

Division of Student Affairs Spring 2006 Assessment Summaries Reported Program Improvements

Below is a list of program improvements reported by departments within the Division of Student Affairs. These program improvements were gleaned from assessment summaries collected in June 2006 in response to an item on the form:

Program Improvements: Specific Use of Findings in Area(s) and Key Changes Made in Area(s):

In a few instances, comments were taken from the “Other Comments” section of the assessment reports.

Counseling Center—Counseling Outcomes Assessment

The three statements below 73% “agreed” or “strongly agreed” were “I feel less stressed or overwhelmed” (63%), “I have a more positive view of myself” (55%) and “I can perform better in my academic courses” (53%). Feelings and self perceptions tend to change more slowly than behaviors or beliefs about others. We initiated and expanded on some biofeedback and imagery software programs for students to work directly on lowering their stress levels. We are also looking at incorporating more “coaching” strategies to enhance the development of coping skills related to stress, performance, and self perception. The statement about classroom performance was not as directly related to the counseling session experience as the other learning outcomes. We are addressing the classroom performance by helping with “learning contract” groups, promoting psychological testing on campus for ADHD and Learning Disabilities, and consulting more with faculty about students exhibiting mental health problems in class.

Counseling Center—Outreach Programs

The very positive response in the African American Women and Depression presentation resulted in the offering of a support group for African American women. The successful Communication/Conflict Resolution presentation to an athletic team has enhanced our collaborative relationship with the Athletic Department and promoted additional future requests. As result of verbal feedback given to prior similar alcohol presentations, a screening instrument was regularly brought to presentations for students to complete and discuss, and a media literacy DVD was shown to enhance student discussion and students really liked it.

Counseling Center—Outreach/Body Image

The very positive response to the Body Image presentations has resulted in increased faculty/staff interest that lead to work groups and greater collaboration with academic departments, and an increase in requests for these presentations. There has also been an increase in the Stress/Relaxation and “experiential” presentations as a result of the evaluation feedback and their popularity. The successful Dreams presentation to an athletic team has enhanced our collaborative relationship with the Athletic Department and promoted more future requests.

Counseling Center—Responsible Alcohol Server Program

From student verbal and written feedback, this presentation placed greater emphasis on how to lower risk and incorporated more concrete specifics on violation penalties. There

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was a greater effort placed on “awareness” activities to reduce students receiving enforcement consequences.

Counseling Center—Student/Client Satisfaction

The good but lower Retention/Academic Performance statements are a reflection of more general outcomes connected to the overall college experience rather than a specific focus of psychological counseling. The selected psychological/social/learning process outcomes are specifically addressed in the counseling experience. The Center will continue to give priority attention to retention and academic performance by facilitating LC101 Learning Contract groups and promoting CLAW (Campus Leaders Advocating Wellness) COUN 142 Peer Education course and peer campus presentations through the CLAW network. The Center will continue to support retention through the community service opportunities of SPARC (Study to Prevent Alcohol-Related Consequences) projects, and the Body Project (body awareness) “active learning” opportunities for students participating in the production of videos.

Educational Talent Search

Parent Assessment of Financial Aid Program

Action taken:

After discussion we have decided to continue to offer this program. We will also offer a pilot next year where one night is our standard Financial Aid night and another technical session will focus on assisting the parent with their own FAFSA application.

This program continues to improve and reap great praise and benefits from participants and teachers.

Outdoor Classroom

Did Well (changes implemented as a result of last year’s feedback):

- Set rappel line on munter mule
- Kayakers had a copy of the permit
- Leaders doing climbing communicated with the bus drivers for pick up
- Used the Parksville boat ramp, picked up key from ranger station, dummy was locked during the time we were in there and locked the rest of the time.
- Running periods from 1-4 and 4-7 with dinner at 7:30 worked well
- Everyone worked together to get things done
- The med form system worked well
- Having Bill review the new med forms was helpful
- Carried extra pair of shoes in the cave bag (for the mud room)
- Combined Cherokee with a group (Swain or Andrews) and ran 6 programs. Do your 3 in a row and go home on Thursday pm.
 - JC
 - HD
 - Swain
 - Andrews/Nant
 - Ranger
 - Cherokee/Robb

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Specific program changes and issues for consideration and improvement next year:

- Have a working breakfast for Jackson County to give them more time in 3rd period.
- Think about doing one big period on day 1 for Jackson County
- Kayak class on the river below the campground
- Climb in long pants
- Scout the cave for trash before the program
- Rotating night duty in each camp so the same people are not doing it every night.
- Fishing class should be on day 2 so that there is more time to get licenses.
- Have sit-down with Soar before the program to have a talk about expectations and what we are paying for
- Consider catering next time
- Bring Service Learning Packets for distribution
- We ran out of XL t- shirts and had too many mediums
- Pay USFS in advance for parking fees

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Experience Western

1. We are planning to expand the program to reach out to prospective students who may be undecided, to encourage them to consider Western more closely. We made contacts to several students through phone calls and emails who indicated an interest in attending. We could also reach out to those who do not express an interest in Western to encourage them to participate or to stay in touch with the campus.

2. We will also look at specific ways to plan and execute activities for the students, and include current students in the planning process. Our plan is to target student leaders through MAC (Multicultural Advisory Council), NPHC (Black Greek-letter Organizations), and RSA (Resident Student Association). In addition, we will make sure that information on specific academic or co-curricular programs are included with their welcome packet or will be available during some part of the weekend.

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3. The students indicated that they would like more interaction with current students and staying in Madison Hall was not necessarily conducive to that. We will need to recruit more students to serve as hosts in the residence halls in order for this to happen. We are hopeful that we can build and grow off of this year's program and that we can implement a one-day version of Experience Western, but it will require continued support from other departments and current students.

Fitness Center

- Work to maintain areas with high satisfaction and areas in which goals were exceeded
- The Fitness Center floor layout was arranged to allow a more open appearance and to provide space for additional equipment
- The Fitness Center carpet was cleaned and shampooed, and the walls were painted white
- Lighting was updated and all electrical outlets were re-done to allow for safe usage
- The Fitness Center purchased 2 new Step Mill 7000's
- 15 LaMond Cycles were purchased for the Group X program
- 8 Group X instructors trained on the cycles to teach in the program
- One male and three females were trained to teach in the Group Exercise Program
- Three Group X Instructors took their Primary Aerobics Certification at the Haywood Regional Health & Fitness Center to improve satisfaction in Group X classes
- Fitness Center employees will continue to become certified in personal training and group exercise to improve satisfaction in specialized program areas
- Two Student Lifeguards instructed a student lifeguard re-certification course. One attendee was hired as a lifeguard for the summer
- New Group X equipment (free weights and instructor music) was purchased to improve satisfaction in the Group X program
- The Physical Activity Committee researched and implemented the Western Walks program with 105 participants
- PAC discussed new methods of advertising and collaborating with other departments offering fitness-related programs (Outdoor Programs, Nutrition Committee, and Wellness) to increase attendance to programs being offered
- The Fitness Center participated in Valley Ballyhoo and other Welcome Week activities to reach more incoming Freshmen and Sophomore students to inform them about the services offered at the Fitness Center

Health Center

- Mandatory Hard Waiver Health Insurance Policy implementation , 2006
- Updated health related information placed in each exam room
- Planning for expansion of pharmacy services

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Intramural Sports—Participants

- Increase collaboration between Intramural Department and Residential Living to reach a wide variety of students
- Kickball added Spring, 2007
- Additional employee training and evaluating. Implement student employee incentive program to aid with staff retention. Incentive ideas include: awards, giveaways, pay rate change, socials, etcetera

Intramural Sports--Employees

- Add video tape and classroom review for the following sports: flag football and outdoor soccer

Kneedler Child Development Center

- Maintained areas with high satisfaction and areas in which goals were exceeded
- Worked to improve in all areas
- Professional development workshops for teachers helped increase the overall percentage of families very satisfied with teachers by 5%
- Cleanliness increased from 90% very satisfied to 93% very satisfied
- Quality of care increase from 95% very satisfied to 96% very satisfied
- Center hours increased from 75% very satisfied to 85% very satisfied
- Center Director increased from 95% very satisfied to 96% very satisfied

Multicultural Center—Asian Heritage Month

Students enjoyed reactivating the student organization and getting together to plan this celebration. Students used these events to help promote the organization and recruit new members. We will work to begin planning earlier for the 2007 celebration as well as recruiting more members for the student organization and making the organization more visible on campus.

Multicultural Center—Black Awareness Week

We will continue to work on increasing the attendance of students at the awards ceremony. Key changes made this year include not only having fun and entertaining programs and events for the week, but also having educational and empowering components such as the roundtable discussion for African-American men and women. We also made the awards ceremony a more formal event to include a dinner buffet and guest speaker, Mayor of Asheville.

Multicultural Affairs—Black History Month

Key changes made this year include not only having fun and entertaining programs and events for the month, but also having educational components such as the African-American Health and Wellness Series and the Preparing for a Multicultural Workforce presentation to help educate the campus community.

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Multicultural Center—MLK Week

We will continue to work on the participation in the high school essay contest and the spoken word poetry slam. Key changes made this year include the Day of Service activities as well as collaborating with the Town of Sylva for this celebration and revamping the candlelight vigil and unity march. We will also take findings from this year and make changes to next year's celebration too.

Multicultural Center—Safe Zone Program

Participants still request more involvement from student leaders such as members of BGLAD to share their experience with trainees. We will continue to work to make the Safe Zone Program even more visible on campus as well as provided new programs and initiatives aimed at educating our campus community. We will also continue to build a stronger bond with BGLAD and incorporate them more into the Safe Zone Program.

Multicultural Center—Tunnel of Oppression

We will work on including community members and getting professors to get their classes to attend. We will also consider having the tunnel open for at least two days instead of just one.

Ramsey Center—Interns

Hopefully Sports Management interns can be assigned earlier before marketing plans for the Ramsey Center programs beginning, giving the interns more opportunity to work in this area.

Ramsey Center—Student Employees

For the most part, student employees had opportunities to develop positive relationships with other workers, improved their communication skills, were able to develop leadership skills and developed an awareness of cultural diversity. Unfortunately, most students felt there was no opportunity to utilize their leadership skills as it related to being given more job responsibility. To correct this, staff will consider how job responsibilities are assigned. The RRAC is looking at the possibility of a shadowing program that will enable students to work with more experienced workers that will provide a transition process into a leadership position.

Ramsey Center—Users

It is important that the Ramsey Center maintain it's "can do" attitude and that customer service stays at the forefront of our operation philosophy. Customer service training will continue to be a part of our staff training. No key changes are planned.

Residential Living—Student Satisfaction

Since all Community and Staff Evaluation data can be tracked back to a specific Resident Assistant, any information that indicates a needed change, or that should be praised will be discussed between the Resident Assistant and his/her supervisor. Areas that had less than a 75 percent satisfaction rate were flagged into three separate groups: including 50 percent or less, 60 percent or less, and 75 percent or less. Obviously, the

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areas with the lowest percent were given the highest priority. The Assistant Director of Residence Life for that area was made aware of the need for improvement in that specific area. Each Assistant Director will meet with all Resident Directors to form a plan for improvement on flagged areas. These plans will be documented with the Assistant Director for Operations so that future semester data can be compared to determine if the plans were successful. All areas that were flagged as areas of concern for 2005 will be compared with spring data and Residential Living staff will determine what plans from 2005 were successful and what plans need to be changed. The plans mentioned are intended to improve residence hall life for all students who live in WCU residence halls.

Residential Living—Learning Outcomes

Residential Living is still committed to showing students the connection between learning and life in the residence halls. We are planning to make some changes to the programming model that our RA's used in the. With this change in the model, we are planning to implement a change that would require program participants to be assessed immediately following the program in order for residents to be more likely to see the connection of residence hall life and student learning. Residential Living is also interested in assessing the learning outcomes of our resident assistants and professional staff in the future. This type of assessment might take place following professional development activities or student training that takes place in the semester.

Residential Living—Programs

As mentioned in other assessments, Residential Living staff will be considering making changes to our programming model during the summer of 2006. Our list of programs will help in decision making for those changes and could dictate if we need to stress one type of program over another.

Residential Living—RA Selections

Some changes to the RA Selection process for next year will likely be implemented because of this assessment. As planning for the 2007 process begins, Residence Life staff will likely incorporate new group process activities in place of the activities that surfaced as needing to be removed from this past year's group process. They will also likely keep the activities that staff seemed to feel should stay in the schedule of activities. We will also likely continue to do individual interviews on the weekend because of the popularity of this practice. All of the questions and responses on this assessment will lend a hand in planning for the process for next spring.

Residential Living—Staff

Findings from RA instruments were used in one-on-one supervision to establish training and in-service programs and to provide recommendations to individual RAs regarding improving their job performance. For Resident Directors, we worked with them to improve perceived visibility, by having them post office hours, making it easier for students and student staff to access the Resident Director.

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Service Learning

- Faculty Fellows Orientation/Professional Development Session will be held prior to the start of the academic year – Major agenda items will include procedures to enhance the integration of service learning into courses and to improve the assessment process.
- Programmatic assessment/evaluation will be improved by means of a new Community Service/Volunteer Tracking System (to be managed by the Assistant Director of Service Learning).
- Faculty attitudes and responses regarding assessment of this nature still need to be improved. The work of the Faculty Fellows remains crucial to the process.

Student Judicial Affairs

It was found that the referral system did indeed offer immediate feedback to the students. Students responded by reporting to the Department of Student Judicial Affairs as instructed on the referral. In turn, the education process began more immediately.

Spring 2006-The implementation referral system did have some administrative glitches, but they have since been resolved. Students and staff (UPD, Res. Life, and SJA) became more comfortable and more efficient with the process.

1. SHB members report that they feel more empowered and believe that they are being utilized more effectively. General students have not indicated a change in their perceptions.
2. The Student Hearing Board continued to see success in the spring. They heard approximately 15 cases in total. This represents a five fold increase in activity.
3. Faculty members reported that they were satisfied with the response from SJA to their reports of academic dishonesty and classroom disruption. One faculty member reported increased satisfaction with the department and improved classroom environment after an observational visit from SJA to her class. Another faculty member reported feeling more supported by the DSJA than by her department head.
4. The DSJA noted a decrease of negative reports from students and parents in terms of student satisfaction. The DSJA received fewer than 10 reports that a student felt like they were “made to agree” to judicial sanctions. This change in satisfaction may come from increased SHB involvement.
5. The DSJA has identified assessment as an area for focused effort and improvement.

University Center—Adult Student Learner Organization (ALSO)

Because the organization was dormant in the spring semester and after talking with the members of ALSO, we will reassess the needs of the group and potential members of the group. We will be working with members of ALSO to talk with other commuter and adult learner students to find out their level of interest in the organization. ALSO members will be doing a recruitment campaign during the beginning of the school year at welcome week activities such as Valley Ballyhoo. The organizational meeting time will be changed to accommodate and encourage attendance. The organization will also work to update the website to market the organization.

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University Center—Base Camp Cullowhee

We should consider expanding our programs to different activities and offer more intermediate level programs to keep students coming back to BCC after they have progressed beyond the introductory level programs we offer.

University Center—Greek Life (Advance)

1. In terms of evaluation of cost and future needs, as the Greek community grows the cost will rise. However, actual budget areas that have been funding Advance will not rise in proportion. This factor is crucial to the on-going success for the sustainability of this program. Short term and long term resolutions will need to be put in place.

Short term-

- a. The most practical answer is some form of financial assessment of Greeks attending this program that is within chapter and/or member capabilities.
- b. Having to revert to an on campus program only while funding is being sought through other means.

Long Term-

- a. Special sponsorships from nationals, alumni, and corporate sectors.
- b. Writing special grant series to cover a 2-5 year study period that might allow for future grants, foundational gifts to be put into place.

2. Need to work with student leaders for WCU Advance to develop pre and post-test components and set timeline for use.

1. Chapter attendance- this issue is still a major point to be designed in order to reach 90-100% level of attendance. The findings of this year were better than the first, but there is still a gap in at least chapters having 2 members present.
 - a. Calls for better planning and date setting for the event.
 - b. Calls for continued work in cross cultural communication within Greek community
 - c. Calls for “marketing” of the event so that it becomes a part of chapter and Greek community literature and thought.

This is an area of great importance for “cultural change” within our Greek community. It will take some strategic planning, student leadership initiatives, and funding to sustain the program and in order for the program to reach the higher pinnacles of outcome success. As such this area needs to stay in our assessment queue and just be fine tuned each year as to areas of discovery for follow up or for areas of content needed to be reviewed for learning outcomes.

University Center—Greek Life (Chapter Performance)

1. Need for chapter and chapter advisor training in use of new benchmark program starting 2 weeks before semester.
2. Need for refining and developing benchmark score sheet.
3. Need to change GLAC reporting structure to look at academic year rather than a split calendar year.

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4. Outcomes from conduct issues points to areas of educational need in university and national risk management policy and guidelines. Alternatives for social events forum, and concern about availability of 3rd party vendors and “security” for special event situations.
5. Need to address issue of a Greek community in terms of defining and enhancing current social event on alcohol polices, student based committee for Village rules and procedures to be brought forward versus just taking on current “residential life model” as it exists at WCU.
6. Potential to review last 5 years of academic grades broken down to “class” level of membership within Greek community in terms of answering perceived questions form Greek groups concerning recruitment limitations by deferred recruitment of freshman until spring. Also, comparison study needed of Greeks versus members of other campus student organizations including band, clubs, SGA, RSA, and athletics.

Will need to use new benchmark and awards data over the next 3-5 years to really establish baseline to assess with a better understanding.

University Center—Greek Life (Diversity)

1. We need to really look at “reporting” structure for NPHC groups. They are confused in who and when they report to whom as they are seen as a “student organization” in many arenas. If they are Greek based and we want to use the Greek model, then as a Greek group they should only be reporting through Greek Life. If we want to use another model that places NPHC outside for the Greek community, then they should report to that structure.
2. Need to develop more opportunities to use Village setting to meet the Greeks as a whole community.

University Center—Greek Life (Greek Awards)

1. Continue to use format as is for next 3-5 years to gain a better baseline input for assessment.
2. Set up training sessions throughout year with chapters and councils in how benchmark tools and awards work hand in hand.

University Center—Last Minute Productions

- 1) The students enjoy our Up All Night events. We took the suggestions from last semester’s surveys and put them into action including the Casino Night, Valentines Day Buffet, and Laser Tag. These events were received very positively. An area LMP needs to improve on is the choice of movies shown at Up All Night. Overall, the programs have had a very good satisfaction rating and will continue throughout next year.
- 2) Our flyers, Banners, MyCat, and word of mouth have proved to be very effective in promoting Up All Night. We should keep using these as an avenue of promotion, however, more creative ways of advertising will need to be developed before the student body starts ignoring our advertising efforts.
- 3) Up All Night will undergo a format change for next semester. We will start Up All Night at 7pm for the semester and kick it off with a comedian. After the comedy show

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we will then begin the novelties, the movie, and other games around the University Center. At 11pm will be our big show which will include Jugglers, a Dance party, Game Shows, ectera. We will stick with this format throughout the entire semester.

University Center—Leadership

1. We are continuing to look at increasing several of the courses to 2 units in terms of them being labeled advance course in context with an entry level course from the same leadership perspective (i.e. Emerging Greek to Advanced Greek or Peer Educator to Advanced peer educators).
2. We held a two day grouping of meetings to talk to interested faculty on leadership in their curriculum. From those talks we have identified 3 faculty interested in being on the Leadership Advisory Board in addition to 3 others we have already identified. From discussion and interview information we will need to have somewhere around 11 students on the board and probably 2-3 community members. As a follow up to meetings with College of Education faculty we will be writing a letter to departments and colleges this summer on having a leadership development meeting to look at the minor as a possibility.
3. We need to do a lot of work over the summer of the WE Lead website. It needs completely updated and several additional pages of information added.
4. Based on the data from 2 years of FLI, we are getting more settled into a working format for this program to grow from. Retention from semester 1 and 2 is still lower than expected and hoped for. This goes back to initial interviews and reasons that students have made the choice to apply for the program. Most of the interview and journal information leads us to believe that many were pressed into it by parents, saw the program as an easy A, and didn't realize that college concepts of leadership would be different from high school clubs, or didn't realize the time commitment that would be necessary in terms of their own personal time and self discipline. As a result we will need to look at the one on one interviews and outcomes in choosing the right applicants. We are in the process of getting ready for the interview sessions at orientation. We will have to have a group meeting of all persons involved in this process prior to the orientation dates so that all of us are operating from the same concept.

University Center—Operations

The Operational Unit will encourage the Illusions staff and LMP to provide more events in Illusions that will create a club atmosphere for students. In addition we have restructured our leadership class to include more special topics and required both building managers and tech crew to attend. We will add an additional suggestion box in the and look at creating an on-line suggestion box as well.

Women's Center—V-Day/TBTN

The VM really requires us to rethink how we go about fundraising every year. Our focus on fundraising this year only gained us \$300; and for the amount of time we put into it, \$300 doesn't suffice in the long run. Next year, we have decided to forgo community

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fundraising—especially because by the time we have “time” to go out and meet business-owners, January has hit and businesses are broke. Instead, we will be fundraising on campus only—through student organizations (who we had a great response from this year). Secondly, we downsized the cast to 14 vs. 30-36 during the last two years; this helped us be more efficient and organized. We will continue to hover somewhere between 10-20 cast members and recruit a diverse pool for auditions. This year’s cast included women from all ethnic and geographic backgrounds and I hope to continue this effort in the future. Finally, our change in location allowed for our production to be viewed more ‘professionally’—we have already booked our 2007 dates for the new F-PAC Theater. We had over 1000 people attend and over 100 volunteers (half being men).

TBtN also brought in men—from the Greek system, student organizations, and other partners/boyfriends—who not only attended and helped at the event, but who had come to see us months in advance. We had over 200 people in attendance; and the event was completely organized and run by students with me being a backup for emergencies. Students tend to respond to students better, especially when it comes to issues of sexual assault so I think having students present at the forefront of the event itself, makes people listen and want to be involved too. I think perhaps a bit more guidance from the WC staff to assist these first time volunteers/organizers will help them feel more confident and supported in the long run.

Women’s Center—Women’s History Month

WHM needs diversity! All different kinds of women must be represented—the WC will continue to reach out to International Students, students of color, disabled students, community members, and non-traditional students to ensure quality programs are offered to all women on campus. Partnerships need to be continually built with the appropriate offices/people to ensure successful collaboration and co-sponsorship.

After struggling with how to partner on the Gender Conference/Women’s Leadership Conference, members within the students affairs division and I have been talking about ways to enhance student leadership in general at Western. Talks are beginning this summer re: collaborating to host a student leadership conference this /next spring (06/07) that would include women’s leadership, student leadership, Greek leadership, Multicultural leadership, and etcetera. My hope is that this partnership will be more sustainable.