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
2022-2023

Assessment Coordinator Name
Jalysa Green

Enter Assessment Coordinator Email
tclifton@lander.edu

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
2021-2022 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	**Frequency of Assessment**
Satisfaction surveys	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Survey responses averaged 4.64 - Outcome 1 was Met.	3

Comments/Narrative
The threshold for the outcome of "Students are satisfied with their Campus Recreation experience" was met during the reporting timeframe. Campus Recreation received an average rating of 4.64 from survey participants when asked about their overall Campus Recreation experience. With regard to comparative analysis, it is noteworthy to mention that the assessment platform was different in 2021-2022. Data collated in 2020-2021 demonstrated a satisfaction rate of 82.6%. When converting the point scale 2021-2022 data into percentages, the satisfaction rate equaled 92.8%. Comparatively, this represents a 10.2% increase. This outcome relates to Goal 1 directly, as it measures students' overall satisfaction of Campus Recreation's programs and events. Increased satisfaction may be attributed to the implementation of new programs and a more robust social media presence. Data appears to indicate that the initiatives put into place in 2021-2022 had a positive impact on perceptions of student experience.

Resources Needed to Meet/Sustain Results
Space and financial resources - Addition of Cardio Classroom, as proposed. Additional facility upgrades including indoor climbing wall project to replace a racquetball court. $500,000 estimated cost including grounds/maintenance/upgrades.

Explanation of How Resources Will Be Used
Campus Recreation shares the Chandler Center with two other departments, PEES and Athletics. Based on logistical challenges, less space has been available to utilize for Campus Recreation programs and activities. This has also resulted in students being unable to have free play in the 3-court basketball gym, which was previously available daily. With the increase in athletic teams and their usage of the 3-court gym, non-athletes have the ability to use the gym after 10:00 pm or on weekends (when other events are not scheduled).

A part of the campus recreation experience is the usage of recreation equipment free of charge. Due to the age and frequent use of equipment, some items are becoming outdated and/or worn. As equipment costs are rising, there is a shortage of funds to meet all replacement needs. This has led to limitations on the amount of equipment available for student usage and less equipment for other departments to check-out.

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 Campus Recreation programs and/or activities.

Timeframe for this Outcome
2021-2022 Academic Year

Performance Target for "Met"
80% or more survey participants respond 'yes' to "Are you satisfied with the programs and activities that Campus Recreation offers?"

Performance Target for "Partially Met"
Between 60% - 74.9% of survey participants respond 'yes' to "Are you satisfied with the programs and activities that Campus Recreation offers?"

Performance Target for "Not Met"
Less than 60% of Survey participants respond 'yes' to "Are you satisfied with the programs and activities that Campus Recreation offers?"

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Survey responses to "students are satisfied with Campus Recreation programs and/or activities" saw 84% say "yes".	3

Comments/Narrative
The threshold for "Students are satisfied with Campus Recreation programs and/or activities" was met (with 84% responding 'yes' to the prompt). Data collated during the 2020-2021 academic year demonstrated a satisfaction rate of 78.9%. Comparatively, in 2021-2022, there was an increase in student satisfaction of 5.1%. The increase in student satisfaction may be attributed to a marketing campaign implemented by Campus Recreation. The purpose of increased marketing was to bring about more awareness regarding the events and activities that were being offered. Further, students expressed contentment with the outdoor adventures program being restarted, which may have positively impacted their level of satisfaction specific to the outcome.

Resources Needed to Meet/Sustain Results

Space, financial, and one (1) additional professional staff member

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

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
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. Further, outdoor adventure trips have become increasingly expensive with rising costs. As a result, less students are unable to assume financial responsibility for scheduled trips. To offset such challenges, Campus Recreation has absorbed more of the cost. To balance out a higher cost to Campus Recreation, it was decided to cut one trip last year and designate more funds to the West Virginia Ski Trip, which has typically been a highlight trip for the department.

An additional staff member that puts focus 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.

Outcome 3

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 Recreation Center.

Timeframe for this Outcome
2021-2022 Academic Year

Performance Target for "Met"
Survey participants rate the recreation center at a 4.0 or higher on average.

Performance Target for "Partially Met"
Survey participants rate the recreation center at a 2.0 – 3.9 on average.

Performance Target for "Not Met"

Survey participants rate the recreation center, on average, below a 1.9.

Assessment Measure Used
Student Surveys

Frequency of Assessment
Annual

Data Collected for this Timeframe (Results)
Response score was averaged at 4.54.

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

Comments/Narrative
The threshold for "Overall, students are satisfied with the Recreation Center" was met, with an average rating of 4.54 when responding to the prompt "What is your overall rating of the Fitness Center." As reported, students feel that the Recreation Center satisfies their needs. With attendance numbers averaging over 1,300 per week in the facility, the next obstacle will be continuing to navigate space and equipment issues.

Based on increased demand and record enrollment, space limitations are among the most significant challenges faced. (It is noteworthy to mention that the Recreation Center recorded record numbers in 2021-2022). In 2021-2022, there were several occasions when the Recreation Center hit max capacity, and as a result, services were interrupted. There has been a proposal to expand the fitness center into the male locker room so that a dedicated cardio space can be created. By creating a space dedicated to cardio, there would be more space dedicated for equipment and free weights, which would likely enhance satisfaction with the facility.

Resources Needed to Meet/Sustain Results
Space - $40,000 for renovation of locker room space for Cardio Classroom

Explanation of How Resources Will Be Used
Extending space to enhance the facility and provide increased access for usage.

Goal Summary

Goal Summary/Comments
Campus Recreation successfully met all three outcomes for Goal 1, "Campus Recreation will provide a robust student experience." Campus Recreation put much emphasis on enhancing the student experience in 2021-2022. Departmental staff more effectively obtained student input on programming initiatives, and there was also significant emphasis placed on marketing and social media. Many efforts were proven to be effective. For instance, in the Spring 2022 semester, the Campus Recreation Instagram account experienced an increase in followers by 48%, more specifically going from 1200 followers to 1776. Campus Recreation served 1,179 students for intramurals, 1,599 students for group exercise classes, and 191 students in outdoor adventure trips.

Changes Made/Proposed Related to Goal
Remove Outcome 1, and change Outcome 2 (now Outcome 1) to say – Overall, Students are satisfied with the programs and events offered by Campus Recreation. To Outcome 3, change Recreation Center to Fitness Center.

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
2021-2022 Academic Year

Performance Target for "Met"
80% or more survey participants respond 'yes' to "Do you feel Lander Campus Recreation has enhanced your student experience?"

Performance Target for "Partially Met"
Between 60% - 74.9% survey participants respond 'yes' to "Do you feel Lander Campus Recreation has enhanced your student experience?"

Performance Target for "Not Met"
Less than 60% of survey participants respond 'yes' to "Do you feel Lander Campus Recreation has enhanced your student experience?"

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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
90% of students responded 'yes' to "Campus Recreation experiences positively impacted their decision to return to Lander University next year"	3

Comments/Narrative
The threshold for the outcome of "Students Campus Recreation experiences positively impacted their decision to return to Lander University next year" was met, with 90% of respondents having positive

comments regarding Campus Recreation and their student experience. In addition to the percentages of agreement, examples of specific responses received are referenced below.

"Campus Recreation helped me meet new people and find my crowd at Lander."
"Campus Rec got me involved more than I was before I found them."
"Without campus recreation, I would have not met my friend group and may have not stayed at Lander."

The outcome was changed to ensure the department was measuring both the retention of current students in recreational programs and to evaluate the student experiences as a whole. (Note that this is now displayed as two separate outcomes). Since the outcome and performance targets were adjusted, no comparative data is available.

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). To sustain the implementation of up-to-date programming, additional spaces will be needed (many programs are starting to outgrow their current location). As stated previously, with an increase in cost for nearly all goods/services, additional funding will be necessary to sustain equivalent offerings.

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

Timeframe for this Outcome
2021-2022 Academic Year

Performance Target for "Met"
80% or more of participants return to recreation programs from the previous year.

Performance Target for "Partially Met"
50% – 79% of participants return to recreation programs from the previous year.

Performance Target for "Not Met"
Less than 50% of participants return to recreation programs from the previous year.

Assessment Measure Used
Number of students served

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
58% of students returned from the previous year
(data collected in IMLeagues app)

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

Comments/Narrative
The threshold for the outcome "Students' Campus Recreation experiences positively impacted their decision to graduate from Lander University," was partially met, with 58% of students returning from the previous year and participating in Campus Recreation programs. This was measured via the Imleagues.com data. Analysis demonstrates that while the outcome was not fully met, it was at the top of the range for the 'partially met' criteria. Comparatively, a similar outcome was measured in 2020-2021. While the outcome was met in 2020-2021, since the previous performance targets were tied to benchmarks with select six institutions, as opposed to retention thresholds for campus rec programs, comparative analysis is unavailable. The outcome will not be applicable in future reporting periods (reference Goal 2 comments section).

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
It was mentioned in the 2020-2021 Unit Goal Report that other metrics tied to the goal would be explored to determine if more tangible data could be extracted. In 2021-2022, it was decided that the metrics used would be based upon repeat participation in Campus Rec programs from one year to the next. In the process of analyzing data, it was noted that students correlated their Campus Rec experience with sense of belonging (see Goal 2/Outcome 1 comments above). As sense of belonging has a direct impact on retention, the department intends to replace the current Outcome 2 with "Students found friendship and/or a community while participating in a Campus Recreation program or activity." The newly established outcome will be assessed/measured in future reporting periods.

Changes Made/Proposed Related to Goal
Goal 2 (Campus Rec) changed from "Campus Recreation services will positively impact student enrollment (2020-2021)" to "Student experiences within Campus Recreation services assisted in their retention and graduation (2021-2022)."

Reference Goal 2/Outcome 2 comments detailed above.

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
2021-2022 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)**
There were 17 events that qualified as Diversity, Equity, and Inclusion events on the calendar for Student Life during this academic year. There were 1690 students (collectively) that attended the 17 programs offered.	3

Comments/Narrative
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 17 events that were related to diversity, equity, and inclusion. Out of the 17 events, 14 were standalone initiatives and the others were workshop training sessions with student leaders. Collectively, the office of Student Life met with over

1690 students in various forms of in-person and virtual sessions. One particular event to highlight was a mental health speaker event (facilitated by Darryl Stinson). With over 70 students in attendance, 72% enjoyed the speaker/presentation and agreed that the department should bring in more speakers on mental health. Surveys will continue to be developed and expanded upon for future data collection of all events.

The number of events were increased from 9 to 17 (188% increase). This allowed for more inclusivity in reaching the student population. 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
2021-2022 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   **Frequency of Assessment**

Number of students served, departmental schedule Following the event
of events, targeted student surveys and written
reflection for future comparative analysis.

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
1666 students (collectively) attended one or more   3
of the14 programs offered. Additionally, there were
at least 20 students that participated in Lander's
Leadership Program courses in Fall 2021, and 60
student that participated in the 101 and 102
courses offered in Spring 2022. Overall, there were
over 1700 students participating in leadership
development events and initiatives.

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 met. As summarized above, 14 programs were completed, and all programs had more than 30 students in attendance. It is noteworthy to mention that several of the events required the attendance of organization officers, particularly since leadership qualities are needed to excel in the position.

Out of the 1726 students, 60 participated in the Lander Presidents Leadership Program (LPLP 101 and LPLP 102) course. Students met over 16 weeks and followed a leadership curriculum that provided four touch points of reflection.

Quotes from some of the students: (Reflective Qualitative Data)
Student 1: "I always try to live my life with these ideals in mind, so it was of great benefit to me to be able to finally put these feelings into something more concrete. In my work especially it has elevated my leadership ability to a completely new level. I like to think that another theory that helped with that had to be the module on communication. This was another moment where I was finally able to describe with more authority, what I felt and believed about leading. The premise is that a good leader needs to be unapologetically, fearlessly themselves. This willingness to be at peace being themselves authentically bleeds over into the communicative aspects of leadership. I think the article for this module says it best when it states; "People want, respect, and will follow authentic leadership". (2022). When you really dig into the meat of this module, you recognize that all leadership boils down to, at its core, is communication, confidence, and creativity all being harnessed to solve problems for the people who look up to you. The necessity for authenticity will always stick with me."

Student 2: "I believe that my strong practical skills, loyalty, and my connections with others help me create meaningful relationships. Having strong practical skills helps me make sure that the people around me that I care about are okay. I have a strong sense of responsibility and I want to meet people's needs. I also believe that loyalty is a strong trait to have to be a leader. If nobody trusts you, they won't follow you. I want those that I lead to be able to rely on me and I want to rely on them as well to catch me if I fall. I create meaningful relationships by connecting with others around me. This doesn't mean that I like everyone, and I always do good, it means that I respect people around me through generosity. I don't mind talking to people and building new relationships because I am comfortable around others. All of these aspects that are portrayed in my personality, ultimately help me create that safe space for those I seek to lead or even just the people around me in my daily life. I take my responsibilities seriously and I enjoy serving others in their endeavors."

Student 3: "To me, "leadership is more than a title and is not at all just a position, but the action of one guiding, encouraging, and growing like-minded others to achieve a common goal, greater than the pen and paper task set before them" (Walker, 2022). Throughout my time at Lander University, I may not be

in a leadership position in which I would be looked to for guidance, but I intend to lead in everything I do. My personal philosophy of leadership influences my time at Lander University this way. I hold myself to a high standard at Lander University, and intend to set an example for other students. I am respectful of all of the people I come into contact with every day, and I refrain from using language that may offend anyone. I have been raised to never use curse words, but this goes beyond that. I want to be someone who uplifts and encourages rather than belittles and deprecates, and a positive person who people enjoy spending time with, rather than a negative person, having a problem for every solution. If I am always bringing my best self to the table every day at Lander University, I am leading by setting an example for my peers and fellow students."

Student 4: "As a leader, I will make it my duty to help people I am surrounded by to feel important, heard and respected. I want at least one person who I come in contact with to remember me as a hardworking, dedicated and passionate person about the leadership roles I take part in. Building relationships and encouraging others to pursue the impossible is highly my aspiration in life. I refuse to leave this world without fulfilling the right of changing a persons life and inspiring them to do way more than they think they can. I would love to grow with other people and be self accountable for the issues that I may encounter and leave room for improvement. Taking this leadership class has been one of the best decisions I have ever made in my college journey. This class has taught me that it is okay to be different and step out of your comfort zone. I have gained knowledge of leadership skills and styles that I had no clue even existed. I have heard others stories and gained so much information about their experiences and opinions that I value. Taking on a new leadership role is something that I never expected to ever work out but taking this chance is a meaningful thing. I always tend to live by a quote that constantly keeps me going through all situations, "If your dreams don't scare you, they aren't big enough". I always tend to worry about the next move I will be making."

The course proved to be meaningful based on the response from student participants. Responses similarly mirror the 2020-2021 assessment data. The number of participants in the Lander Leadership Program course increased from 37 to 60 (62% increase).

Many strides in meeting the outcome were made by the department in 2021-2022. The outcome was partially met in 2020-2021.

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

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 increases student engagement.

Timeframe for this Outcome
2021-2022 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	**Frequency of Assessment**
Greek Retention Data (compare data from each end of Fall semester for years 2019, 2020, 2021). 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.	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Membership rosters and monitoring membership recruitment/intake processes, as well as retention of members.	3
The data indicated 230 members within Fraternity and Sorority Life in 2019, 261 at the end of 2020, and 324 at the end of 2021. From 2019 to 2020, there was a 13% increase in membership; and from 2020-2021, a 24% increase. There was an 11% change over the last two years regarding membership.	

Comments/Narrative
The threshold for the outcome of "The Department of Student Life and Orientation Programs effectively increases student engagement" was met. The data indicated there were over 230 members within Fraternity and Sorority Life in 2019, 261 at the end of 2020, and 324 at the end of 2021. From 2019 to 2020, a 13% increase in membership; and from 2020-2021, a 24% increase. There has been an 11% change (increase) over the last two years regarding membership.

For the next reporting period, performance targets around the assessment measure for outcome will be changed to retention data based on the number of overall Greek membership from year-to-year and semester-to-semester.

Resources Needed to Meet/Sustain Results
$35,000 in additional funds to support chapters and support growth moving forward.

Explanation of How Resources Will Be Used
These resources will be used for conference attendance, marketing, and higher quality of educational programming. The department will be better able to support chapters by providing them with a small fund that can be utilized to produce programming and events and/or in recognition of their members.

Goal Summary

Goal Summary/Comments
In 2021-2022, the Department of Student Life worked diligently to promote diversity and inclusion, leadership, and strengthen student engagement. The department has been working to promote and rebrand programming. The Campus Activities Board has created and implemented many events to better enhance campus-wide involvement, culture, and education. Additionally, the board placed much focus on partnering with other campus partners and student organizations to spread awareness.

The Organization Management system is in it's second stage of implementation. The department and organizations are checking in students to track the number of students attending specific events. Leadership programs, particularly the Lander Leadership Program, has gained continued traction. The program now has additional courses that include leadership foundations/basics, social change model, service engagement and excellence, and strategic leadership. The department will continue to offer new, innovative leadership opportunities for students.

Fraternity and sorority communities continue to grow/expand. Greek leadership will continue to be provided with tools/ knowledge on how to run their organizations effectively. In 2021-2022, additional funding was allocated to chapters to assist with smaller purchase items. Expanding of NPHC organizations is continuing to be a focal point for the department.

Changes Made/Proposed Related to Goal
For the next reporting period, performance targets around the assessment measure for Outcome 3 will be changed to retention data based on the number of overall Greek membership from year-to-year and semester-to-semester.

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
2021-2022 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)
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.

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 2021-2022 timeframe. The events of Welcome Week, the Organization Fairs, Fall Fest, Late Night Breakfast, Spring Fest, Lander's Got Talent, Family Day and End of Year Celebration all had 75% or higher of satisfied responses. The Annual Tree Lighting had 100% satisfaction. None of the previously listed events had noted dissatisfaction. The CommUniversity and Family Day events had lower than 60% satisfaction, but it is noteworthy to mention that there were no specific dissatisfaction responses. The Food Truck Wednesday events, Family Day, and Meet the Greeks are the only events that had responses of dissatisfaction. Meet the Greeks had 19% dissatisfied responses and most dissatisfaction came from not having a specific group or organization represented at the time of the event was held. In 2021-2022, Family Day was held in the late Spring with weather effecting the event. Additionally, respondents indicated they would like to see a better variety of options/activities available at Family Day.

The satisfaction rate of 80% was consistent with data collated during the 2020-2021 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
2021-2022 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)**
The favorable average for sessions equaled 65% out of 123 total responses received.	2

Comments/Narrative
The threshold for the outcome of "Students that attend orientation will have an increased awareness of university policies, procedures, and support services," was partially met in the reporting timeframe. The

main university services sessions received 80.38% satisfaction rating, meals received a 71.90% satisfaction rating, and our concurrent sessions results received 42.55%; however, 47.99% were not applicable, meaning participants did not participate in the concurrent sessions. The average of the satisfaction ratings for 2021-2022 is 65%, which is a 6.39% decrease when compared to data collated in 2020-2021. (Even though the outcome verbiage was altered, it is noteworthy to mention that the performance indicators remained consistent.)

Resources Needed to Meet/Sustain Results
Reviewing the schedule and communication plans.

Explanation of How Resources Will Be Used
The schedule review will assist in bringing students specific items they need during Orientation. The Orientation staff will begin reviewing and discussing with stakeholders on which sessions remain during Orientation and will create alternative routes of dissemination for the information chosen not to be shared during Orientation. The communication plan will continue to be updated to ensure adequate communication with students and families.

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. Specific to the events that had noted dissatisfaction, the department is exploring options to better enhance the events.

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 more effectively promote and highlight departmental offerings. 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.

The Office of Orientation Programs is exploring how to best distribute information to incoming students. To better prepare this cohort, the Orientation experience will be focused more on specific policies, procedures, resources, and involvement activities. The Orientation Leader curriculum and hiring processes are changing to meet the needs and define the expectations of new leaders, with a particular focus on internal group dynamics. The department has worked diligently to foster strong connections with a variety of campus partners. In pursuit of the goal and the desired outcomes, partnerships will continue to be enhanced and expanded upon.

Changes Made/Proposed Related to Goal
Outcome 1 will be changed to "Students are satisfied with the quality of their experience at special events."

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)
Events held:

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

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

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
2021-2022 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
Handshake analytics, via the student engagement dashboard, will be utilized to obtain comparative activation rates.

Frequency of Assessment
Once per semester (Fall/Spring)

Data Collected for this Timeframe (Results)
Lander University had a 10.9% greater activation rate among undergraduate students when compared to peer institutions.

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

Comments/Narrative
The threshold for the outcome of "Students are familiar with and successfully utilize the online job platform, Handshake" was met during the 2021-2022 timeframe. Comparatively, the outcome in 2020-2021 was partially met. It was noted in the 2020-2021 Unit Goal Report that performance targets would be adjusted. As stated, with the incoming cohort being similar in size to the graduating cohort, forward progress in terms of meeting the outcome (based on the past performance targets) appeared unattainable. Prior to the adjustment of performance targets in 2021-2022, success indicators were based on percentage of students that were active on Handshake. Since Handshake has a tool to compare student engagement with that of peer institutions, this seemed to be a more useful way to measure success. As stated above, Lander's activation rates for Handshake outperformed peers by 10.9%.

Resources Needed to Meet/Sustain Results
Continued utilization of Handshake ($ 4990 per academic year).

Explanation of How Resources Will Be Used
Monitoring engagement among stakeholders.

Goal Summary

Goal Summary/Comments
It was stated in the 2020-2021 Unit Goal Report that student perception surveys would be used to assess familiarity and utilization of Handshake. It should be noted that in 2021-2022, the department tested the administering of student perception surveys following each student appointment, which were routed via Handshake. There was a very low number of participating students; therefore, data based on student perception was not sufficient to analyze. Since Handshake specifically measures student engagement as an added assessment tool, the option to compare Lander's success to that of peer institutions seemed more fitting. The department, however, does intend to explore new ways to assess student perception and incentivize participation. The department has promoted Handshake through a variety of mediums including: door hangers for on-campus housing, posters around campus, table tops for open dining areas, announcements through in-class presentations, Career Peer outreach, and through LINK 101 curriculum. Handshake was made the primary method of scheduling appointments for the 2021-2022 academic year, which helped to engage students in activating their online accounts.

It was also noted in the 2020-2021 Unit Goal Report that the outcome "Lander University student employers utilize Handshake for all on-campus job postings" would be removed as an outcome for future reporting periods. The basis for this is that the old system of posting positions was deleted, driving all on-

campus departments hiring to post their positions on Handshake. It was also noted that moving forward, an outcome would 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. As the department is still in the early stages of learning how to most effectively manage the student worker and Graduate Assistant hiring process, an outcome was not created/assessed. Since the number of hired student workers and Graduate Assistants across campus has significantly increased, measurements related to the department's impact on the promotion of student employment opportunities will be further explored.

Changes Made/Proposed Related to Goal
Removal of the outcome "Lander University student employers utilize Handshake for all on-campus job postings."

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
2021-2022 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

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Measurement data not gathered	1

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 not met during the 2021-2022 timeframe. It should be noted that in 2021-2022 the department tested the administering of student perception surveys following each student appointment, which were routed via Handshake. There was a very low number of participating students; therefore, data based on student perception was not sufficient to analyze. Additionally, based on the survey questions asked, there was no question that specifically gauged confidence regarding career readiness. In 2020-2021, the outcome was partially met based on the previous performance targets. Prior to 2021-2022, the department utilized Skyfactor data to measure success in meeting the desired outcome. As stated in the 2020-2021 Unit Goal Report, the department/division opted not to utilize Skyfactor effective 2021-2022. As a result, the department was charged with developing/administering internal surveys to measure the outcome. While not effectively doing so in 2021-2022, plans have been made to capture the data needed for future reporting periods. Since graduating Seniors complete a questionnaire for the department, a question specific to the desired outcome will be included and analyzed accordingly.

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
2021-2022 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)**
A total of five (5) events were hosted by the department in 2021-2022.	3

Comments/Narrative
The threshold for the outcome of "Career Services provides increased marketing to better promote the Department and the resources available" was met during the 2021-2022 timeframe. There were a total of five (5) career/graduate school events held in the Fall and Spring semesters. These included one general career fair, one graduate school fair, and one nursing 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 not met in 2020-2021. Previous performance targets and the measurement utilized was based upon increased departmental promotional materials. Since career/graduate school events is an effective means to better promote the department and highlight it's value, the decision was made to measure the outcome based upon the number of events offered. 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 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
The Department made many strides in connecting students with the resources and skills needed to promote career readiness. The 2021- 2022 year was the first ever on-campus employment career fair event. The event was highly attended by students, with departments having upwards of fifty students in attendance per table. The departments that participated in Fall 2021 provided verbal feedback of wanting the event to continue, which lead to another event being hosted during the Spring 2022 semester. Based on feedback from employers, the department also decided to separate the graduate school and career

fair events. With parking issues, and multiple visitors coming to campus at once, this alleviated some of the issues and concerns with campus police and security. It also alleviated some of the stress for employers in terms of locating parking and getting items to their assigned tables prior to the start of the event. The department is actively facilitating 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)