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
2020-2021

Assessment Coordinator Name
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Unit Goal

Goal

Goal 1

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

Unit Goal
Campus Recreation will provide a robust student experience.

Pillar of Success Supported
Robust Student Experience

Outcomes

Outcome 1

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

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

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

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome

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

Timeframe for this Outcome
2019-2020 Academic Year

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

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

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

Assessment Measure Used	**Frequency of Assessment**
Skyfactor Benchworks Recreation Services Assessment Survey	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
All Instiutions mean: 5.11 / Select 6 mean: 5.17 / Lander University mean: 5.52	3

Comments/Narrative
The threshold for the outcome of "Students are satisfied with Campus Recreation's programs and/or activities" was met. Lander University's mean was above all of the Skyfactor Benchworks mean comparison groups, and the mean score was ranked 2/7 for the select six comparison groups and 2/27 for all institutions utilizing the same survey. Although not a statistically significant decrease, Lander's 2018-2019 mean was 5.59.

Resources Needed to Meet/Sustain Results
$500,000 estimated cost including grounds and maintenance.

Explanation of How Resources Will Be Used
Maintaining of professional and student staff. Maintaining of facility, field, and other spaces. Continued training and growth of staff. New programs, classes, equipment, etc.

Outcome 2

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

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

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

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Overall, students are satisfied with the Recreation Center.

Timeframe for this Outcome
2019-2020 Academic Year

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

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

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

Assessment Measure Used	**Frequency of Assessment**
Skyfactor Benchworks Recreation Services Assessment Survey	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
All Instiutions mean: 5.57 / Select 6 mean: 5.63 / Lander University mean: 5.9	3

Comments/Narrative
The threshold for the outcome of "Overall, students are satisfied with the Recreation Center" was met. Lander University's mean was above all of the Skyfactor Benchworks mean comparison groups, and the mean score was ranked 2/7 for the select six comparison groups and 3/27 for all institutions utilizing the same survey. Although not statistically significant, the mean score in 2018-2019 was 5.79, which increased to 5.90.

Resources Needed to Meet/Sustain Results
Equipment budget and facility student staff budget. Physical Plant Custodial staff ($110,000).

Explanation of How Resources Will Be Used
To replace and help keep equipment updated, clean, and safe. Also, to help keep the facility clean and as technologically up-to-date as possible.

Goal Summary

Goal Summary/Comments
In 2019-2020, Campus Recreation developed strategies to efficiently share space within the Chandler Center. This included negotiations between both academics and athletics. After communications with the Chandler Center Committee, a plan was implemented that closed the fitness center during academic classes, yet a more condensed and fluid daily schedule was offered to ensure services remained exceptional. In addition to the availability of spaces for recreational students being further expanded upon and enhanced, the largest student staff to date was employed due to increased demand of departmental services.Campus Recreation participation is consistently growing, and with increased enrollment, athletics and academics are expanding as well. With limited space and construction delays, the

continued sharing of space is anticipated.

Fitness and Wellness continued to thrive with new class additions and new sections of core classes. In Fall 2019, there were over 500 group exercise classes. Intramural Sports maintained healthy participation. Intramural sports added emphasis on E-sports and online engagement. Club sports were active and Men's Soccer and Powerlifting were added. Facility and space upgrades included resurfacing of outdoor basketball courts, fitness center equipment upgrades, and continued pursuit of the outdoor fitness court. Four (4) special events offered in 2019-2020(Late Night at the Rec, Rec-a-palooza, The Moonshine Run, and The Strongest Bearcat) were all successful. Late Night at the Rec was a new addition that exposed students to the Rec Center during welcome week and resulted in early relationships, job opportunities, and increased attendance in programs. Rec-a-palooza 2.0 showcased different activities than years prior. Strongest Bearcat was relocated to the auditorium and the experience was enhanced for both the participant and spectator.

Campus Recreation made better use of a social media marketing campaign with students, appealing signage, tabling advertisements, and IMleagues messaging.

In attempt to solve the imbalance of sex-based participation in group exercise, certain classes were renamed to be more gender neutral and inclusive. Recreation continued to have conversations with Greek Life representatives to participate in co-ed and female only leagues.

During the Spring of 2020, COVID-19 presented unprecedented challenges for the Department. In the short term, the Department will face obstacles related to the COVID-19 pandemic and how to best keep patrons safe while maintaining a quality level of access to programs and facilities. In addition to the many creative solutions discussed previously, other alternative solutions such as the modification of programs, classes, leagues, special events, and outdoor adventures will be executed to ensure participants are offered a robust Campus Recreation experience.

Changes Made/Proposed Related to Goal
The Department will continue to share space as needed with Athletics and Academics, all the while keeping the student in mind first when it comes to any decisions made based on availability for classes or recreational activity. As the university continues to expand in numbers and programs, the Department will continue to find innovative ways to create recreational opportunities and spaces, whether it be outside, or turning old, unused spaces into opportunities. Additionally, Campus Recreation will continually seek out new ways to reach students, whether by way of current or new social media platforms or through more traditional means such as tabling, fliers, etc.

Upload Files (if needed)

Goal 2

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

Unit Goal
Campus Recreation services will positively impact student enrollment.

Pillar of Success Supported
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

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

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2019-2020 Academic Year

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

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

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

Assessment Measure Used	**Frequency of Assessment**
Skyfactor Benchworks Recreation Services Assessment Survey	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
All Instiutions mean: 5.19 / Select 6 mean: 5.14 / Lander University mean: 5.79	3

Comments/Narrative
The threshold for the outcome of "Students directly correlate their continued enrollment and/or graduation from Lander University with Campus Recreation experiences" was met. Lander University's mean was above all of the Skyfactor Benchworks mean comparison groups, and the mean score was ranked 1/7 for the select six comparison groups and 1/27 for all institutions utilizing the same survey. Although not statistically significant, the 2019-2020 data indicates a slight improvement from the 2018-2019 mean of 5.71.

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
During the Spring of 2020, COVID-19 presented unprecedented challenges for the Department. In the short term, the Department will face obstacles related to the COVID-19 pandemic and how to best keep patrons safe while maintaining a quality level of access to programs and facilities. In addition to the many creative solutions discussed previously, other alternative solutions such as the modification of programs, classes, leagues, special events, and outdoor adventures will be executed to ensure participants are offered a robust Campus Recreation experience.

Changes Made/Proposed Related to Goal
The Department will continue to seek out student feedback and ideas to ensure students obtain what they desire in their recreational experiences. As the university continues to expand in numbers and programs, the Department will continue to find innovative ways to create recreational opportunities and spaces, whether it be outside, or turning old, unused spaces into opportunities. Additionally, Campus Recreation will continually seek out new ways to reach students, whether by way of current or new social media platforms or through more traditional means such as tabling, fliers, etc.

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 Activities 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 Activities and Orientation Programs effectively promotes diversity and inclusion in its execution of programs, activities, events, and other educational initiatives.

Timeframe for this Outcome
2019-2020 Academic Year

Performance Target for "Met"
Between 75% and 100% of responses indicate "strongly agree" or "agree."

Performance Target for "Partially Met"
Between 60% and 74.9% of responses indicate "strongly agree" or "agree."

Performance Target for "Not Met"
Less than 60% of responses indicate "strongly agree" or "agree."

Assessment Measure Used	**Frequency of Assessment**
Skyfactor Benchworks Assessment Survey - Institution Specific Questions	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
There were a total of 114 student responses. (It is noteworthy to mention that this survey was distributed in the middle of a pandemic transition.) 93% of survey participants acknowledged the Department of Student Activities promoted diversity through the programs, activities, and events sponsored.	3

Comments/Narrative
The threshold for the outcome of "The Department of Student Activities and Orientation Programs effectively promotes diversity and inclusion in its execution of programs, activities, events, and other educational initiatives" was met. During the 2018-2019 reporting period, 90.7% of survey participants responded favorably to this outcome.

During the 2020-2021 academic year, the Department desires to further expand upon the number of diversity and inclusion related programs, activities, events, and other educational initiatives offered. (The Vice President for Student Affairs has earmarked funds for the 2020-2021 academic year.) Comparative data regarding the total of programs, activities, events, and other educational initiatives offered will be analyzed and reported upon. Performance targets will be adjusted as follows. "Met" will be set to the execution of at least six (6) diversity and inclusion related initiatives per academic year. "Partially met" will be set to three (3) to five (5) diversity and inclusion related initiatives per academic year. "Not met" will be set to less than three (3) diversity and inclusion related initiatives per academic year.

Resources Needed to Meet/Sustain Results
$6000-10,000 specifically earmarked for diversity-related initiatives. Software subscription such as Survey Monkey or Qualtrics ($300+ annually).

Explanation of How Resources Will Be Used
Enhanced diversity and inclusion initiatives. Other survey options will be utilized to obtain more real-time feedback. (This will allow staff to identify issues and implement solutions in a more timely and

consistent manner.)

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 Activities and Orientation Programs provides adequate and meaningful opportunities for leadership development.

Timeframe for this Outcome
2020-2021 Academic Year

Performance Target for "Met"
At least six (6) leadership development events held with 30 or more students in attendance.

Performance Target for "Partially Met"
Three (3) to five (5) leadership development events held with 30 or more students in attendance.

Performance Target for "Not Met"
Less than three (3) leadership development events held with 30 or more students in attendance.

Assessment Measure Used	**Frequency of Assessment**
Number of students served,departmental schedule of events, and targeted student surveys for future comparative analysis.	Annually - End of Spring Semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data will be available May/June of 2021	

Comments/Narrative
Previously, a similar outcome was measured. "Attending student activities provided opportunities for students to assume leadership roles" was "met" for the 2018-2019 reporting cycle. With the hiring of a new Director during the 2019-2020 academic year, the decision was made to change this outcome. The Skyfactor survey was sent to all students during the previous reporting period; therefore, it is likely that some respondents had never participated in the opportunities offered. Changing the outcome to "The Department of Student Activities and Orientation Programs provides adequate and meaningful opportunities for leadership development" better reflects Department's desire to increase the number of leadership development initiatives executed. To identify a benchmark regarding the perceived "meaningfulness" of the programs facilitated, students that participate in leadership development initiatives will specifically be targeted for assessment purposes. Based on the data obtained, additional

performance targets for this outcome will be established. Ideally, an increase in the number of opportunities provided will positively impact overall engagement and result in higher retention rates of current student leaders. Data for this outcome is not available for the 2019-2020 reporting cycle. Progress will be tracked and analyzed during the 2020-2021 reporting cycle.

Resources Needed to Meet/Sustain Results
Budget, Staffing, Curriculum/Lesson Plans, Software subscription such as Survey Monkey, or Qualtrics ($300+ annually).

Explanation of How Resources Will Be Used
Budget: Depending on the event to pay a speaker or for materials; Staffing: A professional staff member or trained student to conduct the training; Curriculum/Lesson Plans: This plan would ensure specific outcomes and items to assess.

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 Activities and Orientation Programs effectively increases student engagement.

Timeframe for this Outcome
2019-2020 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 Recruitment Data (compare data to previous academic year). Assessment will be based on the number of students recruited with acceptance of bids and the number of students that fully complete the intake process.	Annually

Data Collected for this Timeframe (Results)
For the 2018-19 year, there were 207 total members of Greek Life. For 2019-2020, there was an increase to 235, a 13% increase.

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

Comments/Narrative
The threshold for the outcome of "The Department of Student Activities and Orientation Programs effectively increases student engagement" was met. This outcome has not been assessed previously; therefore, no comparative data is available. The data referenced does not include numbers from a fraternity that is currently colonizing on campus. While the current performance targets apply specifically to Greek Life, new performance targets will be established and measured once the current targets have been consistently met for at least two reporting cycles or the targets are no longer attainable based on enrollment or other contributing factors.

Resources Needed to Meet/Sustain Results
Staffing, Computer software for some groups may be needed (cost estimate is unknown at this time).

Explanation of How Resources Will Be Used
Staffing to gather the data and interpret the change or increase of change due to recruitment. Computer software may be needed, depending on the specific council. (FSL advisor will be able to access data.) Lastly, staff will meet with the respective chapter presidents as a cross-check regarding the data gathered.

Goal Summary

Goal Summary/Comments
The Department of Student Activities and Orientation Programs had many staffing and operational changes during the 2019-2020 academic year. The new assistant director of Student Activities/Greek Life arrived in June 2019; the Director arrived July 2019; and the Esports Coach arrived January 2020. Prior to this time, the Department was completely vacant, and various Student Affairs staff pitched in to keep the Department afloat during the transitional period. With an entirely new staff and increased responsibilities, duties were switched among staff members to ensure all bases were effectively covered. Many departmental processes (various forms, paperwork flows, and other in-house procedures) were evaluated and changed to be more congruent with the new departmental structure. Additionally, the student facility request process was revamped (with changes in effect Fall 2020). Staff spent much time during the Summer of 2020 converting the once "paper" process of requesting facilities to a streamlined, more automated system. It is also noteworthy to mention that the Department employed its most student workers to-date during the 2019-2020 reporting period.

Although maneuvering through obstacles associated with new staffing, additional departmental duties, and COVID-19 proved challenging, there was much progress made during the 2019-2020 academic year. Some examples include: increased Greek Organization membership and retention; colonization of Alpha Tau Omega Fraternity; formation of the Interfraternity Council governing body; increased leadership opportunities and training for student workers; increased visibility of Greek Organizations on campus; colonization of the Order of Omega Honor Society; and a significant Greek GPA increase from Fall 2019 to Spring 2020.

Much emphasis was placed on communication with student groups. This was particularly important because of staff turnover and promoting an understanding of the expectations moving forward. The Assistant Director of Greek Life enacted an "open door policy," as well as hosted a Greek Life Town Hall so that students could air their grievances in a structured environment. Efforts were also made to visit every organization at the beginning of the semester to ensure students understood the respective roles of staff. Much departmental emphasis was placed on gaining feedback from students through one-on-one

conversations to aid in recreating the culture.

To further enhance visibility and engagement, the Department focused on extending its overall social media presence to gain more followers from both internal and external constituents. Improvements made to social media strategies provided better advertising/highlighting both pre and post-event.

During the Spring 2020 semester, challenges faced due to COVID-19 forced staff to think outside-of-the-box regarding how to best engage the student body. The Department chose to focus many of its engagement efforts around positive messaging and reinforcement. Various hashtag challenges engaged faculty, staff, and students to share words of encouragement with their fellow community members via social media. Further, staff continually met with student leaders virtually to ensure they remained engaged and connected.

The information above is important for context. During the 2019-2020 year, staff spent much time adjusting to their new roles; learning; evaluating; and re-framing processes; gaining a better understanding of the past strengths and weakness of the Department; implementing process improvements that could be made during the year; and brainstorming the desired future direction of the Department. This broader goal was developed to encompass what the Department wishes to impact. Outcomes will be adjusted more frequently as benchmarks are appropriately and consistently met.

Changes Made/Proposed Related to Goal
For the 2020-2021 reporting period, the Department will change performance targets to monitor the number of diversity related initiatives offered (track comparative data). Changed outcome related to leadership development (targeted number of events to be held and number of attendees present.) The Department will survey leadership development participants to establish a benchmark so future performance targets can be established to track progress. Added outcome specific to Greek student engagement.

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 Office of Student Activities and Orientation Programs will provide quality experiences that foster a sense of belonging.

Pillar of Success Supported
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

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

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2020-2021 Academic Year

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

Performance Target for "Partially Met"
An average of 60%-74.9% of responses are favorable ("strongly agree" or "agree").

Performance Target for "Not Met"
An average of less than 60% of responses are favorable ("strongly agree" or "agree").

Assessment Measure Used	**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)**
Data obtained throughout the 2020-2021 academic year will be collated at the end of the Spring 2021 semester.	

Comments/Narrative
This is a new outcome; therefore, data is not available for the 2019-2020 reporting cycle. Progress will be tracked and analyzed during the 2020-2021 reporting period. While previous assessment focused on the student engagement experience as a whole, the Department desires to seek special event-specific feedback, as well as gauge students' perceptions on the quality of the programs offered. Obtaining feedback following each event will allow departmental staff to better evaluate the strengths and weaknesses of each specific special event executed. Further, with an increased emphasis on retention, the Department desires for students to feel welcome at the special events offered. Analyzing data obtained from specific special events will provide insight about the types of events, to include the setting/atmosphere, that promote a feeling of comfort. For special events that rate high in this category, the Department may wish to replicate the setting/atmosphere for future special events. In summary, the outcome, "Students feel welcome at special events and are satisfied with the quality of their experience," will be assessed by collating and averaging the responses collected throughout the entire reporting period. Event-specific feedback will be utilized to make improvements throughout the year to positively impact the outcome.

Resources Needed to Meet/Sustain Results
Software subscription such as Survey Monkey, or Qualtrics ($300+ annually).

Explanation of How Resources Will Be Used
Data analysis immediately following the execution of special 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
Students that attend first-year orientation develop meaningful connections with peers and/or various campus resources.

Timeframe for this Outcome
2020-2021 Academic Year

Performance Target for "Met"
An average of 75%-100% of responses are favorable ("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.	Once per year, following summer orientation sessions.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Collated orientation data will be measured during the 2020-2021 reporting cycle.	

Comments/Narrative
Prior to the summer of 2020, Orientation Programs were housed under Enrollment Management; therefore, comparative data is not available. Assessment for the 2020-2021 reporting cycle will include the 2020 summer orientation programs, Fall 2020 New Student Orientation, and Spring 2021 New Student Orientation. The outcome "Students that attend first-year orientation develop meaningful connections with peers and/or various campus resources" reflects the Department's overall desire to positively impact students' sense of belonging. The Department of Student Activities and Orientation Programs is working closely alongside the Director of LINK to better connect students' orientation experiences with their first-year experiences.

Resources Needed to Meet/Sustain Results
Software subscription such as Survey Monkey, or Qualtrics ($300+ annually).

Explanation of How Resources Will Be Used
Data analysis of surveys administered following the orientation session attended.

Goal Summary

Goal Summary/Comments
Major special events, such as family weekend, tree lighting, and homecoming, were significantly enhanced. Overall participation was increased and various changes regarding the flow of these event were successfully executed. Further, in conjunction with the LUX production team, the Student Life Awards was facilitated virtually. This production was huge success, with many positive accolades received.

During the 2019-2020 academic year, the decision was made to move Orientation Programs from Enrollment Services back to Student Affairs (housed under the umbrella of Student Activities). The assistant director of Student Activities/Orientation Programs was hired effective March of 2020. The Department developed a contingency plan regarding how to best facilitate first-year orientation during the pandemic. Changes were made to offer both virtual and in-person orientation. There were six (6) virtual orientations held, with 40 participants per session. There were eight (8) traditional in-person orientations held, with 85 max participants per session. Partnership strategies were implemented to ensure a quality experience was provided. The Office of Student Activities and Orientation Programs partnered with the LINK 101 team in co-leading the virtual sessions. Additionally, LINK Peer Leaders assisted Orientation Leaders in welcoming students and their families to campus.

Students that develop a sense of belonging are more likely to be retained. The Department wishes to positively impact retention by promoting a sense of belonging in the services it provides. While past outcomes and performance targets could allude to this, the Department has adjusted its goal, outcomes, and performance targets to be more reflective of this intention.

Changes Made/Proposed Related to Goal
Increased, intentional focus is being placed on potential retention impact (providing welcoming, meaningful experiences that foster a sense of belonging).

Upload Files (if needed)

Goal 5

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

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

Pillar of Success Supported
Highly-Valued Community Partner

Outcomes

Outcome 1

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

(alumni, parents, employers, etc.).

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2019-2020 Academic Year

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

Performance Target for "Partially Met"
At least twelve (12) riders are enrolled in the BTR program during either the Fall or Spring semester.

Performance Target for "Not Met"
Less than twelve (12) riders are enrolled in the BTR program during both the Fall and Spring semesters.

Assessment Measure Used	**Frequency of Assessment**
The number of riders served.	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 2019 =13	3
Spring 2020 =14	

Comments/Narrative
The threshold for the outcome of "The number of riders retained in the Bearcat Therapeutic Riding Program (BTR) is sufficient to sustain a quality program" was met. The outcome and performance targets were adjusted for this reporting cycle. Through the 2018-2019 reporting period, the outcome and performance targets focused on individual rider goals. Measures were changed since most riders enrolled have been riding for an extended period of time and had therefore reached their full potential. At this time, maintaining rider participation in the program is a key focus. The outcome and performance targets will be reevaluated once the outcome is consistently sustained. With rider turnover, performance targets around individual rider goals may be reestablished.

Resources Needed to Meet/Sustain Results
Obtain a full-time Bearcat Therapeutic riding (BTR) Coordinator (salary and fringe). Lander Equestrian Center had a part time BTR Coordinator in the past but the position was eliminated due to budget constraints.

Explanation of How Resources Will Be Used

Promoting the BTR program and recruiting riders.

Outcome 2

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

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2020-2021 Academic Year

Performance Target for "Met"
All volunteers have attended at least one training per year.

Performance Target for "Partially Met"
At least 80% of volunteers have attended at least one training per year.

Performance Target for "Not Met"
Less than 80% of volunteers have attended at least one training per year or no training was held.

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

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
Training was held in Fall 2019 but attendance was not appropriately tracked.

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

Comments/Narrative
The threshold for the outcome of "The Equestrian Center hosts annual training for volunteers that participate in the Lander Bearcat Therapeutic Riding Program" was not met. This is a new outcome, and therefore, no comparative data is available. While most volunteers typically return from year-to-year, the Director desires to place more emphasis on training and departmental accountability. Challenges faced due to COVID-19 limited the Department's ability to effectively meet this outcome.

Resources Needed to Meet/Sustain Results
Part-time Volunteer Coordinator (salary). The Equestrian Center employed a part-time Volunteer Coordinator in the past, but the position was eliminated due to budget constraints.

Explanation of How Resources Will Be Used
Recruitment of volunteers. Execution of training and promotion of other engagement opportunities for volunteers.

Goal Summary

Goal Summary/Comments
Maintaining a core group of riders that return every year attests to the relevance and sustainability of the program. Further, maintaining the appropriate number of instructors based on the number of riders is essential to ensure participant safety. (An additional outcome and corresponding performance targets regarding the desired number of instructors may be established for future reporting cycles.)

Ensuring each volunteer has completed training on leading a horse, side walking with a horse and rider, and understanding how lessons are conducted are necessary to make certain safety measures and expectations are appropriately communicated. While certain basic rules apply to all equine programs, each facility has their own set of safety standards adapted to their facility or surroundings. Volunteers need to be trained and reminded annually of these standards.

Changes Made/Proposed Related to Goal
Outcomes adjusted and performance targets redefined.

Upload Files (if needed)

Goal 6

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

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

Pillar of Success Supported
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

Outcomes

Outcome 1

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

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

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

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome

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

Timeframe for this Outcome
2019-2020 Academic Year

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

Performance Target for "Partially Met"
There are at least twenty (20) Team members on the roster during either the Fall or Spring semester.

Performance Target for "Not Met"
There are less than twenty (20) Team members on the roster during both the Fall and Spring semesters.

Assessment Measure Used	**Frequency of Assessment**
Number of students on team.	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 2019 = 24	2
Spring 2020 =18	

Comments/Narrative
The threshold for the outcome of "The number of Equestrian Team members is sufficient to sustain an award winning program" was partially met. In the past, the outcome of having at least one rider in each Hunter Seat Equitation class was measured. The updated outcome and performance targets are reflective of the Department's desire to expand and maintain overall participation. Changing the outcome and performance targets based on the current, broader outcome should ideally help to accomplish the previous desired outcome as well.

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

The Equestrian Center facilitates opportunities to promote team member enrichment.

Timeframe for this Outcome
2019-2020 Academic Year

Performance Target for "Met"
One (1) clinic is held during both the Fall and Spring semester.

Performance Target for "Partially Met"
One (1) is held during the fall academic year.

Performance Target for "Not Met"
Zero (0) clinics are held.

Assessment Measure Used	**Frequency of Assessment**
Proof of clinic held.	Twice per academic year (end of Fall and Spring)
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Clinic held in Fall 2019 with Bob Story former Coach of the Charleston IHSA team.	2

Comments/Narrative
The threshold for the outcome of "The Equestrian Center facilitates opportunities to promote team member enrichment" was partially met. This is a new outcome, and therefore, no comparative data is available. Challenges faced due to COVID-19 limited the Department's ability to effectively meet this outcome. During the 2020-2021 academic year, staff intend to more proactively seek out clinicians and successful coaches to provide increased opportunities for team member enrichment.

Resources Needed to Meet/Sustain Results
N/A

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
One competitive rider in each class is required in order to have a full team. (Classes without riders earn a zero score for the team.) The team score is based on how riders place in EACH class. "Class" refers to the show classification status of each rider. Team member enrichment is an equally important component. The goal of the clinics are to enhance the students' understanding of the equestrian experience. Broadening the students' knowledge by allowing them to receive input from more than one equestrian professional will ideally increase their knowledge and enhance overall skillsets.

Changes Made/Proposed Related to Goal
Outcomes adjusted and performance targets redefined.

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
2019-2020 Academic Year

Performance Target for "Met"
80% or greater of current students are active on Handshake.

Performance Target for "Partially Met"
65% - 79.9% of current students are active on Handshake.

Performance Target for "Not Met"
Less than 65% of current students are active on Handshake.

Assessment Measure Used	**Frequency of Assessment**
Handshake analytics will be utilized to obtain data on the number of accounts maintained and the benchmark for overall usage.	Once per semester (Fall/Spring)
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
At the close of both the Fall 2019 and Spring 2020 semesters, between 66% and 67% of current students were active on Handshake.	2

Comments/Narrative
The threshold for the outcome of "Students are familiar with and successfully utilize the online job platform, Handshake" was partially met. This is a new outcome, and therefore, no comparative data is

available. In the Fall of 2019, the decision was made to move all of student employment under the umbrella of Career Services (change effective Fall 2020). As processes have been moved and administrative offices/staff have now been appropriately trained, Handshake will be utilized as the sole online job board for on-campus employment. As this transition is still in its early stages, active engagement in the platform is expected to increase.

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

Explanation of How Resources Will Be Used
Monitoring of accounts and usage among stakeholders.

Outcome 2

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

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2020-2021 Academic Year

Performance Target for "Met"
90% or greater of on-campus employers post all jobs to Handshake.

Performance Target for "Partially Met"
70% - 89.9% of on-campus employers post all jobs to Handshake.

Performance Target for "Not Met"
Less than 70% of on-campus employers post all jobs to Handshake.

Assessment Measure Used	**Frequency of Assessment**
Handshake analytics will be used to assess how many jobs are posted and how many departments are active. These numbers will be compared with Financial Aid reports on all work study students at Lander University.	Once per semester (Fall/Spring)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
This is a new outcome and data will be available at the end of the Fall 2020 semester.	

Comments/Narrative
To assist with the transition of moving student employment under the umbrella of Career Services (effective Fall 2020), a campus wide survey was distributed during the Fall of 2019. The purpose of this survey was to identify all on-campus student employment opportunities, to include participating departments and respective supervisors. With all student worker positions being posted and tracked in Handshake, overall engagement and progress made can be more efficiently monitored.

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

Explanation of How Resources Will Be Used
Monitoring of accounts and usage among stakeholders. Promote more efficient tracking of student worker opportunities.

Goal Summary

Goal Summary/Comments
As the administration has prioritized student employment, the Office of Career Services and Student Employment has shifted its focus toward increasing Handshake engagement among stakeholders and learning the various intricacies and flow of paperwork associated with the process. As stakeholders become more aware of and comfortable with the job board and its relevancy, overall engagement is expected to further increase.

Changes Made/Proposed Related to Goal
There are no changes to report at this time. As outcomes are sufficiently tracked and met, outcomes and/or performance targets may be adjusted during future reporting cycles.

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
2019-2020 Academic Year

Performance Target for "Met"
Lander University's mean is above 4.5.

Performance Target for "Partially Met"
Lander University's mean is between 3.0 - 4.4.

Performance Target for "Not Met"
Lander University's mean is below 3.0.

Assessment Measure Used	**Frequency of Assessment**
Skyfactor Benchworks Career Services Assessment Survey	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Based on Skyfactor data questions, an average of .779/1.000 approval was obtained equating to a 3.9/5 average score.	2

These questions were used to determine results:

How satisfied are you with the extent to which career services: Provides programs and services of value to you? 5.46/7

As a result of my career services experiences, I can: Identify careers based on my interests, values, skills, and abilities? 5.55/7

As a result of my career services experiences, I can: Construct an effective resume? 5.51/7

As a result of my career services experiences, I can: Effectively interview for employment/graduate school? 4.94/7

Regarding your experience with career services (i.e., counseling, programs, services) at this institution, to what degree: Did you learn valuable information? 5.7/7

Regarding your experience with career services
(i.e., counseling, programs, services) at this
institution, to what degree: Did it meet your needs?
5.32/7

Overall, to what degree are you satisfied with
career services at this institution? 5.71/7

Comments/Narrative
The threshold for the outcome of "As a result of services offered from Career Services, students feel confident about their respective career readiness" was partially met. It is noteworthy to mention that the 2019-2020 academic year was a transition period for the Career Services Department. The Career Peer program was fully implemented during the Fall 2019 semester. Much time and attention was placed on appropriately training the Career Peers and determining how their role would most efficiently support the mission of the Department. The Department also took on additional duties, such as student employment and one-time student pay, which required consistent planning and detailed coordination between multiple departments. Lastly, the Department gained new office space in the library during the Fall 2020 semester. While additional space was needed to support the Department's growth, the transition period proved challenging, particularly when trying to effectively manage day-to-day tasks.

During the 2018-2019 reporting cycle, the goal of providing Lander University students with satisfactory career services' experiences, programs, events, facilities, and staff was met for all five indicators of success with an over-all score of 2.93. The goal of enhancing students' understanding of their career goals, career steps and career competencies was met for all four indicators of success as indicated by an overall score of 3.00.

Resources Needed to Meet/Sustain Results
Alternative survey options (in-house surveys, Survey Monkey, Wufoo, etc. - approximately $300 per academic year)

Explanation of How Resources Will Be Used
To promote increased frequency of departmental assessment.

Outcome 2

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

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

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

What type of Outcome would you like to add?
Operational Outcome

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

Timeframe for this Outcome
2020-2021 Academic Year

Performance Target for "Met"
Marketing efforts are increased 30% or higher.

Performance Target for "Partially Met"
Marketing efforts are increased between 15% - 29.9%.

Performance Target for "Not Met"
Marketing efforts are increased less than 15%.

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

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
Departmental marketing/outreach from 2019-2020
will be reviewed to change progress made during
the 2020-2021 reporting cycle. Data will be
available at the end of the Spring 2021.

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

Comments/Narrative
This is a new outcome; therefore, comparative data is not available. In speaking with students,
Department staff were surprised to learn of the number of individuals reporting they were unaware of
career service resources. The Career Peer Mentor Program was fully implemented Fall 2019. Career
Peers are assigned to meet with a cohort of students to increase engagement with the Department.
There are currently a total of eight (8) Career Peers. Career Peers staff the front desk, assist students
with navigating Handshake, create marketing materials for the Department, and facilitate social media
and other departmental outreach. While this program will continue to grow and expand, verbal feedback
obtained from students indicates additional promotion of the Department and its services is needed.

Resources Needed to Meet/Sustain Results
Increased intentionality among Career Services staff to better promote the Department. There are no
monetary needs identified at this time.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
The Department plans to transition away from Skyfactor to seek out more timely, internal, intentional, and
personalized assessment data. Historical data obtained via Skyfactor is detailed in the applicable
outcome summary. Ultimately, to ensure students feel adequately prepared for the workforce, the
Department desires to execute more targeted-based assessment to better gauge the impact of various
departmental initiatives. Strengths and weaknesses can be more quickly identified and adjustments
made accordingly. Surveys will be administered to students that participate in activities including, but not
limited to, presentations, Career/Grad fairs, Handshake, resume sessions, mock interview sessions, etc.
Additionally, to positively impact achievement of the overall goal, the Department desires to increase
visibility as a whole through more robust marketing and outreach.

Changes Made/Proposed Related to Goal
Implementation of alternative assessment tools. Increased departmental marketing.

Upload Files (if needed)