These findings demonstrate that the
Peer Academic Coaching program successfully helps those students whose lack of time management
skills puts them at grave risk of dismissal for academic deficiency, therefore the program should be
expanded to serve all 85-95 students each semester who would benefit from being matched with a
couch. Currently, we can only support 60 students. Therefore, we would like to continue to grow the
program by adding 2–4 additional coaches. We are currently seeking additional funding sources.

Supplemental Instruction

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The purpose of SI’s assessment projects was to better understand attendance patterns of students
to Supplemental Instruction relative to exam dates and throughout the semester. To answer this
question, attendance data was pulled from TutorTrac and layered with test dates and deadlines from
faculty. Findings demonstrate that, patterns of attendance are generally consistent across SI
courses with SI attendance gradually increasing with temporal proximity to an upcoming exam and
increasing dramatically in the week prior to an exam. Findings demonstrate that we need to
implement a number of strategies to significantly increase early and consistent attendance to SI.

New Student Programs

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
During 2013-14 changes were made in Compliance Assist to provide more clarity regarding the structure of the department and those reporting to the Asst. VP of Educational Programs and Services. New Student Programs is the name of the department that houses several program areas which includes new student and family orientation, living/learning communities, summer preview, and parent services. Each program within New Student Programs has its own assessment plan and report.

Living and Learning Communities

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Living/Learning Communities had a successful FY 2013/2014 with an excellent team of Resident Assistants in both McConnell Hall and the Block on Bull historic houses. Resident Assistants completed the TEDU 205 Peer Leadership class under the direction of Dr. Bruce Fleming, using that class to develop personal leadership philosophies, programming plans, and mission statement development. Much of this was done during the Fall semester with the Spring semester used more for professional development in an effort to support the Resident Assistants in their role within the college as well as aid them in developing skills for post-graduate plans.

This past fall semester began the fifth year of a tremendous partnership between the College of Charleston’s Living and Learning Communities and the HALOS’ program, a local charitable organization. This past fall semester, McConnell Residence Hall along with the Block on Bull Street community hosted a series a programs and initiatives geared towards supporting HALOS’. The goal with programming efforts for HALOS’ was to educate the residents about the organization as well as raise awareness about some of the socioeconomic living challenges in Charleston. Beginning in August, the Resident Assistants began their work with the support of the Residence Life & Housing Leadership team and Dr. Bruce Fleming, Director of the Living/Learning Communities. Listed below are a summary of accomplishments that came as a result of the hard work that was put in by the student staff. We are honored to be able to support this great organization and involve our 240 College of Charleston first year students in the mission to support the children and families associated with the organization.

- **Halloween Costume Party Hosted by the Med. House @ 24 Bull Street and Co-Sponsored by Student Union of Multicultural Affairs (SUMA)**
  - Raise Awareness for the HALOS Organization
  - Over 60 students, both residents and non-residents, attended the event
  - Students that attended the event donated new toys as well as toiletries in an effort to support HALOS
  - A night of celebration and dance with the help of our resident DJ and the Resident Assistants. Complimentary food and refreshments were provided to all in attendance
  - iPad giveaway capped off a successful HALOS Kick-off event.

- **Halloween Carnival Hosted by McConnell Residence Hall**
  - The community welcomed over 40 children and their families
  - The children were dressed in their favorite Halloween costumes and participated in several activities prepared by the Resident Assistants such as:
    - Photo Booth
    - Trick or Treat scavenger hunt where the residents of McConnell Hall participated in giving out candy to the children and taking pictures with them.
    - Ghost Hunt- The children were led throughout the building by several Resident Assistants to find hidden ‘paper ghosts’ for a chance to win a variety of prizes.
    - Other giveaways for all the children who attended.
  - Families of the children enjoyed some rest and relation time in the McConnell Social Lounge where they had great conversations with Resident Assistants and some of the leadership team members of Residence Life & Housing

- **McConnell Hall Presents: A Night of Holiday Celebration with HALOS**
  - Our final programming event, held on December 2nd, was the culmination of the
entire semester’s work by the 13 Resident Assistants, 240 College of Charleston first year students, and members of the McConnell Living/Learning Community Hall Government.

- A night of celebration for the children and families associated with the HALOS program
- Over $1,100 worth of gifts were donated by our residents in both the McConnell and Block on Bull Street communities as part of the angel tree gift giving program
- McConnell Hall Door Decorating contest that was sponsored by the Resident Housing Association and coordinated by members of the McConnell Living/Learning Community Hall Government

- The children had the opportunity to vote on their favorite door decorations throughout the building and prizes were on the line for the suites that finished in the top three.

- Other activities that night included:
  - Arts & Crafts station where the children made holiday cards for their families and bonded with not only other children but with the Resident Assistants and some of the residents who volunteered their time to participate in the event.
  - The College of Charleston Ice Hockey Team along with the mangers and head coach attended the event and participated in games with the children as well as took pictures. The group also provided giveaways in an effort to support the organization.
  - Residents from other residence halls were in attendance to perform Christmas carols for the children and their families in the McConnell Hall Social Lounge
  - The families were able to enjoy treats and drinks provided by staff in an effort to make them feel at home in the McConnell social lounge while the children were busy having fun with the staff, residents, and other volunteers.
  - Santa was in the House- As the children arrived to McConnell Hall, they were able to get their picture taken with Santa... Polaroid style.
  - The December 2nd holiday event was a great success and a wonderful way to celebrate the holiday season and all the great work put in by the community, the Resident Assistants, and the other supporters of the HALOS’ program as well as the Living/Learning community model.

Our major push for HALOS was in the Fall semester with a smaller presence in the Spring where we partnered with the Charleston Battery. Throughout the Spring semester McConnell Hall and Block on Bull Resident Assistants completed smaller programs on campus with the main goal of getting school supplies for HALOS. Each August, HALOS completes a school supply giveaway and every Spring prior to that the HALOS’ project uses programming to pull in specific supplies that meet HALOS’ needs. The final, large program in the Spring partners with the Charleston Battery where HALOS’ families are invited to attend a soccer game and pre-game functions sponsored by Residence Life. Tickets are donated by the Charleston Battery and food is provided as a donation also.

The end result of the Fall and Spring HALOS’ programming is an opportunity for Resident Assistants and Living/Learning Community residents alike to meet and interact with the families they have worked hard to support throughout the academic year.

Orientation

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The assessment plan for the Orientation program for the 2014-2015 year involved the orientation interns, the orientation program and the parent web site (which the office maintains through the Division of Marketing and Communication).

The assessment of the orientation internship did not meet a completion rate of 75% for all the
years. In the future, we would research a way to link the pre and post results to an individual intern to have a better view of the changes on an individual intern through the internship experience.

The orientation internship evaluations and one on one meetings were completed by the deadline. For the future, we plan to utilize the intern’s Linked In accounts to post a recommendation for each intern.

In reviewing the changes to the orientation assessment plan, we found that the change in time of the survey improved the number of student completing the survey from summer 2012 but the participation rate needs to improve more. One way to improve the results would be to encourage more of the advising areas to remind the students to take the survey and encourage students to take it at info fairs and other orientation events and by utilizing tablet computers and other mobile devices (including their own phones).

The College of Charleston parent website update was not completed this year. It will be easier to do with the addition of the Assistant Director of New Student Programs who will evaluate the current layout and request updates as needed in the 2014-2015 school year.

**Parent Services**

**Program Improvement Summary**

**Summary of assessment results with focus on program improvement (to be shared publicly)**

The purpose of the parent services assessment project was to identify whether parents found the resources provided helpful. To answer this question, a survey was sent to 1500 parent subscribers subscribed to the listserv asking students to reflect on quality of service, usefulness of service, and their opinion regarding the institution and their student’s experience. Findings demonstrate that parents find the resources valuable and feel connected to the College of Charleston because of their involvement.

**Summer Preview**

**Program Improvement Summary**

**Summary of assessment results with focus on program improvement (to be shared publicly)**

2013 Summer Preview Report

The fifth installment of Summer Preview was successful. Themes were full and each theme had two strong Peer Mentors to lead the participants throughout the weeklong program as incoming first year students had an opportunity to learn about the College of Charleston campus, the Charleston area, as well as surrounding areas in a variety of experiential programs.

Peer Mentors completed Spring 2013 leadership training leading into the Summer Preview 2013 program. This training allowed Peer Members to become familiar with College of Charleston regulations, familiar with each other in building a strong team of leaders, and familiar with the learning objectives of the program in which they themselves refined from previous years as part of their training component.

Summer Preview themes are developed by the Peer Mentors who work in pairs during Spring planning sessions and on-going group meetings. Participants pay an additional fee to participate in this program which allows them the opportunity to move-in to their assigned resident hall rooms early. Participants are scattered across the College of Charleston Residence Hall system based on
their room assignment.

The Director and Peer Mentors develop the schedule for each theme during the Spring. They lead their team of 12 students during the Summer Preview experience and work closely with the participants to ensure a safe and enjoyable learning environment. They also play the role of ambassador for the College of Charleston as experienced students who could answer questions germane to incoming freshmen.

Ongoing programming occurred during the Fall semester with each theme creating opportunities for participants to come together at events as simple as meeting for late afternoon coffee or continuing some of the work they had completed during Summer Preview week such as ongoing service projects. These programs are voluntary for participants but are offered as a means to continue relationships created during Summer Preview.

Summer Preview provides transition to college-specific programming during the weeklong events and follows it up with similar programming throughout the Fall semester. Several questions on our participant survey reflect this goal. Answers below are used to support training and program development and improvement the following year.
### PARTICIPANT STATISTICS – 58 of 60 returned

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19%</td>
</tr>
<tr>
<td>Female</td>
<td>81%</td>
</tr>
<tr>
<td>In-State</td>
<td>45%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>55%</td>
</tr>
<tr>
<td>Those who would recommend program</td>
<td>95%</td>
</tr>
<tr>
<td>Those who would not recommend program</td>
<td>2%</td>
</tr>
<tr>
<td>McAllister Hall</td>
<td>15%</td>
</tr>
<tr>
<td>Liberty Hall</td>
<td>17%</td>
</tr>
<tr>
<td>McConnel Hall</td>
<td>14%</td>
</tr>
<tr>
<td>Bui-st-Rivers Complex</td>
<td>21%</td>
</tr>
<tr>
<td>College Lodge</td>
<td>2%</td>
</tr>
<tr>
<td>Berry Hall</td>
<td>21%</td>
</tr>
<tr>
<td>Craig Hall</td>
<td>2%</td>
</tr>
<tr>
<td>Kelly House</td>
<td>2%</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>3%</td>
</tr>
<tr>
<td>Historic Houses</td>
<td>2%</td>
</tr>
</tbody>
</table>

### HOW DID YOU FIND OUT ABOUT THE SUMMER PREVIEW PROGRAM

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Reception Event</td>
<td>2%</td>
</tr>
<tr>
<td>Accepted Student Weekend in March</td>
<td>22%</td>
</tr>
<tr>
<td>Information Table at Orientation</td>
<td>5%</td>
</tr>
<tr>
<td>Orientation Intern</td>
<td>2%</td>
</tr>
<tr>
<td>Found Information on COFC Website</td>
<td>33%</td>
</tr>
<tr>
<td>Information on Facebook/Social Networking Site</td>
<td>9%</td>
</tr>
<tr>
<td>From an Admissions’ Counselor</td>
<td>2%</td>
</tr>
<tr>
<td>From a Friend</td>
<td>7%</td>
</tr>
<tr>
<td>From a Parent</td>
<td>24%</td>
</tr>
</tbody>
</table>
I WAS INTERESTED IN PARTICIPATING IN THIS PROGRAM SO I COULD

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet other new students</td>
<td>95%</td>
</tr>
<tr>
<td>Learn about the city of Charleston</td>
<td>55%</td>
</tr>
<tr>
<td>Move into the residence hall early</td>
<td>81%</td>
</tr>
<tr>
<td>Participate in the activities planned for the program</td>
<td>93%</td>
</tr>
<tr>
<td>Get familiar with the resources on campus</td>
<td>60%</td>
</tr>
<tr>
<td>Meet campus administrators</td>
<td>28%</td>
</tr>
</tbody>
</table>

PLEASE INDICATE HOW WELL YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS
<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>DISAGREE</th>
<th>NEUTRAL</th>
<th>AGREE</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received clear information about summer preview before the program</td>
<td>2%</td>
<td>8%</td>
<td>24%</td>
<td>41%</td>
<td>26%</td>
</tr>
<tr>
<td>The check-in/move-in into my residence hall was easy and efficient</td>
<td>3%</td>
<td>3%</td>
<td>17%</td>
<td>29%</td>
<td>47%</td>
</tr>
<tr>
<td>I felt safe and did not feel uncomfortable participating in any of the activities</td>
<td>2%</td>
<td>5%</td>
<td>16%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>The summer preview program was well organized</td>
<td>2%</td>
<td>5%</td>
<td>24%</td>
<td>40%</td>
<td>29%</td>
</tr>
<tr>
<td>The peer mentors were helpful and courteous</td>
<td>2%</td>
<td></td>
<td>17%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>My peer mentor adequately answered my questions</td>
<td>2%</td>
<td></td>
<td>2%</td>
<td>16%</td>
<td>81%</td>
</tr>
<tr>
<td>I am glad I participated in summer preview</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
<td>88%</td>
</tr>
<tr>
<td>The summer preview program met my expectations</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>The COFC faculty or staff I met were helpful</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>28%</td>
<td>64%</td>
</tr>
<tr>
<td>Participating in the program made my transition to the college easier</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>26%</td>
<td>69%</td>
</tr>
<tr>
<td>The program activities helped me learn about the campus, the city of Charleston, and available resources</td>
<td>2%</td>
<td>2%</td>
<td>9%</td>
<td>26%</td>
<td>62%</td>
</tr>
<tr>
<td>I had the opportunity to meet other new students during the summer preview experience</td>
<td>2%</td>
<td></td>
<td>22%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Participating in the program helped ease my anxiety about starting college</td>
<td>2%</td>
<td>5%</td>
<td>9%</td>
<td>22%</td>
<td>62%</td>
</tr>
</tbody>
</table>
First Year Experience

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

FYE Abroad: We used a qualitative research approach to examine our spring 2013 FYE Abroad cohort’s experience in two of our courses – History and Sociology of English Football and Biomedical Ethics and Genetics in Berlin. We ran a series of focus groups that captured 50% of course participants and then followed up with these two groups using an online questionnaire (n= 14 of 24). Our analysis of the transcripts from our focus group interviews revealed four general data categories that best represent the student narratives that we captured: Student Development, Trip Experiences, Study Abroad Preparation, and Course Reflection. Our assessment demonstrated that the academic course that students take prior to travel is an essential component of their learning experience. In addition, our work indicated that the FYE abroad courses were important experiences for students that helped shape their future study abroad plans. Finally, the use of critical reflection through out the course and in the final assignment is an essential pedagogical tool to help students develop intercultural competencies. In support of our first learning outcome, we are going to continue to collect data about FYE Abroad participants and their future study abroad participation. Moving forward we are also developing a final reflective assignment that can capture student progress in thinking about intercultural differences and values. The goal is create a framework that can be employed in courses with any subject matter or locale. This last assignment or reflection will be examined with a rubric that has been modified from the AAC&U Intercultural Knowledge Rubric. We believe this culminating assignment would provide a perfect opportunity for ongoing assessment of learning objectives two and three.

Portfolio Pilot: In the Summer of 2013, we invited participation from FYE Writing Fellows that had been a part of our week long Writing Across the Curriculum workshops in either 2012 or 2013. Interested faculty were prepared for the pilot through a half day workshop on the theory and use of teaching portfolios in the classroom. At the end of the fall semester, all the assignments, rubrics, and examples of reflective writing were collected from each faculty and posted to OAKs to share with the group. The findings of our Portfolio Assessment Pilot project suggested that critical reflection was an important tool for faculty and students in the FYE classroom. Given this finding, we incorporated a new section on the use of critical reflection in the classroom for the New Faculty FYE workshop in May 2014. In the coming academic year, we are going to continue considering how to use student critical reflection writing as a tool for programmatic assessment.

REACH

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

This year REACH hasstrived to accomplish multiple goals in improving the education and growth of its students, their parents, and the REACH community at the College of Charleston. After reviewing student testing and progress over a 12 month time period, we were able to assess that most students need a greater education of their individual disabilities and more experiential knowledge to determine a career coarse. These results have helped us develop a streamlined method for implementing career education and internships for our students.

Our goal to create an education program for parents has generated immense results including, the updating and adaptation of the parent handbook with a 4-year curriculum layout, and a suggested reading list selected by members of the review committee. Lastly, our goal to develop a student led mentoring club on campus to increase student participation in mentoring has produced the NJAC (Not Just Another Club). The Student Government Association approved the club in the fall of 2013, with officers being elected and by-laws set into place during the spring semester. This club, as well as the other improvements made to the program throughout the year, will continue to strengthen and enrich the REACH program for years to come.
**Student Retention**

**Program Improvement Summary**

Summary of assessment results with focus on program improvement (to be shared publicly)

The office of Student Retention is being reorganized.

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**ROAR**

**Program Improvement Summary**

Summary of assessment results with focus on program improvement (to be shared publicly)

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**STUDENT SUCCESS PROGRAM - EXECUTIVE SUMMARY**

Department: ROAR Scholars Program (TRIO – Student Support Services)

**Core Purpose and Criticality of the Department:** The College of Charleston’s ROAR Scholars program (Reach – Overcome – Achieve Results) is starting its third full academic year (fourth year of program) in assisting first generation, low income and disabled students. Free help is offered in the areas of study skills, advising, study groups, exposure to cultural events, personal financial education, career counseling and mentoring. The success motto for the program is, “Do not study harder, learn to study smarter. Maximize your full learning potential.” The program is funded through a five-year, $1.2 million TRiO grant.

“The ROAR Scholars Program is vital for these students,” says Tom Holcomb, director of the ROAR Scholars Program. “We directly interact with the students to give them access and guidance. First-generation college students have had less exposure to many aspects of higher education than their traditional peers. We provide that additional support for them to be successful here at the College of Charleston.”

**Program Highlights & Student Contacts**

1. IROAR Contract & Follow-up (see personal counseling) (35; 25.40 hrs)
2. Mandatory (Counseling/Advising Appointments)
   1. Academic Coaching/Advising (311; 51.47 hrs)
   2. Personal Counseling (Walk-in appointments & referrals as needed) (194; 47.39 hrs)
   3. Career Counseling (121; 47.18 hrs)
      1. Career Testing & Self Assessments (35; 3.02 hrs)
      2. Career Center usage: (112; 67.20 hrs)
3. Transfer Advising (No data currently recorded)
4. Graduate School Guidance (7; 1.66 hrs)
5. Academic Bootcamp - Operation College Success
6. Peer Mentoring (Success Coaching)
   1. Contract with Mentor/Mentee (30; 14.05 hrs)
2. Peer Coaching (145; 70.10 hrs)
3. Center for Student Learning:
   1. Tutoring (Support) (38; 94.30 hrs)
   2. Peer Tutoring (Group) (196; 98 hrs)
   3. Supplemental Instruction (137; 68.30 hrs)
   4. Writing (Support) (5; 5.09 hrs)
5. ROAR Grant Aid (45 students with $52,037.60 aid awarded)
6. Financial Literacy & Counseling (32; 35.28 hrs) & (121; 13.56 hrs)
7. ROAR Workshops: Academic, Career and Professional Development (63; 100.22 hrs)
8. Cultural Enrichment Events & Critical Film Series (88; 238.17 hrs)
9. Google Blog (On-line journal of student success stories, topics and experience)
10. iCloud – On-line cloud community & support resources

Assessments/Metrics: The ROAR Scholars Program conducts an annual APR (Annual Performance Review) for the Department of Education for the previous year’s program services and activities. The ROAR Scholars Program has been working with the Office of Institutional Effectiveness in using the online assessment system. We have been utilizing the Qualtrics system for all of our evaluations and workshops. This year the ROAR Scholars Program at our 3rd Annual Advisory Board featured two programs for best practices that we previewed and discussed during our advisory board presentation.

**RECENT ACCOMPLISHMENTS & CHALLENGES**

Recent department accomplishments:

**Annual Performance Review (APR – 2012-2013 Results)**

<table>
<thead>
<tr>
<th>PE Criteria</th>
<th>Maximum Points Allowed</th>
<th>Approved Rate</th>
<th>Actual Achieved Rate</th>
<th>PE Points Earned</th>
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<tr>
<td>Persistence</td>
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<td>--</td>
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<tr>
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<td>Number of Participants Served</td>
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<tr>
<td></td>
<td>140</td>
<td>141</td>
<td>100%</td>
<td>3</td>
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<td>Total Points</td>
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<td>7</td>
</tr>
</tbody>
</table>

- We received a total score of 7 out of 11; we missed receiving a perfect score by 4 because of a 2 percent ratio difference with students in good academic standing.
- Coca-Cola Funding for First Generation ROAR Scholars (http://www.coca-colascholarsfoundation.org/): This program allowed us to award five students a total of $5,000 dollars per year for 4 years at a total amount of $100,000.
- Acquired commitment from the College of Charleston’s, Center for International Study Abroad to help our first generation college students study abroad. A Total of $2,000 dollars committed to assisting first generation college students to study abroad.
- Spring '13, Launched ROAR ICloud on-line community: This interactive medium for all information pertaining to the ROAR Scholars Program and more can be accessed by visiting **Icloud.com**. For the login name and password please call the ROAR Scholar Program office.
- The ROAR Scholars Program recently moved back to its newly renovated office in Room B-63 of the Lightsey Center (160 Calhoun Street). (see appendix 1)
- Academic Bootcamp – Operation College Success: For the 3rd year in a row, we received approval from Department of Education to carryover $5,000 dollars toward funding the initiative for the Fall 2014) (Tentative new dates: August 13-16, 2014)
- Estill Outreach Initiative: Our 3rd annual - Title 1 school visit featuring a College Success Presentation & Student College Panel took place in December 2013.
- This was the 2nd year in a row that we were asked to present at the Wanda Hendricks Bellamy Leadership Institute. (SafeZone Committee Ally 101 & 201 training)
During Fall ’13 and Spring ’14, we recorded all academic, career and professional development workshops for ROAR Scholars to add to our resource library. (still in-progress)

Department Challenges:
- The sequestration made cuts in our budget the last three years in a row. No funding in budget for staff training and travel. (Update we are back to full funding for the new 2014-2015 academic year)
- Staff turnover; We just hired a new program counselor in October’14 Shawntell Pace, and reclassified our temporary appointment for office manager to full-time office manager, Kelly Hodo, and we are awaiting administrative approval to finalize her hire.
- Requesting additional funding to hire another counselor/advisor for program support. (Potential graduate student).
- Writing of a new grant for the 2014-2015 academic year, even though we are funded for a fifth year, competition has been strict, but because of all the initiatives and results of our data we have a solid lead for the next grant competition.
- Focusing on Ally Development with other offices and departments. The difference between being an Ally for the LGBTQ community and being a program counselor/coach working with students in the ROAR Scholar Program. Helping to convey the message of support, inclusiveness, equality and active listening that comes with the charge of being a SafeZone Ally on campus at the Charleston.

Undergraduate Academic Services

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The purpose of the Undergraduate Academic Services (UAS) assessment plan was to evaluate services provided to several of our academically at-risk cohorts. Our assessment revealed:

- Retention of provisionally admitted students remained unchanged despite the addition of an additional required advising session each semester. Similar results were found in the number of provisional students placed on academic probation after their first semester. Additional evaluation of the provisional program requirements should be undertaken to determine the best requirements to promote retention and academic success for these students.
- UAS will implement an new appointment management system in AY 2014-2015 which will allow us to track the different cohorts of students that are coming in for assistance. This will allow us to implement efforts to reach out to groups who may be underserved.
- Response rates for students receiving a FAST referral improved following a change in the wording of the email used to contact students. UAS will continue assessment of FAST response rates following implementation of the appointment manager system in AY 2014-2015.
- Academic Contracts were implements for students on first and second semesters of Academic Probation. The current requirements in the contracts need to be evaluated again to determine if any changes can be made to enhance retention rates for these academically at-risk students.
- The learning outcomes EDLS 100: Learning Strategies (academic recovering class) were evaluated and newly revised learning outcomes were developed which will be implemented in AY 2014-2015.
Program Improvement Summary Report
Program: Enrollment Planning

College of Charleston
Academic Affairs
Enrollment Planning

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Much has been accomplished within the four goals identified at the beginning of the assessment cycle. Data, feedback and analysis has led to continued improvements in forecasting enrollments, operations and alignment of staff to better meet the changing needs within the Enrollment Planning Division.

As a result of the current changes at the College of Charleston overall, it is likely that we will have to revisit these goals and in particular, goal 1 (enrollment strategic plan) as the College makes revisions to the overall Strategic Plan. Revisions to plans are being monitored by the entire Enrollment Planning Division, senior leadership and other key stakeholders. This will include but not limited to, developing a new set of benchmarks for the College with identification of Key leading indicators (KPI) with the Enrollment Management Division for student recruitment and retention.

Admissions

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
While in some cases the numbers are small, these recruitment pipelines have provided enrollment results and in the case of Senior Project, retention results. The Office of Admissions will continue to review and analyze the return on investment in the areas of international recruitment, Student of Color recruitment and success in the geographic region of Columbia and the midlands of SC.

While we feel these programs are important in introducing the College of Charleston to potential students, we need to advocate for other touch points, financial incentives in the form of scholarships and grants as well as student support services to further capitalize on student interest in these targeted student populations.

Financial Assistance and Veterans Affairs

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Office of Financial Assistance & Veterans Affairs has adapted to federally mandated changes to the student aid delivery system by utilizing all of the available tools to automate the processes and timely communication with students as these changes affect them. To the extent possible our goal is always to minimize the impact on students/parents and to provide appropriate guidance in both the FAFSA application process, the federal verification of applicant data, the awarding of federal aid in coordination with state and institutional aid, and the delivery of the aid to the student's bill at the College. We provide computer stations for students/parents to use throughout the year, but in particular during orientation over the summer where we can assist them with their outstanding requirements in the student aid delivery process.
Registrar

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Transcript Modifications

Verification of Legal Presence

Tracking Customer Service Business

Scanning and Indexing Records

Major Roadmaps Project

Program Improvement in the Registrar's Office often revolves around the implementation, update, or modification of software to enable our office to better serve our customers, keep better or more accurate and timely records, or meet the requirements of a new policy or government mandate. This is true of the first four goals above. Our transcripts now do a much better job of relaying our student's academic history at the College. Our students need this in order to apply for jobs, scholarships, graduate school, etc. Verification of Legal (or Lawful) Presence processing was developed to meet the SC state government requirement that each College enforce this. It has been a large, cumbersome project that has been tweaked and honed quite successfully. Tracking Customer Service Business through LibAnnalytics has helped our front desk analyze their traffic, their staff training, and their business processes and has indentified weaknesses in functional forms and processes in the office. Scanning and Indexing Records used an approach not considered at the outset but which has been very successful in improving the timeliness and accuracy of RO record keeping.

The Major Roadmaps Project is more focused on student academics than most RO projects. It is on its projected timeline and will be a multi-year project. True assessment will not occur until spring 2016 but we are very hopeful that the benefits to our students and the campus will be huge in shortened time to degree and better course provision by the academic departments to meet the students' program and degree needs.
Program Improvement Summary
Program: Institutional Research and Planning

Academic Affairs

Institutional Research and Planning

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Program Improvement Summary and Impact Report
Office of Institutional Research, Planning, and Information Management

The Office of Institutional Research, Planning, and Information Management (IRP/IM) strives for continual improvement. IRP/IM was able to make many improvements during academic year 2013-2014 based on assessment practices.

After gathering feedback from end-users as to availability of data on-line, the IRP/IM website was modified. The revised IRP/IM website was awarded second place and the on-line Factbook garnered first place by the Southern Association of Institutional Research (SAIR) in their rating of institutional research websites. SAIR encompasses all colleges and universities in 15 southern states. Based on end-user feedback, a diversity scorecard was created and diversity data were added to the website for the President's Commission on Diversity. The IRP/IM website also contains a variety of metrics published using comparative data for groups of institutions. The data are updated as available and we have received positive feedback as to the utility of these comparative data.

IRP/IM strives to provide high quality data analysis for various departments around campus. In addition to submitting data for national surveys and official state and federal data in a timely manner, the office is assessed as effective if data analyses are provided in a timely manner and result in actionable activities that benefit students, staff, faculty, or the greater community. The assessment results were positive for 2013-2014 as the following activities were found to have transpired after data were provided:

* A Cougar Comeback committee has been established to reach out to former students with 90+ credit hours but no degree.
* Data from IRP were used by the Center for Student Learning for presentation to the BOT on successful intervention programs for students.
* A student success committee has been formed to follow up on the attrition data presented to the BOT and to implement strategies to improve retention.
* The Faculty Compensation Committee data provided by IRP were used to propose faculty salary increases, which was ultimately approved by the College and BOT.
* The Advising Office has used data to reinforce the efficacy of having students attend more than one session.
* The Math department has decided to allow all students to enroll in Math 103 or 104 regardless of score based on ALEKS data analysis.

IRP/IM is also responsible for reporting through our Business Intelligence tool, Cognos. A survey was distributed in Aug/Sept 2013 to all Cognos users to assess satisfaction and challenges. One of the primary concerns from both authors and consumers was a lack of knowledge of what reports exist and which reports include specific data. Another repeated complaint was the poor performance of a number of specific reports or reports in general. Steps were taken, and continue to be taken, to work with IT and IBM to modify specific reports that have known performance issues. We are also working with IT to improve the existing setup and server environment for overall improvements. Templates are being created to facilitate understanding of metadata for all reports. A streamlined, single-place report request form is also under construction due to this feedback.

A Data Governance Council (DGC) was established in early 2013 to implement data governance policies and practices for the College of Charleston. During the 2013-2014 academic year, two subcommittees were established to further the work of the DGC: the Data Classification Committee and the Data Standards Committee. Based on their assessment of current C of C data governance practices, work was initiated to move the college forward in this regard. First, general data classification categories have been created to enable the placement of data elements into the broad categories. Second, a data inventory has begun to ascertain the sensitive data collected and stored at the College and to determine where these data reside. A Data Review Policy drafted from the DGC is currently waiting for publication.
Program Improvement Summary Report
Program: International Education

Academic Affairs
International Education

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
During the AY 2013-14, Center for International Education (CIE) focused on three goals:

- Study Abroad Participation - students participating in study abroad will increase annually by 5%;
- Expand Study Options - study abroad program offerings will expand;
- International Students - the number of enrolled international students will increase annually.

Results

- Study abroad participation - the total number of participants in 2013-14 was 868, compared to 781 in 2012-13. The number of students underrepresented in study abroad increased 88%, from 27 total in AY 2012-13 to 51 total in AY 2013-14. There was an overall 11% increase in study abroad participation for the year. The Study Abroad Peer Advisor Program was developed and implemented. Eleven past study abroad participants were chosen to volunteer in this capacity, and participated in marketing/outreach, class presentations, and information sessions. Training was conducted at the beginning of the fall semester.

- Expand study options - A new exchange was established with University of Tartu in Estonia. This exchange is primarily serves computer science students, an area that typically does not offer many study abroad opportunities. 31 programs were proposed by College of Charleston faculty for summer 2014 in addition to the semester programs to Argentina, Chile, Cuba, France and Spain.

- International students - Promotional materials were developed and provided to College of Charleston faculty/staff traveling to China for recruitment activities at local schools. A one page handout for prospective international students was designed to be used during recruitment travel. CIE supported the CIE Associate Director and an Admissions Counselor on a Latin American recruitment trip (Brazil, Ecuador, Colombia and Costa Rica). A specific application for exchange students was also designed and implemented as well as an updated Certificate of Finance Form to standardize requested documentation for international students. Fall 2013: 76 degree seeking (F-1 students) including 18 freshmen; 63 non-degree exchange (J-1 students); 14 English Language Institute students. CIE recruited almost 60 Cougar Ambassadors to assist incoming international students‘ transition into the College and Charleston.

Use of Results

- Study abroad participation - information sessions allows more students to gain the information they need to make informed decisions on the best program choice for them. The use of the study abroad peer advisors proves to be an effective way of reaching other students and encouraging them to study abroad.

- Expand study options - the availability of programs to a diversity of destinations have a significant impact on participation by underrepresented student populations. The CIE continues to make efforts to increase the breadth and scope of its program offerings to students.

- International students - increasing international student enrollment benefits the College by raising its profile internationally and creating a more diverse learning environment for all students. Matching domestic and international students with shared interests and experiences through the Cougar Ambassador program will contribute to international student retention at the College.

Budget Challenges

- Study abroad participation - Additional professional staff and resources are needed to effectively manage and sustain the growing demand and outreach efforts.

- Expand study options - The College must provide support to faculty for new program development in targeted, underrepresented academic disciplines and geographic regions.

- International students - Targeted funding to support international students would make the College more competitive with its peers. Currently, there are no scholarships for international students. During FY 2014, a temporary position was added for international student services and support. A conversion of this line to a permanent one would create stability and enhance the College’s ability to provide international students with adequate services.
Program Improvement Summary Report
Program: Library

Academic Affairs

Library

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
College of Charleston Libraries

Program Improvement Summary for 2014/15

In the 2014/15 academic year, the College of Charleston Libraries will continue working towards its three year plan to better assess library instruction, it will collect relevant data regarding the use and growth of the e-resource collection (including the Lowcountry Digital Library), and will continue to survey our faculty and students to gauge overall satisfaction with the libraries’ collections and instruction.

Specifically in 21014/15, the libraries will:

- Develop a plan to implement the updated ACRL Information Literacy Standards.
- The Reference and Instruction Department will develop a standard for evaluating its “one-shot” instruction sessions.
- The Digital Scholarship and Services Department will implement the website migration plan that was developed in 2013/14.
- The Technical Services Department will collect e-resource usage data for the year and develop a plan for assessing the electronic collection in 2015/16.
- The Addlestone Library will also collect user surveys from faculty and students.
Academic Affairs

Provost Office

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Revenue generation--The Provost's Office has been moderately successful in providing means for academic units to generate revenues to supplement their operating dollars. Further support of the BPS program in the next two years is important in order to establish its success.

College's participation in the online environment--The basic infrastructure to allow faculty support to construct online courses has been put in place.

Evaluations of faculty--Streamlined evaluation process will benefit both tenured faculty and chairs.

Study abroad assessment--Faculty work this coming year will allow for the completion of a plan for the assessment of study abroad courses and semester programs.

General education--An assessment plan for general education constructed and revised by faculty is now in place.
Academic Affairs

Research & Grants

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Extension granted to allow for collection and analysis of fiscal year data
Academic Affairs

Summer Sessions

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)