

Francis Marion University Institutional Effectiveness Summary Report for 2003-2004

The University is committed to ongoing evaluation of its academic programs and primary academic support offices. Every year each academic program carries out an assessment of fulfillment of its primary goals. Analysis of those assessments results in the development of plans for improving the programs effectiveness. Included in the IE Summary Report for 2003-2004 are the following topics and links to the Academic Summary Report and the Title II report.

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Technologically Skilled Workforce

The University is continuing to devote a significant portion of its budget and Technology Grants Program and Instructional Technology Committee funds to increase student, faculty, and staff use of information technology. All of the improvements that were made in 2003-2004 increase student use, familiarity, and competence with information technology. For example the following efforts were undertaken by the following programs:

Art: development of visual databases, professional digital portfolios, and interactive teaching aids through use of new equipment and software.

Biology: remodeling of an old laboratory to create the Burroughs and Chapin Environmental Data Analysis Laboratory (24 new computers), expansion of multimedia presentations by faculty, began development of a digital atlas of fungi, new equipment and software in physiology, cell biology, and genetics teaching and research labs, acquisition of mobile digital camera/multimedia systems for use in introductory biology, cell biology, genetics, and mycology courses.

Chemistry: acquisition of a new turbomolecular pump, a wireless internet system for faculty and students, acquisition of a new ultra-violet-visible spectrophotometer that allows for direct computer data input, new data input systems for introductory chemistry laboratories.

Political Science: use of TGP money to update and expand computer technology and software for faculty and student use.

Psychology: changed the Animal Colony laboratory into a computerized laboratory for instruction in research design, data analysis, and upper-level/graduate student research (this

project has only been operational since June 1, 2004), began replacement of the audio/visual data acquisition systems in the clinical/school psychology practica laboratories.

Sociology: expansion of student computer workroom with new computers and software, purchase of a mobile multimedia system for in-class computer-based presentations and internet presentations.

Teaching Materials Center: acquisitions to facilitate student use of informational technology in their training in classroom instruction, including new digital cameras, AlphaSmart word processors, new software, a digital microscope, Global Position System tracking devices, laptop computers, an additional Smartboard, two Promethean boards.

Library: the library continued in its strong commitment to support of student use of informational technology as detailed in the Library IE report.

Almost all academic departments and several administrative support offices also began a systematic updating of equipment. Additional academic and academic support program TGP and IT grant supported improvements are planned for 2004-2005. For example, the total renovation of the University's Dooley Planetarium has been submitted for bid and should be completed before January, 2005.

Finally, the University decided to host an Information Technology Fair during the Fall of 2004 to introduce faculty, staff and students to the cutting edge hardware and software that is available in the world of information technology. The fair is modeled after a typical regional Computer Fair.

On-line Presence and Content Management

The University has not been able to fund a full-time webmaster team since establishing a web presence. In examination of new software systems and internet services the decision was made to devote funding to acquisition of a contract with a provider to provide a content management based web site for the University. After an extensive series of sessions with faculty and staff a detailed set of specifications were established for a request for proposals. A final contract was awarded to ACSTechnologies for their development of the architecture, hosting, and provision of a content management system for the University's internet site. ACSTechnologies will host the University's site on a main internet trunk site (Tier 2).

The University has full use of the extensive content management system provided by ACSTechnologies. One of the strongest features of a content management system is that it does not require extensive knowledge for development and placement of information on the Internet. Simple development of word processing documents is often sufficient for adding basic information to the site. The contract also insured the development of a detailed set of templates to insure commonality of appearance, integrated navigation, detailed site-limited searches, scheduled changes/updates of information.

A core group of faculty and staff were trained as network administrators who are responsible for the eight sites located at the www.fmarion.edu address. Individuals were designated to have

partial rights in all major academic programs, academic support services, and administrative offices. For example, a network administrator is responsible for the Academic site on which hosts sub-sites for all academic programs and some academic support sites. On this site each program designated its editor who was then trained by the ACS Technologies staff and network administrator to develop a presence on the site. The same system is used for all other sites.

The system allows content that is produced by office or program to be used by others. For example, the University's Community Services prepares and posts news releases on events, people, grants, etc. for the entire university. These reports are marked for syndication. This allows other editors or authors to use that content. For example, there is a news release on a faculty member winning an award. The administrator of the Academic site can add that to the site and the editor for the faculty members department can add that to program site. This negates the need to create content more than once but allows placement of the information where it of most value. The system also allows for a piece of content to automatically be removed on a set date and time. This reduces the likelihood of "old" information influencing decisions by members of the University.

It took the University six months to build the content and make the system fully operational and additional development will continue, but initial reports indicate that system has significantly improved our presence on the Internet at a far lower cost than would have been possible using a traditional approach. The University does continue to maintain other on-line sites. For example, the library still maintains a number of its databases, catalogs, etc. on the library.fmarion.edu server, but its home site is found on the new system. The academic programs make use of course specific or faculty member sites on the acsweb.fmarion.edu server and/or on the University's BlackBoard site.

James A. Rogers Library

Assessment Activities

FMU's James A. Rogers Library takes advantage of multiple methods to evaluate its effectiveness, including the following:

- Comparisons with state and regional peer institutions' libraries and the statistical reports from those academic libraries;
- Statistical comparisons with national academic library benchmarks;
- Biennial student and faculty user satisfaction surveys;
- Monthly assessment sessions with library staff;
- Weekly assessment meetings with library department heads (administrative staff);
- Semi-annual effectiveness evaluation sessions with library staff;
- Semi-annual assessment activities with the University Library Committee;
- Monthly program review meetings of the Provost and Library Dean;
- Bimonthly meetings with Provost, Deans and Chairs group;
- Annual library faculty and staff performance appraisals;

- James A. Rogers Library Annual Report generated from the Library's five divisions' annual reports (Annual Report submitted to the Provost and routed to library committee and to FMU administrative officers);
- Library quizzes to help measure student learning from library instruction classes;
- Findings of in-house library task force and committee work;
- Student and faculty input to library staff and administration (via direct contact, electronic suggestion box, experiential data, etc.);
- Annual library staff field trips to other academic libraries where staff evaluate new ideas, resources, and services and then apply those findings deemed essential to improved services and resources or conducive to improved public relations, visibility, resources, services, facilities, etc.;
- Participation in statewide, regional, national and international consortia and networks from which staff learn developing practices in other library environments, best practices activities, cost avoidance measures, staff development tactics, resource sharing, and technological advancements.

Results and Evaluation

Rogers Library continues to rank sixth in most categories when compared with other state and private institutions of higher education in South Carolina and their libraries. Included here are expenditures per student, volumes per student, serials per student, library staff per student, building size and capacity, etc.

Rogers Library's funding continues to show it to be at or above the five percent of the education and general budget (although E & G expenditures reporting figures are currently being eliminated due to modified accounting procedures and regulations). FMU's library expenditures compare very favorably among South Carolina and regional institutions. This fiscal year, for example, the University invested approximately \$540 per student for library services and resources.

In the most recent user satisfaction surveys (2003), ninety-five percent of the respondents (both students and faculty) rated library services and resources to be good to excellent. The most prominent need demonstrated from the surveys is the finding that staff must continue to improve and expand information literacy among library customers. Reference faculty members continuously enhance library instruction sessions as they seek to improve information literacy, paying particular attention to student needs, previous learning, and changing technology.

Assessment is provided formally and informally by library department heads, library staff, the faculty library committee, and University administration who cite areas where improvement is needed and point out specifics to address those needs. The University allocates resources as appropriate and available to remedy identified needs.

Also, library staff members conduct annual field trips to other academic libraries where they review operations to discover ideas, resources, services, and technology that may enhance FMU's library program. For example, library staff recently spent a day at Charlotte's Central Piedmont Community Colleges and its campuses studying its library services and resources.

From this working model FMU library staff members cited sixteen findings they deemed germane to improved operations for Rogers Library.

The Library's annual report highlights achievements from the past fiscal year and includes statistics that delineate the level of service delivered to FMU library users. This document also provides staff the opportunity to review past performance and recommend modifications to existing services, procedures, facilities and resources so as to improve all components of our program.

Improvements in Place

During this fiscal year Rogers Library has initiated the following significant improvements in its program:

- Upgraded all public access PCs with current technology Windows XP models which include normal software available in other campus computer laboratory environments;
- Rearranged Current Periodicals Area to provide a more inviting and better noise control area (actually divided the area into three smaller reading and shelving areas, improving aesthetics and functionality);
- Negotiated with the Cauthen Educational Media Center two staff positions and job assignments so as to re-establish media cataloging within Rogers Library cataloging parameters while shifting a classified position to the Media Center to replace the position transferred to the Library. Amazingly these adjustments pleased all parties involved and actually improved operations in both educational support services. In turn, Rogers Library realigned four additional staffing positions to conform to changes brought about by the Media Center-Library shift, again to everyone's satisfaction and services improvements;
- Expanded usage of consortia purchasing to avoid costs of electronic resources when purchased by individual libraries;
- Continued to be active participant in PASCAL, the Partnership Among South Carolina Academic Libraries;
- Continued to be active participant in ALPSC, the Academic Library Portal for South Carolina, an eight-member consortium whose sole function is to identify and acquire a second-generation integrated library system. Such a system will be implement by the participants, USC and their regional campuses, Clemson, South Carolina State, the Citadel, the College of Charleston, Florence-Darlington Technical College, Aiken Technical College, and FMU;
- Hosted statewide annual LIBRIS Conference for all academic library employees, thereby aiding professional growth and development opportunities for FMU library staff members;
- Deleted a small number of periodical subscriptions as a result of departmental discipline-specific holdings evaluations and decisions;
- Converted library's web pages to conform to revised campus format requirements;

- Made changes in library's web pages to reflect changes in access and to facilitate information access;
- Expanded library's public relations operations to better promote library services to its customers.
- Upgrade all three public use laser printers in the reference area;
- Increased number of student assistants hours in the computer lab;
- Reduced night hours based on lack of usage (now closing at 11 PM rather than midnight on Tuesdays-Thursdays).
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Planned Improvements

As a result of findings from the various assessment activities, Rogers Library's planned implementations include the following changes, additions, etc.:

- Acquire and install a second-generation integrated library system as part of an eight-member South Carolina academic library consortium which will share the system;
- Upgrade all staff PCs to Windows XP machines;
- Acquire and install public computer printing cost controls via a card system or some similar cost recovery method;
- Continue to seek ways to implement academic departmental liaison so that each academic department is linked to a librarian who works closely and deliberately with that discipline to improve and expand library services to that area;
- Continue to use appropriate professional growth and development opportunities to improve staff training, staff technological advancement, and staff's ability to serve patrons;
- Continue to seek methods to allocate improved funding for print materials, mostly books, while continuing to provide strong level of access to digitized information;
- Continue to expand public relations work so as to promote library services and how learners profit from those services and resources;
- Upgrade microform reader/printers to more technologically advanced and efficient equipment, provided funding can be identified to so do;
- Maximize utilization of the myriad electronic resources to which the library provides access;
- Improve web presence so as to facilitate user interface and access;
- Acquire more books;
- Plan for staffing replacements as retirements loom in the not-too-distant future;
- Continue and expand relationships with PASCAL, SOLINET, ALPSC, and other consortia endeavors to contain costs, avoid costs, expand offerings, and improve programs

The above improvements produced the changes that follow:

- *Library usage, i.e. gate counts, increased over the previous FY by more than 26,000 user visits, or some twenty-one percent. This dramatic increase was due in part at*

least to better computer access for users. It was not unusual for all 50 public PCs to be in use simultaneously;

- Access to electronic data continued to be high, posting well over 100,000 user searches on the subscribed databases. Statistical data for other web resources are unknown but are easily many times the known statistic reported above;
- The Library provided some \$14,000 worth of free computer generated copying to its customers due to the availability of computers and upgraded laser printers;
- The new public PCs, all with small, black “suitcase” CPUs and black and silver flat-panel monitors, significantly added to the Library’s aesthetic appeal and thereby it is felt added to the attraction that led over 147,000 users to visit the library during the fiscal year.

Effectiveness of Advising and Faculty Availability

To evaluate the University’s academic advising program a sample of 450 students across all academic areas were surveyed. The primary assessment used the questions requested by state law for reporting on the efficacy of our advising.

Student Satisfaction with Academic Advising

In general, 80 percent of those surveyed were either satisfied or very satisfied with the availability of their advisors, the accuracy of the advising they received, and the overall quality of their advising sessions. See Table 1 for specific descriptive statistics and Table 2 for frequency of responses. It has been reported in some publications that availability of advisors is a problem for college students. Clearly, that is not a problem for our students and this is also reflected in our students consistently high rating of instructor availability that is found on the faculty/course evaluation form.

Table 1
Descriptive Statistics for Academic Advising Survey 2004

Survey Item	Mean	Median	SD	Valid N
Please indicate your satisfaction with the availability of your academic advisor.	3.12	3.0	.81	439
Please indicate your satisfaction with accuracy of your advising.	3.08	3.0	.81	439
Please indicate your satisfaction with overall quality of your advising sessions.	3.14	3.0	.80	438

Note: 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied

Table 2
Frequency of Satisfaction/Dissatisfaction with Academic Advising

Survey Item	Frequency		Percent	
	Satisfied	Dissatisfied	Satisfied	Dissatisfied
Please indicate your satisfaction with the availability of your academic advisor.	371	70	84.1	15.9
Please indicate your satisfaction with accuracy of your advising.	361	80	81.9	18.1
Please indicate your satisfaction with overall quality of your advising sessions.	371	70	84.1	15.9

Clearly, our students remain satisfied with our academic advising system. With an 80 percent of our students being satisfied with advising, the major goal for the University is to further refine our system and increase actual usefulness of the system.

Use of the Swampfox (on-line registration; grades; payment) site:

The survey contained questions to assess the frequency of use of various aspects of the Swampfox site. The rates of use are found in Table 3. As can be seen an overwhelming percentage of students make a great deal of use in Swampfox for scheduling and examination of grades, but the frequency with which they use the site to change their address, phone number, etc. is low. Fifty-four percent of the respondents stated that they entered their schedule into the system themselves rather than having their advisor enter their desired schedule.

Table 3
Rate of Usage of Swampfox Registration Site

Function	Percent Using Function
Change contact information	32.4%
Check grades	96.1%
Check Class Schedules	93.9%
Check for Open Sections	88.7%
Entered Schedule ¹	54.2%

1. For those students who did register themselves on-line only 10 percent were required to return a copy of their schedule to their advisor.

Desired Time for Registration

To assist in planning advising sessions students were asked to indicate how much lead time they desired before actual registration. The majority of respondents indicate a preference for having advising earlier than advising is currently carried out.

Table 4
Desired Time Interval for Advising (Time prior to registration)

Time Prior to Registration	Percent
1 month	29.7
2 weeks	32.4
1 week	29.9
1 day	7.0

Changing Advisors

Since the management of advising was shifted from the former Advising Office to academic departments, student knowledge of appropriate procedures for changing advisors was assessed. Sixty percent of the respondents indicated that they knew how to change advisors, leaving 40 percent uncertain as to the procedures that are now being used. To address this concern the Enrollment Office now sends each student a letter explaining how to change majors and how to go through the advisement processes.

Student Evaluation of Faculty

All full-time and part-time faculty are required to provide students in all sections of their courses with the University's Student Rating Form. The Rating Form has seven items dealing only with characteristics of an instructor, e.g. presentation style, knowledge of content, etc. There is one item specifically designated for use in evaluating student access to their instructors. There are three items dealing with specific aspects of the course, independently of the instructor and two items rating the grading process. The mean ratings are presented in Table 5. If we assume a point of 2.5 as the population mean (essentially neutral) then the *total* ratings for both Fall and Spring are significantly higher than average, $t(12) = 28.12$, $p < .001$ and $t(12) = 32.34$, $p < .001$ respectively. Essentially the students rate their professors, the course, and the grading as very good to excellent in quality and value.

Table 5
Mean Ratings of Faculty and Course Characteristics by Students

Evaluation Items	Fall 2003	Spring 2004
<i>Evaluation of Instructor's Characteristics</i>		
Ability to present material in clear and understandable manner	3.34	3.37
Ability to stimulate interest in the subject	3.22	3.26
Ability to improve understanding of the subject	3.31	3.36
Knowledge of the subject	3.66	3.67
Ability to encourage critical thinking	3.30	3.35
Explanation of course assignments	3.37	3.40
Overall quality of instruction	3.35	3.38

<i>Access to Instructor</i>		
Availability of instructor	3.42	3.44
<i>Course Specific Ratings</i>		
Overall quality of course as a learning experience	3.30	3.34
Relevance of assignments	3.41	3.45
Textbook/materials	3.25	3.29
<i>Grading</i>		
Timeliness of returned graded materials	3.46	3.45
Fairness of grading policy	3.40	3.41
<i>Overall</i>	3.37	3.40

Note: 4=Excellent, 3=Good, 2=Fair, 1=Poor

Summary of Student Affairs

Campus Recreation Services/University Center

The purpose of the Office of Campus Recreation Services is to provide recreational activities for students, faculty/staff and alumni with varying skill levels and degrees of competition ranging from unstructured informal activities to highly structured intramural competition. Programs are developed to enhance the academic environment, promote interaction between students and faculty/staff, and encourage skill acquisition for long-term health maintenance. This recreation process supports the mission of Francis Marion University by contributing to the social, cultural, moral and physical development of students as well as to their intellectual growth through both its academic and student life programs.

The Campus Recreation Services office uses student surveys, focus groups, feedback from committees, and informal discussion groups in its Institutional Effectiveness reports. Based on last year's analyses the following improvements are now in place:

- Initiated facility and equipment update for the fitness/weight facility to include paint, flooring, and new fitness equipment as budget allows.
- Conducted an initial facility assessment and prepared a request for needed improvements.
- Altered intramural sports schedule and events to better meet the needs of students.
- Improved quality of intramural officials' clinics.

This year's analyses lead to the decision to attempt to make the following improvements during 2004-2005:

- Provide additional surveys and forums to increase knowledge of the student satisfaction with the Campus Recreation Services' intramural sports program and to determine reasons for non-participation.
- Continue to explore the needs and upgrade equipment for the weight/fitness facility.

- Conduct a comprehensive assessment of the indoor swimming facilities and determine the physical and programmatic needs for the facility.
- Create and implement a comprehensive marketing plan for the Intramural Sports program

Office of International Student Affairs

The mission of the Office of International Student Affairs is to provide support to international and exchange students currently attending or planning to attend Francis Marion University

Adherence levels to SEVIS guidelines and BCIS Regulations, information from international students during focus group meetings and suggestions from faculty & staff members that have a high level of interaction with international students are used in the assessment of program effectiveness, as well as survey instruments.

Overall results indicate a general level of satisfaction with services provided by the ISA office. Currently, the university is in compliance with SEVIS and BCIS guidelines. However, problems with implementation at the federal level and continual changes require a high level of attention be given to these issues. Additionally, the initial phase in of the SEVIS program caused difficulty for a few individual students.

Improvements during the past year were made based upon direct feedback from international students during focus group meetings and suggestions from faculty and staff members that have a high level of interaction with international students. These improvements include:

- ISA office hired international student assistants during the summer months to prepare a schedule of events, plan international student orientation, and maintain communication with international students.
- ISA office maintained communication with international students via preferred method of electronic mail.
- ISA officials (Designated School Officials) attended training sessions on federal regulations regarding international students.
- ISA office revised the FMU International Student Guide and posted it to the FMU Website.
- ISA office obtained and provided a wide variety of essential equipment for use by the international student population, including kitchen essentials and other household items difficult to obtain or store for the limited period of time international students are at FMU.
- ISA conducted a comprehensive revised orientation program for international students, including transportation from point of entry in Florence, campus orientation, tour of Florence, and assisting with basic life needs (bank accounts, social security number, household shopping, etc.)

This year's analyses lead to the decision to attempt to make the following improvements during 2004-2005:

- Review and revise all ISA documents.
- Create a comprehensive calendar including University, community, and ISA events for international students.
- Broaden the scope of ISA events, including on-campus social events, community events, and trips.
- Increase education and enforcement of university regulations regarding international student health insurance requirements.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) provides students of ethnicity with those academic, social, and personal support services that facilitate their adjustment to the University. It provides leadership in the University's efforts to support minority students (African American, Asian American, Hispanic American and Native American). This office is responsible for informing the University community of the values of multiculturalism. The OMA also serves as a resource (in cooperation with campus departments) to minority students in areas such as, but not limited to, financial assistance, admissions, housing, academics, career development, with particular emphasis given to new FMU students.

The Office uses informal observations, one-to-one interviews, and student group meetings in its assessment activities. A new survey of overall effectiveness will be added next year.

This year's results show:

- The multicultural student body is having difficulty transitioning to a collegiate schedule.
- A large number of multicultural students are working while attending college.
- There is an increase in the number of students who are single parents with children ages 0 – 3 years old.
- Programs and services of OMA were well attended but seem to attract more African American students.
- There is a need to have more multicultural centered programs that show the diversity of students at FMU.
- There was an increase in the minority graduation rate.
- The Minority Student Awards Program honored 250 minority students with cumulative GPA's of 3.0 or higher. Nine of these students had a cumulative GPA of 4.0.

Improvements planned for the coming academic year include:

- Organize and empower the *Multicultural Student Advisory Council*. This council will include student representatives from all cultures represented on campus who serve as an advisory and support team to the Office of Multicultural Affairs. They evaluate projects, programs and services of the OMA. They make recommendations and suggestions as necessary, and serve as a support team during the planning and implementation of events.
- A monthly multicultural event celebrating the different cultures of FMU students. Example: September – National Hispanic Heritage Month, November – Native American Heritage Month, etc.
- Re-implement Project C.A.A.R.E. (Cultural Awareness for Academic Retention and Enrichment). Project C.A.A.R.E. is a retention program that focuses on the transition, academic and social needs of new minority students.
- Institute Books & Babies, which is a support group for students with children.
- Continue to host the Minority Student Awards Program and honor students with a 3.0 or higher GPA.
- Host a reception for minority graduates to encourage and celebrate these academic achievements.

Office of Counseling and Testing

The purpose of the Office of Counseling and Testing (OCT) is to help students enhance their academic and personal well-being. The OCT offers free counseling services to students. Counseling supports the educational mission of the University by helping students manage college and life pressures that can

threaten their persistence in college. Counseling can also help students enhance or learn skills that optimize their personal effectiveness.

OCT is further charged with the responsibility of coordinating the accommodations offered to students with disabilities. The office aims to implement academic accommodations that make education fully accessible to students with disabilities. It also strives to advocate responsibly the needs of students with disabilities to the campus community.

The Office of Counseling and Testing is also responsible for coordinating testing services for the University (e.g., English placement testing for new students, advanced placement testing, and testing services for national admission and certification programs).

The Office has a comprehensive system for assessment of program effectiveness which includes: feedback from stakeholders (parents, students and staff at FMU), a tracking system of monthly activities, a tracking system of the academic progress of students with disabilities, a graduating senior exit survey, evaluations of outreach presentations, and evaluation of procedures used for graduate level entry exams.

The tracking system for office activities was implemented for Spring 2004. In terms of monthly activities, totals were computed for tests administered, number of new and returning clients and number of outreach programs presented by OCT. The office administered 478 tests, with the English Placement Test, Myers-Briggs Type Indicator, and the Miller Analogies Test comprising the bulk of the examinations (212, 85, and 50 examinees, respectively). In terms of clinical services, the office averaged five new clients a week. Numbers for new and returning clients increased each month, with April being the peak month for clinical services. The exit survey for graduating seniors also provides data about utilization of services. The majority of students (66%) report that they never used services at OCT. Of those who did use services, 97% rated the services as "very helpful" or "helpful." Outreach presentations are formally evaluated during New Student Orientation and were uniformly positive, with means over 3.3 on four-point scales.

The tracking system for students with disabilities was implemented in Spring 2004. OCT provided accommodation letters for 30 students with disabilities. At the end of the semester, 93% were making sufficient academic progress. Thirty percent of those students had GPA's higher than a 3.25.

In terms of testing services, the Office receives an evaluation report from one of the companies administering graduate level entry exams. Examinees give feedback about staff attitudes, behavior and adherence to test security standards. Any mean of 1.5 is considered to be negative. The office was evaluated on eight variables and did not have any negative mean ratings.

Based on the information provided by the assessment methods, the following improvements were made:

- The primary purpose of the OCT is to provide services to students with mental health issues. The senior survey suggests that more than 50% of graduating FMU students report no contact with our office during their enrollment at FMU. OCT has made attempts to increase contact with the general student body through increasing outreach presentations. OCT set a goal of presenting to 75% of the University Life 100 classes and we met that goal. Topics typically focused on adjustment and stress management issues. Staff participated in additional programming via seminars and workshops. Topics included conflict management, career assessment, goal-setting and sexual assault awareness.
- In an effort to increase contact with the general student body, OCT initiated a new testing program this year. Kaplan Education Services provided practice tests for FMU students interested in attending graduate school. Over 50 students participated, and all received

personalized feedback about their performance. Practice tests administered included: GRE, GMAT, LSAT and MCAT.

- For 2004 Spring semester, OCT changed the method of delivery for disability accommodation letters. In the past, OCT sent letters notifying professors of student needs. However, many faculty members reported that students failed to request accommodations. Currently, every student requesting accommodations is required to get the letters from OCT and deliver them directly to their instructors. This technique, which is used by most colleges in the state, promotes student independence.
- Based upon feedback from participants, OCT created a signage system for directing examinees to the appropriate testing room for various tests administered by OCT.

Improvements planned for 2004-2005:

- Shared objective with Student Health Services to increase interaction with the Housing Office in order to provide more programs, advise RA's, and offer general support in promoting healthy behaviors and wellness issues to students.
- Via our new web system, implement a free, year-round, screening tool that students can access assessments for mental health issues such as depression, eating disorders, anxiety, and substance abuse. Students can then be given referral information for scores that indicate intervention.
- Establish an inventory and tracking system for brochures made available to students in the exam rooms in Student Health. A more formalized system will improve our use of resources and will give us some indication of topics that students may be interested in attending for outreach services.
- Conduct a feasibility study regarding a disabilities assessment clinic to be administered by the FMU Psychology Department and staffed by graduate students. Because many students arrive with outdated referrals for accommodations, there is a great need for a more affordable method of assessment. Referrals would be generated from the Office of Counseling and Testing and we would also be the initiators in establishing guidelines for testing.
- Update the Disability Services brochure to indicate new services and procedures.
- Establish a closed circuit security system for monitoring examinees as they take computer-adaptive tests.

Office of Student Life

The Office of Student Life is responsible for creating a positive campus environment that enhances and complements the academic mission of the University while providing opportunities for leadership development, involvement, recreation, and general growth and development. The Office of Student Life is responsible for the following areas and activities: Greek Life, Student Organizations, University Programming Board (UPB), Homecoming Events - (student related), Ms. FMU, and Leadership Programs.

The Office of Student Life offered a wide variety of social and developmental activities. The community involvement offered from Student Life events was measured first by the participation levels at each event, and second by the satisfaction level shown in the University Programming Board survey specifically for UPB events conducted this spring.

Based on last year's survey and feedback data and attendance records the following improvements are in place:

- The University Programming Board used the data collected in the 2003-04 academic year when planning activities for 2004-2005. Based upon this information, UPB will continue to offer a variety of high quality programs rather than a greater number of less expensive options.
- The UPB leadership structure was changed to include a UPB Film Chair and UPB Advertising Chair. This allowed the UPB Chair to focus more on volunteer and event efforts, and provided additional opportunities for student leadership development and involvement.
- The UPB volunteer membership is more diverse due to intentional marketing efforts implemented to attract a variety of students to the organization.
- The Office of Student Life created and distributed a new Student Organizations Manual for FMU student organizations and their advisers.

Improvements planned for 2004-2005 are:

- The feedback collected from the judges and participants in the Ms. FMU Pageant will be used for enhancing the 2005 Ms. FMU Pageant.
- A survey will be conducted to assess the effectiveness of the Student Organization Manual to make improvements for the 2005-2006 academic year.
- Student Life will assess the need and desire for a Leadership Development Program for interested FMU student leaders, and implement such a program if the need is indicated.

Office of Career Development

The Office of Career Development (OCD) supports the educational goals of the University mission by providing a comprehensive, educational approach to career development that helps students and alumni learn about the career development process as a life skill and apply it to their individual circumstances. Specialized services and programs are designed and targeted for FMU students and alumni to serve as a link from college to the world of work.

The office used various assessment methods to determine the effectiveness of programs and services, including the satisfaction rates of clients. Some methods include: a student survey to assess interests, participation, and awareness of our office programs and services; evaluation of both students and employers who participate in the Fall and Spring Career Fairs; evaluation of students who attend the Career Development Classroom Presentations; a survey of student and agency representatives who participate in the Fall Volunteer Fair; and input from the Advisory Committee to the Office of Career Development.

Based on last year's surveys and feedback data, the following improvements were made:

- To better prepare students for their job search, OCD hosted two related workshops entitled "Professional Image" and "Business Etiquette for Career Fairs", in addition to regularly scheduled presentations on resume writing, interview skills, and job search strategies. Employers that participated in the OCD Career Fair during the past several years noted a better prepared student on their evaluations for the past year.
- In an effort to have students interact with more employers seeking applicants, OCD encouraged employers to conduct campus interview in addition to participating in the Career Fair activities. Although many students attended the fair for "networking" purposes, several employers took advantage of the invitation to conduct campus interviews. Better known companies with representatives on campus for applicant recruitment and interviews included: 1) Enterprise Rental Company, 2) Walt Disney Company, 3) Washington Mutual, and 4) University Directories. Evaluations indicated employers were satisfied with these processes.

- Based on the recommendation of a Career Development Advisory Committee, OCD utilized the services of marketing student interns to gather data to be used in assisting the Office of Career Development with evaluation of the overall marketing strategy. This information indicates a need to improve marketing and promotional strategies for OCD as well.

Improvements planned for 2004-05 include:

- Feedback received from the marketing research interns in Spring 2004 regarding our current student's interest, participation, and awareness of OCD programs and services will be used to enhance/expand future programs and services.
- OCD will continue to update and improve the office web page, complete the development of a professional brochure and business display board, and enhance/improve the marketing and promotion of our office programs and services.
- OCD will update career assessment instruments and increase the marketing efforts for the online resume and job search databank.

Student Health Service

It is the purpose of Student Health Services to enhance the educational process of FMU students by removing health-related barriers to learning and to help students make informed health-related decisions and become good consumers of health care.

Assessment of student health activities includes: satisfaction surveys completed by patients after services are received; maintaining statistics of all visits by diagnosis, gender and referral; 10% of medical charts audited by collaborating physicians on a monthly basis; annual meeting held between the NP and collaborating physician; and tracking compliance with immunization requirements.

Assessment activities yielded the following: 19% of patients seen completed a satisfaction survey, all indicating satisfaction through positive comments addressing quality of care, comfort with services, speed of service, and professional, friendly staff. A total of 1100 patients were seen in student health (231 male and 869 female) and 42 physician referrals made. Immunization compliance has improved evidenced by the smaller numbers of students not being allowed to pre-register for the next semester.

Based on feedback received through the above activities, the following improvements were implemented:

- Chart audits were discontinued due to little feedback from physicians; SHS is considering peer based reviews (other NP's) to conduct the chart audits.
- Immunization tracking now includes documenting the date the forms are mailed to students and are being held in a file by SS# and name. The entire process is administered by SHS staff, including documentation, clearance for course registration, and enforcement.

Improvements planned for the coming academic year include:

- Increase interaction with Housing Office to provide programs, advise RA's, or offer general support in promoting healthy behaviors and wellness issues to students.
- In collaboration with Director of Enrollment, Director of Admissions, and Coordinator for International Student Affairs, improve the administration of the policy requiring health insurance for international students.

- In collaboration with Vaccess Health, provide an immunization clinic during the early part of the fall semester offering meningitis and influenza vaccines.
- Provide ongoing influenza immunizations to faculty, staff, and students through student health at cost.
- In collaboration with the Office of Counseling and Testing, increase the amount of educational information available on the SHS website.

The Academic Program Summaries

Available under *Institutional Effectiveness* at: <http://www.fmarion.edu/about/OIR> and have been

The Title II Report

Available under *Mandated Reports* at: <http://www.fmarion.edu/about/OIR> and has been sent to the SC Commission of Higher Education.