Assessment Report Summary
Program: Academic Affairs

College of Charleston

Academic Affairs

Academic Experience

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Outcome 1 The results of the Pre and post-test given to determine AEX staff knowledge of College Policies demonstrated that staff in AEX are aware of each of the three policies “Ethics Policy”, “the Code of Conduct”, and the “Prohibition Against Discrimination and Harassment, including Sexual Harassment and Abuse”. The results demonstrate that staff in AEX are aware of each of the three policies and somewhat knowledgeable about each of the three policies. In addition, 100% of AEX staff survey participants perceive that these three policies are followed by their unit and that each of the three policies is enforced for their unit by their supervisor. This is the first year of assessment for these measures and it demonstrates that while the results indicate that there is a satisfactory awareness of each of the three policies, that there is a weakness in knowledge about specific provisions and application of policy to hypothetical situations. For 2016-2017, each of the three policies will be discussed at each department’s staff meeting. The AVP will develop new hypothetical applications for these policy review sessions and a pre-test/post-test will be administered again in spring 2017 to determine if the level of knowledge and ease of applicability has improved.

Outcome 2 100% of AEX departments established foundation accounts and 100% also established giving pages on their departmental websites. The establishment of foundation accounts and giving buttons/giving pages for each AEX department is a good first step to enhancing donation opportunities to increase funds available for student development and academic support. Now that the foundation accounts are set-up and the Giving webpages/giving buttons have been made easily accessible to potential donors via the websites of each AEX department, the unit's departments will start to focus on making potential donors aware of these giving buttons and encourage them to donate. The unit will explore and implement strategies to encourage donations to each of the AEX department's foundation funds during the next assessment cycle.

Outcome 3 International Students’ needs The College of Charleston did not move forward as planned and within a time frame that allowed for assessment of this outcome. This outcome will be rolled forward to 2016-2017.
evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

For the 2015-16 assessment cycle, the Academic Advising and Planning Center (AAPC) moved our assessment efforts from specific program (i.e. Majors Fair, Provisional Students) assessment to learning outcomes assessment as identified on the Advising Syllabus (attached). This decision was driven by the fact that the department had learned everything it could about those programs' impact and based on the data have decided that these endeavors will become part of the fabric of the AAPC's work. As such these programmatic efforts have been included as measures to the 2015-16 outcomes.

The AAPC Assessment Committee spent much of 2014-15 developing measurable learning outcomes, which has resulted in the assessment outcomes for 2015-16. Since nearly all of the outcomes are new this year, there is not a specific point of comparison from previous years to identify evidence-based changes based on past data. Programmatic changes moving forward based on data collected in 2015-16 have already been noted in the specific results sections of this assessment cycle's three outcomes.

Educational Programs and Services

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Over the last few assessment cycles a change in the process has been to conduct bi-weekly meetings with all direct reports to improve the lines of communication between supervisor and direct report. The annual performance evaluation process has been enhanced by included targeted questions in the discussion about performance and goal development. Discussions with directors about the conferences they attended and their take-aways from the experience has led to valuable discussions about future program planning and their desire to learn additional information. This exercise has resulted in sharing information at larger AEX Director meetings and brown bag discussions with AEX colleagues.

Outcome 1 regarding performance appraisals was completed by the published deadline from Human Resources. Directors completed their self evaluations and all ratings were above the satisfactory level. Their quality work would be challenging to improve given their high quality level of performance, however, discussions resulting from the targeted questions were informative and helpful in determining professional goals. For 2016-2017 the questions used will be evaluated and possible revisions made.

Outcome 2 refers to the professional development of each director. Involvement attending conferences and conference presentations for all directors during 2015-2016. This indicates that directors are involved in professional opportunities in order to enhance their own learning and understanding about student development. For 2016-2017 directors are encouraged to propose, present, and explore opportunities for publishing.

Outcome 3 regarding budget management indicates that at the time of this report, all
departmental budgets are within the allocated funding and are well-managed by each director. For 2016-2017 budget requests for additional funds for CSL and an increase to the student orientation fee will be pursued.

Center for Excellence in Peer Education

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The assessment results from 2015-2016 have provided the Center for Excellence in Peer Education with data that will lead to specific changes in the 2016-2017 academic year.

Assessment results from Learning Outcome 1 will be incorporated into our TEDU 205 Peer Mentoring course, the Peer Facilitator Training Workshops, the FYE May Faculty Workshop, and the start of the semester Faculty/PF meetings. Our results indicate that FYE students are using Addlestone Library and AACP at our just above target levels. They still use the Career Center less than other services, but this particular support office has more relevance to students after their second year. We did improve over the performance target in this area and we’ll continue to work to encourage students to use this service. We improved 14 percentage points in our student’s reported use of the CSL in their first year. This is an important change. To further improve on this assessment result we have updated the May New Faculty Workshop to include a session on creating more intentional and course-specific use of the CSL services in the synthesis seminars. Instead of merely talking about the CSL’s services, Melissa Thomas (Director, CSL) and Kaitlynn Kirk (Study Skills Coordinator) will run a session helping faculty create course or assignment specific synthesis seminar sessions. Our hope is that these sessions will increase FY student use of the CSL for other subjects and produce a further increase in this assessment metric in the 16-17 cycle.

Results from Learning Outcome 2 will be used to adjust the curriculum in TEDU 205. The 5 roles of the peer mentor are discussed during the first class meeting. While there are references to them throughout the semester, a discussion of these crucial roles needs to be incorporated in each class meeting. The OARS model is discussed during the SafeZone training and during the class covering one-on-one communication skills. The students need to be given more opportunities to role play using the OARS model during more than those two class periods. Because most of these students are responsible for groups of ~20 students each week during the academic semester, it is imperative that they are aware of and knowledgeable about the Run, Hide, Fight system. In addition to the video, each class will engage in a more in-depth discussion about emergency preparedness and the Run, Hide, Fight system. LO2 results also indicate that the majority of peer-educators-in-training are pleased with their course experience and feel prepared for their roles as peer educators. However, 7 of the students “Neither Agree or Disagree” that “My oral communication skills have improved as a result of this course.” Only 32 students indicated that they “Strongly Agree” with this item. Consequently, the course curriculum will be redesigned to offer students more opportunities to speak on their own and in groups in front of the class. The comments pulled from the survey indicate that the students want more opportunities to create lesson plans, practice the OARS model, and observe peer educators while they are working. These comments are extremely helpful and will be better incorporated in the curriculum.
Results from Learning Outcome 3 will be incorporated into our TEDU 205 Peer Mentoring course, ongoing PF required weekly meetings, and pre-fall and pre-spring training. CEPE will develop and incorporate strategies to address each item during the 2016-2017 academic year.

Additionally, this is the first year that the FYE PF program is IMTPC Certified through Level 3. Only 3 students (4%) failed to meet requirements because of too few hours of mentoring experience. However, 15% of the students failed to meet the 3.0 minimum GPA requirement. Coupled with the results from Measure 1, this indicates that some of our PFs are struggling to balance work and academics. Because these students are “role models” and “model students,” it is necessary that we provide opportunities for them to improve their own time and task management as well as study strategies. The CEPE and First-Year Experience offices will also work together to determine whether a minimum 3.0 GPA will be required in order for a student to apply for a PF position. At present, we expect that they are in “good academic standing.”

Center for Student Learning

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Center for Student Learning uses data to make informed programmatic changes on a constant basis, both inside and outside this formal assessment process. Some examples to highlight from inside this assessment process from previous years would be the CAS Self-Assessment, DFW Study, Satisfaction Surveys, and PAC Longitudinal Study.

The Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment was undertaken by the CSL in 2012-2013 and revealed several functional areas that needed to be brought up to industry standards, such as:

- Create financial stability (bring costs down, champion for monies in)
- Revise the mission statement to reflect student learning and development
- Consolidate ethical statements to one accepted industry standard
- Create and share emergency plans with staff and student employees
- Combine other policies into one updated policy and procedures manual
- Modify space to address accessibility issues by creating lower log-in stations for each lab and a doorbell at the front door of the CSL
- Align assessment with College assessment plans (including the creation of student learning outcomes and peer educator learning outcomes)
- Stabilize and streamline data collection and dissemination, including an accessible annual report on the CSL’s website
- Strengthen external relations including outreach through Accepted Students Weekend, Orientation, Family Weekend, and various other admissions events
- Focus on creating a welcoming, accessible, and inclusive learning environment with an emphasis on becoming advocates for greater sensitivity to multicultural and social justice concerns

An additional assessment project undertaken in 2012-2013 was the “DFW Study” of courses
with high DFW rates (above 25%) and what measures the CSL could do to reduce those numbers and improve student success. The result of that project was additional courses were added to the Supplemental Instruction program (PHIL 120, PSYC 213, BIOL 201) and a walk-in Science Tutoring Lab was created both with great success.

The following year in 2013-2014 Satisfaction Surveys were rolled out across all service areas of the CSL and what emerged was two courses that needed to be supported with something more than tutoring but at the time the CSL didn’t have resources to try anything. Pre-Calculus has been a troublesome course at the College for quite some time, as it attracts not only those who need it for their major but also those trying to satisfy their General Education math requirement. A hybrid model of tutoring and SI has been tried at other institutions therefore, with the assistance of a Graduate Assistant from the Math Department, the CSL ran Math Assistance Program (MAP) for Pre-Calculus in Fall 2015 and Spring 2016. This course can support this because it is taught with the same textbook, at the same pace, with a common final exam. Additionally, this year the Supply Chain Management Department approached the CSL about funding Supplemental Instruction for DSCI 232 therefore a promising pilot was run in Spring 2016.

Finally, the Peer Academic Coaching (PAC) Longitudinal Study, which has been conducted for the past three years, has afforded program staff the opportunity to monitor the academic success of students during their ‘post-coached’ semester. As the program is designed to match students who are academically at-risk with an accountability partner for one semester only, there is value in following the progress of students the semester after coaching, for the purpose of determining:

- If the student begins the new semester with clearly defined goals and strategies for effective time and self-management
- If the student continues to incorporate these new strategies into daily life, without regular prompts from a coach
- If the student adheres to these practices during times of high stress and a high volume of academic and other challenges
- If the student continues to see support and help from other resources when needed

The program staff utilizes the longitudinal study by incorporating training exercises and brainstorming sessions with the coaches that are guided by the following question: “How are you going to ‘work yourself out of a job’?” at the end of the coaching semester. This intentional effort by the staff has proven valuable in several ways:

- Knowing that they have a specific time frame—one semester—helps the coaches make a plan to incorporate all of the different topics they must cover with their students within a three month period.
- The ‘work yourself out of a job’ approach helps coaches avoid dependency from their students; they know they must work diligently from the first week to help their students equip themselves with necessary skills.

As a result of the study, the program staff has made the following changes and improvements to the PAC program:

- Designating a ‘Senior PAC’ to provide both guidance to the new coaches and support to the program director. This has been of particular value when collecting data for the longitudinal study
- Implementing an ‘Exit Interview’ for all coached students, for the purpose of recapping the semester and reiterating skills that students have learned
- Discussing the Pre-Post Time Management Survey with students; this, too, can be used by the coaches as a tangible reminder of the progress that students have made in their
acquisition of time and self-management skills during the semester.

New Student Programs

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Orientation for new students and families are the largest programs operating through the Office of New Student Programs. Past program evaluations about orientation have been high so the focus during summer 2015 was to evaluate the student registration piece of orientation. Through observation the staff found that common questions emerged during registration and as a result inclusion of this information will be added to the 2016 orientation. Students appear to understand how to register for classes based on observations. This was also confirmed by the data report of students who had successfully registered for fall 2015 classes.

Parent Services includes providing a listserv, email, and website. Over the years the listserv has been perceived as valuable by 92-97% of subscribers based on an internal survey distributed to the listserv in March 2016. The 2015-2016 time period was the highest rating yet at 97%.

The Freshman Commuter Collegium provided knowledgeable peer mentors and was perceived as valuable based on focus group comments. Although the dedicated space was utilized by commuting freshmen the decision was made to discontinue the use of this space for this purpose. The need for a common space for commuting freshmen is still an idea that is worth pursuing and a search for alternative space is underway.

Summer Preview has been highly evaluated by students’ participants in the past. The summer 2015 program once again was rated highly based on a satisfaction survey which indicated that Summer Preview met the expectations of 97% of the students participating. In addition, 97.6% felt that the program made the transition to college easier and they learned about available campus resources as a result of participating. Summer Preview themes will continue to be evaluated each year and high quality peer mentors will be trained for the summer activities and programming conducted by these peers will be offered to the participants throughout the academic year.

First Year Experience

FYE

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment
**Program Improvements**

**FYSS 101 Transitional Material:** The course averages for each of the questions in the end-of-course assessment were very high. But, a closer look at disaggregated, section-level results showed that some questions had a large number of sections that scored less than 90%. In particular this was evident with question 8 (What is the difference between a “Withdrawal” and a “Withdrawal Due to Absence?” How does the latter affect your GPA?) and Question 9 (Where is the Absence Memo Office located?). We are re-emphasizing these two concepts in the FYSS 101 sections in the 2016-17 AY. The academic standards section of the FYSS will be moved closer to the beginning of the semester to ensure that students understand what withdrawing from a class means and the variety of ways that this can happen in a course. We hope that this will improve student performance in 2016-17 on these particular subjects.

**Use of Academic Support Services:** Our results indicate that FYE students are using Addlestone Library and AACP at or just above target levels. They still use the Career Center less than other services, but this particular support office has more relevance to students after their second year. We did improve over the performance target in this area and we’ll continue to work to encourage students to use this service. We improved 14 percentage points in our student’s reported use of the CSL in their first year. This is an important change. To further improve on this assessment result we updated the May 2016 New Faculty Workshop to include a session on creating more intentional and course-specific use of the CSL services in the synthesis seminars. Instead of merely talking about the CSL’s services, Melissa Thomas (Director, CSL) and Kaitlynn Kirk (Study Skills Coordinator) ran session helping faculty create course or assignment specific synthesis seminar sessions. Our hope is that these sessions will increase FY student use of the CSL for other subjects and produce a further increase in this assessment metric in the 16-17 cycle.

**Introduction to Information Literacy:** The assessment committee found that students needed more instruction on how to create a concept map that would best help them generate more specific keywords from broader search topics. These more specific keywords would allow them to use library databases more effectively. The assessment committee also found that while students were able to identify a book or article, they needed more instruction on how to better describe the relevance of their selected book or article. This is the first step on the way to an annotated bibliography that asks them to describe the choice of a source in more detail.

**FYE Embedded Librarian Training Improvements:** Updates will be made to the training to help librarians improve their approaches to helping students create a better search process. There will also be a focus on helping students to create more specific statements about the quality of their identified resources. Finally a few additions will be made to the activities themselves to clear some student confusion in regards to designing and using the concept map.

**FYE Faculty Workshop Improvements:** Updates will be made to the faculty workshops to ensure that faculty coordinate more closely with librarians assigned to their courses when students do this activity in the library with the intent to both emphasize the search process and to help them assess resource quality in their disciplines. The workshop will also encourage faculty to scaffold this activity into a larger semester long project in their FYE courses.
REACH

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
Any plans for improvement are, at this point, premature as data will be collected and assessed in October 2016.

ROAR

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
Funding for the ROAR program was not renewed and the program was discontinued. The Director of this program vacated the position on April 29, 2016. Reporting data from the 2015-2016 assessment plan was not provided, therefore an assessment report was not completed.

Undergraduate Academic Services

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
Results of assessment over the past several years have indicated that while FAST referrals continue to increase

AY 2011-2012: 230
AY 2012-2013: 243
AY 2013-2014: 223
AY 2014-2015: 302

Response rate (defined as meaningful email exchange, phone call or in person meeting) did not increase as a result of the new implementation measures.

AY 2011-2012: 30.4%
AY 2012-2013: 34.8%
AY 2013-2014: 38.3%
AY 2014-2015: 33.2%

In 2014-2015 UAS implemented and assessed a new approach to our methods for reaching out to students referred by FAST. This included an initial contact email through the Maxient system and then an Outlook contact email after two failed Maxient attempts. This approach did not successfully improve response rates so in 2015-2016 UAS altered the approach by using a targeted, more personal email send directly through Outlook as well as an assessment of whether or not students reach out to resources even if they do not come in to UAS. These efforts showed positive result as of the 262 unique FAST referrals in 2015-2016. (N=262) 46% (n=120) of the students that UAS reached out to as a result of a referral (N=262) responded by email, phone call or in-person appointment with UAS. In addition, 38% (n=99) of students who received a FAST email (N=262) utilized the Center for Student Learning and/or met with the faculty referral sources. 22% (n=58) of the students reached out to their faculty member who initiated the FAST referral and 16% (n=42) reached out to the Center for Student Learning for support and assistance.

Retention and graduation of provisionally admitted students has been the focus of our assessment efforts for the past several years. In 2013-2014 and 2014-2015 UAS collaborated with AAPC to evaluate the impact on two advising sessions per semester on provisional student success. While those results were positive in that the number of provisional students placed on Academic Probation after Fall semester fell in the two years since mandatory multiple advising appointments were implemented

Fall 2012: 10.34%
Fall 2013: 9.39%
Fall 2014: 6.76%

PR continuation rates continue to remain relatively unchanged despite the additional required advising meetings

81.2% of Fall 2012 cohort were continued
80.28% of Fall 2013 cohort were continued
80.18% of the Fall 2014 cohort were continued

In addition, PR students are only meeting their individual semester GPA goal at rates of 20-37% for those who attended both advising sessions each semester and 7-26% for those who attending only the mandatory advising.

For these reasons In AY 2014-2015 UAS conducted additional research with the assistance of IR in an effort to determine the various factors that impact PR retention and graduation rates. The data gained from that study combined with this data will be used to implement revised PR
requirements for the Fall 2015 cohort. Multiple required academic advising sessions will be retained as well as implementation of additional contact with support and resources provided by FYE class in the first semester, a PR program coordinator and weekly meetings with a Peer Academic Coach who will serve as an accountability partner in the Fall 2015 semester. PR students who are performing well academically at the end of the fall semester will be provided an opportunity to focus on development of their individual talents and career planning. The initial data for the Fall 2015 cohort is included in this report. Preliminary findings show 83.44% (n=126) of 151 provisionally admitted students who matriculated in Fall 2015 under the new provisional program requirements were continued based on meeting the minimum GPA and credit hour requirement. First to second year retention and graduation rates are not yet available for this cohort.

During the 2013-2014 assessment cycle the EDLS faculty members completed a systematic review of the material currently being covered in EDLS 100 classes and prioritized the material they felt should be included in all EDLS 100 sections. In addition, EDLS 100 students were surveyed to determine which learning outcomes were most helpful to current and former students. The results of these assessment measures led to the revision of the learning outcomes for EDLS 100: Learning Strategies. This discussion of learning outcomes led the EDLS 100 faculty to recognize the need for a textbook to address the specific student learning outcomes being taught in the class. In 2014-2015 the EDLS 100 faculty collaborated to write and publish Destination Success an academic recovery textbook that is now the required text for EDLS 100. In 2015-2106 the assessment efforts for this program center around evaluating assignments used to address those learning outcomes.

**Veteran & Military Student Services**

**Assessment Report Summary**

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Veteran & Military Student Services Office was established in July 2015 and has been operational for less than one year. This year three outcomes were established and all targets were set to baseline. Outcome 1 (Scholarships and Financial Aid Instruction) included 4 measures in which performance targets were not met due to the fact that the presentation has not yet been launched. Sufficient data will not be available until May 2017. Outcome 2 (Career Preparation Workshop Series) included 2 measures in which the performance targets were not met. This workshop series has not been conducted yet and sufficient data will not be available until May 2017. Outcome 3 (Veteran Breakout Session) included 3 measures in which the performance targets were not met. Breakout session has only been offered one time and sufficient data will not be available until May 2017. Due to the short amount of time this office has been in existence there is not a sufficient amount of data to report on these operational outcomes. Any revisions that are identified through data assessment will be made in May 2017.
Admissions & Financial Aid and Veteran Affairs

Assessments

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Office of Admissions has focused its assessment plans for the last several years on the goal of achieving progress in the area of diversity with student of color programming and international recruitment being two areas that have consistently been evaluated. The College's strategic plan specifically addresses diversity from these two important populations.

Inclusion of the Senior Project program in our assessment planning preceded the funding of this program by the Presidents Commission on Diversity, but that funding and need to evaluate the success of the program encouraged the office to closely examine enrollment results based on participation in that program. It is clear that the program attracts students who are highly qualified to attend the College of Charleston and that the familiarity that they develop with the College's campus and staff while they are here, helps these students determine if CofC is a good fit. Clearly, many students are finding that it is. Data that has been examined since the inception of the program, demonstrates that Senior Project participation is a strong indicator of enrollment and the yield rate of participants has been well above the average for non-participating students. Senior Project has expanded and now the office offers one session that is dedicated to juniors in high school. The first group of those students attended in summer of 2015, so they will apply for admission for fall 2017. The office's assessment will monitor the rate of application, acceptance and enrollment of that group in the 2016-2017 cycle in order to examine those trends. Specific components of the program are reviewed each year and considered for revision based on student survey results.

The top ten percent program is also focused on achieving diversity on our campus. The early indicators show that it has been successful in generating interest in CofC and encouraging students to apply for admission. It is clear that this program worked in its first year and the evidence strongly suggests that the College should continue to offer the admission program to work toward diversity and access to South Carolinian. Program improvement will be addressed as we focus resources on making more students aware of the program.

Communication initiatives have been added as a result of our work on assessment. It is evident, in the case of Senior Project and Top Ten Percent that these initiatives work. In order to achieve greater numbers of students of color who enroll based on their participation in these two programs, additional work in making more students aware of these programs is necessary. We have mentioned communication initiatives in our documentation that will serve to develop this awareness.

The international student recruitment assessment does not give as clear of an indicator of the success in this endeavor. The College's international recruitment team has not had a consistent
presence in any of these countries to develop relationships that have led to significant increases in the number of students enrolling, although we see encouraging signs from the one trip to India that occurred in Feb of 2016.

Because the leadership in the Office of Admissions felt strongly about being able to provide incentives in addition to recruitment and personal contact with students, the office successfully lobbied for adding other methods to produce international enrollment results, specifically international student scholarships and the use of international recruitment agents.

With the addition of scholarship funding directed toward international students and with the connections and influence of international agents, the office expects to realize expansion in international recruitment. The office’s assessment will look specifically at India as a model when we assess enrollment results in 2017 and as a staff closely examine enrollment results. With these other initiatives in place (agents and reduction in cost for internationals) the Admissions Office expects to expand on the ability we have to generate interest from international students.

Overall, the Office of Admissions has dedicated a tremendous amount of time and resources toward achieving diversity. These initiatives are significant programs that are in place to achieve that goal. Using these programs in the assessment review each year provides us with a clear point in time analysis and examination of success in these endeavors. With each admissions cycle the Admissions Office is able to further clarify and pinpoint strategies for success so that these initiatives can provide results, and if appropriate, be replicated to provide recruitment models for other countries, or other populations.

Financial Assistance and Veterans Affairs

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Scholarship Program Improvement Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The new scholarship model was used for the first time with the freshman class for fall 2015. By eliminating the admissions test score as the threshold to scholarship consideration we have been able to increase the number of offers and the acceptances have increased over the prior
model. (see attached chart for specifics) Most encouraging is the increase in offers to diverse students and the resulting acceptances. The Scholarship Committee fully endorsed the use of the new model and are quite pleased in the resulting acceptances.

Building on the improved scholarship model, we hope to add STEM scholarships for Palmetto Fellows recipients beginning with the 16-17 freshmen class. This move will help the College to attract more Palmetto Fellow recipients and also will improve yield of the diverse student population in the STEM programs of study.

### Verification Process Improvement Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

In the first year, the OFAVA will use Banner data to develop metrics for measuring student completion speed. In subsequent years, the OFAVA will review procedures and communication to students/parents to improve the verification completion rate earlier in the financial aid cycle.

We will review and compare completion percentages and time to completion by comparing prior years completion statistics. We will also compare the hits the verification webpages receive as well as the timing of these hits to see if there is a correlation to specific notices or events regarding the verification process. These results will then be used to determine the impact and timing of changes made to determine efficiency of the verification process and what can be done to improve the process overall.

Examples of ways in which assessments have been used to determine effectiveness of process and improvements needed in expediting the verification process.

**Hiring qualified student workers to complete verification versus graduate assistants.** This year we hired student workers who were accounting majors to complete data entry for verification instead of using Graduate Assistants. We had been having problems with finding GA's to work the schedule and timeframe we needed given the academic calendar accounting graduate students have. We have our greatest need for verification from April to August. The Graduate Accounting program begins in August and ends May or June given employment opportunities and/or the student needing to complete their CPA exams. This limited the number of qualified applicants available to work summer hours and resulted in us having to retrain new GA's each year.

This year we hired student workers allowing us to pay them hourly thus saving money for the department and better flexibility over the summer months. We are creating a process were we can hire students as freshman and train them to advance from peer counselors to verification processors. This transition allows for less retraining and better customer service as well as providing experience to enhance student worker(s) educational experience.

**Review and update webpage to improve notification of verification process and requirements.**
We have updated the webpage with the input of new employees and comments from customers. We have reviewed our webpage matrix and the Verification page has dropped in overall hits and in the order of most hit pages. We are currently preparing videos to further enhance customer service.

**Update DVFV6 form**

We updated DVFV6 form given the average completion time is 13.5 more days to complete in 14-15 than the other groups. For the 15-16 year there has been a 22.1 day reduction in processing forms for these populations going from 90.5 days to complete to 77.3.

The aforementioned are some of the changes we have made to the verification process to improve processing and response time for verification applicants. We have reduced the average processing time of verified recipients by 12 days for 15-16 compared to 14-15. These numbers may have been negatively impacted as a result of the IRS security breach that resulted in the elimination of online Tax Return Transcript retrieval process. Students and parents would have use the “Mail IRS Tax Return Transcript” which adds 5 to 10 days to receive the required document instead of the immediate online process that was cancelled.

We will compare 15-16 to 16-17 timeframes for specific time periods to determine if other changes should be considered.
International Education

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Analysis of previous assessment years' data and the Institute of International Education's annual Open Doors report provide evidence of the growing number of study abroad students at the College of Charleston. These reports demonstrate a 7% growth of study abroad enrollment numbers, exceeding the 5% goal. CIE implemented additional efforts to encourage more students to study abroad during their undergraduate career, increasing the number of globally-minded graduates from the College of Charleston.

The CIE strives to provide new resources to assist students with financial obstacles of study abroad so as to increase not only the overall number of students who benefit from this impactful experience but also to increase underrepresented populations within study abroad such as Pell-eligible students. Additional scholarships are available to assist with the financial burdens of this experience, enabling more students to participate in study abroad.

CIE presents workshops for both faculty directors and students to enhance the holistic experience for participants. These workshops focus on improving all aspects from research, application, pre-departure preparation, onsite experience, and reflection. The program director seminars prepare faculty to lead quality study abroad programs with a particular emphasis on best practices for development and administration. Workshops for students highlight the extensive study abroad opportunities offered by CIE and inform on the resources available to them.

To further expand the study abroad opportunities for students, CIE should continue partnering with third party providers to offer customized programs for existing and new faculty led programs. Maintaining and developing new outreach efforts to underrepresented students must continue to achieve the goal of increasing the diversity of the study abroad population.

The CIE is currently operating at the maximum capacity of staff resources. With the continuing demand for study abroad programming, significant resources will need to be earmarked for increasing the CIE staff. While the AbroadOffice enrollment management system has helped in administering the high volume of applications, the system has flaws and limited functionality. This is particularly evident in the report capabilities related to risk management, communication, and recruitment that other at cost systems provide. If study abroad participation continues to grow, a more robust enrollment management system is needed to address these needs.

Despite shortcomings in terms of staffing, resources and funding, the CIE is operating at an optimum level and offering quality services to College of Charleston students.
Library

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Provost Office

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Office of the Provost is focused on recruiting and retaining high quality faculty, providing all faculty with appropriate faculty development to promote quality teaching, research and service; and on facilitating the faculty's role in creating, reviewing, and maintaining the curriculum. Assessment in each area in 2015-16 demonstrated that the Office of the Provost is actively engaged in each area and particularly in the area of recruitment and retention assessment results have been used to make improvements. In anticipation of a new online curriculum workflow implementation in 2017, the results of this year's assessment have been used to create a plan for 2016-17 that will allow us to evaluate the efficiency of the new system relative to the old.

Registrar

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

2015 Outcome Number 1 and 2016 Outcome Number 3: The Exception Management process development and assessment has brought about significant changes for our campus. We implemented and assessed the undergraduate process in 2015. The graduate process was completed in 2016.

The Office of the Registrar (RO) and Academic Affairs (AA) successfully implemented an exception management process for our undergraduate and graduate degrees. As a result, the College of Charleston (CofC) took significant steps toward protecting the integrity in the degree from the College
of Charleston. The new process provides stronger alignment with SACSCOC guidelines. CofC increased the oversight of the exception process by adding an Office of the Provost approval step to the undergraduate workflow and a Dean approval step to the graduate workflow. The RO and AA developed and published an exception management policy in our catalog. The RO and AA developed and published a Guidelines for Evaluating Curricular Exception Requests guide for faculty. CofC was able to decrease the number of undergraduate exceptions by at least 50%. The University of Charleston, South Carolina at the College of Charleston is no longer using a paper file process as the primary method for clearing College of Charleston graduate credentials. CofC was able to add transparency and clarity to several major, minor, and program curriculum paths. Ultimately, this workflow strengthened campus knowledge of curriculum management as well as academic planning, policies, and procedures.

2016 Outcome Number 1: The Office of the Registrar (RO) successfully implemented an electronic transcript request process with Credentials Solutions. Several years ago, the RO experienced a failed attempt to implement such a process due to unforeseen vendor issues. The RO was able to increase the security of receiving and processing requests by using the Credentials solution where both senders and receivers are verified. The RO was able to add a notification feature for order status updates through Credentials’ transmission and receipt acknowledgements (email and optional text). The RO decreased the average time to completion for all transcript requests. The RO increased the flexibility of the transcript request process by offering a secure, online method that is available 24/7. The RO decreased the number of manual staff hours involved in the transcript request and fulfillment process. The RO contributed to the College of Charleston campus retention efforts by providing Institutional Reporting and the Office of Admissions with a mechanism to track common reasons students request official transcripts.

Research & Grants

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s). As a function of working with various external funders, ORGA is well equipped to assess changes and make internal adjustments as needed. These required changes come from a variety of sources, from changes in federal regulation to changes with individual faculty research needs. ORGA continues to work diligently to collect as much information as possible about research activities that are within our office’s mission, while still attempting to not overburden our faculty. By consistently collecting and reviewing our internal data, we are able to make necessary adjustments that make us better at serving the faculty engaged in research.

Even though the majority of changes are the result of outside requirements, we do have numerous examples of how we have used our internal information to make changes to help our office function better. For example, we have begun collecting information on internal proposals and awards, after an assessment revealed that not collecting this information was causing gaps in our understanding of research activities on campus. Another example is how we changed our funding opportunity listserv categories from numerous, narrow topic areas for faculty to sign up for, to fewer and broader topics. This was due to an assessment that, based on our data, research topics on the whole are becoming
larger in scope and more collaborative in nature. We were able to recognize this need on campus, and are now in a better position to facilitate more collaborative grant proposals.

ORGA did have significant staffing impacts during this reporting period. One of our staff members passed away halfway through the year; he provided research compliance as well as grant funding and submission support. He also developed our inhouse online services. In addition, a new grants administration position that we were to fill had to be relinquished due to budget cuts.

We anticipate that by performing a more robust assessment of our functions we will be to identify areas that we can adjust to meet the highest priority needs.

**Summer Sessions**

**Assessment Report Summary**

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

All three outcomes for the Sumer Sessions Office require new baseline measures this year. During the course of summer registration, the Summer Sessions Office is just one of many offices on campus that make changes to student records. However, the Summer Sessions Office is responsible for making all corrections to records when the Office of Institutional Research, Planning and Information Management runs summer error reports. The two measures of Outcome 1 will help the Summer Sessions Office determine if error reports should be run more regularly throughout the summer and how efficient the Summer Sessions Office is correcting multiple errors in records for the same student. The two measures of Outcome 2 will allow the Summer Sessions office to ascertain accurately the effectiveness supplying concise step by step application instructions at the Summer Sessions website and automating certain Target X notification processes in 2016 that were carried out manually in 2015. (TargetX is Summer Sessions' preregistration records management software for visiting students.) The two measures of Outcome 3 will allow the Summer Sessions Office to judge if detailed state authorization information soon to be posted at the Summer School website will be useful in deflecting applications from visiting students whose residency is determined to be in states that the College of Charleston is not authorized to offer online courses and who want to enroll in online courses only. Measure 1 of this Outcome will at the same time assist in indicating loss of total enrollment, including face-to-face enrollment, from those states where the College of Charleston is not authorized to offer online instruction. These three outcomes align well with the Summer Sessions dedication to efficient service to students and accurate maintenance of their records.
Undergraduate Research & Creative Activities

Program Improvement Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Participation in undergraduate research and creative activities has been shown to be a critical factor in student development. Moreover, the disciplinary skills, and the application of those skills, likely increases student long-term success. As we strive to increase the number of students involved in this high impact learning experience, we will contribute to the increase in successful students the college will graduate. The individual faculty mentors are the conveyors of the disciplinary learning, however, the URCA office provides a critical resource by funding mentored research and creative works. Overall, the URCA office is helping to serve the needs of the students and faculty engaged in undergraduate research.

The URCA office has focused on three primary outcomes to assess:

Communication: The URCA office continues to improve the communication of research opportunities for students. In addition to posters and information sessions, over the past 2 years, we have created a Facebook account and a Yammer account in order to communicate opportunities to the campus. Both of these media venues continue to be active. This year, we have been challenged by the migration to Yammer in on-campus communication. The campus, including the URCA office, is becoming more familiar with the software and we hope that this will improve the visibility of our office and opportunities in the upcoming year. In addition to providing on-campus opportunities, the URCA office has recently made a concerted effort to communicate undergraduate research opportunities more broadly to the students. The data indicate this information is reaching the public, and we will continue to increase this communication in the upcoming year, as resources allow. Unfortunately, the office lacks the manpower to increase communication much beyond what is currently done.

Disciplinary excellence: We have little information on the impact of URCA grants on the disciplinary excellence of the students. This year, we began to collect data on student outcomes regarding presentations and post-graduate plans. Many of the students who are receiving URCA funding are presenting their work in a public forum. This is extremely encouraging and we strive to hit the 100% target in the upcoming year. Many of the presentations are local, and while valuable, we will encourage students to present at regional and national conferences the upcoming year. Unfortunately, resources are limited and conference travel can be expensive. Some of the outcome data are difficult to obtain, thus, we are not sure we have established a clear baseline from which to project improvements. We will continue to work with faculty and students to develop a more accurate database of student success. Unfortunately, this takes resources we do not currently have. An additional measure that will be implemented this upcoming year will be a direct measurement of disciplinary excellence by scoring poster presentations for those students who received summer grants. This will provide us with a baseline for this particular learning outcome.
Financial resources: Over the past 10 years, the URCA office has maintained a healthy, unwavering budget. However, this year, due to the college's budget deficit, the URCA office took a 2.7% mid-year reduction in its operating budget. Unfortunately, this had a negative effect on student support. We were only able to fund 74 students this year, as compared to the average 89 grants. That is not to say that the budget reduction of $6500 was responsible for the loss of support for 15 projects. There were overall fewer grant submissions, so those that were funded, were funded at a higher percentage of their requested budget than in the past. It is unlikely that the operating budget will be restored in the upcoming year, thus, efforts to increase support of the foundation account will be a priority. It is important to note that this past year, non-URCA resources were increased (NIH and HHMI funds) on campus, especially in the research intensive disciplines of biology and chemistry. This allowed for those student-faculty teams to be supported through the School of Science and Math, and allowed URCA to provide a more equitable distribution of funds across campus. The increased funding in the sciences will prevail for one more year, after which, we anticipate seeing a dramatic increase in grant applications and a consequential shortage of funds.