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 <u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> 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
2024-2025

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 their Campus Recreation experience.

Timeframe for this Outcome
2023-2024 Academic Year

Performance Target for "Met"
Survey participants response is an average of 4.0 – 5.0. (out of 5.0)

Performance Target for "Partially Met"
Survey participants response average is between 2.0 and 3.9 (out of 5.0)

Performance Target for "Not Met"
Survey participants response is 1.9 and below. (out of 5.0)

Assessment Measure Used Satisfaction surveys	**Frequency of Assessment** Annually
Data Collected for this Timeframe (Results) No data was retrieved for the 2023-2024 timeframe results.	**Score (Met=3, Partially Met=2, Not Met=1)**

Survey responses to "Are you satisfied with the programs and activities that Campus Recreation offers?" saw an average of 4.47 out of 5.

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for "Overall, Students are satisfied with the programs and events offered by Campus Recreation" was met, with an average response rating of 4.47 when responding to the prompt, "Are you satisfied with the programs and activities that Campus Recreation offers?" In the 2021-2022 academic year, survey responses to "students are satisfied with Campus Recreation programs and/or activities" saw 84% respond with "yes". Previously, this outcome used a "yes" or "no" response. The outcome for the 2022-2023 academic year was changed to a rating scale between 1 and 5.

The data from the 2022-2023 academic year can be compared to the 2021-2022 academic year by assuming that a response on the rating scale between 3 and 5 would demonstrate being "satisfied". In the 2022-2023 academic year, 100% of students were satisfied with the program and activities that Campus Recreation offers, or 100% of survey responses were between 3 and 5.

Comparatively, this is a 16% increase from the 2021-2022 academic year. The focus of the programs and activities offered during the 2022-2023 academic year was on inclusivity and variety. This may explain the increase in satisfaction with the programs and activities offered by Campus Recreation.

Resources Needed to Meet/Sustain Results
Space, financial resources, and additional personnel .
A professional staff member for the pool and pavilion expected to be finished in Fall 2023 (estimated $60,000).
Additional space for our programs and activities that is separate from athletics and academics. This includes the expansion of the auxiliary gym and aerobics studio. Additional space could be repurposed from the existing underutilized Racquetball courts to create a multi-functional recreation space.

Explanation of How Resources Will Be Used
Campus Recreation programs are nearly at full capacity. Intramural programs and Group Exercise classes are limited to certain spaces and at certain dates/times due to athletic practices and academic classes. Additional financial resources would assist in the growing needs of Campus Recreation. The quality of programs has been limited due to the budgetary constraints. Additionally, an increase in the budget would allow for more programs to be created and student workers to help sustain programs and events through the entirety of the year.

An additional staff member that puts focuses on outdoor adventures and the outdoor pool could tremendously enhance the student experience. By having a dedicated individual for outdoor programming, Campus Recreation would be better able to meet student requests. Also, with the addition of the new pool and pavilion area, a full-time staff member is critical to ensure adequate management of the new facility and the Outdoor Adventure program.

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
Students are satisfied with the Fitness Center

Timeframe for this Outcome
2023-2024 Academic Year

Performance Target for "Met"
Survey participants responded with a rating of 4-5 to "What is your overall rating of the Fitness Center?"

Performance Target for "Partially Met"
Survey participants responded with a rating of 3 to "What is your overall rating of the Fitness Center?

Performance Target for "Not Met"
Survey participants responded with a rating of 1-2 to "What is your overall rating of the Fitness Center?

Assessment Measure Used	**Frequency of Assessment**
Satisfaction Survey	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	

Survey responses to "students are satisfied with
Campus Recreation programs and/or activities"
saw an average of 4.38 out of 5.

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university
transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the
appropriate staff.

The threshold for "What is your overall rating of the Fitness Center?" was met, with an average rating of
4.38 when responding to the prompt, "What is your overall rating of the Fitness Center?" In the 2021 –
2022 academic year, survey responses to "What is your overall rating of the Fitness Center" saw a
rating of 4.54. There was a small decrease of 0.16 when compared to the previous year. This could be
due to the small sample size (N = 34) of the survey. The next obstacle will be continuing to navigate
space and equipment issues. In comparison, the attendance numbers for the 2021 – 2022 academic
year was an average of 1,300 patrons per week, the 20223-3023 academic year saw an average of
1,800 patrons per week a 28% increase in weekly attendance.

Based on increased demand and record enrollment, space limitations are among the most significant
challenges faced. Between athletics, academics, and the student population, it is common for the
Fitness Center to be at or near maximum capacity.

Resources Needed to Meet/Sustain Results
Space, financial, and one (1) additional professional staff member

Space - $40,000 for renovation of the locker room and Fitness Center classroom space. A proposal has
been made to expand into the men's locker room to create additional space in the Fitness Center to
assist with capacity limitations.

Pro staff member for pool and pavilion. (estimated $60,000)

Explanation of How Resources Will Be Used
Campus Recreations programs are almost at full capacity. Intramural programs and Group Exercise
Classes are limited to certain spaces at certain dates/times due to athletic practices and academic
classes.
Additional financial resources would assist in the growing needs of Campus Recreation, such as the
proposal for renovation of the men's locker room.

An additional staff member that focuses on outdoor adventures and the outdoor pool could
tremendously enhance the student experience. By having a dedicated individual for outdoor
programming, Campus Recreation would be better able to meet student requests. Also, with the
addition of the new pool and pavilion area, a full-time staff member is critical to ensure adequate
management of the new facility.

Goal Summary

Goal Summary/Comments
Campus Recreation successfully met both outcomes for Goal 1, "Campus Recreation will provide a
robust student experience." Campus Recreation put much emphasis on enhancing the student
experience in 2022-2023. Departmental staff more effectively obtained student input on programming
initiatives, and there was also significant emphasis on inclusivity and variety of the programs. Many
efforts were proven to be effective. For instance, Intramural sports saw an increase of 274 participations
(1,453 participants) and an increase of 53 unique participants (543 unique participants). Group Exercise

saw an increase of 1,288 participations (2,306 participants) and an increase of 127 unique participants (464 unique participants). Outdoor Adventure trips had 98 participants across six different programs, with each trip at or near capacity. Over 350 students participated in each of our three major events: Rec-A-Palooza, Strongest Bearcat, and Outdoor Rec Fest.

Changes Made/Proposed Related to Goal
No changes/proposals.

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
Student experiences within Campus Recreation services assisted in their retention and graduation.

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' Campus Recreation experiences positively impacted their decision to return to Lander University.

Timeframe for this Outcome
2023-2024 Academic Year

Performance Target for "Met"
Survey participants responded with a rating of 4 or 5 to "How much did Campus Recreation impact your decision to stay at Lander?"

Performance Target for "Partially Met"
Survey participants responded with a rating of 3 to "How much did Campus Recreation impact your decision to stay at Lander?"

Performance Target for "Not Met"
Survey participants responded with a rating of 1 or 2 to "How much did Campus Recreation impact your decision to stay at Lander?"

Assessment Measure Used
Satisfaction survey

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
No data was retrieved for the 2023-2024 timeframe results.

Students responded with an average rating of 3.29 to "How much did Campus Recreation impact your decision to stay at Lander?"

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

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome "Students' Campus Recreation experiences positively impacted their decision to return to Lander University" was partially met with respondents averaging a score of 3.29. When comparing this data to last year it is easiest to use percentages, in the previous year, this outcome had the result of 58%. This year 73.5% of the participants responded with a 3 or above to this question. This significant improvement can be attributed to the increased attention put on student-focused programming and an inclusive environment created for all programs, activities, and spaces.

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
Increasing the variety of our programs to match the students' needs and to remain relevant. Additional spaces would be used to meet the current demand for programming that current spaces cannot accommodate. Given the continual increase in inflation, a budget increase would allow the continuation of the current programs, as well as the additional programming discussed previously.

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

Students found friendship and/or a community while participating in a Campus Recreation program or activity.

Timeframe for this Outcome
2023-2024 Academic Year

Performance Target for "Met"
Survey participants responded with a rating of 4 or 5 to "What is your overall rating of Campus Recreation?"

Performance Target for "Partially Met"
Survey participants responded with a rating of 3 to "What is your overall rating of Campus Recreation?"

Performance Target for "Not Met"
Survey participants responded with a rating of 1 or 2 to "What is your overall rating of Campus Recreation?"

Assessment Measure Used	**Frequency of Assessment**
Satisfaction Survey	Annually

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe
results.

Students responded with an average rating of 4.56
to "What is your overall rating of Campus
Recreation?"

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome "Students found friendship and/or a community while participating in a Campus Recreation program or activity" was met. The question" What is your overall rating of Campus Recreation" was used alongside the question "How do you feel Lander Campus Recreation has enhanced your student experience?" To gain qualitative feedback from students about Campus Recreation and their overall department rating. With an average rating of 4.56 for Campus Recreation, 100% of respondents had a 3 or above rating. Regarding how students felt Campus Recreation enhanced their student experience, students had the following to say:
"Amazing community to grow with and get to know, some great friends gained from Campus Rec"
"They bring a lot of different students together it's not just sports people"
"It allowed me to meet some of my best friends while encouraging me to stay active"
"I feel more involved in the Lander Community and like doing fun things on the weekend to destress."
These results can be attributed to the focus placed on inclusive programing and activity and spaces that are accessible to all, not just those already utilizing Campus Recreation.

Resources Needed to Meet/Sustain Results
To maintain the community that has been created, budgets and facility space, as discussed previously, are needed.

Explanation of How Resources Will Be Used
Given the growth in our programs, additional spaces would be used to continue to expand and provide

the programs for students to continue to build a community and create friendships. Additional funds would also be necessary to provide the additional programs.

Goal Summary

Goal Summary/Comments
Students were asked direct questions to determine Campus Recreations' impact on their decisions to stay at Lander, as referenced in Goal 2, Outcomes 1& 2. Students' overall feedback showed a strong sense of community when participating in Campus Recreation programs and that Campus Recreation significantly impacted their decision to remain at Lander. Students' sense of belonging and friendships created at Campus Recreation programs can be shown to retain students. Given this feedback, we can say that Campus Recreation programs impact students' decisions to continue to return to Lander, and they gain valuable friendships and experiences while participating.

Changes Made/Proposed Related to Goal
Goal 2, Outcome 2 will be changed from "Students found friendship and/or a community while participating in a Campus Recreation program or activity" to "Students found a community and/or a sense of belonging while participating in a Campus Recreation program or activity." This change accounts for an increased focus on inclusivity within Campus Recreation programs.

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
2023-2024 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	**Frequency of Assessment**
Calendar/tracking/number of events held	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	
There were 12 events that qualified as Diversity, Equity, and Inclusion events on the calendar for Student Life during this academic year. There were 855 students that attended collectively to all 14 programs offered.	

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the 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," was met, The Department met its goal of offering 14 events that were related to Diversity, Equity, and Inclusion. Out of the 12 events, 10 were standalone initiatives, and the others were workshop training sessions with student leaders. Collectively, we met with 855 students with in-person sessions. One highlight would be Lander's Got Talent, which featured many inclusive acts for students, and our Corporate Social Responsibility event, one of our DEI speakers. We will survey better to assess student learning and satisfaction from the event. This will increase and continue for the upcoming year while adding new additional events.

New assessment strategies were utilized by the department to ensure students are afforded enjoyable/desirable learning opportunities that fall within the parameters of the outcome. Such assessment strategies will continue to be utilized for future reporting periods.

Resources Needed to Meet/Sustain Results
The online platform Presence is currently being utilized for club/organization and event administration. The software will be used to check-in students into an event, and Microsoft Forms will be used to build and send survey's to students (along with Presence).

Explanation of How Resources Will Be Used

Presence will assist with analytics, as well as, tracking student engagement. Presence will assist in getting immediate feedback following events.

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

Timeframe for this Outcome
2023-2024 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, targeted student surveys and written reflection for future comparative analysis.

Frequency of Assessment
Following the event/course

Data Collected for this Timeframe (Results)
No data was retrieved for the 2023-2024 timeframe results.

1891 students (collectively) attended one or more of the 32 programs offered. Additionally, there were 146 students that participated in Lander's Leadership Program courses in the 101 102,103, and 104 courses offered during the 2022-2023 academic year.

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

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university

transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome of "The Department of Student Life and Orientation Programs provides adequate and meaningful opportunities for leadership development" was met. We completed 32 programs this academic year, with 10 having more than 30 students in attendance. A few of the events this year were considered "required attendance "events for specific organizations and leaders because of the information provided for support that assisted in us meeting the outcome.

Out of the 1891 students, 146 participated in the Lander Leadership Program (LLP 101, 102, 103, 104) course. Students met over 16 weeks and followed a leadership curriculum that provided four touch points of reflection.

Student 1: "A vision that I have for who I will become and the expectations I have as I seek to provide leadership in the future looks like me using everything I learned in this course and beyond. I also see myself stepping out of my comfort zone and doing things like public speaking. I can also envision myself not being afraid of handling all that comes with being a leader. Because even now I have moments where I feel like I will not be able to handle all that comes with what being a leader or what my passion entails. I see myself constantly growing and becoming a better person and leader each day at a time."

Student 2: My personal philosophy is about self-preservation for the betterment of everyone I come in contact with. My philosophy believes that if I am fully charged, then I will be able to take assist those I come into contact with. Self-preservation is described as the first law of nature. Self-preservation is also a primitive survival tactic. I identify with this philosophy because I have lived through it. I grew up in a home where love and nurturance were oftentimes not present. The lack of these caused a struggle with my identity and how I perceived the world around me. Once I began to look inward, I realized I could heal from the lack of love and teach myself healthy habits to improve my life and express positivity to others. However, I did not always perceive life in this manner. I used to believe that the world was against me and that I could do anything I wanted to by myself. This led me to constant failures in life that could've been simply avoided by changing my worldview and expressing gratitude. By looking inward, I am prepared to be inclusive and conduct myself with various types of people. In Chapter One of How To Be An Inclusive Leader, it talks about inclusive leadership and the power that comes with it. It reads, "But to truly ignite that power, you must look inside yourself to uncover your blind spots, prejudices, and biases and overcome them. It's a humbling journey of discovery that's not always easy." Taking action to uncover my blind spots and eliminating my prejudice will only help me be a better person and help me with everything I do in my life.

Student 3: One thing I learned about this process is that leadership is more about the process and not the end result. If the end result is achieved, then that's a bonus, but the learning and developing new skillsets is what makes a leader. Also, learning different skillsets is exciting because then you can apply different skills to different situations that are presented to you. I enjoyed learning all of the different strategies that a company can use to develop a leader. It was fascinating to learn and see how different approaches work better or not for different groups. The different outcomes for different companies is very interesting to see and compare what works for the majority and what can be customized for the company.

Student 4: It is my personal belief that goal-oriented teams reach great achievements and satisfaction when working for a common purpose. While I excel in accommodating my team members' needs, I often fall short of stopping to listen to my team members, especially in stressful situations. During an exercise earlier in this course, I completely stopped listening to my team and opted to shout and make rash decisions that negatively impacted the outcome of the team exercise. Once I realized my mistake and began actually listening to others, the team was able to complete our activity within minutes. Thankfully, my classmates were gracious enough to accept my apology for my behavior, but I know I

need to work to not make the same mistake again. I will be mindful of this weakness when leading in the future, and I hope my teams will continue to hold me accountable for my missteps.

The course proved to be meaningful based on the responses from student participants. They mirror similar responses from the 2021-2022 assessment, and we grew our number of participants in the course from 60 to 146, which was a 144% increase in participants in the Lander Leadership Program.

Resources Needed to Meet/Sustain Results
Continue to gather feedback, marketing and additional budget funding for programs/events and classes.

Explanation of How Resources Will Be Used
The budget increase would assist in bringing more qualified speakers to campus, as well as a new Leadership society. Boosting the marketing strategies will help and assist in reaching out to more students.

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
2023-2024 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 Retention Data (compare data from each end of Fall semester for years 2020, 2021, 2022). Assessment will be based on the number of members chapters have following the end of the Fall semester. The students remained active members of the organization.

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)   Score (Met=3, Partially Met=2, Not Met=1)
No data was retrieved for the 2023-2024 timeframe
results.

Membership rosters and monitoring membership
recruitment/intake processes, as well as retention
of members.

The data indicated 261 members within Fraternity
and Sorority Life in 2020, 324 at the end of 2021,
and 284 at the end of 2022. From 2020-2021, we
had a 24% increase. We have a 12% decrease
over the past year (2022-2023) regarding
membership.

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university
transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the
appropriate staff.

The threshold for the outcome of "The Department of Student Life and Orientation Programs effectively
increases student engagement" was not met. The data indicated we had 261 members at the end of
2020, 324 at the end of 2021, and 284 at the end of 2022. From 2020-2021, we had a 24% increase.
We have a 12% decrease over the past year (2022-2023) in membership.

Several obstacles throughout the school year directly impacted Greek recruitment and retention. For the
National Panhellenic Council, recruitment numbers were lower than normal and after speaking with
numerous other professionals in the field, this seemed to be the trend across the higher education
community. Our Interfraternity Council also struggled as they attempted to find unity and work together
towards their recruitment goals. Also, late in the fall semester, Alpha Tau Omega began experiencing
severe retention problems, ultimately deactivating in Spring 2023. Alpha Kappa Alpha Sorority Inc. was
also not permitted to complete intake this year, as instructed by their national office, which caused an
additional decline in Greek numbers. Finally, Chi Sigma, a local sorority on campus, was deactivated
due to low interest.

Resources Needed to Meet/Sustain Results
An increase in funding or an implementation of a Greek Activity Fee.

Explanation of How Resources Will Be Used
An increase in funding would help to provide more leadership opportunities and programming and bring
outside resources to campus. These would help positively impact Greek retention.

Goal Summary

Goal Summary/Comments
In 2022-2023, the Department of Student Life has continued to promote events to build student
engagement. We are gaining more students to events and finding new and innovative events that
students will enjoy. We are more intentional about tracking students; our clubs and organizations will
continue to gain more individual support from our office. The fraternity and sorority community continues
to grow, but the Office of Fraternity and Sorority Life will continue to assist students in recruitment,
specifically retention. We lost an organization at the end of the year due to a lack of National support and

commitment from students.

Changes Made/Proposed Related to Goal
N/A

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
2023-2024 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   **Frequency of Assessment**

In-house student surveys	Immediately following each facilitated special event

Data Collected for this Timeframe (Results)

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

No data was retrieved for the 2023-2024 timeframe results.

Collectively, 57 students completed the survey regarding their satisfaction of 16 special events from the academic year. Out of the 57 students, some events are not applicable to all students; the responses are based on respondent participation. Overall, 80% of student responses indicated they were satisfied with the special events offered.

Comments/Narrative

No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome of students feel satisfied and very satisfied at special events because of the quality of their experience during the 2022-2023 timeframe. The events of Spring Fest Week, Welcome Week, Family Feud, Lander's Got Talent, Senior Week, Homecoming, and Annual Holiday Tree Lighting. Senior Week had 93% satisfaction. Homecoming had less than 60% of satisfaction from students.

The satisfaction rate of 83% was consistent with data collated during the 2021-2022 reporting period. Continued development of assessment strategies will be explored, including opportunities via Presence, to ensure higher numbers of responses for data collection and analysis purposes.

Resources Needed to Meet/Sustain Results

Ask more specific questions regarding feedback/improvements of events; as well as additional funding for large scale events. (Cost estimate unknown at this time.)

Explanation of How Resources Will Be Used

Funding will be used to add more innovative attractions to events. Feedback will be used to assist the department in evaluating specific enhancement opportunities.

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
Students that attend orientation will have an increased awareness of University policies, procedures, and support services.

Timeframe for this Outcome
2023-2024 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	**Frequency of Assessment**
In-house student surveys (SurveyMonkey).	Once per year, following summer orientation sessions.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	

This is a new outcome, but we were able to measure it because of the timeframe of the materials due. This was conducted during the four orientation sessions for the 2023 summer.

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome of "Students that attend orientation will have an increased awareness of university policies, procedures, and support services" was met in the reporting timeframe. An average of 750 students out of 798 participants participated in the survey. The main University sessions that introduced specific policies and procedures received a rating of 94.9% favorable in satisfaction, meaning that students were engaged and understood the information received. This rating is 29.9% higher than the previous year's average of 65%. We attribute this to changing guidelines regarding presentations, as well as changing the schedule to fit more of what students needed to know prior to beginning their first year at Lander.

Resources Needed to Meet/Sustain Results
Reviewing the schedule and communication plans, revisiting the decisions on what needs to be shared during Orientation to incoming students.

Explanation of How Resources Will Be Used
The goal is to ensure that we are providing students and families with the most updated and relevant information. We also want each presentation to be intentionally engaging to students' and families' expectations.

Goal Summary

Goal Summary/Comments
The Department of Student Life has worked diligently to meet performance goals. A large part of this is being open to stakeholder feedback and continually evaluating ways to enhance satisfaction among the cohort.

Marketing and communication of events will continue to be a focal point for the department. Since Presence has now been implemented, there will be enhanced opportunities to promote and highlight departmental offerings more effectively. Presence will also enhance visibility among stakeholders. As students become more aware of the Student Life information hub, engagement opportunities will ideally become more easily accessible and, therefore, result in increased participation. Other initiatives geared toward increasing engagement will remain a top priority for the department, specifically related to awareness and promotion of the university's policies and procedures.

Changes Made/Proposed Related to Goal
n/a

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
To build and maintain award-winning English and Western equestrian teams and a safe and sustainable therapeutic riding program.

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
2021-2022 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 (20) Team members on the roster during either the Fall or Spring semesters.

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	**Frequency of Assessment**
The number of riders on roster.	Twice per academic year (end of Fall and Spring)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2021 = 24	3
Spring 2022 = 22	

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 2021-2022 timeframe. Although there was not a significant increase in the number of members, the team moved up two places from the 2021 final team standings. Ultimately, this is due to the talent of the riders on the team and being able to fill more divisions at horse shows. These factors have contributed to more competitiveness in team standings.

Since the Equestrian Center had a change in leadership, the desired goal and above outcome were adjusted to better reflect the intended path moving forward. Therefore, comparative data is not available for analysis.

Resources Needed to Meet/Sustain Results
Supplying the team with uniform outfits will show support and build confidence that inspires professionalism. A financial estimate is unknown at this time.

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

Timeframe for this Outcome
2021-2022 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 semesters.

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	**Frequency of Assessment**
The number of riders.	Twice per academic year (end of Fall and Spring)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Number of riders enrolled in BTR program in Fall 2021 = 17	3
Number of riders enrolled in BTR program in Spring 2022 = 17	

Comments/Narrative
The threshold for the outcome of "The number of riders enrolled in the Bearcat Therapeutic Riding Program is sufficient to sustain a quality program" was met for the 2021-2022 reporting period. In 2020-2021, this outcome was partially met, with the number of riders enrolled in BTR program in Fall 2020 equaling six and riders in Spring 2021 equaling fifteen.

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 employed 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 in previous reporting periods. As circumstances have shifted back to pre-COVID-19 functioning, much forward progress has been made. Further, the establishment of a volunteer BTR coordinator has shown a direct impact on rider numbers and the retention of numbers for two semesters. The department intends to continue and/or expand this partnership in the future.

Maintaining rider participation in the program remains a key focus. As consistent progress becomes more apparent, performance targets will be adjusted to reflect enhanced improvement. It is also noteworthy to mention that while the larger goal was adjusted based on the desired direction of Equestrian leadership, the outcome remained relevant to the newly established goal.

Resources Needed to Meet/Sustain Results
Volunteer BTR Coordinator will have regular office hours to ensure all documentation, scheduling and volunteer training is complete.

Explanation of How Resources Will Be Used
Regular meetings with barn staff and BTR instructors will be scheduled to make sure everyone is up to date on the BTR program.

Goal Summary

Goal Summary/Comments
Although numbers do not necessarily produce quality, attaining talented riders on the Equestrian Team offered improvement in the association final standings.

Reorganization of the BTR program has proven beneficial to the recruitment of new volunteers, which in turn, increases availability of lesson timeslots for new participants. With the addition of two volunteer recruitment assistants, the program has added nine (9) new volunteers to the roster. Increasing the number of BTR instructors in the program will allow the program to expand lesson availability (both days and timeslots).

The Equestrian Center is under review for its accreditation with PATH (Professional Association of Therapeutic Horsemanship) International. Once completed, the Equestrian Center will be listed as a Premier PATH International Member Center. Ideally, the International Association status will further enhance volunteers' and new participants' confidence that the Equestrian Center offers a quality and safe therapeutic riding program.

For reference, since the Equestrian Center had a change in leadership, the desired goal was adjusted to better reflect the desired path moving forward.

Changes Made/Proposed Related to Goal
Goal changed from "In conjunction with the Burton Center, the Equestrian Center will maintain a safe, sustainable Bearcat Therapeutic Riding Program" to "To build and maintain award-winning English and Western equestrian teams and a safe and sustainable therapeutic riding program." While the two goals are similar in nature, the verbiage was changed to be more reflective of the Equestrian Center's future direction.

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
To utilize the equestrian facility in the promotion of Lander University and to effectively engage with students and the larger community.

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
To promote increased visibility, there will be multiple events hosted at the Equestrian Center.

Timeframe for this Outcome
2021-2022 Academic Year

Performance Target for "Met"
The Equestrian Center will host fifteen (15) events per year.

Performance Target for "Partially Met"
The Equestrian Center will host ten (10) events per year.

Performance Target for "Not Met"
The Equestrian Center will host less than ten (10) events per year.

Assessment Measure Used	**Frequency of Assessment**
Number of events offered.	Data collected throughout the year.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Events held:	3

Rodeo – 2
Barrel Races – 20
Jumping Clinics – 1
Lander fundraiser – 1
BTR Show – 1
Jumper Show – 2
IHSA Show – 1
BTR Riding Camp – 2 weeks
Summer Riding Camp – 1 week

Comments/Narrative
The threshold for the outcome of "To promote increased visibility, there will be multiple events hosted at the Equestrian Center" was met during the 2021-2022 timeframe. Staff have prioritized the implementation of innovative ideas to better utilize the facility. The creation of new events increased visitor engagement and enhanced opportunities for publicity. Further, the recruitment of temporary staff to assist with events/activities, when feasible, led to increased partnerships and visibility among stakeholders.

Since the Equestrian Center had a change in leadership, the desired goal and above outcome were

adjusted to better reflect the intended path moving forward. Therefore, comparative data is not available for analysis. Monitoring/meeting the outcome for 2 to 3 reporting cycles will help to reinforce future expectations and direct departmental accountability.

Resources Needed to Meet/Sustain Results
The addition of a concession stand/show office/bathroom building would allow for more events to be held at the center (cost estimate unknown at this time),

Explanation of How Resources Will Be Used
Additions would allow the Equestrian Center to be a more inclusive venue for scheduled events.

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
To expand volunteer recruitment efforts for the BTR program, equestrian staff will regularly attend events hosted at the facility.

Timeframe for this Outcome
2021-2022 Academic Year

Performance Target for "Met"
Staff participate in at least five (5) events held at the Equestrian Center per year.

Performance Target for "Partially Met"
Staff participate in at least three (3) events held at the Equestrian Center per year.

Performance Target for "Not Met"
Staff participate in less than three (3) events held at the Equestrian Center per year.

Assessment Measure Used	Frequency of Assessment
Number of events staff attended.	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Events participated in:	3

BTR Fundraiser Barrel Race
Rodeo – 2 nights
LUEC Barrel Race
BTR Show

Comments/Narrative
The threshold for the outcome of "To expand volunteer recruitment efforts for the BTR program, equestrian staff will regularly attend events hosted at the facility" was met during the 2021-2022 timeframe. In addition to promoting increased visibility of the facility, staff participation at events is a viable way to enlist support and expand knowledge of the BTR program, thus, opening the door for more volunteer participation. Since the Equestrian Center had a change leadership, the desired goal and above outcome were adjusted to better reflect the intended path moving forward. Therefore, comparative data is not available for analysis. Monitoring/meeting the outcome for 2 to 3 reporting cycles will help to reinforce future expectations and direct departmental accountability.

Obtaining more volunteers will positively impact the department's efforts related to visibility for Lander, the facility itself, and the engagement of students and community members. Producing a wider net of visibility and increased volunteer participation may also positively impact the department's ability to fundraise/obtain additional monetary support.

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
The BTR recruitment team set up an exhibit booth at the Equestrian Center events to promote the program with brochures, volunteer sign-up sheets, and BTR and Lander Equestrian Team merchandise to collect donations for both programs. In addition to recruiting volunteers at Equestrian Center events, the BTR recruitment team went to several assisted living facilities, community schools, Lander open houses, and orientations to spread the word about volunteering with the program. The Equestrian Center seeks to promote positive visibility for Lander, better engage students, and enlist support from community members. As such, expanding/enhancing visibility of the facility and all it has to offer will remain a key focal point.

Changes Made/Proposed Related to Goal
Goal changed from "The Equestrian Center will effectively sustain an award-winning equestrian team" to "To utilize the equestrian facility in the promotion of Lander University and to effectively engage with students and the larger community." The newly established Goal 5 considers both the English and Western equestrian teams and a safe and sustainable therapeutic riding program. (The Equestrian Team and BTR Program were defined in separate goals previously.) The verbiage of Goal 6 was changed to be more reflective of the Equestrian Center's future direction.

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
2023-2024 Academic Year

Performance Target for "Met"
Activation rate for undergraduate students is 5 to 10% greater than that of Lander's peer institutions.

Performance Target for "Partially Met"
Activation rate for undergraduate students is 1 to 4.99% greater than that of Lander's peer institutions.

Performance Target for "Not Met"
Activation rate for undergraduate students is less 1% greater than that of Lander's peer institutions.

Assessment Measure Used	**Frequency of Assessment**
Handshake analytics, via the student engagement dashboard, will be utilized to obtain comparative activation rates.	Once per semester (Fall/Spring)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	
Lander University had a 12.1% greater activation rate among undergraduate students when compared to peer institutions within the Handshake platform.	

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the

appropriate staff.

The threshold for the outcome of "Students are familiar with and successfully utilize the online job platform, Handshake" was met during the 2022-2023 timeframe. Comparatively, the outcome in 2021-2022 was also met, but rose 1.3% from last academic year. Since Handshake has a tool to compare student engagement with that of peer institutions, this seems to be the most useful way to measure success.

As stated above, Lander's activation rates for Handshake outperformed peers by 12.1% from last academic year. In the future, and because of the rise of graduate students at the university, we would like to focus on increasing our graduate student activation rate as well.

Resources Needed to Meet/Sustain Results
Continued utilization of Handshake ($ 5501.48 per academic year).

Explanation of How Resources Will Be Used
Monitoring engagement among stakeholders and increasing promotion of Handshake resources to all students at Lander University.

Goal Summary

Goal Summary/Comments
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The department has promoted Handshake through a variety of mediums, including Orientation sessions, door hangers for on-campus housing, posters around campus, tabletops for open dining areas, announcements through in-class presentations, Career Peer outreach, and through LINK 101 curriculum. Handshake continued to be the primary method of scheduling appointments for the 2022-2023 academic year, which helped to engage students in activating their online accounts.

An outcome will be implemented to track the number of on-campus jobs posted for Lander student employment, as well as the number of students that apply for these positions using percentages of total on-campus employers. Also, the department will continue to work toward ways to promote the usage and visibility of Handshake and all of the resources they are able to provide.

Changes Made/Proposed Related to Goal
Change the wording of Outcome 1 to say, "All students (undergraduate and graduate) are familiar with and successfully utilize the online job platform, Handshake."

Add an Outcome that assesses the percentage of on-campus jobs posted through Handshake. "On-campus employers are familiar with and utilize the online job platform, Handshake, effectively." It will be measured by the percentage of employers who post and fill positions at the university through the platform Handshake.

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
2023-2024 Academic Year

Performance Target for "Met"
Between 85% and 100% of responses indicate "strongly agree" or "agree."

Performance Target for "Partially Met"
Between 70% and 84.9% of responses indicate "strongly agree" or "agree."

Performance Target for "Not Met"
Less than 70% of responses indicate "strongly agree" or "agree."

Assessment Measure Used	**Frequency of Assessment**
Student Perception Survey	Following student/staff appointments (after fall and spring commencement

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	

The feedback from 8 responders to the student perception survey on Handshake was 100% "strongly agree" or "agree" that they had a positive

experience, skills learned, and questions answered from Career Services, but out of appointments, the data from Handshake alone is not sufficient to make a judgment on the overall success of this outcome. Out of 166 respondents to the graduation survey question, "How prepared do you feel for the next step of your career after graduation?" 126 responded that they were "very prepared" or "prepared", a 75.9% positive rate.

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

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 2022-2023 timeframe. There was a very low number of participating students; therefore, data based on student perception from appointments was not sufficient to analyze. However, based on the survey questions gauging career readiness asked to graduating seniors, a 75.9% positive response rate with 166 total respondents was gathered. In 2021-2022, the outcome was not met based on the previous performance targets.

To gauge effectiveness, the department also gives the opportunity to gain feedback from all appointments, but with such a low response rate, the data is not able to be analyzed beneficially. The feedback from 8 responders was all positive in their experience and skills learned, but out of. The department will continue to work on ways to incentivize these surveys to provide better completion rates for assessment data.

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

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
2023-2024 Academic Year

Performance Target for "Met"
The Department hosts a minimum of four (4) employment/graduate fairs per academic year.

Performance Target for "Partially Met"
The Department hosts a minimum of two (2) employment/graduate fairs per academic year.

Performance Target for "Not Met"
The Department hosts less than two (2) employment/graduate fairs per academic year.

Assessment Measure Used	**Frequency of Assessment**
Number of events held	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
No data was retrieved for the 2023-2024 timeframe results.	
A total of six (6) events were hosted by the department in 2022-2023.	

Comments/Narrative
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The threshold for the outcome of "Career Services provides increased marketing to better promote the Department and the resources available" was met during the 2022-2023 timeframe. There was a total of six (6) career/graduate school events held in the Fall and Spring semesters. This included one general career fair, one graduate school fair, one nursing career fair, and one education career fair. Additionally, there were two (2) on-campus career fairs held, with 14 on-campus departments represented in the Fall semester and eight (8) departments represented in the Spring semester.

Comparatively, the outcome was also met in 2021-2022, but with one fewer fair. The addition of the education career fair was a great success, hosting over 90 local and regional educational employers on campus for our students. This was our largest fair of the year. The department will continue to evaluate if additional fairs are needed due to the large numbers at several of the fairs. While other departmental promotional efforts such as campus table events, in-person classroom presentations, career peer interaction, social media content, Bearcat Buzz communication, etc., will continue to remain a focal point for the department, events allow the department to highlight it's resources to a diverse group of stakeholders in a meaningful, measurable way.

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
No data was to be provided for the 2023-2024 timeframe due to staffing changes as the university transitioned and restructured. The data from 2023-2024 will remain listed until it can be reported by the appropriate staff.

The Department made many strides in connecting students with the resources and skills needed to promote career readiness, especially with the additional questions asked to graduating students. A better and higher positive response rate will hopefully come as a new director and graduate assistant are hired in the coming months.

The department also continued on-campus employment fairs with two fairs serving over 100 students at each with 15+ employers.
Along with this, the department added an additional career fair for education students. This fair turned out to be the largest of the year, with over 90 local and regional employers and over 400 of our students attending. The department will continue to actively facilitate connections with various colleges on campus to focus on smaller, intimate career events that are tailored more to specific industries.

Changes Made/Proposed Related to Goal
Addition of survey question regarding confidence related to career readiness (targeting graduating Seniors). Adjusted performance targets and measurement tool related to increased marketing and promotion of the department.

Upload Files (if needed)