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):

Physical Fitness Gains Realized Through Fitness Class Participation

The goal was to document whether the group fitness classes did permit persons engaged in the classes to achieve fitness gains in at least 2 of the 5 health-related components of physical fitness. A group of 30 students of the total 183 in the program agreed to serve as the test group during the 12-week spring semester.

The target set was to have at least 50% of the tested group show improvements that moved them into the next fitness level classification. Improvement in the personal scores is anticipated but the target went a bit further by requiring the improvement to move them into a different fitness classification than the individuals scored in their pre-test. The target was met with 60% improving relative to their age-related norms in at least two of the health-related components of physical fitness.

An additional measure that was investigated was whether participation in this program fostered a positive lifestyle change or adoption of healthier pursuits. 93% of the participants agreed that this was the case.

Program results such as these provided the impetus to pursue longer range or more challenging fitness programming. The latest set to begin this fall is the weight management program. Smaller successful steps such as the ones documented in this assessment are making the next programming ventures possible.

Facility Availability and Usage

The George Street Fitness Center is the facility that handles the greatest number of recreational participants daily meaning tracking participant use is important in several administrative decision matters. The data analysis focused on Monday through Thursdays since the overwhelming majority of use comes through on those 4 days of the week.

The target of 650 individuals on average using the center each of those 4 days of the week for the school year was reached. Certain patterns of use were documented in the data. Of those patterns, one that is very clear is when are the peak times of use for each of the days.

Having access to this data provides confidence in a number of areas. When considering staffing ratios or total budget costs related to staffing, this data is reviewed. Equipment purchases -- both replacement and new equipment to add to the inventory -- make use of the data. Contractual obligations related to the facility's management include one for the janitorial services and one for the equipment preventive maintenance plan. This data is essential when answering questions related to what level of service is needed.

Student Employees' Work Characteristics

Throughout the year 50 or more students are employed by CRS. It is unlikely the students who enroll to work here are even considering that their work experiences will lead to learning outcomes or improvements in certain behaviors that are of the type valued by employers, but that is exactly the outcome that is hoped for when they work in this program.

The assessment sought to show two things: 1. numerous learning outcomes related to work performance will be acquired or improved upon through the student's work experience with CRS, and 2. students are able to properly evaluate the level of their work. The MORE survey was administered to the student staff to identify the level of change in various learning outcomes they felt occurred over the course of the year attributable to their work experiences. It was expected that at least 50% of the items would be rated higher by the student staff. This target was met.

The second part of the assessment compared each student's self-evaluation on 6 core employee behaviors with that assigned by their supervisor. The target was at least 75% of the staff would score within one point for each of the scores assigned by the supervisor. The target was reached.

This information is used each year prior to developing the training plan for the staff. If any areas of shortcoming are identified in the data, this is the time to prepare for the new staff. One area where this information will be used more extensively this year is to push the information directly at the juniors and seniors on the staff to help them better prepare for the transition that graduation will bring. The literature still suggests that too many college graduates are not prepared with the skills needed to succeed in the workforce.
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):

With a goal of improving all undergraduate student professional development skills, we tracked N = 1189 students attending workshops and events. A majority of those were Career Fair participants. Overall, of the students who attended our workshops or programs, agreed or strongly agreed that Center programs or workshops enhanced or improved their knowledge of professional development workplace expectations. That is not only promising, but this is an ongoing goal for the office, and will be continued.

For outcome 2, it is very promising to see students indicate that faculty encouraged them to attend our programs and events. This will be a major part of the Center’s outreach to faculty moving forward as this data supporting our faculty outreach and collaborative work. Conversely, of those completing surveys, only 3.2% indicated they were directly referred to the Center for an appointment. Since scheduling staff indicate this line of questioning elicited confusion with students, most often, the Center staff will work to refine this question as this data is not helping our program or future planning.

The Career Center will not continue outcome 3 “Strengthen Career Center Marketing Plan” as our data indicates this improvement or strengthening has been achieved. Instead, the Career Center plans to develop a new outcome, in part, based on the 2017-18 results and this will be included in our 2018-2019 assessment plan.

Center for Civic Engagement

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 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 2016-17 academic year results reflected a more comprehensive baseline, CCE found that the 2017-18 results met, and exceeded, performance targets. In congruence with the 2018-19 strategic planning for experiential learning programming, CCE staff will focus on strengthening the quality of curriculum and training around civic knowledge and understanding diversity of communities and cultures. To that end, CCE will continue to include faculty and staff volunteers on the reflection journal assessment committee, and will design a presentation specific to civic knowledge to be used in trainings for Alternative Break and Bonner Leader Program students.

In addition, based on assessment results, CCE will make the following three improvements. First, to augment current reflection journal assessment strategies, this year CCE staff utilized a small-scale pilot focus group of alternative break participants. If data gleaned is of value, a full-scale focus group pilot will be utilized for the 2018-19 academic year. Second, based on the growth of quality reflection journals, particularly from the NYC alternative break serving with the Gay Men’s Health Crisis, and the Bonner Leader trip to Peru trip, CCE staff worked intentionally with the site leaders for these two trips on incorporating AAC&U VALUE 4-point rubric and language for the daily reflection activities with participants. CCE will do more relevant and intentional reflection trainings for all site leaders. Third, based on the 2016-17 survey results, CCE staff redesigned the surveys in terms of length and organization, as the instruments were streamlined and appropriately clustered in sections for civic knowledge, skills, and values. No changes will be made to the survey instrument for the coming academic year, and CCE staff hopes to continue to see positive growth in participants’ active citizenship in the community.

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):

One assessment outcome is new, and two have continued for several cycles (Faculty Resources and Employment Transition). The assessment of faculty use and familiarity with Universal Design of Learning (UDL) strategies has evolved and resulted in improved collaboration with the Division of Information Technology, and the data collection from at least two assessment cycles may be used to further UDL research efforts with postsecondary disability service providers at other institutions. This intersects with some of the results from the assessment of the FYSE Neurodiversity course, where the faculty members revealed learning about UDL within the course and their intent to apply it in all of their courses. The faculty collaboration and communication that has resulted is critical for growing allies within the campus community, for both the Center for Disability Services and the students it supports.

Comparative data regarding transition to employment needs over two cycles and changes to program offerings within CDS and the Career Center have deepened the relationship between the two offices and improved the quality of career/employment support for students with disabilities.
Engagement with the population of students served by CDS is a burgeoning area for assessment and plans are in place to do so in the coming cycle.

Collegiate Recovery Program

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 CRP thrives on the College of Charleston campus because of solid planning, campus and community support as well as community philanthropic support. The academic progress of its members was found to be strong and fulfilled the expectations held by individual members.

Fall of 2017 the average GPA for CRP members was 3.569 and the average GPA for all undergraduate students was 3.005 (per Institutional Research). With the support of the CRP and the talents members bring, the academic progress is very positive. While the Spring of 2018 average GPA for CRP members was 3.070, one student relapsed and stopped going to classes but did not withdraw from school and therefore earned a 0.0 GPA. This brought down the average GPA from 3.307.

What it is known from research about recovery is that collaboration and support from others in recovery is vital to sustained sobriety and meeting one's goals. This collaborative support has carried over into the academic realm of the CRP members. The collaboration between students on sustaining their recovery while also assisting one another with academic support strengthens the peer-to-peer support that is the foundation of the CRP.

The CRP conducted its first academic survey in the Spring of ’18 semester and nine of the ten students who completed the survey stated that they found that the CRP was very helpful or somewhat helpful in assisting them in reaching their academic goals. Eight of those students said the CRP was very helpful in supporting them mentally and emotionally.

Supporting students in their recovery, in their mental health and in their academic pursuits is the goal of this program and in its first full school year, the CRP reached its stated goals.

Counseling & Substance Abuse 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):.

From the three areas assessed annually that reflect the core mission of the Counseling Center (formerly CASAS), Substance Abuse, Health, and Counseling Services, only Substance Abuse has shown consistent positive changes across the last few years, in large part to the consistently positive results of Health, and Counseling Services. In the last cycle, binge drinking rates for the campus dropped from 55% to 45%, within the norm of most colleges. Consequently, the focus for Substance Abuse during 2017-2018 shifted to marijuana use. This has also seen a positive decrease, reflecting the consistent use of a multi-disciplinary working group, not just the Counseling Center, over the last two assessment cycles. A social norms campaign will continued to be used as the major intervention for the 2018-2019 assessment cycle. The drug targeted for social norming has not been specified by the AoD Working Group and will be decided in the July 2018 meeting. The Student Health Survey has proven to be a helpful metric and will be continued the next assessment cycle. In the 2016-2017 cycle Health focused on training gatekeepers to better assess students at risk for suicide, and in this cycle we focused on Cougar Counseling Team, CCT, volunteers and their ability to assess and assist students in distress. For the upcoming year Health will continue to focus on the CCTs and their effectiveness at assisting students in crisis and their consultations with the counselor on-call. The Counseling area has consistently focused on counselor ratings by students and related SLOs, and this year included a focus on Master's level interns. Student ratings, using both a likert scale and narrative comments were positive for interns/trainees, as they have been for professional staff. Therefore, for the 2018-2019 assessment cycle the focus will switch to a client subtype, students reporting suicidal thoughts, and not on students generally. This is in keeping with the recent CDC study (https://www.cdc.gov/media/releases/2018/p0607-suicide-prevention.html), showing an increasing suicide risk for various segments of the population, and the Counseling Center data for the last few years showing an increase in students presenting with suicidal ideation:

2014-2015 = 28
2015-2016 = 45
2016-2017 = 53
2017-2018 = 62

Note: these numbers reflect a relatively stable student enrollment and counselors within the Counseling Center. The exception is a slightly smaller, by a few hundred, student body for AY 2017-2018, which would make the number of suicidal students coming to the Counseling Center even more significant as the relative percentage would increase slightly.
Dean of Students

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 topics covered in this assessment cycle are varied and demonstrate that the Office of the Dean of Students is committed to tracking student learning outcomes and collaborating with other offices to understand how a new service -- online written student complaint portal -- is being used.

Outcome 1 - Knowledge gains regarding adjudication of student organizations by student members of the Honor Board

In the 2016-2017 academic year a new approach to processing student organization conduct issues was instituted. The new approach grew out of the new policy on hazing. The training linked to the new approach had yet to be assessed. A distinct and separate module was added to the training sequence of the Honor Board members to address the new approach and to ensure that adjudicators comprehended the unique properties of this approach. Through the administration of pre-quizzes prior to the introduction of the new training module the members' current knowledge of the differences in the student organization conduct process (vs. individual student conduct) was revealed. The results of the post-quizzes when compared to the pre-quizzes results revealed the short-term knowledge gains for the student members of the Honor Board. The gains documented signify to the Office of the Dean of Students to continue to offer the distinct module on the adjudication of the student organization conduct matters. The results indicate that student members' recognition of the distinct characteristics of student organization adjudication enhanced their confidence in their ability to be a fair and thorough judge. The indication of whether a respondent is a returning member of the Honor Board or a new member will be added.

Outcome 2 - Written Student Complaints

Even without a concerted promotion effort the number of students using the student complaint portal increased by over 30% from 2016-2017. The Office of the Dean of Students promoted the portal with every student who came to the Office for assistance with a complaint. The topics were roughly equally divided between academic and non-academic concerns. No complainant checked use of the Ombudsperson office prior to entering their complaint. Promotion of the complaint portal will be enhanced to document whether the increase in promotion techniques impacts the number of complaints entered. Word of mouth and promotion by members of the Office of the Dean of Students increased usage. A goal is to discover whether other forms of promotion also impact usage patterns. This outcome will remain within the 2018-2019 plan for the reason just stated.

Outcome 3 - Student employee understanding of FERPA and skill attainment

This was a new outcome for the Office of the Dean of Students and there are no earlier results with which to compare. The academic year opened with five student employees working for the Office of the Dean of Students and the Office of the Executive Vice President for Student Affairs. One student employee left their position prior to the administration of this assessment exercise. Documenting the employees' retention of information about FERPA (federal regulations about keeping certain types of student information confidential) after watching a training video was deemed as a need not only because of the nature of the functions of these two offices, but also learning that student employees in another office breached FERPA guidelines. The student employees watched the FERPA training video required of all employees of the College of Charleston. The second measure touched on career development and whether student employees recognized the skills they attained while working.

The take-away from the results for both measures for Outcome 3 is that the Office of the Dean of Students needs to bolster its student employee orientation, training and observation. More information needs to be introduced on FERPA and the skills needed to perform the job proficiently. The Office did not reinforce these topics during the year because the results were not reviewed until the end of the year and no obvious deficiencies emerged during the year. Student employees will be asked to respond to student-office scenarios provided to rehearse their mental muscles about FERPA and the skills (problem-solving, professionalism, conflict deflection and redirection, referral techniques, map reading, etc.).

Higdon Student Leadership Center 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):

Programs and educational experiences are continuing to be reviewed and updated based on assessment data. One thing the Department has realized this year is the additional challenges related to being a combined unit with staffing challenges and the effect this has had on our programs for the 2017-18 academic year. The Department will use data from this cycle to educate new, incoming staff members about the programs, and community to work towards more improvements in the coming years.
Multicultural Student Programs and Services

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 MSPS will use the data obtained from surveys related to the programs and services offered to the college community to assist the department in making improvements to the program. In turn, MSPS will also continue to monitor and assess the programs, services, activities, events and resources throughout the next academic year to determine what and how it can continue to facilitate the academic, social, and personal progress of the underrepresented students served.

Analysis of previous years’ data has resulted in additional changes to the Mentoring Matters Program for the 2017-2018 academic year. For the first five years of the program, the mentors for the program consisted of upperclassmen, staff and faculty members.

Twenty-one students participated in the survey. Eight students met with their mentors 2-3 times per month (2.5%), with a smaller number (5 students) reporting meeting once a month, and bi-monthly.” As a follow-up, students were asked about communication outside the traditional face-to-face model of mentoring. Alternative methods of communication included phone calls, texting, and e-mail. The largest plurality of students said their mentor was “always” available (45%) vs. those who said their mentor was “never” available (10%). The 20 mentees stated that they discussed support and asked for advice; wanted more knowledge about the College, and inquired about the mentor’s networking experiences that they could share.

The goal of allowing only faculty and staff members to serve as mentors for the 2017-2018 academic year was met. Additional program improvements included:

- Meet and greet reception for all participants at President’s residence
- Provided mentors with 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.

Residence Life & Housing

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 decreased from the previous cycle. The EBI survey instrument did indicate that in all of the areas of their residential experience, students were most satisfied with the residential staff. So, even though the results were lower than anticipated, the residential staff is positively affecting the student experience in the residence halls. Engagement tools will include more one on one contact for the upcoming academic year and more consistent contact throughout the semester to establish meaningful relationships with students. Resident assistants will track one on one engagement with residents through our residential software program, and they will be given a specific schedule for student one on one engagement. Students who become engaged in the community early in their college experience will be more successful students.

The second outcome related to roommate agreements and the use of roommate agreements to improve communication among roommates did not meet departmental goals. While the performance target of 100% completion for roommate contracts was not met. The Residence Life staff documentation process will be implemented for any staff members not completing roommate contracts by the specified deadline. Residence Life will implement a more proactive process to help students communicate about issues with roommates. This includes added discussions with the roommate agreement about desired methods for resolving conflicts, online resources for students, and more conflict resolution training for staff.

The third assessment outcome was a baseline outcome. Overall, resident assistants would like to see some improvement in the department and the considerations given to how they are compensated. The implementation of the resident assistant advisory board has helped with giving the staff a voice for concerns and helped with communication. The office will encourage representation from each staff on this board so that each staff member feels that any concerns are being addressed effectively. Residence Life leadership met with members of Business Affairs to assess Resident Assistant compensation for the upcoming year. We are not able to provide free housing due to a state statute, and a meal plan component was considered but not implemented. The office will work to implement a meal plan option in the future.

All of Residence Life’s assessment goals directly align with our strategic plan.

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 the Immunization Record Submission, SHS remains aware that without an enforceable policy in place the evidence of the last two year's data has proven that students will remain out of compliance with the immunization requirements on arrival at C of C in large numbers. For this reason, the hope is that in July of 2018, the policy will be approved and posted to the C of C website, thus satisfying the registrar's requirement before placing registration hold on non-compliant students. Assuming policy approval, in the fall of 2018, SHS will implement the enforcement with the incoming class of new students (approx. 300 students) to provide a test run before the larger cohort expected in the fall of 2019. This will allow SHS to work out the kinks in the process so as to ensure a smooth delivery of the program when more students are involved. The hypothesis and the goal will be to have far greater compliance in future semesters.

For the STI Awareness campaign, it is clear from this year's data that chlamydia presents the highest risk for STI infection on this campus. Student awareness campaigns will be designed prior to the anticipated fall testing event to understand student's perceptions of STI risk.

Regarding our third measure, awareness of LARC, the data clearly indicate that reducing the financial barriers to LARC placement can have a direct impact on number of units placed. It continues to be a hypothesis that students remain unaware that they can get these units without cost to them if they ask. Campaigns to increase awareness are planned for the fall of 2018.

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Student 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):

The data collected during this assessment cycle will be extremely useful in the revision of the Student Life strategic plan, updating policies, procedures, and guidelines, refining the delivery of services and resources, and the thoughtful planning and execution of programs for the upcoming academic year.

It is evident after creating new position descriptions for student employees that student learning outcomes associated with these experiences also need updated and assessed to ensure that staff are acquiring soft skills necessary for real-world employment. Responses received to a locally-produced instrument for evaluation of these positions indicated that student staff members felt more confident utilizing customer service-based communication skills as the period of their employment progressed. Additional comments noted that communicating with a supervisor was both new and empowering. As a result of the data collected, additional focus will be placed on life skills training in future orientation sessions and monthly staff meetings. Collaboration with the Career Center will also be explored to provide information and resources related to further development of life skills (financial planning, business communication) and marketing transferable skills gained in a cover letter, resume/vita and during an in-person interview.

The majority of students that attended the annual Student Organizations Summit in September of 2017 felt that the presenters included were well-prepared and familiar with their material. While information offered was appreciated, the follow-up survey completed by attendees after the event demonstrated that students did not feel confident navigating the financial processes associated with using funds allocated to their student organizations. This was further corroborated by the results of the National Assessment ACUI/SkyFactor Student Organization Leader survey conducted during April-May 2018. It is very clear that the current model is not helping student leaders understand the financial and contracting policies of the institution. This information allowed us to update the position description of the current Assistant Director of Student Life and create an elevated role as Associate Director of Student Life for Student Organizations, Programming, and Events. The staff person in this role will be charged with the development of ongoing engagement and training of student organization leaders and advisors, so that we can demonstrate improved learning related to these specific areas. Additionally, we learned that student organization leaders are not satisfied with the current advisor model and would like more support and guidance from this role. The Office of Student Life will create new training for advisors and conduct further outreach and assessment of best practices for student organizations in order to determine how best to improve this area of weakness.

The Stern Student Center and Student Life facilities experience high traffic and high use by students, faculty and staff members and off-campus organizations. Reservations for use of facilities continues to increase (due to the number of registered student organizations and the lack of other available campus venues that can accommodate large groups), and student organizations are now finding it easier to get reservations approved faster. Set-up crews performed tasks efficiently and effectively, adding to the overall customer experience. The student building manager staff was increased and now includes daytime hours in order to better serve customers, and assist professional staff in Operations and Facilities. Usage data showing a continued increase in reservations (both submitted and confirmed) support the need for additional meeting and programming spaces on-campus and will support Student Life strategic planning and fundraising efforts.

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Upward Bound
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 incremental success overall detected during 2017-2018, staff will maintain methods for College Selection process and conduct more formal/ongoing outreach to graduates of Upward Bound in order to determine needs for college completion. Regarding college tours, it is vital to continue exposing students to large, medium and small campuses because their interests and needs are diverse. Another consideration is the lack of control, in advance, that UB staff have over the level of engagement or skill of the tour guide, so (whenever possible) it is beneficial to be more intentional about reaching to other Upward Bound and/or TRIO programs to collaborate on making stronger connections.

Victim 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 assessment results gathered in 2017-18 reveal several trends: 1) most Campus Security Authorities diligently complete their required reports in part because of the clear guidance provided in the tutorial; 2) SCOPE members appear not to have an interest in delivering FYE classroom presentations; and 3) the need to enhance communication with faculty about the services of OVS remains. The CSA tutorial contains the requisite content and appears to assists our CSAs in completely their annual CSA forms. Our CSAs also receive email reminders and the form itself repeats the guidelines. Still, the tutorial should be modified to make it more interactive. Interactivity engages adult learners and enhances applying the learned content.

The results for outcome 2 have been shared with the OVS team and it has been concluded that the talents of the SCOPE team are best deployed for campus-wide programming versus classroom presentations. The interest level is low among the membership and scheduling is daunting. Granted, the two SCOPE members demonstrated excellent recall of critical information (100% accuracy), but without a broader interest it is not an efficient use of resources to continue to offer training for classroom presentations.

OVS remains committed to making strategic changes to enhance faculty awareness about the services offered to students because faculty members are positioned to receive information about victimizations from students. The OVS team needs to devote time to creating a plan to make sure its info brochure is disseminated and to collect data regarding the consumption of the brochure. The OVS team has designated a planning a session. Without a plan in place, this outcome may once again not be fulfilled.