Campus Recreation

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**
The results reported here strongly suggest that those participating in the sport clubs program or those working as student employees undergo positive changes in a number of individual behaviors that are of importance in one's personal growth and development and too for their preparation in pursuits beyond college. The results help in validating the worthwhileness these programming opportunities provide and are of immediate interest to students, parents, and college administrators, each with a different perspective of its importance. Having access to this evidence makes it easier for the program director to advocate for additional support aimed at program development and can be useful in determining what emphasis to place in various training modules.

Career Center

Program Improvement Summary

**Summary of assessment results with focus on program improvement (to be shared publicly)**
One goal was to have our student hire forms (2 different ones) on-line so that campus employers could do this portion more easily. We created the process and worked with IT on it and an external vendor to create the AXIOM form. We ran into technical programs and did not start its use mid year as planned since one form did not work. It has been worked on this spring but we still do not have it working as planned. The delay will push it to the fall if/when all the technical aspects are working and we are comfortable rolling it on to all campus employers.

Internship Handbook. Was created and disseminated to campus and employers.

Going Global Software Program. The office's operating budget was increased and will allow the purchase of this for the upcoming year.
Civic Engagement Center

Program Improvement Summary

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

Expand diversity theme in service projects
The Alternative Break program continued to incorporate an emphasis on diversity within the pre-departure education curriculum by implementing experiential learning activities and scholarly articles centered on themes of diversity and social justice during large group meetings and site leader training sessions. Reflection journals were used upon the completion of all trips in order to gauge learning outcomes for the AB program. Responses indicate that students were positively impacted by both the pre-trip education and the trip itself, particularly as it regards diversity.

Alternative Break trips this year displayed a far more diverse demographic than in previous years. In 2012-13 our AB participant group consisted of 13% non-white students and 4% male students. However, in 2013-14 our spring break group was comprised of 32% non-white students and 23% male students.

In January 2014 we were able to offer a significantly subsidized Alternative Break trip to Atlanta, Georgia over the Martin Luther King Jr. holiday. By securing financial contributions from campus partners such as the Provost's Office, Student Life, Multicultural Services and Programs, and the Office of Institutional Diversity, 20 students were able to participate in a weekend of service and conversations surrounding activism and diversity. While many of the Alternative Break trips might be considered cost-prohibitive, this opportunity created an entry point that enabled students to participate in the Alternative Break program with a reduced financial requirement. Additionally, the theme of social activism allowed students to continue conversations surrounding diversity.

One-time service events throughout the year catered to a diverse group of over 250 students representing a number of different student organizations including the Cougar Activities Board, the Jewish Student Union/Hillel, Panhellenic Association, National Pan-Hellenic Greeks Council, students enrolled in graduate programs at the College and others.

Bonner Leader program meeting topics this year included race and racism, gender identity, and spiritual or religious identity, in addition to a variety of social issues like hunger and homelessness. Travel for Bonner Leaders remains a pivotal learning point, particularly in regards to diversity. Juniors and seniors volunteered in San Miguel Escobar, Guatemala during their 2014 spring break.

Bonner Leaders also participated in diversity-focused conferences, including 7 students who attended the University of South Carolina’s Student Leadership and Diversity Conference. Two students presented at the College of Charleston’s Student Diversity Conference and were recognized with a travel award in the Be the Movement Student Showcase.

Comprehensive diversity curriculum and efforts to attract and support a diverse range of students for all programming will continue in 2014-15.

Alternative Break pre-departure education
Students and staff reviewed and revised the pre-departure education cycle for trip participants. For the first time, student site leaders incorporated at least one "expert" speaker into their pre-departure meetings or the schedule of their service trip. In total, this curriculum was facilitated for 9 general Alternative Break trips and 2 Bonner Leader trips. All students completed reflection journals upon returning from their Alternative Break experience.

For the first time, Bonner Leaders were incorporated into the regular training schedule for Alternative Break. Fourteen freshmen and sophomores attended 3 meetings in preparation for their trip to Washington DC. Additional training and education was scheduled during regular Bonner group meetings. Education focused largely on the social issues of hunger and homelessness. Reflection journals indicated that students learned great deal about these issues and found value both in pre-trip education and in courses with academic content that connected to hunger and homelessness.

Eleven juniors and seniors also met with other spring Alternative Break participants to prepare for their trip to Guatemala. However, it quickly became apparent that, unlike the younger students, the juniors and seniors were at a very different point of learning and understanding than the average Alternative Break participant. Ultimately, Bonner juniors and seniors attended the first introductory meeting, a meeting on Health and Safety, the Send-off meeting immediately prior to departure, and the Return & Reflect meeting following the trip. It was decided that it was more important to be respectful of the students' time and to use what time we did have for preparation to conduct education more tailored to the group's understanding and abilities.

Changes made for this year will continue through 2014-15.
Diversity and retention in service learning programming

The Bonner Leader program accepted 5 rising sophomores and juniors and 8 new freshmen for 2013-14, bringing the group total to 29 (a 24% increase from 2012-13). New measures were put in place to provide additional student support. The Director of the program, Laura Mewbourn, met with all new students regularly through the fall semester. As students demonstrated the ability to balance academics with their Bonner Leader commitment, the number of required meetings decreased. Students who showed evidence of struggling, either because of academics or acclimating to the requirements of participating in Bonner Leader, continued to meet with the Director of the program.

We are particularly focused on recruiting first generation, high financial need, and non-white students while maintaining a genuinely diverse group that represents a spectrum of the campus population. For 2013-14, Bonner Leaders were 51.7% non-white, 20.7% first generation, and 51.7% high financial need. In total, 62.1% of group members fell into one or more of those categories.

Another primary goal of Bonner Leader is to maintain high retention and graduation rates. These rates are calculated based on students who complete at least one year in the program. Students who complete one year but drop the program are still tracked through graduation. Currently, the four-year graduation rate for the Bonner Leader program is 95.2%; the five-year rate is 100%. The average CoC GPA for group members at the end of the spring semester was a 3.22.

The program is projected to add 15 new students for the 2014-15 year, bringing the group total to 35. Comprehensive academic support will remain in place.

Counseling & Substance Abuse Services

Program Improvement Summary

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

Our assessments of our target goals helped us evaluate the reasonableness of our goals, the effectiveness of our interventions to attain our goals, and the explore both successes and opportunities for improvement. Regarding our goal to reduce binge drinking on campus, we learned we are holding steady and that the pre-matriculation training by Everfi does help reduce the "college effect" of freshmen heavy alcohol consumption. We will be looking at next year’s data to see if a new intervention - DOS mandating 100% completion of both phase 1 and phase 2 of the training will further reduce the rate of binge drinking among freshmen Aug - Oct 2014. Regarding our goal of reducing frequency of marijuana use, we learned that we need to spend more time addressing this issue in our social norms campaigns and have hired a part-time substance abuse educator to focus more effort on this goal. Regarding our goal of helping counseling clients reach their student learning objectives, we learned that they continue to benefit from brief, <6 sessions, empirically-based interventions and report satisfaction with various self-improvement, decision making, and health-related outcomes and SLO’s. Students also give CASAS extremely high marks for overall satisfaction, would come back again, and would recommend our services to others.

We utilized several additional assessments this year including: 1) peer review of counselor notes, 2) student feedback regarding goal attainment and customer satisfaction - both individual counseling and substance abuse group attendees, and 3) M.A intern skill-attainment/satisfaction with training. All three measures have ensured transparency, mutual accountability and utilization of empirically-based practice.

Dean of Students

Program Improvement Summary

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

Sexual Misconduct Committee Assessment Plan - The combination of the relevant data from the Campus Climate Survey and the module within the First-Year Experience should provide sufficient data to construct a multi-year assessment plan for the Committee. We will be mindful to view the data through the spectrum of the mission of the Committee. With the addition of the Campus Climate Survey data in September 2014, the Assessment Subcommittee should be bolstered by the increase in available data. We will be able to share our
results with the Campus-wide Title IX Steering Committee and therefore better support the recommendations that the Steering Committee relays to the President.

First Year Experience:

We will modify specific content in the outline based on the results of the student quizzes not the PF feedback. We will refine the definitions section of the session, especially sexual assault and consent, and include dating violence, domestic violence and stalking. We will use the quiz results to inform our forthcoming bystander intervention campaigns (The Men's Program and "It's Your Place").

Our training approach and outline content appear to empower the PFs to present the material with sensitivity and authority. We will be prepared to arm Page Keller, the PF director, with techniques to teach the PFs how to gain confidence in teaching sensitive topics should the % of PFs reporting a high level of comfort decreases. We will tap into our health educator and our Public Health faculty if necessary to assist. The results enhance our commitment to continue to use the basic content of the sessions and use a quiz as the tool to detect learning.

Disability Services

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Center for Disability Services / SNAP has experienced incremental successes toward the attainment of our goals, to include an increase in resources in response to student demand. Our attempts to encourage co-curricular opportunities for our students and professional development opportunities for faculty and the campus community enriches our communication with all, and demonstrates our commitment to life long learning and community service.

Certain outcomes are based on factors that are beyond our office's control. In the coming year, we will focus on improving those outcomes that we can effect and for which there is a pressing need, particularly, the provision of increased (by 50%) faculty resources via our website.

Fire & EMS

Program Improvement Summary

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

Greek Life

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Higdon Student leadership Center

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The HSLC accomplished one of its stated assessment goals by reviewing its vision and mission statements this year. After input from a focus group, the vision and mission statements were rewritten to a more concise format. Also, changes were made to reduce the number of learning outcomes through rewriting to remove duplication of language and removing outdated or irrelevant ones. This review was done as we prepare to move into our 10th year in January 2015.

A second goal to measure learning outcomes using three of the HSLC programs was partially met. We did a successful pre/post for Cougar Excursion but circumstances prohibited our success in this goal for the programs, Leadership CofC and the LeaderShape Institute. Changes have been made to ensure the successful completion of a pre/post test assessment, for the remaining two programs, happens next year.

Improvement was measured in Cougar Excursion as follows:

45.5% increase in competency - commit to and act consistently with core values
12.3% increase in competency - awareness of strengths and areas of development
11.7% increase in competency - preparedness to be a strong and involved member of the CofC campus
9.1% increase in competency - strong understanding and perspective on the concept of leadership.

Multicultural Student Programs and Services

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Office of MSPS will take data from our measurements and qualitative information obtained from faculty, staff, and students through surveys related to the office, programs and services provided and use it to improve the functions of the office. In turn, we will also continue to monitor and assess the programs, services, activities, events and resources throughout the next academic year to determine what and how we can continue to facilitate the academic, social, and personal progresses of the underrepresented students we serve.

Mentoring Matters

Program Improvement Summary

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

This goal was not set up in a way for us to accurately assess the program.

David Michener gave a general outlook of the program as the coordinator of mentoring matters program floor 2013 - 2014. This program is being REVAMPED and has been assigned to another staff person beginning with the 2014 - 2015 academic year. We will set up the correct parameters for assessing the program.

The Mentoring Matters program cut down the number of student mentee participants. The quantity was not as important as was the caliber of each student participant. The mentee numbers decreased from 87 to 45 because mentoring was not mandatory in 2013-2014 as it was in the 2012 – 2013 academic year. Participants had to have the desire to learn, meet with mentors, and attend various lectures, events, and community activities.
SafeZone

Program Improvement Summary

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

In summary: We have conducted two Lavender Celebration ceremonies during fall 2013 and spring 2014 graduation periods. Participation increased during the spring 2014 celebration over that of our initial fall 2013 celebration. We have hired a student intern to perform various functions connected to the Safe Zone program. They include: conducting the regularly scheduled Safe Zone committee meetings, sending out notices to the campus community concerning Safe Zone sponsored events, and attending conferences devoted to LGBTQQAI issues. We have conducted several Safe Zone training sessions for various groups to include: Office of Public Safety, Student Government Association, Women and Gender Studies, Office of the Provost, Christian Students Association, CASAS, members of the faculty, members of the staff, the student body, and community members. In all Safe Zone has trained 331 people thus far. We are also working to arrange training sessions for members of the College's BOT and the Executive Staff. We conducted a campus wide survey to identify gender neutral restrooms across campus. Safe Zone has conducted off campus training sessions at various places and events to include: Medical University of SC, The Citadel, Trident Technical College, Midlands Technical College, and the Wanda Bellamy Conference. Safe Zone has expanded its training to include more advanced knowledge of issues facing the LGBTQQAI community.

SPECTRA/SCAMP

Program Improvement Summary

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

The Office of MSPS will take data from our measurements and qualitative information obtained from faculty, staff, and students through surveys related to the office, programs and services provided and use it to improve the functions of the office. In turn, we will also continue to monitor and assess the programs, services, activities, events and resources throughout the next academic year to determine what and how we can continue to facilitate the academic, social, and personal progresses of the underrepresented students we serve.

Uno Dos Salsa

Program Improvement Summary

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

The Office of MSPS will take data from our measurements and qualitative information obtained from faculty, staff, and students through surveys related to the office, programs and services provided and use it to improve the functions of the office. In turn, we will also continue to monitor and assess the programs, services, activities, events and resources throughout the next academic year to determine what and how we can continue to facilitate the academic, social, and personal progresses of the underrepresented students we serve.

Public Safety

Program Improvement Summary

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

This assessment has allowed for Public Safety to focus on some key issues that have bettered the department as a whole. Our efforts in recruitment and retention have allowed us to hire some excellent men and women that are a huge asset to our department, bringing us closer to some of our strategic initiatives. Also having our Community Oriented Public Safety Officers working with the campus community allows us to solve problems together and enhance security for targeted hotspots which leads to a safer environment for all college community members.
Residence Life & Housing

Program Improvement Summary

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

The Department of Residence Life and Housing will enhance its commitment to using the data generated from the ACUHO-I tool and StarRez. Each tool provides different types of data - indirect and direct. We want to extract from StarRez its direct data which allows us to see patterns -- dates for deposits, the flow of the returners deciding to seek on-campus housing, when students decide not to live on campus, the number of room changes, etc. We will work with Institutional Research to plug in this information to create a clearer picture of our assignments process and opportunities for improvement. The indirect survey data is rich concerning student interactions with each other, live-in staff, policies and diverse populations. We have historically not used this information in a productive manner to help us with program improvement. We are making a commitment to mine this survey data to help us identify the gaps in the delivery of our services and build on our successes.

With the movement of our Honors College and Living-Learning Communities for 2014-2015, we will have the opportunity to detect the influence of the physical space on our programming and student satisfaction.

Security Tech Services

Program Improvement Summary

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

Student Health Services

Program Improvement Summary

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

The staff at Student Health Services is committed to providing quality, affordable, health care to all students in a supportive, inclusive and caring environment. The staff also has a keen commitment to contributing to the education of students, by teaching students how to effectively utilize a health care system and a commitment to retention by maintaining health. The staff also recognizes the benefits of Assessment; as a quality improvement program, that can increase patient satisfaction, improve care, increase efficiency and decrease costs.
**Student Life**

**Program Improvement Summary**

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

Assessment conducted in 2013-2014 helped gauge student satisfaction of Student Life programs, services, and resources. This was particularly significant in the development and launch of the Stern NiteLife series and the use of social media to communicate information related to the department to the campus community and general public.

Data gathered allowed for evaluation of programs offered and marketing methods utilized and adjustments were made to budgeting and human resources devoted to these areas for the 2014-2015 academic year.

**Technical Support**

**Program Improvement Summary**

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

The assessment results showed specifically what was done to meet the goal and how often a program was updated. The departments receiving technical support services are also noted. This will serve as a baseline for the following years’ activities. Documenting results will help in tracking the fulfillment of Division and Institution goals as well.

**Upward Bound**

**Program Improvement Summary**

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

100% of students in program who had entered the program prior to taking HSAP exam have passed as of 5/31/14.

Due to utilizing PowerSchool to determine student tutoring/academic support needs, able to intervene more frequently and impactfully. Out of students who participated at least 75% of the time, grades improved between progress reports an average of 5-10 points or more (Q1 to S1/Q3 to S2).

15/19 students (79%) of students from class of 2014 will be attending post-secondary institutions in the fall of 2014; the other 4 intend to enroll in military and pursue education through that means, although the Dpt. of Ed does not recognize military as a successful statistic re. college-bound data. This was a reduction from class of 2013 (20/23, or 87%) but still above the stated goal of 75%. We will work more on encouraging students who may have the military as a career option in mind to enlist in reserves concurrent with “regular” fall enrollment.

**Victim Services**

**Program Improvement Summary**

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

Founded in the mid 1980’s, the Office of Victim Services (OVS) at the College of Charleston is a pioneer (either the first or one of the first victim assistance program on a college/university campus) in the campus victim advocacy movement by providing 24-7-365 comprehensive victim services to college students affected by violent, potentially violent and felony crime (primary victims, secondary victims, witnesses, etc.) regardless of gender, incident location or if the victim elects to file a police report or not.

The data collected from assessment will:

1. Be incorporated into building the One in Four/Men’s Program; and the design/delivery of ongoing programming initiatives that heightens campus community awareness of the critical issues affecting...
college students; and in the movement to shift campus culture (national issue) on crimes affecting college students, from one in which many students are apathetic, to one in which many students become altruistic, thus students will:

- believe violence is a human rights issue and not an issue affecting one person, or groups of people (gender, race, ethnicity, culture, sexual identity, disability, etc.);
- are supportive of victims of violence;
- find crimes against students offensive;
- are willing to intervene to prevent/disrupt a victimization when it can be done safely;
- believe that the individual responsible for the crime/victimization is not the victim, but the perpetrator who intentionally chose to do wrong, commit the crime and harm the victim; and
- channel survivors of crime/victimization to OVS for confidential comprehensive victim assistance that addresses the specific needs of college students.

2. Foster/maintain a network of professionals who might work with students affected by crime/violence (victim service providers, law enforcement officers, sexual assault forensic examiners, attorneys/prosecutors, therapists, etc.) resulting in our ability to:

- Improve our relationships and expand our resource/assistance base
- Increase student/victim referrals from professionals to OVS so students may access OVS assistance

3. Aid OVS in contributing to campus compliance with federal legislation:

- Improve campus culture
- Bystander intervention (one in four/men’s program)
- Ongoing programming to heighten awareness of sexual assault, understanding what does and does not constitute consensual sex, frequency of specific crimes, etc.
- Where to access confidential victim assistance
- Informing survivors of rights, options, academic disruption, housing concerns, etc.
- Awareness of sexual misconduct continuum, sexual violence, relationship/domestic violence, stalking, etc.