

Administrative Unit Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to **SAVE** your progress as you work!

Administrative Unit

Student Affairs - Student Life and Engagement

Submission Year

2021-2022

Assessment Coordinator Name

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Unit Goal

Goal

Goal 1

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

Campus Recreation will provide a robust student experience.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Students are satisfied with Campus Recreation's programs and/or activities.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Lander University's mean is above all of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Partially Met"

Lander University's mean is above 1 or 2 of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Not Met"

Lander University's mean is not above any of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Assessment Measure Used

Skyfactor Benchworks Recreation Services Assessment Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Select 6: 5.44

Score (Met=3, Partially Met=2, Not Met=1)

3

Lander University's Mean: 5.52

Ranked #2 out of 22 institutions that utilize this assessment survey

Comments/Narrative

The threshold for the outcome of "Students are satisfied with Campus Recreation's programs and/or activities" was met during the 2020-2021 time-frame. Lander University's mean was above all Skyfactor Benchworks mean comparison groups, and the mean score was ranked #2 out of 22 for all institutions using the same survey. Lander University's mean showed no statistical difference from the previous reporting period, with the mean for both assessment years equaling 5.52.

During a pandemic year, the department was able to maintain, and in some instances improve, the level of participation in available services and programs. The Fitness center experienced high patron usage, even while following an aggressive capacity restriction. A reservation process was implemented to ensure participant and employee safety while the fitness center was being utilized. The process was slightly inconvenient to participants, as it restricted some of the scheduling freedom they typically enjoy. This likely impacted survey responses specific to the overall satisfaction score. While somewhat inconvenient, diligent cleaning protocols and expanded operation hours led to safe and consistent use of the space throughout the year. Recreation was able to provide an alternative lineup of intramurals, outdoor adventures, and various other activities that were well attended. Further, much positive feedback about departmental programs was communicated by participating patrons.

Resources Needed to Meet/Sustain Results

\$500,000 estimated cost including grounds/maintenance in addition to two (2) professional staff members

Explanation of How Resources Will Be Used

Maintaining of professional and student staff. Maintaining facility, fields, outdoor pool and other spaces.

Continued training and growth of staff. New programs, classes, equipment, etc. Additional staff members will ensure more intentional, specific programming is offered. Enhancement of offerings will positively impact assessment results and are likely to show a direct correlation with the retention of Lander University students.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Overall, students are satisfied with the Recreation Center.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Lander University's mean is above all of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Partially Met"

Lander University's mean is above 1 or 2 of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Not Met"

Lander University's mean is not above any of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Assessment Measure Used

Skyfactor Benchworks Recreation Services Assessment Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Select 6 mean: 5.86

Score (Met=3, Partially Met=2, Not Met=1)

2

Lander University mean: 5.8

Ranked #3 out of 22 institutions that utilize this assessment survey

Comments/Narrative

The threshold for the outcome of "Overall, students are satisfied with the Recreation Center" was

partially met during the 2020-2021 time-frame. The department partially met its goal of outperforming the mean scores from comparison institutions. The score of 5.80 is .06 lower than the Select 6 mean. It is noteworthy to mention that there is little statistical difference between these scores and that Lander University ranked #3 overall. (This is equivalent to the 2019-2020 rankings.)

Campus Recreation has worked diligently to assess the needs of the student body/campus partners and began working on the reassignment of functional space. Several projects were completed to enhance the functionality, visibility, and storage capacity of departmental offices. It is anticipated that the competition for activity and storage space will continue to be a major factor in departmental assessment.

Resources Needed to Meet/Sustain Results

Equipment Budget and facility student staff Budget. Physical Plant Custodial staff (\$110,000)

Additional space such as a Student Center dedicated to Student Life and recreational programs or \$25,000 repurposing of the existing underutilized Racquetball courts to create a multi-functional recreation space.

Explanation of How Resources Will Be Used

To replace and help keep equipment updated, clean, and safe. Also, to help keep the facility clean and as technologically up-to-date as possible.

Lander University is growing rapidly. Infrastructure needs, such as additional staff members and space, are critical to expand quality services. Particularly in the PEES building, there is an ever-growing frequency and quantity of programs and events from the following offices: Campus Recreation, Student Activities, Athletics, Academics, Admissions, University Relations- Commencement, Student Clubs and organizations, etc.

Goal Summary

Goal Summary/Comments

In 2020-2021, Campus Recreation continued to efficiently share space within the Chandler Center. This was a particularly challenging year due to the global pandemic and the associated safety precautions in place for every program, activity, and space. Following the plan laid out in the "Return to Rec" document, the department was able to successfully adjust all events and programs to suit both safety and the extracurricular needs of students. Campus Rec again further increased student employment opportunities by employing the largest student staff to date. In 2020-2021, Campus Recreation participation statistics were impressive considering the environment. Athletic programs were forced into a situation where all sports both Spring and Fall were actively in season during the Spring 2021 semester. The demand for space during this time was unprecedented. The intricacies were difficult to manage and likely had considerable impact on programs, facilities, and the overall student experience.

Campus Recreation held four (4) special events (Rec-a-palooza, Moonshine Run, Strongest Bearcat, Outdoor Rec Fest) that were all well attended. Rec-a-palooza had 300+ participants and featured a socially distant glow in the dark 18 hole mini golf experience. Strongest Bearcat had record attendance with 200+ student spectators. The Moonshine Run was moved to the Jeff May Complex, as professional staff felt this location would be better suited for the pandemic environment.

During the 2020-2021 academic year, the Campus Recreation department and the Office of Student Activities combined to better share/expand resources. As a result, Campus Recreation professionals also assisted with major events and programs such as homecoming, spring fest, and various orientation-related activities.

Changes Made/Proposed Related to Goal

Campus Recreation will be using Microsoft Forms surveys as the avenue to collect feedback/data moving forward. These surveys will be collected throughout the year as opposed to annually.

Upload Files (if needed)

Goal 2

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

Campus Recreation services will positively impact student enrollment.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Students directly correlate their continued enrollment and/or graduation from Lander University with Campus Recreation experiences.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Lander University's mean is above all of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Partially Met"

Lander University's mean is above 1 or 2 of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Performance Target for "Not Met"

Lander University's mean is not above any of the comparison means for the following: Select 6 peers, Carnegie peers, and all survey participants for the year.

Assessment Measure Used

Skyfactor Benchworks Recreation Services
Assessment Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

All institutions mean: 5.21
Select 6 mean: 5.48
Lander University mean: 5.61

Score (Met=3, Partially Met=2, Not Met=1)

3

Ranked #3 of 22 schools utilizing this survey

Comments/Narrative

The threshold for the outcome of "Students directly correlate their continued enrollment and/or graduation from Lander University with Campus Recreation experiences" was met during the 2020-2021 time-frame. The mean score was 5.61, surpassing the "all institutions" average mean of 5.21 and outperforming the Select 6 average of 5.48. Overall, Campus Rec was ranked #3 of 22 institutions utilizing the same survey. In 2019-2020, Campus Rec scored 5.71. In summary, there was no significant statistical difference in data collated within the two consecutive reporting time-frames. Considering that Covid-19 had a direct impact on the method and execution of departmental functions/operations, data indicates that the department was still highly effective in meeting the desired outcome.

Resources Needed to Meet/Sustain Results

Resources regarding equipment, facilities, budgets, and staffing needs have been discussed previously.

Explanation of How Resources Will Be Used

Expanding engagement, enhanced opportunities, space and resources to meet the demand (based on increased enrollment).

Goal Summary

Goal Summary/Comments

The goal, "Campus Recreation services will positively impact student enrollment," continues to remain a key focus for the department. The department will continue to seek out student feedback and ideas to ensure students obtain what they desire in their recreational experiences. Although limitations on space are still prevalent, the department will continue to seek out innovative ways to create and enhance recreational opportunities. Additionally, quality customer service is imperative to ensure a positive patron experience. As Campus Recreation is transitioning away from Skyfactor as an assessment tool, obtaining feedback about the patron experience on a more frequent basis (via Microsoft Forms) will ideally provide the department with a better way to gauge any customer-related concerns so adjustments can be made accordingly.

Also relevant to the goal, for two (2) consecutive years Campus Recreation has prioritized hiring more student workers. With regard to retention, the value of this is two-fold.

- (1) Student patrons are introduced to the department and its offerings by their peers.
- (2) The student workers themselves are more likely to be retained based on their connection with the department.

Moving forward, the department hopes to sustain the number of student employees, as well as expand opportunities for professional growth in a customer-friendly environment.

While the goal is tied to student perception only, assessment provides a broader view of how the

department is potentially impacting retention. Sense of belonging in a collegiate environment is directly correlated with retention. Campus Recreation provides students with a variety of options to get involved and connect. Whether club sports, outdoor adventures, or fitness opportunities, Campus Recreation seeks to help students find the right fit. As such, fostering the best student experience remains at the forefront of programs and services offered.

Based on the outcome "Students directly correlate their continued enrollment and/or graduation from Lander University with Campus Recreation experiences," the department has been highly effective in meeting the overarching goal. Other metrics tied to the goal will be explored to determine if more tangible data can be extracted.

Changes Made/Proposed Related to Goal

N/A

Upload Files (if needed)

Goal 3

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

The Department of Student Life and Orientation Programs will effectively promote diversity and inclusion, leadership, and overall student engagement.

Pillar of Success Supported

Robust Student Experience

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The Department of Student Life and Orientation Programs effectively promotes diversity and inclusion in its execution of programs, activities, events, and other educational initiatives.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Execution of at least six (6) diversity and inclusion related initiatives per academic year.

Performance Target for "Partially Met"

Execution of at least three (3) to five (5) diversity and inclusion related initiatives per academic year.

Performance Target for "Not Met"

Execution of less than three (3) diversity and inclusion related initiatives per academic year.

Assessment Measure Used

Calendar/tracking/number of events held

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

A total of nine (9) programs held.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The threshold for the outcome of “The Department of Student Life and Orientation Programs effectively promotes diversity and inclusion in its execution of programs, activities, events, and other educational initiatives” was met during the 2020-2021 time-time. In 2019-2020, 93% of survey participants responded favorably to this outcome. In 2020-2021, performance targets were adjusted based on the department's desire to further enhance diversity and inclusion-related initiatives.

In conjunction with LOUD (Leaders on Understanding Diversity), inclusive engagement grants were awarded to applying student organizations as a means to incentivize the execution of diversity and inclusion-related programs. Feedback collected from the student organization Spill the Tea indicated that the student group needed more oversight from professional staff and a better overall understanding of resources. Another program, the ABCs of Inclusion, received only four (4) survey responses; however, it is noteworthy to mention that 100% of participants responded favorably. In the future, the department intends to expand upon the number of awarded grant recipients. Additionally, the department will identify ways to increase assessment participation. One solution is to distribute surveys following each diversity, equity, and inclusion event executed. Further, the department is currently in the process of purchasing software that will assist with the promotion, tracking, and assessment of pertinent programs.

Resources Needed to Meet/Sustain Results

\$6000-10,000 specifically earmarked for diversity-related initiatives. Presence software (\$14,000 annually).

Explanation of How Resources Will Be Used

Enhanced diversity and inclusion initiatives. Presence will assist with analytics and tracking of student engagement and obtaining real-time feedback immediately following events.

Outcome 2

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Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The Department of Student Life and Orientation Programs provides adequate and meaningful opportunities for leadership development.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

At least six (6) leadership development events held with 30 or more students in attendance.

Performance Target for "Partially Met"

Three (3) to five (5) leadership development events held with 30 or more students in attendance.

Performance Target for "Not Met"

Less than three (3) leadership development events held with 30 or more students in attendance.

Assessment Measure Used

Number of students served, departmental schedule of events, and targeted student surveys for future comparative analysis.

Frequency of Assessment

Annually - End of Spring Semester

Data Collected for this Timeframe (Results)

Collectively, 289 students attended at least one (1) of the six (6) programs offered. Of the six (6) programs, four (4) had 30 or more participants in attendance.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The threshold for the outcome of "The Department of Student Life and Orientation Programs provides adequate and meaningful opportunities for leadership development" was partially met during the 2020-2021 time-frame. This is a new outcome; therefore, comparative data is not available. Depending upon the time of year and other competing commitments, participation in some programs may be minimal. Performance targets may be adjusted for future reporting periods to better gauge overall impact.

Also noteworthy, out of the 289 students that participating in leadership-based programs, 37 specifically participated in the Lander Presidents Leadership Program (LPLP 101) course. Following an established leadership curriculum, which included four touch points of reflection, students met over a 16-week period, Examples of collated reflections are cited below.

Student 1: "I learned throughout this course that you should do 80% of the listening and only spend 20% talking. Your followers want to see a leader who is active and not just sitting behind a computer screen sending out various emails but actively engaging with his followers. I had to stop doing that and re-evaluated my leadership methods just this year when I noticed that I was constantly reminding my residents of all of the activities going on around campus but I wasn't at any."

Student 2: "That is a prime example of intent vs. Impact I intended to be a mediator and help out the situation but the impact my actions had on the situation made it look as I was one of the people in the wrong. Mainly intent and impact get mixed up when you do not think about what you are doing you tend to not think about how other people might perceive your actions. This might not work all the time, but I tend to try to put myself in the other party's shoes and just think how I would feel if this happened and if

I would like for that to happen to me then I'm not going to do that to someone else.”

Student 3: In my head, I have always just wanted to be a leader, someone that others looked up to and wanted to follow. It was how other people perceived me, that mattered to me. I realized throughout this class that my perspective of leadership was not a good one. My theory of how I defined leadership was not ideal. I viewed leadership as a way to get people to like me, rather than a way for me to impact those around me. I thought the ‘popular’ people were leaders, and I always wanted to be that. I failed to realize that in the end, I was ultimately trying too hard. Leadership starts within. It is something you have because you want it. I want to be a leader because I want to be impactful, I want to make a difference, and I want to encourage those around me to do the same. Service is leadership. Helping others, giving back, listening, and caring about those around me, is what will make me a leader. While I have always done these things, I never thought of it as a form of leadership, and this class allowed me to see the leadership skills I already possessed.

Student 4: The next aspect of my leadership is being very inclusive and aware of the group that I am leading. Being inclusive is important for many reasons, but the most important is respect for that person’s culture / social identity. However, to be an inclusive leader you must be knowledgeable about the many different aspects of what makes a person who they are. When you are an inclusive leader, it is your job to create an environment that makes everybody feel safe and welcome there. This also goes back to serving people’s hearts because they will see if you are able to understand their situation and find a way to include them, they are going to be more open to you and the group. Many people believe that you must be in a leadership position to be inclusive but that is false. Anybody can be inclusive, but it is important for a leader to have this quality. If a leader has the ability to be inclusive, then their group will see it and begin to be inclusive as well and create an even more safe and welcoming environment.

Based on the reflections, the LPLP course provided meaningful opportunities for students to enhance their leadership skills. In the future, LPLP will be further expanded upon (i.e., development and implementation of LPLP 102) to help students further fine-tune their leadership skill-sets.

Creating new marketing initiatives is an area of improvement needed to further increase student participation as a whole. Additionally, national standards should be more effectively incorporated to ensure programs/initiatives are based on up-to-date best practices.

Resources Needed to Meet/Sustain Results

Marketing tools, Presence, and continued feedback gathering. (\$14,000 annually)

Explanation of How Resources Will Be Used

Marketing tools will be used to create graphics so events and programs can be better publicized. Presence will assist with collecting data and building curriculum. Additionally, students will be able to track their own success and departmental initiatives can be more efficiently assessed.

Outcome 3

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Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness

Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The Department of Student Life and Orientation Programs effectively increases student engagement.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Increase the number of students engaged in Greek Life by at least 10%.

Performance Target for "Partially Met"

Increase the number of students engaged in Greek Life between 5% and 9.9%.

Performance Target for "Not Met"

Increase the number of students engaged in Greek Life by less than 5%.

Assessment Measure Used

Greek Recruitment Data (compare data to previous academic year). Assessment will be based on the number of students recruited with acceptance of bids and the number of students that fully complete the intake process.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Increased from 235 in 2019-2020 to 295 in 2020-2021. This represents a 26% increase.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The threshold for the outcome of "The Department of Student Life and Orientation Programs effectively increases student engagement" was met during the 2020-2021 time-frame. Comparatively, in 2019-2020, there was a 13% increase. Sigma Gamma Rho Sorority Inc. was established as a new organization. This affords another option for students seeking an NPHC experience. Additionally, Alpha Kappa Alpha Sorority Inc. completed their membership intake process and added 22 women to the Greek community. Also noteworthy, the retention of Greek Life affiliated members was at an all-time high. This significantly impacted the overall Greek recruitment data.

While the current performance targets apply specifically to Greek Life, new performance targets will be established and measured once the current targets have been consistently met for at least two reporting cycles or the targets are no longer attainable based on enrollment or other contributing factors.

Resources Needed to Meet/Sustain Results

Effective 2021-2022, the administration has granted an extra \$50,000 to provide more financial support to the chapters.

Explanation of How Resources Will Be Used

Resources will be used for conference attendance, marketing, and higher quality of educational programming. Each chapter will also receive a budget line of \$1500 to use for their personal marketing and programming efforts. Ideally, this will help to off-set chapter costs and minimize financial barriers for

those that wish to join.

Goal Summary

Goal Summary/Comments

In 2020-2021, the Department of Student Life and Orientation Programs worked diligently to promote diversity and inclusion, leadership, and strengthen overall student engagement.

As the reporting structure was again adjusted and staff became more acclimated to their respective roles, forward progress became a key focal point for the department. The restructuring of the department (adding Campus Recreation under the Student Life umbrella and adjusting reporting structures accordingly) allowed the department to function more efficiently and enhance opportunities for professional growth. Additionally, to better reflect the department's goal of enhancing the overall student experience, and therefore, having a direct impact on retention, the name of the department was changed from "Student Activities" to "Student Life."

Programs have been enhanced and rebranded to ensure high-level functioning of the department. The former University Programming Council is now referred to as the Campus Activities Board. This better reflects the purpose/scope of their work as it relates to campus-wide involvement, culture, and education. Progress is being made on the implementation of an Organization Management System, which will provide more efficiency in the promotion, tracking, and assessment of enhancement-based initiatives. The department also partnered with the Student Affairs Diversity, Equity, and Inclusion liaison on the awarding of inclusive engagement grants. Student Organizations are provided an opportunity to apply for grants that promote programs geared toward inclusivity.

Leadership programs are continuing to gain traction. Students have expressed a distinct interest in leadership programs and platforms. As students desire to learn more about their own leadership qualities and the impact leaders can have on others, opportunities will continue to be explored and expanded upon.

The fraternity and sorority community continues to experience growth. The department has placed much emphasis on listening and gathering feedback from the Greek community as a whole. Expanding NPHC groups and building a robust Greek community where everyone can thrive remain among the department's top priorities.

The department will continue to measure effectiveness and explore new and/or enhanced opportunities for students to engage.

Changes Made/Proposed Related to Goal

Performance targets around leadership development (number of participants at each event) may be adjusted for future reporting periods. Additionally, with the implementation of Presence and the opportunity to extract data, outcomes/performance targets will be reviewed to determine if adjustments are preferable.

Upload Files (if needed)

Goal 4

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

The Department of Student Life and Orientation Programs will provide quality experiences that foster a

sense of belonging.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Students feel welcome at special events and are satisfied with the quality of their experience.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

An average of 75%-100% of responses are favorable ("strongly agree" or "agree").

Performance Target for "Partially Met"

An average of 60%-74.9% of responses are favorable ("strongly agree" or "agree").

Performance Target for "Not Met"

An average of less than 60% of responses are favorable ("strongly agree" or "agree").

Assessment Measure Used

In-house student surveys

Frequency of Assessment

Immediately following each facilitated special event

Data Collected for this Timeframe (Results)

80% of student responses indicated "strongly agree" or "agree"

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The threshold for the outcome of "Students feel welcome at special events and are satisfied with the quality of their experience." was met during the 2020-2021 time-frame. This is a new outcome; therefore, comparative data is not available. Assessment consisted of 600+ collated responses over the course of 10 different events. In 2020-2021, the department worked to incentivize survey participation by utilizing QR codes and through various giveaways. Further, various high quality virtual events were hosted, to include offering as many hybrid options as possible. As the current college-age generation is more technologically centered, methods to better engage and collect feedback will be continually

explored.

Resources Needed to Meet/Sustain Results

Training and education as the department learns to effectively utilize Presence.

Explanation of How Resources Will Be Used

Data analysis immediately following the execution of special events.

Outcome 2

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Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Students that attend first-year orientation develop meaningful connections with peers and/or various campus resources.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

An average of 75%-100% of responses are favorable ("satisfied").

Performance Target for "Partially Met"

An average of 60%-74.9% of responses are favorable ("satisfied").

Performance Target for "Not Met"

An average of less than 60% of responses are favorable ("satisfied").

Assessment Measure Used

In-house student surveys (Wufoo).

Frequency of Assessment

Once per year, following summer orientation sessions.

Data Collected for this Timeframe (Results)

The favorable average for in-person sessions equaled 71.39% out of 83 total responses received

Score (Met=3, Partially Met=2, Not Met=1)

2

The favorable average from virtual sessions equaled 91.336% out of 46 total responses received

Comments/Narrative

The threshold for the outcome of “Students that attend first-year orientation develop meaningful connections with peers and/or various campus resources” was partially met during the 2020-2021 time-frame. It is noteworthy to mention that the favorable average for virtual sessions met the identified threshold. This is a new outcome; therefore, comparative data is not available. (Prior to the summer of 2020, Orientation Programs were housed under Enrollment Management.) Assessment for the 2020-2021 reporting time-frame includes the 2020 summer orientation programs, Fall 2020 New Student Orientation, and Spring 2021 New Student Orientation.

Due to the COVID-19 pandemic, the department had to pivot its original plans. To better accommodate for the safety of students and families, in-person sessions were changed to one-day, without the option for overnight stay. While this limited opportunities to promote "meaningful connections," there were many positive accolades received. Some examples of obtained feedback are as follows:

-“My orientation leader was very welcoming! Also, everyone on campus made sure my father and I were comfortable. The social environment I was very pleased with. I had some nervousness but with all the happy smiles and faces, that quickly went away”!

-“The campus safety and health resources activities I went to were amazing and very informative.”

Feedback regarding needed areas of improvement were additional communication, session rooms being too small, and available meal options. Specific to virtual sessions, connection issues and the timing of some sessions were identified challenges. These concerns were duly noted in preparation for 2021-2022 orientation.

The Department of Student Life and Orientation Programs continues to work closely alongside the Director of LINK to better connect students' orientation experiences with their first-year experiences. Collaborative partnerships continue to be explored and enhanced.

Resources Needed to Meet/Sustain Results

Presence (\$14,000 annually) and a communication plan

Explanation of How Resources Will Be Used

Presence will assist in obtaining feedback at the immediate close of each event. A well developed communication plan will ensure adequate communication with students and families. To better promote meaningful connections among stakeholders, campus partners and their impact will also be considered when developing a robust communication plan.

Goal Summary

Goal Summary/Comments

The Office of Student Life and Orientation Programs continues to seek out new and creative ways to promote quality experiences that foster a sense of belonging. While the department experienced many challenges as a result of the pandemic, staff pivoted quickly (making adjustments accordingly) to ensure opportunities for quality student experiences were adequately provided.

Effective 2021-2022, the department will oversee Sophomore Experience programming. Since many students that entered college in 2020-2021 were likely less engaged as a side-effect of the pandemic, Sophomore Experience programming will provide a safe opportunity for this group to become better engaged/connected.

Plans are currently underway for Homecoming and Spring Fest events to be further enhanced and expanded upon.

In 2021-2022, additional Orientation Leader positions will be available. Additionally, to further enhance the overall Orientation Program, upperclassmen are being hired to serve as mentors for new, less experienced Orientation Leaders.

To promote a core understanding of desired outcomes regarding engagement, belonging, and quality experiences, the department has worked diligently to foster strong connections with a variety of campus partners. Initiatives are geared toward new and continuing students.

Changes Made/Proposed Related to Goal

Since the outcome "Students that attend first-year orientation develop meaningful connections with peers and/or various campus resources" is somewhat subjective, the department desires to adjust the outcome for future reporting cycles. "Students that attend orientation will have an increased awareness of University policies, procedures, and support services" may provide more valuable data about the knowledge that is specifically gained based on orientation experiences. Understanding the various intricacies of policies, procedures, and processes is likely to enhance the overall quality of experiences. Utilization of various student support services can directly impact one's sense of belonging.

Upload Files (if needed)

Goal 5

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

In conjunction with the Burton Center, the Equestrian Center will maintain a safe, sustainable Bearcat Therapeutic Riding Program.

Pillar of Success Supported

Highly-Valued Community Partner

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The number of riders retained in the Bearcat Therapeutic Riding Program (BTR) is sufficient to sustain a quality program.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

At least twelve (12) riders are enrolled in the BTR program during both the Fall and Spring semesters.

Performance Target for "Partially Met"

At least twelve (12) riders are enrolled in the BTR program during either the Fall or Spring semester.

Performance Target for "Not Met"

Less than twelve (12) riders are enrolled in the BTR program during both the Fall and Spring semesters.

Assessment Measure Used

The number of riders served.

Frequency of Assessment

Twice per academic year (end of Fall and Spring)

Data Collected for this Timeframe (Results)

Number of riders enrolled in BTR program in Fall 2020 = 6.

Score (Met=3, Partially Met=2, Not Met=1)

2

Number of riders enrolled in BTR program in Spring 2021 = 15.

Comments/Narrative

The threshold for the outcome of "The number of riders retained in the Bearcat Therapeutic Riding Program (BTR) is sufficient to sustain a quality program" was partially met during the 2020-21 time-frame. While this outcome was met in 2019-2020, due to Covid-19, the BTR program was not allowed to have more than two riders per lesson. With the Burton Center shutdown, the riders they employ were not available to participate in the BTR program, unless the riders had transportation. These factors negatively impacted the department's ability to successfully meet the desired outcome. It is noteworthy to mention, however, that forward progress was made by the department in 2020-2021. The Therapeutic Riding Program (BTR) had an increase in volunteers, clients, and instructors.

The outcome and performance targets were adjusted for this reporting cycle. Through the 2018-2019 reporting period, the outcome and performance targets focused on individual rider goals. Measures were changed since most riders enrolled have been riding for an extended period of time and had therefore reached their full potential. At this time, maintaining rider participation in the program is a key focus. The outcome and performance targets will be reevaluated once the outcome is consistently sustained. With rider turnover, performance targets around individual rider goals may be reestablished.

Resources Needed to Meet/Sustain Results

In the 2019-2020 assessment report, the desire to obtain a full-time Bearcat Therapeutic riding (BTR) Coordinator (salary and fringe) was identified as a needed resource. Due to budget constraints, this is likely not feasible. As an alternative, the department desires to obtain enough part-time BTR staff positions and/or volunteers so that a full-time coordinator would not be needed. A financial estimate is unknown at this time.

Explanation of How Resources Will Be Used

Duties would be delegated to the BTR part-time staff to make sure all assignments are completed.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders

(alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The Equestrian Center hosts annual training for volunteers that participate in the Lander Bearcat Therapeutic Riding Program.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

All volunteers have attended at least one training per year.

Performance Target for "Partially Met"

At least 80% of volunteers have attended at least one training per year.

Performance Target for "Not Met"

Less than 80% of volunteers have attended at least one training per year or no training was held.

Assessment Measure Used

Outlook calendar, training agenda, etc. Volunteer sign-in sheet.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Training was held in Fall and Spring but no sign in sheets were accumulated to ensure each volunteer was present.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The threshold for the outcome of "The Equestrian Center hosts annual training for volunteers that participate in the Lander Bearcat Therapeutic Riding Program" was not met during the 2020-2021 timeframe. Most volunteers were "repeat volunteers," and therefore, had been through the training previously. Since sign-in sheets were not utilized, measures cannot be effectively gauged. Comparably, this outcome was not met during the 2019-2020 academic year. It is noteworthy to mention that the Manager of Equestrian Operations and Barn Assistant positions were vacated and filled. Staff turnover and transitioning to new leadership likely contributed to the department not meeting the desired outcome. Because accountability in this regard is imperative, the department will ensure trainings are effectively documented moving forward. In terms of departmental progress related to training, the staff has implemented a detailed training program for student workers to ensure they are equipped with the appropriate knowledge base. This is particularly important since many employed student workers do not have equine-based experience.

Resources Needed to Meet/Sustain Results

Part-time Volunteer Coordinator (salary). The Equestrian Center employed a part-time Volunteer Coordinator in the past, but the position was eliminated due to budget constraints. A financial estimate is unknown at this time.

Explanation of How Resources Will Be Used

Recruitment of volunteers. Execution of training and promotion of other engagement opportunities for volunteers. Appropriate tracking of volunteer training.

Goal Summary

Goal Summary/Comments

Maintaining the core group of riders was a challenge due to the Covid-19 shutdown. Once restrictions were lifted, and by reaching out to more outlets, participation increased in the program. Enrollment increased by one rider from the previous year's highest enrollment number, which attests to the relevance and sustainability of the program.

With the Bearcat Therapeutic Riding program being short staffed, there is limited time to contact new volunteers and ensure that all necessary paperwork is completed. After each volunteer completes training and is then placed in the corresponding qualified position, this helps to ensure safety measures and expectations are appropriately adhered to/fulfilled. The department will work to identify creative, innovative ways to address these issues in the future, particularly if budget constraints continue to have a direct impact on staffing and/or other allocated resources.

Changes Made/Proposed Related to Goal

N/A

Upload Files (if needed)

Goal 6

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

The Equestrian Center will effectively sustain an award-winning equestrian team.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The number of Equestrian Team members is sufficient to sustain an award winning program.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

There are at least twenty (20) Team members on the roster during both the Fall and Spring semesters.

Performance Target for "Partially Met"

There are at least twenty (20) Team members on the roster during either the Fall or Spring semester.

Performance Target for "Not Met"

There are less than twenty (20) Team members on the roster during both the Fall and Spring semesters.

Assessment Measure Used

Number of students on team.

Frequency of Assessment

Twice per academic year (end of Fall and Spring)

Data Collected for this Timeframe (Results)

Fall 2020 = 26
Spring 2021 = 26

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The threshold for the outcome of "The number of Equestrian Team members is sufficient to sustain an award winning program" was met during the 2020-2021 time-frame. In 2019-2020, this outcome was partially met, with 24 rider in Fall 2019 and 18 riders in Spring 2020. Comparably, in 2020-2021 there was a significant increase in participation. As the team grows, there is a need to fill all divisions at horse shows to become more competitive in team standings.

Resources Needed to Meet/Sustain Results

Recruiting more skilled and competitive riders (\$0).

Explanation of How Resources Will Be Used

Increase team recognition, visibility, and promotion.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

The Equestrian Center facilitates opportunities to promote team member enrichment.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

One (1) clinic is held during both the Fall and Spring semesters.

Performance Target for "Partially Met"

One (1) is held during the academic year.

Performance Target for "Not Met"

Zero (0) clinics are held.

Assessment Measure Used

Proof of clinic held.

Frequency of Assessment

Twice per academic year (end of Fall and Spring)

Data Collected for this Timeframe (Results)

Clinic held in Spring 2021 (Simon Eades, accomplished event rider and hunter trainer).

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The threshold for the outcome of "The Equestrian Center facilitates opportunities to promote team member enrichment" was partially met during the 2020-2021 time-frame. Comparably, this outcome was partially met in 2019-2020. Covid-19 restrictions again impacted the department's ability to facilitate a clinic during the Fall 2020 semester. Proactively seeking out clinicians and successful coaches to provide increased opportunities for team member enrichment will continue to be prioritized for 2021-2022. Such opportunities are imperative for students to expand knowledge and increase skill-sets (as opposed to being evaluated by/learning from only one coach).

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Based on team numbers, participation in the equestrian team is at an all-time high. The need for one competitive rider in each class continues to prove challenging. Strong recruitment of skilled riders may help to alleviate such challenges in the future. (Classes without riders earn a zero score for the team.) The team score is based on how riders place in EACH class. "Class" refers to the show classification status of each rider. Additionally, plans are underway to restructure the current space to better/more efficiently accommodate for the growth of the team. Clinics are held to broaden the students' knowledge by allowing them to learn from more than one equestrian professional and enhance their overall equestrian skills. Such opportunities will continue to be prioritized.

Changes Made/Proposed Related to Goal

N/A

Upload Files (if needed)

Goal 7

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

The Office of Career Services and Student Employment will effectively promote student employment opportunities.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students are familiar with and successfully utilize the online job platform, Handshake.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

80% or greater of current students are active on Handshake.

Performance Target for "Partially Met"

65% - 79.9% of current students are active on Handshake.

Performance Target for "Not Met"

Less than 65% of current students are active on Handshake.

Assessment Measure Used

Handshake analytics will be utilized to obtain data on the number of accounts maintained and the benchmark for overall usage.

Frequency of Assessment

Once per semester (Fall/Spring)

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

At the close of both the Fall 2020 and Spring 2021 2 semesters, between 69% and 70% of current students were active on Handshake.

Comments/Narrative

The threshold for the outcome of "Students are familiar with and successfully utilize the online job platform, Handshake" was partially met during the 2020-2021 time-frame. As stated above, 69% and 70% of current students were active on Handshake, which increased slightly compared to the 2019-2020 reporting period (66% and 67% active). Active engagement in the platform did increase, as anticipated; however, performance targets will be updated for previous reporting periods. With the incoming cohort being similar in size to the graduating cohort, forward progress in terms of meeting the outcome (based on the current performance targets) is likely unattainable. Student perception may provide a more accurate representation of familiarity and utilization.

Resources Needed to Meet/Sustain Results

Continued utilization of Handshake (\$ 4990 per academic year). Alternative assessment tool regarding student perception as it relates to familiarity and utilization of the platform.

Explanation of How Resources Will Be Used

Monitoring of accounts and usage among stakeholders. Evaluating student perception.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Lander University student employers utilize Handshake for all on-campus job postings.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

90% or greater of on-campus employers post all jobs to Handshake.

Performance Target for "Partially Met"

70% - 89.9% of on-campus employers post all jobs to Handshake.

Performance Target for "Not Met"

Less than 70% of on-campus employers post all jobs to Handshake.

Assessment Measure Used

Frequency of Assessment

Handshake analytics will be used to assess how many jobs are posted and how many departments are active. These numbers will be compared with Financial Aid reports on all work study students at Lander University.

Once per semester (Fall/Spring)

Data Collected for this Timeframe (Results)

The outcome was met with a score of 3, due to Career Services making the old system utilized for posting on-campus jobs obsolete. All positions for on-campus student employment were posted through Handshake during the 2020-2021 academic year.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The threshold for the outcome of “Lander University student employers utilize Handshake for all on-campus job postings.” was met during the 2020-2021 time-frame. The old system of posting positions was deleted, driving all on-campus departments hiring to post their positions on Handshake. As a result, this outcome will not be applicable in future reporting periods.

Resources Needed to Meet/Sustain Results

Continued utilization of Handshake (\$ 4990 per academic year).

Explanation of How Resources Will Be Used

Posting of student worker positions.

Goal Summary

Goal Summary/Comments

As the administration continues to prioritize student employment, the Office of Career Services seeks to find new and innovative ways to effectively promote such opportunities. This was particularly challenging in a COVID environment.

Prior to beginning posting open positions for student employment, the foundation of the student employment process had to be rebuilt from the ground up (beginning Spring 2020). The department arranged to have bi-weekly meetings with the Financial Aid department and other Student Affairs staff to discuss the transition of this process. Multiple meetings throughout the Spring 2020 semester were held virtually to discuss the challenges and various processes that would need to be created/revamped. Additionally, the department was tasked with all one-time pay processes for the university, which was applicable to 100+ students including Resident Assistants, Presidential Ambassadors, SGA members, performers, and any contest winners. Career Services staff worked closely alongside other departments to become better familiar with the various intricacies of compliance. Further, to ensure Lander received Federal Funding for student workers, Career Services was tasked with evaluating the current structure and standing of off-campus community partnerships. To ensure there were enough student workers placed off-site (providing support to lower income children in need of reading, writing and math) connections were established throughout Greenwood County.

Following the student worker infrastructure overhaul, changes were implemented effective Fall 2020. To ensure students, faculty, staff, and community partners are being served to the best of the department's ability moving forward, processes and procedures will be further evaluated and refined, as necessary. One initiative scheduled to be launched Fall 2021 is an on-campus student worker hiring event (open to all students and on-campus employers). Surveys will be conducted at the conclusion of the event to obtain feedback from those students and on-campus hiring managers in attendance.

Changes Made/Proposed Related to Goal

Student perception surveys will be used to assess familiarity and utilization of Handshake. Further, moving forward, an outcome will be implemented to track number of on-campus jobs posted for Lander student employment, as well as the number of students that apply for these positions. As a baseline to determine met, partially met, and not met targets, data will be gathered on departments that have posted positions during the Fall 2021 semester.

Upload Files (if needed)

Goal 8

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Unit Goal

The Office of Career Services and Student Employment connects students with the resources and skills needed to promote career readiness.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

As a result of services offered from Career Services, students feel confident about their respective career readiness.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Lander University's mean is above 4.5.

Performance Target for "Partially Met"

Lander University's mean is between 3.0 - 4.4.

Performance Target for "Not Met"

Lander University's mean is below 3.0.

Assessment Measure Used

Skyfactor Benchworks Career Services Assessment Survey

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Based on Skyfactor data questions, an average of .822/1.000 approval was obtained equating to a 3.9/5 average score.

Score (Met=3, Partially Met=2, Not Met=1)

2

These questions were used to determine results:

How satisfied are you with the extent to which career services: Provides programs and services of value to you? 5.76/7

As a result of my career services experiences, I can: Identify careers based on my interests, values, skills, and abilities? 6.12/7

As a result of my career services experiences, I can: Construct an effective resume? 5.94/7

As a result of my career services experiences, I can: Effectively interview for employment/graduate school? 5.33/7

Regarding your experience with career services (i.e., counseling, programs, services) at this institution, to what degree: Did you learn valuable information? 5.41/7

Score (Met=3, Partially Met=2, Not Met=1)
2

Regarding your experience with career services (i.e., counseling, programs, services) at this institution, to what degree: Did it meet your needs? 5.33/7

Overall, to what degree are you satisfied with career services at this institution? 5.41/7

Comments/Narrative

The threshold for the outcome of "As a result of services offered from Career Services, students feel confident about their respective career readiness" was partially met during the 2020-2021 time-frame. It is noteworthy to mention that when compared to the data collected during the 2019-2020 reporting period, the Career Services department increased satisfaction for every question. The Lander Career Services department scored the highest among the comparative select six schools, as well as higher than all schools who utilized SkyFactor for the Career Services departments (more than 12 indicator

questions) including the following categories: Overall Program Effectiveness, Overall Learning and Overall Satisfaction. To better gauge how the department can positively impact career readiness moving forward, alternative assessment tools will be utilized on a more frequent basis. Based on data obtained, the department will work to identify any needed changes throughout the year, which will ideally improve the department's ability to meet the desired outcome. Performance targets will be adjusted to percentages for future reporting periods.

Resources Needed to Meet/Sustain Results

Alternative survey options (in-house surveys, Survey Monkey, Wufoo, etc. - approximately \$300 per academic year)

Explanation of How Resources Will Be Used

To promote increased frequency of departmental assessment. (Skyfactor will no longer be utilized by the Department effective 2021-2022.)

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Career Services provides increased marketing to better promote the Department and the resources available.

Timeframe for this Outcome

2020-2021 Academic Year

Performance Target for "Met"

Marketing efforts are increased 30% or higher.

Performance Target for "Partially Met"

Marketing efforts are increased between 15% - 29.9%.

Performance Target for "Not Met"

Marketing efforts are increased less than 15%.

Assessment Measure Used

Departmental Emails, Social Media Presence, Bearcat Buzz, Staff Calendars (number of tabling events, Career Peer outreach, presentations, etc.)

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

Departmental marketing/outreach from 2019-2020 1 compared to the 2020-2021 school year decreased.

Comments/Narrative

The threshold for the outcome of “Career Services provides increased marketing to better promote the Department and the resources available” was not met during the 2020-2021 time-frame. Due to Covid-related safety precautions, marketing efforts including on campus table events, in-person classroom presentations, career peer interaction, were not effectively implemented. While the Department implemented alternative options for engagement such as social media content, Bearcat Buzz communication, virtual appointment sessions and presentations, as well as email-based marketing, the frequency and scope of departmental outreach decreased. Since on-campus career and graduate fairs transitioned to virtual career and graduate fair events and many typical processes, procedures, and day-to-day functions had to be revamped, staff time and attention was devoted to maintaining/sustaining rather than forward progress. New initiatives to better engage faculty/staff in marketing the department are in progress and will be implemented during the 2021-2022 academic year.

Resources Needed to Meet/Sustain Results

Increased intentionality among Career Services staff to better promote the Department. There are no monetary needs identified at this time.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The Department plans to transition away from Skyfactor to in house surveys effective 2021-2022. Additional services including virtual student appointments and virtual classroom presentations have been implemented. For the 2021-2022 academic year, all graduate and career fairs will transition back to on-campus. Strong marketing efforts are being implemented, including distribution of various faculty/staff promotional items to ensure employees across campus are better informed about services the department offers. Additionally, cross-collaborative partnerships with University Relations and Enrollment Management will be utilized to further expand the department's reach and visibility.

While the department did not make as much forward progress as desired in 2020-2021, there were some noteworthy and creative initiatives implemented. Students were provided with free webinar trainings on entering the job force during a pandemic. Additionally, several providers began doing free virtual career fairs for students, which was communicated via the student, faculty, and staff email list serves. During the Fall semester, all career and graduate fairs transitioned to online format via Handshake. While this format was not ideal, it afforded both students and employers with valuable networking opportunities. Also during the Fall semester, a new program to assist with financial literacy was planned and executed. In collaboration with a local bank, a credit card and savings program was created and delivered on-campus for students that wished to learn more about financial literacy. Ultimately, the concept was to promote financial literacy during a time when finances/resources were scarce; thus, advising students on how to effectively save money. In the future, the department hopes to expand upon this program, with a particular focus on supporting first generation students. In the latest Skyfactor results, there was an open ended question regarding financial planning. Several students expressed they were interested in seeing such programs implemented.

Changes Made/Proposed Related to Goal

N/A

Upload Files (if needed)