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 An online survey was administered through Qualtics to all staff in Academic Experience. The pre-survey administered in fall 2015 serves as the baseline. The post survey was administered in 2016 and 2017. Survey questions posed respondents with hypothetical situations covered by the three main policy areas relevant to employment at the College: Code of Conduct, Ethics, and Discrimination. The results demonstrate that the majority of AEX employees are familiar with the three policies and can apply the policy correctly when presented with a situation. Further, 100% of AEX employees perceive that the policies are being followed and 100% of AEX employees believe that the policies are being enforced. provisions and application of policy to hypothetical situations. A strategy adopted based on these results is to add ach of the three policies to department meeting agendas created by Directors. The opportunity for discussion and questions will be provided. Each of the three policies will be added to the AEX Director’s meeting agenda. The opportunity for discussion and questions will be provided. Directors will be asked about situations in which a policy was applied and the group will discuss the case.

Outcome 2 All AEX departments have established foundation accounts and have created a giving opportunity on their website. However only 3 of 9 increased their gifts in 2017 over 2016 levels. The target was 50%, thus we fell just short of the performance target. The current strategy is very passive (an opportunity is available, but potential donors are not asked to contribute) and the data from this year demonstrates that a passive approach will not yield funds. In 2018 we will create a more proactive outreach strategy designed to increase giving across the 9 departments.

Outcome 3 International Students’ needs: None of the measures for this outcome were accomplished in 2017. The admissions strategy did not allow for this work to move forward. This will roll over for 2017-2018 with a goal of establishing a task force in fall 2017.

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 2016-17 assessment cycle for the Academic Advising and Planning Center completed its first full cycle of ‘closing the loop’, so the data is building to demonstrate the impact advising has on student learning.

Many of the measures had their first specified performance targets, while other measures were clarified and rewritten for this assessment year based on the results from the previous year and therefore they had performance measures set to baseline. Therefore, there is not a specific point of comparison from previous years to identify evidence-based changes based on past data; however, there are areas of improvement including following up on how we define and measure a referral, for example. Other changes and data collection improvement practices moving forward based on data collected in 2016-17 have already been noted in the specific results sections of this assessment cycle’s three outcomes.

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):

During the spring 2017 there were changes in the job duties of the Assistant Vice President and AEX reporting structure. This has resulted in the elimination of Educational Programs & Services as a unit within AEX (which was reflected in Compliance Assist in 2016-2017) and a closing of the loop on this assessment item. Educational Programs and Services will be removed from the planning/reporting process for 2017-2018.
The outcomes assessed (performance evaluations, professional development, & budget management) were areas monitored or performed by the Asst. Vice President as a part of job duties for the position rather than a separate unit in AEX. The three outcomes assessed were not necessarily outcomes to be improved upon but rather outcomes that needed to be accomplished annually.

All directors received exceptional performance evaluations and participated in professional development activities during 2016-2017 as organization members as well as conference presenters. Departmental budgets were also maintained within the allocated amount with the exception of Orientation. There was an expectation that the orientation budget would be over due to additional students and parents attending the program during the summer. This overage was covered by funds available in other AEX areas.

CEPE and New Student Programs directors will continue to report to the Assistant Vice President of First Year & Bridge Student Services (title change) and the director of the Center for Student Learning will move under the supervision of the Associate Vice President for the Academic Experience. This change occurred in May, 2017. This decrease in direct reports will give the Assistant Vice President more time to focus on the Charleston Bridge program. Charleston Bridge will be included among the programs within New Student Programs for 2017-2018.

**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):

**Goal 1:**

Our results indicate that FYE students continue to use 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 the “Plan to Use” category suggesting we are making gains with the Career center. We’ll continue to work to encourage students to use this service. Overall, these percentages have remained fairly static since FYE started which suggest that any gains we have will continue to be small. We have used the assessment results from the past two years from this measure to inform our redesign of the FYSS curriculum this past summer. With the update to the curriculum, we are going to end this two year set of measures and move on to assessing different aspects of the program to improve upon the initial offering of the redesigned Synthesis Seminar.

**Goal 2:**

The course will continue to run but with some changes to the student learning outcomes and course assessment tools. Based on several years of assessment data, as well as from feedback from instructors during a course retreat, the students learning outcomes have been clarified and the course content (which will not be significantly altered) has been better aligned with the student learning outcomes. A common set of assessment tools will be used in all sections of TEDU 205.

**Goal 3:**

Our goal is to improve the experiences of our Peer Educators during their employment. We have conducted these measures for two cycles and will continue to conduct them in a third cycle. Based on the 16-17 results, we will develop and implement activities to encourage interactions of our peer educators with diverse populations of students. We will encourage FYE Peer Facilitators to participate in OID activities with their first-year students, we will urge FYE faculty to consider a diverse student population to serve as future FYE Peer Facilitators, making the PF community more diverse, and we will encourage our FYE Peer Facilitators to interact with their mentees with more frequency.

**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):
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:

Orientation for new students and families are the largest programs operating through the Office of New Student Programs. Due to lack of staff, we were not to complete the observations of the advising process. We also had issues regarding the design of the cognos report that was to be used for the second measure. We will be closing the loop on this assessment this year and will pursue new plans for next year.

Parent Services:

Parent Services includes providing a parent listserv, parent email, and maintaining the parent website. Over the last three years a survey has been used to measure user perception about the value of the listserv. During the 2016-2017 academic year 326 listserv subscribers completed the survey requesting feedback on customer service from New Student Programs staff, sharing information with students from the listserv, and the value of the listserv. The total number of parent listserv subscribers varies depending on the time of year but the total is usually around 2000 subscribers at any one time.

Survey results from 2016-2017 indicated that 96.4% of those completing the survey found their experience using the listserv to be very good or good. In the past the range has been approximately 92-97% that reported their experience with the listserv to be very good or good. The 2015-2016 time period was the highest rating for this question at 97%. A higher number also strongly agreed or agreed that they shared information with their student that was posted on the listserv (304 out of 324 survey completers).

309 of 326 reported feeling connected to CofC because they subscribed to the listserv. Customer service experienced a high rating for the number who requested this from New Student Programs (309 of 325 survey completers).

Parent comments are especially interesting and much can be gleaned from this information. Information was shared with appropriate departments if comments were directed at a specific service area. After reviewing all the survey results it was determined that information over the past three years has adequately supported the idea that the listserv was valuable and parents were sharing information from this resource with their student.

For 2017-2018 parent service assessment efforts will move from the parent listserv and focus on Family Orientation. We will close the loop on the assessment of user perception and the parent listerv and assess expectations regarding the family orientation experience. By educating parents before their student begins college the success of students may be enhanced and expectations for the family orientation program will be met. A full copy of the survey report for 2016-2017 is provided in the Comments/Attachments section of the New Student Programs main page in Compliance Assist.

ICharleston:

Two major changes to iCharleston for 2017 were implemented from assessment planning.

A more extensive Accepted Student Weekend event was held with partner visits from three locations used for the iCharleston Program. This helped with providing more information about each site, the program in general, and enunciating clear expectations for those deciding to select and enroll in iCharleston. Additionally, program attendees had the opportunity to visit the College of Charleston campus as well as meet with former program students and Site Directors.

An on-campus orientation program over two days that replicated traditional summer orientation for all iCharleston students prior to their fall semester abroad was planned and implemented. Orientation allowed students to meet one another, be more comfortable with their peer group going abroad, and visit the CoC campus (in previous years several students had never visited campus and their first time on campus was spring semester move-in after the iCharleston experience). Events at orientation should provide a base for successful pre-departure and helped with students feeling connected to the College which, should in turn, help to support continued success in retention efforts from fall to spring and future semesters.
On-campus orientation was developed due to annual responses to pre-survey which indicated students were not fully agreeing to feeling competent about various aspects of their upcoming semester - connected to CoC, readiness levels for successfully completing a college academic course, feeling comfortable with iCharleston expectations and program information, and feeling confident about studying abroad as a first semester freshman.

**Summer Preview:**
A Summer Preview Program Survey was sent to all 28 participants from the 2016 event with 25 completing it. Of the 25 student participants responding the following results stood out:

- 25/25 students (100%) indicated they agreed or strongly agreed that "Participating in the program made my transition to the College easier."
- 25/25 students (100%) indicated they agreed or strongly agreed that "The program activities helped me learn about the campus, the City of Charleston, and available resources."
- 23/25 students (92%) indicated they agreed or strongly agreed that "Participating in the program helped ease my anxiety about starting college."

Two major programs in October (dinner with students prior to a College Reads! event) and November (lunch with educational partners from England to discuss potential future internship opportunities for students) had strong attendance. However, other planned events had no students participate.

**First Year 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):

FYE-CEPE Assessment

Our percentages have remained fairly static since FYE started, which suggest that any gains we have will continue to be small when it comes to helping students to use our student support services on campus. We have used the assessment results from the past two years from this measure to inform our redesign of the FYSS curriculum this past summer. A group of Faculty and Staff met throughout the Spring and Summer of 2017 to update the curriculum. With the update to the curriculum, we are going to end this two year set of measures and move on to assessing different aspects of the program to improve upon the initial offering of the redesigned Synthesis Seminar.

FYE Library Assessment:

This is last time we are assessing this outcome. With changes at the Library and in the FYE Synthesis Seminar Curriculum, we have phased out the required information literacy activity. Having said that, this activity will still be used by a subset of the Synthesis Seminar in which faculty have identified this set of skills as important for their particular academic course. Our assessment results for the past two years have shown a gradual improvement in our student's abilities to create concept maps associated with a search strategy. We have also seen improvements in our ability to teach them how to identify useful sources and discuss why they would be useful to them. The assessment results for this outcome from the past two years will be used to improve this activity for future use.

**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):

This data will be collected and assessed on October 31, 2017, six months after graduation.

**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):

Retention and Persistence of Provisionally Admitted Students

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 by enrolling in the Impact Scholars program.

Students who met learning contract requirements of 24 cr and 2.00 GPA:

Fall 2010-2013 cohort: 80.59%
Fall 2015 cohort: 83.44% (n=126) of 151 provisionally admitted students
Fall 2016 cohort: 71% (n=184 of 260 provisionally admitted students

First to second year retention rates:

Fall 2006-Fall 2012 cohorts: PR retention averages 4.31% lower than regularly admitted students.
Fall 2015 cohort: 77.5% compared to 79.4% for regularly admitted students
Fall 2016 cohort: retention data is not yet available

Graduation rate data will not be available until 2019.

Efficacy of Faculty and Staff Assisting Students in Trouble (FAST) response initiatives

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
AY 2015-2016: 262
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%
AY 2015-2016: 46%
AY 2016-2017: 34.58%

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. In AY 2015-2016 and AY 2016-2017 UAS attempted to track the number of student referrals that connected with their faculty referral source and/or Center for Student Learning (CSL) for support and assistance. This measure has been extremely difficult to track relevant data. As a result UAS will move to change this measure to assess the type of outreach measures that are most effective in promoting student response as well as the types of responses UAS receives from students.

EDLS 100: Academic Recovery Plan

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 2015-2016 the assessment efforts for this program centered around evaluating two specific assignments used to address those learning outcomes. These efforts was continued in 2016-2017. In addition, data was collected to determine the impact of completion of EDLS 100 on a student's ability to return to Good Standing.

Writing Your Story Assignment (percentage of students earning a score of 77.78% or better)

Spring 2016: 39%
Fall 2016: 41.27%
Spring 2017: 57.72%

Faculty will evaluate the assignment prompt as well as the way the assignment is framed in an attempt to positively impact scores on specific sections of the rubric.

Goal Setting Assignment: this assignment and rubric were adjusted and new baselines will need to be established

Fall 2016 and Spring 2017: 43.18% earned a score of 76.19% or better and 32.95% earned a score of 80.95% or better

Academic Standing:

49.06% of students in their first term of academic probation who enrolled in EDLS 100 were about to return to Good Standing within two semesters of being placed on probation.

Data will be disaggregated to look for patterns in the grade earned in EDLS compared to academic standing as well as comparisons of students who completed versus fail to complete EDLS 100
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 online financial aid OAKS course was released in the fall 2017 semester, therefore data is not available for this assessment cycle. However, data is currently being collected for the following assessment cycle.

Outcome 2

The development of this workshop series was put on hold for the academic year in order to finalize content for the financial aid OAKS course. It has been decided that instead of releasing the series all at one time, it will be released in segments over the course of the next two academic years. The first workshop in the series will address veteran-specific resume writing and will be held during the 2017-2018 academic year.

Outcome 3

Measure 1

After speaking with students regarding orientation, it was discovered breakout session for the fall semester was missed due to scheduling conflicts or students simply forgot about session. The following spring semester an additional reminder the day before each breakout session to ensure that students plan accordingly to attend.

Measure 2

Using feedback from the new student focus group, an icebreaker activity will be added to new student events (breakout sessions and meet and greet) for the following academic year along with selecting a new location. The new location will be both easy to find and convenient to parking. A map will be emailed to new students to highlight parking options in the immediate area.

Measure 3

Using the Microsoft Word mail merge tool, personalized emails will be sent to each new student who attended a breakout session or the new student meet and greet. Personalized emails will contain a survey invitation in order to obtain a higher response rate. In addition, the breakout session presentation will be modified to add additional resources and academic services. As an additional resource, breakout sessions and the new student meet and greet will add student speakers to answer questions and share their experiences and what services that have most helped them be successful.

Office of Admissions

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):

Office of 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):

Center for 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 the 2016-2017 years’ data shows a 5% decrease of study abroad enrollment numbers. While this is not surprising considering the unprecedented world events during the year, 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 to 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).

Collections of Information

Building on last year’s assessment project, we were this year able to incorporate additional data sources which allowed us to further assess our collection building efforts. The results of these assessments will continue to form the basis for future study in collection development and evaluation. The library has gained invaluable insight into the significance and use of library resources through this process. The library will continue this work in Fall 2017 by using the results of this assessment to solicit faculty feedback on the identified resources. The library firmly believes that faculty feedback is a core component of collection assessment, and will continually strive to make this process more transparent and accessible to the campus community. Based on the success of this assessment, the library will continue to use these assessment reports to evaluate resources annually with the plan of adding additional data sources as they are identified to provide as complete a picture of our materials usage as possible.

Instruction in the Use and Evaluation of Information Resources

Two rounds of assessment of LIBR 105 signature assignments were completed to measure the effectiveness of our efforts to meet two student learning objectives:

- Identify contextually appropriate tools and resources to answer research questions
- Critically evaluate information according to discipline specific parameters of authority

Although our assessment indicates that librarians teaching LIBR 105 are consistently meeting the first SLO, the second has proven to be more difficult. Initial strategies designed to improve assessment measures were either difficult to implement or did not have any measurable effect regarding this learning objective. Fewer but more targeted assignments were used in 2017 based on 2016 results however, no change occurred in meeting the second SLO as evidenced by the SLO rubric. As a result, we are conducting a pilot implementation of the Credo Infolit modules as a form of supplemental instructions in an attempt to improve in this area. Results of this assessment will be shared with the standing Library Instruction Advisory Committee for further analysis and revised strategies for improvement. We will continue to assess the instruction and analyze whether the Credo modules have contributed to any improvement.

Providing and Environment that Fosters Learning
Comparing the last 2 year’s survey results, we’ve noted that users are generally very satisfied with library services and resources. Those who are dissatisfied tend to fall into 1 of 2 categories:

- They want services that we cannot physically or financially provided
- They are not aware that the library provides the desired service or similar service.

In an effort to help address this perception, the library has hired an outreach and PR coordinator. One of the duties of this position is to help raise user awareness of current library resources and services while fostering ways users can engage with the library regarding resources and services. Unfortunately funding is not currently available to address issues such as opening the library 24hr/5day per week. A study of the library usage patterns during the 24hr exam period also suggests that opening the library 24/5 wouldn’t be cost effective. Other enhancements such as the additional laptops and chairs have only fueled user dissatisfaction as they want more of these items we are financially unable to provide at this time.

**Office of Research & Grants Administration**

**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):

ORGA focused on three main areas for this report. First was communicating with faculty and staff about external funding opportunities. While a previous system we had in place had worked well, we are no longer able to maintain it (it was programmed inhouse and we no longer have the capability to update it). We reviewed alternative commercial systems, but in discussing this service with the deans of the most grant-active schools, we realized it made better economic sense to focus on more personalized attention, by communicating directly with faculty/staff who might be interested in an opportunity. Nonetheless, some disciplines (e.g., humanities) would benefit from more broadly available information about funding opportunities, so we are planning to implement another means of disseminating information from funding agencies, such as via social media, since agencies are now using such communication methods. We also attempted to gage where PIs learned of an opportunity at the time they prepared a proposal for submission, by adding that question on our internal Routing Sheet; however, there was very little use of that item by PIs so we will likely shift to ascertaining that information through a survey mechanism. Second, we continue to monitor the number of proposals that are submitted, along with constituent satisfaction with the service ORGA provides in preparing and submitting proposals. Both areas show success in increasing number of proposals submitted and in comments about ORGA staff assistance. We will continue to seek specific actions that we can take that will support and enhance proposal development and submission and constituent satisfaction.

The third main focus is research compliance. Within this area we monitored the number of human participant research (IRB) protocols submitted, using our online, inhouse -developed system, which has been successfully used but which we are no longer able to maintain. Preparing for its replacement with a commercial system (yet to be procured), it will be important to ensure that a comparable rate of protocol submission will be maintained when the new system is implemented. We have also undergone review of the number of responsible conduct of research training modules in our online CITI training subscription service to reduce redundant modules that our faculty and staff are asked to work through to achieve the required level of training for the types of research done at CoC. This review and reduction process has now resulted in a stable number of training modules that should be consistent moving forward, understanding that federal regulatory changes may require additional modules changes in the future. A new initiative at the College is the creation of an Institutional Biosafety Committee and associated biosafety procedures. A survey was administered to faculty whose research may have biosafety aspects, to ascertain the level of training, support, and management that will be built into these items we are financially unable to provide at this time.

**Provost Office**

**Assessment Summary Report**

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):

**Registrar's Office**

**Assessment Summary Report**

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):

**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):
As a result of thorough and consistent review of student information in Target X before those records are uploaded into Banner, the number error records reported by IRPIM in summer was down 50% compared to the previous measurement. Also, IRPIM ran enough reports to ensure that fewer than 50% of this summer’s total corrections were made as a result of the final report and that fewer than 10% of the total corrections were made to records that had been corrected earlier in the summer.

As a result of supplying concise step by step application instructions at the Summer Sessions website and enhancing the lawful presence verification process, the turnaround time between submissions of visiting student applications and visiting student registration has decreased greatly. Last year both measures indicated that the turnaround time was 21-22 days. This summer both measures indicated that the turnaround time decreased to 14-15 days.

Due to the College’s membership in NC-SARA and the fact that we are a public institution that offers no online programs at present, no visiting summer students were removed from online courses this summer and no measures were required. However, state authorizations are a changing landscape from year to year and the summer school office will continue to monitor state authorizations annually, especially noting the permanent addresses of visiting summer students who are only enrolled in online courses and removing those students from those courses if their permanent addresses are in states the College is not authorized to offer online courses at that time.

These three outcomes and corresponding sets of measures continue to align well with the Summer Sessions dedication to efficient/effective service to students and accurate maintenance of their records.

**Undergraduate Research & Creative Activities**

**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):

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, 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. We continue to be 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. We enhanced communication directly to the department chairs in the hopes that information will be passed down to the faculty. 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 being done.

Disciplinary excellence: We have little information on the impact of URCA grants on the disciplinary excellence of the students. We continue to struggle with the most effective and comprehensive way to collect student impact and outcomes. 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 we will try to implement in the 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, but is extremely labor intensive.

Financial resources: Over the past 10 years, the URCA office has maintained a healthy, unwavering budget. However, last year, due to the college’s budget deficit, the URCA office took a 2.7% mid-year reduction in its operating budget. This budget cut continues to have a negative effect on student support. It is unlikely that the operating budget will be restored in the near future, thus, efforts to increase support of the foundation account will be a priority. This past year, links to the foundation account were more prominently displayed on
the website and on Facebook. While we have no evidence that the outcome is directly linked, we did receive the first large donation to the URCA foundation account this past year. The donation enabled URCA to fund an additional summer research student in 2017. It is important to note that over the past two years, 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. This was the last year of this funding in the sciences, thus, we anticipate seeing a dramatic increase in grant applications and a consequential shortage of funds in the upcoming year.