Campus Recreation

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):

With regard to Outcome 1, the two measures demonstrated once again that the participants did demonstrate improvement in their scores on two or more of the fitness objectives. What is interesting is that more than half of the sample improved significantly, meaning the individuals’ improvement moved them into a higher scoring classification. This results indicates an improvement over the 2015-2016 assessment cycle. Our approach to welcoming students into the fitness spaces continues to enhance decision-making around adopting healthy lifestyles. Measure two results indicate that close to 80% of the sample agreed that lifestyle changes related to physical fitness were appropriate and had occurred. Ultimately this is the benefit that is hoped for in these group fitness training programs -- to effect a lifestyle change through encouraging the adoption of healthier habits.

With respect to Outcome 2, Student Employees' Work Characteristics, the change from the previous year saw the supervisory staff approach the year-end review with greater diligence given they understand that the year to year turnover for student staff is considerable. This was the pattern detected in 2015-2016 as well. The outcome expected was the students would acquire an accurate understanding of what the job duties entailed and more importantly achieve a competence in self-appraisal of these skills. If this was true it was reasoned the student scores should closely align with that of the evaluator’s appraisal. Over 50% of the evaluations showed a match in the supervisor's score and that of the employee for each job performance category. It was expected that 70% of the students would appraise themselves within one point of the scores determined by the evaluator. Given the likelihood that there are differences among individuals in the interpretation of the specifics of each category, this one step difference is acceptable and suggests the students are indeed able to appraise their skill in performing their job duties.

The agreement in each of the six job performance categories ranged from 92% to 97%. The term agreement refers to the finding that the student's score was within one point of the supervisor's score.

Working with a brand new group each year, and one with a measure of inexperience, the supervisors did not want to lose ground with the scores of the previous year. Another year of strong results reinforces that the student employee training process should be continued and that new supervisors need a strong orientation in the training content to ensure that no student learning outcomes are lost.

The results of the current assessment show the new group of student employees scored similarly with that of the previous year and the year before that. The training and work experiences did provide the student staff the needed impetus to improve on their initial scores from the start of the year as compared to their scores at the end of the year. These results support continuing a similar program of training to assist in the personal development of these behaviors.

In the previous assessment cycle of 2015-2016, the results for Outcome 3 demonstrate that implementing a centralized reporting system for incidents and maintenance reports as was suggested is an effective way to improve administrative oversight. The conclusion following this year’s review is that the system put into place did provide an effective way for the director and assistant director to track developments and to remain up to date with the facility’s functioning in an organized way. Changes in staff training occurred in response to incident reporting. Two in particular were to emphasize how to better handle interactions with participants when attempting to enforce facility rules. The other training example came about because a small number of students had health incidents occur as they left the facility. Additional training emphasized to the staff to be prepared to respond to individuals who showed signs of not recovering adequately from an exercise bout. Another change that was instituted for this cycle was to include the student staff in the evaluation process of student employees.

Career Center

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):

For 2016-2017 with an emphasis on program improvement, it is reasonable to highlight the Career Center staff has been in flux and will finally see some stability (full staff) by December, 2017. That said, the Department had some clear assessment success as well as some identifiable areas for future improvement.

Outcome 1- Increase all undergraduate professional development skills

Most impactful

Target 1.2. Eighty percent (80%) of all students attending workshops will indicate “agree” or “strongly agree” that program/workshop enhanced or improved their knowledge of professional development workplace expectations.

Based on a count of 76 responses from the attached Career Center Workshop Evaluation Form, the Department exceeded its target (80%) and saw 100% of the 76 replies were agree or strongly agree. This is important to the Career Center because it shows the Center is having a direct impact on professional development skill improvement.

Outcome 2- Enhance faculty partnerships

Most impactful

Target 2.1. Seventy five percent (75%) of students will indicate “yes” to survey question: “A professor/faculty member strongly encouraged me to attend this or other Career Center programs/workshops.”

As reported, 91.25% "yes" to Classroom Evaluation, attached to this question #4. With 283 responses, the Department exceeded its target. Classroom evaluation and results attached. This is very important to the Career Center as it shows strong working relationships and communication with faculty, who sponsor and promote our services.

Area to address for continued improvement (Outcome 2)

Measure 2.3. Through new campus Work Group on Jobs and Internship Advisory Committee, both with faculty representatives from each School, track top 30 targeted companies for hiring (as established by Work Group on Jobs), how faculty assist with promoting those companies to students and number of hires per company.

The Career Center did conduct a meeting in fall, 2016 of campus personnel working on internships, attended by more than 40 faculty and staff. Agenda was to help all understand how the Career Center can assist with internships. Our next steps are not as clear, since during the meeting, it was learned department by department, especially for non-academic credit internships, there is a lack of shared protocol, policies and procedures. This is an institutional matter, in need of attention.

To help resolve this issue, the Center is in the process of hiring a new Experiential Learning Coordinator to assist with cross-curricular communication, planning, follow up and tracking for both academic and not-for-academic credit internships.

Outcome 3- Marketing plan

Most impactful

Target 3.2. See thirty three percent (33%) increase in number of posts/re-posts, tweets/re-tweets, shares and likes by students related to Career Center events (increase in like events from ’15-’16 to ’16-’17). All tracked by Office Manager, currently charged with social media for office.
For 2016-2017, an increase of 33% or higher from 2015-2016, in tweets (Twitter), shares and Instagram activity. The Center also had an increase in Facebook posts, from 429 total in 2015-2016 to 608 in 2016-2017. This is important to the Career Center as it shows our reach to students and other constituents is growing and improving.

**Center for Civic Engagement**

**Center for Civic Engagement**

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 Civic Engagement’s (CCE) two-fold assessment strategy included the qualitative assessment of alternative break reflection journals, and extensive pre- and post- Qualtrics surveys. While the 2015-16 academic year was set to baseline, CCE found the 2016-17 results reflect a more comprehensive baseline. For instance, the reflection journal analysis using the AAC&U VALUE 4-point rubric utilized journals collected from the entire academic year, rather than those from just one semester in 2015-16. Additionally, faculty and staff volunteers were a part of the journal assessment committee, a strategy that was not used in 2015-16. One of the changes CCE implemented, based on last year’s assessment results, is to institute an internal best practice which was to remove possible implicit internal bias as the committee was comprised solely of CCE staff and volunteers.

Based on assessment results, CCE will make the following three improvements. First, while students regularly had significant increases on the survey measuring student learning level outcomes along civic knowledge, civic skills, and civic values, the CCE staff plans to redesign the survey. In an effort to streamline the instrument, both in terms of length and organization, CCE will cluster the questions based on sections for civic knowledge, skills, and values. Further, the length of the survey will be shorter as CCE will prioritize questions that have garnered significant results for the past two years. Second, using the existing curriculum and training structures for each program, CCE will introduce the AAC&U VALUE 4-point rubric and language to Bonner Leader and Alternative Break participants. With this intentional step, CCE staff hopes to better infuse program participants with office values and learning outcomes. By sharing these in a transparent and consistent manner, the CCE staff hopes to better align the variance in assessment results, particularly the survey. Thirdly, based on student feedback, the alternative break reflection journal will be redesigned to better align to the many ways students process, including the creative use of space and the length available for each question. No content changes will be made to the instrument.

**Center for Disability 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):

"Online resource availability" as an outcome, which includes other means of faculty education, has continued and evolved since 2014, when CDS developed a “For Faculty” page on the CDS website. After a profoundly successful 2015 cycle in which web-based faculty resources increased exponentially on the site, steps were taken during 15-16 to scrutinize website utilization data and solicit feedback from faculty via a survey tool about website use. The poor response rate required CDS to find new means by which to obtain such feedback, and new means by which to convey faculty education.

"Employment Transition" continues to be a focus for CDS. The "Transition to Employment" survey administered during the 15-16 yielded valuable information used to plan collaborations with the Career Center to assist students in preparing for their transition to employment.

CDS continues to strive to improve its management of "peer note takers" as an accommodation. The 15-16 note taker survey revealed useful information used to improve our processes; and in 16-17, reviewing the scores of the quiz administered to volunteer note takers revealed the need to update the quiz to effect accuracy and errors in our procedures that have since been corrected.

**Counseling & Substance Abuse Services**

**CASAS 2016-2017 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):

Based on the results of the last few assessment cycles, our focus on substance abuse has shifted, and will continue to shift for the 2017-2018 assessment cycle, from use of the CORE survey to the SHS, and from alcohol to illegal drugs. Another change is the new partnership between the Alcohol and Drug Working Group with researchers from the Department of Health and Human Performance, and Department of Sociology and Anthropology. Additionally, our substance abuse prevention messaging has changed from focusing on the number of students who are misusing substances, to a social norms approach (positive peer pressure) focused on the majority of students who do NOT use various mood altering substances.
Our focus on wellness will also change. Comparison of college data with national norms related to students transported to emergency rooms due to suicidal ideation suggests there is little statistical room for improvement in this variable. Consequently, the focus for the 2017-2018 assessment cycle for this variable will look at student/client satisfaction with our volunteers (Cougar Counseling Team) and the volunteer skill improvements from suicide prevention training.

Given the importance of clinical intervention - individual counseling with students - and the mission of CASAS, the focus on "Helping students reach counseling SLOs" will remain. However, over the last several assessment cycles results suggest excellent outcomes in terms of student satisfaction with their counseling experience, and moderate improvement in client symptoms of distress as a result of counseling. Therefore, during the 2017-2018 assessment cycle the focus will move to the clinical outcomes of the Master's level trainees who come to CASAS for clinical training and supervision. CASAS is the largest practicum/intern placement center in the tri-county area and thus a more focused exploration of the clinical skills and outcomes of the trainees will help enhance our training efforts with them, and provide more specific feedback for the Training Directors at their respective schools (ex. The Citadel).

**Dean of Students**

**Office of the Dean of Students**

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 summary of assessment results and program improvement follows:

Learning Outcome One - The format of peer-led workshops promotes student learning about the concept of consent and the elements of effective bystander intervention - a 21% difference in learning gains about the term consent as measured by pre and post quizzes. The Office of the Dean of Students built on the results of its 2015-2016 assessment report which exposed that first-year students had some confusion about how to think about consent as it relates to sexual relations between peers. The content of these workshops was designed with this result taken into consideration by the Coordinator of Prevention Education Initiatives. We closed the loop by using the trends detected in 2015-2016 to enhance the programming implemented in 2016-2017. The format and content of this workshop will be continued. Any adjustments to content will be only to present the information in a manner which will resonate (appear "fresh") with each new class of students. The pre and post quizzes will be administered going forward even if this outcome is not continued in the Office of the Dean of Students assessment plan.

It is critical to track the learning outcomes of students attending these workshops to satisfy federal regulations (the Violence Against Women Act and the Clery Act) and to keep current with student understanding of key concepts such as consent. Additionally, the Coordinator of Prevention Education Initiatives needs this information to stay abreast of how to relay bystander intervention techniques and give useful feedback to the peer educators.

The Office of Equal Opportunity Programs reported 26 sexual misconduct related cases in 2016-2017. This number includes cases involving students as complainants. The increase over the number of student-complainant cases in 2015-2016 was significant, approximately 50%.

The Office of the Dean of Students will continue to collaborate with the Office of Equal Opportunity Programs to track the number for formal reports. These numbers are one indicator of whether students can recall which office takes in formal reports of sexual misconduct. The workshops included information about campus resources and where to file a formal report of sexual misconduct. Though many variables are at play in the decision-making process connected to reporting formally, knowledge about where to go is critical in this process. These workshops represent one more method for circulating the information about campus resources and the workshop appears to be an effective method.

Learning Outcome Two - The College's FAST reporting tool used when faculty, staff or students want to report concerning behavior to the appropriate offices is relatively well known through the College community (65% of this sample was aware of FAST prior to the presentations and 90% after the presentations). Faculty orientation, department orientations and word-of-mouth keep the awareness level high as was discovered during the presentations made by the Office of the Dean of Students. Brief motivational and informational presentations boost faculty understanding of how and when to enter a FAST report. These presentations also increased awareness of the general functional areas of the Office of the Dean of Students.

The presentations should be continued for the booster presentations, in addition to the dissemination of the folders, enhanced awareness and operational knowledge.

Learning Outcome Three -- A coordinated promotional and informational campaign is recommended as one way to enhance awareness about the online student grievance channel. There was one announcement from the College President about the launching of the online reporting system but no sustained campaign. In one-on-one meetings with students, officials made students aware of the availability of the channel. Increase use of the channel is valuable to all divisions of the College, for it would enhance the institution's awareness of any persistent areas of that prompt written complaints.
Fraternity and Sorority Life

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).

With regard to Outcome one, the Office of Fraternity and Sorority Life continues to keep leadership development front and center. The target of 85% was not met, however, 17 of the 23 chapters (74%) were at or above the minimum standard (70% or higher) as measured by a reviews of annual reports.

Higdon Student Leadership Center

Assessment 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).

Leadership CofC

Two of three performance targets (Measure 1 and 3) were met, so no major changes will be applied to the program format or content moving forward. For purposes of longitudinal comparison on Measure 1, the pre/post survey question content was changed this year to more accurately measure the program’s intended learning outcomes; therefore, a direct correlation of data is absent from the 2015-16 survey results. The data collected for Measure 3 (50 participants retained over the academic year) should be set to baseline, as other past attendance data was not available for comparison.

For measure 2 that was not met, a reexamination of the desire or need to collect this data is recommended. This area is in the midst of a staff transition that includes a new director and the combining of two departments (Leadership Center and Fraternity and Sorority Life) into one unit. This transition will create a natural opportunity to reexamine the assessment plan.

Institute by LeaderShape, Inc.

Significant growth of knowledge is noted by student respondents through the pre/post survey data collected. Lower attendance numbers are still a challenge, but the program continues to be one of the most popular sponsored by the Higdon Student Leadership Center by the small number of respondents that attend. A hundred percent of the student participants marked agree or strongly agree when asked to respond to the following statement.

“In general, the Institute was a valuable experience in developing my capacity to lead.”

We conclude from that data that students feel their participation in the Institute program correlated to personal growth in select areas surveyed. See comparison data from 2015 - 17 below.

Comparison of pre/post survey data -percentage increase from respondents who selected Strongly Agree

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have tools to empower self and others</td>
<td>+47%</td>
<td>+60%</td>
<td>+54%</td>
</tr>
<tr>
<td>Inspire others to work toward a common goal</td>
<td>+40%</td>
<td>+24%</td>
<td>+42%</td>
</tr>
<tr>
<td>How to accomplish goals</td>
<td>n/a</td>
<td>+44%</td>
<td>+7%</td>
</tr>
<tr>
<td>Leadership behavior can be incorporated into life</td>
<td>+19%</td>
<td>+75%</td>
<td>+28%</td>
</tr>
<tr>
<td>Can define values</td>
<td>+56%</td>
<td>+90%</td>
<td>+43%</td>
</tr>
<tr>
<td>Know how to incorporate values into leadership style</td>
<td>+51%</td>
<td>+70%</td>
<td>+36%</td>
</tr>
<tr>
<td>Understand how to take constructive criticism and make positive change</td>
<td>+31%</td>
<td>+54%</td>
<td>+50%</td>
</tr>
<tr>
<td>Leadership is about meaningful interpersonal relationships</td>
<td>n/a</td>
<td>+83%</td>
<td>+59%</td>
</tr>
</tbody>
</table>

Multicultural Student Programs and Services

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):

Mentoring Matters: In 2016-2017, the target was that 65% of the mentors will complete the survey about their role and relationship, however, only 47% (37) of the mentors completed the survey. As mentioned within the results report, a staff transition caused a lapse in the monitoring of survey completion. The anticipated changes listed in the 2015-2016 assessment results report included:

- Hosting a meet and greet reception for all participates to meet in person.
- Provided mentors with some additional training and resources.
- Required both mentor and mentee complete a Pre-program Evaluation. In the evaluation, both the mentor and mentee will state their expectations of the mentoring relationship.
- Required the mentors to submit monthly summary forms.
- Had all participants assess the program.

These changes were implemented demonstrating closing the loop with regard to this offering.

Outcome two was about tracking students participating in the tutoring services and their mid-term and final grades. The staff transition also impacted the collection of the data. Unfortunately, there are no new results to share in 2016-2017.

In 2016-2017, there were a total of 72 completed SPECTRA applications received. For this cycle, a 38% decrease or 45 fewer applications were received. The number of students attending the 2017 SPECTRA program was 72. The fewer applications and number of attendees can be attributed to a new program that was implemented for the fall semester called the “Bridge Program”. Students in the Bridge program could not participate in the SPECTRA program as their academic tracks were very different, and the Bridge Students would not be classified as College of Charleston students until the spring semester in 2018. These results demonstrate how decisions made in other departments can have a direct impact on the goals set in another department. The intersection of these two programs will continue to be tracked.

Residence Life & Housing

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 for this cycle did not meet expectations. For the first outcome, Resident Assistant interaction with students actually increased and was significantly above the previous cycle. However, student satisfaction with staff efforts to get to know them was still low. The results indicate a need to re-evaluate our engagement tools to ensure we are reaching students effectively. Since the first six weeks are the most crucial for an incoming student in deciding whether to stay at the college, this initial contact with students in the residence halls is crucial to students feeling they have a connection to the college.

The second outcome related to roommate contracts and the use of roommate contracts to improve communication among roommates was did not meet departmental goals. While the performance target of 100% completion for roommate contracts was not met, the results indicate that resident assistants understand the importance of this tool in resident communication. The Residence Life staff documentation process will be implemented for any staff members not completing roommate contracts by the specified deadline. Residence Life continues to work with the Dean of Students office to develop resources for students experiencing roommate conflicts.

The third outcome related to diversity and inclusion was below the departmental goal set for the assessment period. The department will re-examine the ways we engage students around this topic in collaboration with offices who specialize in this area. Residence Life will examine programming requirements to make sure that any required programs in the area of diversity and inclusion will include support from other offices or professionals in this area.

Student Health 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):

For our Assessment Results Summary, the results described for Outcome one clearly demonstrate some evidence-based changes that have taken place and changes that still must be made. Given that 98% (n=1431) of the sample reported that they knew the College of Charleston has some required immunizations but only 34% (n=4061) had completed health records, there continues to be a
demonstrated opportunity for education among the students to bring them in line with the college’s requirements. However, it should be noted that the lack of compliance with turning in the recommended paperwork does not necessarily reflect lack of immunization. Although without the forms this number is impossible to accurately predict.

The investigation conducted over the summer of 2016 indicated that the records software Medicat is not sufficiently understood or incapable of making an easily accurate assessment of who is in compliance with immunization record submission. In the fall of 2017, front office staff are scheduled to attend Medicat training to enhance their understanding of the software. The aim is to address some of the current unknowns with the intention of increasing data entry accuracy leading to more reliable and useful information going forward.

Additionally, the policy for immunization compliance is in the process of being rewritten and approved to better reflect what is currently being asked of incoming and current students with regard to their immunization status.

Using the data gathered from the measures above, SHS will also provide information to college administration, legal affairs, residence life and new student programming to educate each area on the importance of having up-to-date immunization records available at a moment’s notice. Through the use of benchmark data, results data and expert insight, the goal will ultimately be to modify current processes such that a significantly higher percentage of students turn-in to SHS completed immunization records when entering as a student at C of C.

With regard to Outcome two, international students and health insurance, an important observation declared earlier was that this campus community of 116 international students made up only a small cohort of the total College of Charleston student population.

A final conclusion is that these college students are a difficult group to motivate regarding survey completion and as a group are disinterested in attending special area orientations. Despite these survey and orientation realities, the international students do seek care at SHS at a high rate as demonstrated by utilization rates of 52% and 66% over the past two years.

Based on these conclusions and the limited impact of this study on the entire population of students cared for at SHS, the decision was made to end this international student health insurance assessment program. Student Health Services staff will continue to coordinate with the Center for International Education to bi-annually participate in the international students’ orientation program they conduct with new students.

The results for Outcome three (LARC awareness and use) were very promising even though the Measure 2 target was not met. As stated there was a significant increase in the number of patients during the 2016-2017 academic year that received LARC from the previous year. SHS used these results to close the loop for this Outcome. The information that LARC placement was available somehow did get communicated to these patients but exactly how student-patients became more aware would be important to investigate going forward so that the most effective method for communicating health promotion offerings to students is used in the future. This could potentially be achieved by asking a series of questions at check-in of every person seeking family planning counseling and using that data to change practices in the future.

Given that the LARC program is now a part of the New Morning Foundation / Choose Well partnership and South Carolina Campaign to Prevent Teen Pregnancy initiative, SHS’s budget increased to include the $30,000 grant that will directly support staffing and equipment to run the program as well as $20,000 to have LARC methods in-stock for same day insertions.

**Student Life**

**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):

This unit's assessment efforts were hampered with the retirement of the Director in April 2017. The loss of this key position created other priorities for staff members; therefore, multiple measures were not assessed as planned. See Outcome one. There still are significant results to report out along with descriptions of changes executed or anticipated.

Outcome two - Late Night Programming

There was a slight increase in ratings related to the variety of events offered with 48.41% of respondents answering excellent during the 2016 administration of the survey to only 43.96% in 2015, but more in line with 51.01% seen in 2013.

An increase of 3.47% was seen in the percentage of students who feel that a negative stereotype was not associated with individuals that attend late night events (92.06% compared to 88.59% in 2015) and 75.30% in 2013.
The percentage of respondents who live more than two miles from campus also increased 1.6%. 10.32% in 2016 vs. 8.72% in 2015 and compared to 4.94% in 2013.

The record shows 80 incidents (from 2015-16 data) as the baseline for comparison. The data collected during the 2016-17 assessment period is 27 incidents. The relationship between late night program offerings and a decline in conduct incidents is certainly a complex one, but the increase in marketing and the addition of more opportunities for student-on-student interactions appears to have sent the relationship in the direction hoped for - a decline of conduct incidents.

Measure 2.2 1.6 % increase of respondents who reported living over 2 miles from campus from 2015 data

Outcome Three

Student Organization Summit - A majority of the respondents found the summit content of high quality but the survey instrument used was not formatted/designed to accurately measure for the intended performance target - self report of learning gains. The Likert scale designed was incongruent with the stated outcome. The staff has addressed this disconnect by reworking the survey.

This data will be shared with the entire Student Life team during an in-service scheduled Fall 2017.

Outcome Four

Use of Student Life Facilities - The following results were collected:

- A larger number of faculty/staff reservations were approved, student groups continue to utilize Student Life facilities at greater rate as data for student stakeholders includes recurring reservations (for events or meetings scheduled throughout the semester) and tabling in outdoor venues.
- Faculty/staff data includes more single reservations and does not include tabling events.
- Decrease in use of Stern Center Ballroom and increase in use of other meeting spaces indicates that groups are being assigned and/or requesting venues that are best suited to their needs and the logistics of their event or meeting.

The reservation process was changed in fall 2016 to ensure accurate collection of data for all stakeholder groups and to enhance the service provided. This data was shared with Student Life operations staff members and student employees to support continued attention to the reservations and event setup processes.

The results highlight for the department that the stakeholder survey needed to be distributed to all users during both the fall and spring semesters of the 2016-17 academic year in an effort to increase the response rate.

Technical Support

Technical Support aligned under Division-wide Administration

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):

Upon conferring with the EVP for Student Affairs and Office of Institutional Effectiveness, it was determined that Technical Support is not a stand alone unit, department, or program, but a function within the scope of division-wide administration.

Upward Bound

Impacts of Upward Bound Program

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):

Based on the review of the feasibility and utility of certain measures, Upward Bound intends to shift to tracking a cohort within our Upward Bound population. We will track by graduation cohort in addition to tracking some impacts on the overall population. Our average number per graduation class is 18-22 students. This change will permit the Program to make adjustments in offerings each year which should enhance the experiences for each new class.
In addition, there will be a shift in outcome toward measuring the impact of college exposure through tours and summer component on-campus residence to determine how well or how much influence it has on a crucial component of post-secondary success, which is the idea of mental preparedness and "best fit," rather than specifically capturing the impact of classroom sessions on grades (too many independent variables out of program control).

Victim Services

Office of Victim Services 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):

With regard to Outcome three, OVS will complete this outcome in the 2017-2018 cycle. The outcome itself is very important to OVS because faculty learn of instances of sexual misconduct from students. Recall from the 2014-2015 Assessment report the outcome which asked a sample of students how they learned about OVS. The students reported that they rarely learned about OVS through faculty. OVS wants to enhance the knowledge base of faculty members so they can accurately relay information about OVS to students.