DIVISION OF STUDENT AFFAIRS
ANNUAL REPORT
2013-2014

Coastal Carolina University
The Division of Student Affairs is pleased to present its 2013-14 Annual Report. Student Affairs provides services and activities to support student success both in and outside of the classroom.

As the institution becomes more focused on retaining students through their degree completion, Student Affairs has responded by providing more programs, improving services and planning for the construction of new buildings to enhance student life.

On behalf of Student Affairs, I invite you to review departmental data that is used to inform our decisions. We reached new heights in the 2013-2014 academic year, by setting attendance and participation records in many areas. The programs and services reflected in this report represent the work of a talented team of professionals.

Go Chants!

Sincerely,

Deborah K. Conner, Ph.D.
Vice President
Division of Student Affairs
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THE DIVISION OF STUDENT AFFAIRS

Mission Statement:

The Division of Student Affairs seeks to create a safe and caring environment for students in order to foster student success, civility, responsibility and healthy behaviors by challenging students and providing them with a variety of experiences so they can be empowered to reach their goals.

Leadership

Vice President for Student Affairs, Deborah K. Conner, Ph.D.

Campus Recreation, Jody Davis, Director

Counseling Services, Jennie Cassidy, Ph.D., Director and Coordinator of Assessment and Staff Development

Dean of Students, Travis Overton

Multicultural Student Services, Pat Singleton-Young, Director

Student Life, Whitney Comer, Executive Director

Student Health Services, Caesar C. Ross, III, Director

University Housing, Steve Harrison, Director
Department Mission/Vision Statement

The mission of the Accessibility and Disability Services Office is to provide complete access to the educational experience for students with documented disabilities at Coastal Carolina University.

2013-2014 Executive Summary for Department

During the 2013-2014 year, staff from Accessibility and Disability Services worked to ensure that 184 individuals registered with the office received services and appropriate academic and facility accommodations. While ensuring compliance with the Americans with Disabilities Act (ADA) was our basic goal, the elevated goal to which we aspired was to provide disabled students with the resources needed to allow them to be academically successful at Coastal Carolina University. Consultation was provided to additional students, families, and professionals seeking information and assistance. While basic accommodations were offered to all of those students who documented a qualifying disability, our data shows that some of those students continue to struggle with academic success. As a staff, we will continue to strive to engage those students in resources which will assist them in meeting their academic goals.

Key Highlights

- 184 students formally registered and documented one or more disabilities with Accessibility and Disability Services of the 285 total students who made contact with the staff.
- Kristeen Mickey joined the staff as a Learning Specialist to provide academic assistance to students with disabilities. Ms. Mickey holds a Master’s Degree in Special Education and came to us with 18 years of experience educating students with disabilities. Barbara Sheffield joined the staff as the Disability Testing Center Coordinator.
- Titanium Schedule was adopted as a new scheduling and student record-keeping software to replace a system that was out of date and extremely unreliable. This software has allowed staff to better track student contacts, records, and services.

Student Testimonials

The following comments appeared in an anonymous satisfaction survey administered in the Spring 2014 semester:

- “[A staff member] was very helpful! The people at the front desk and rest of the staff in the office were always very nice, welcoming, and helpful when I had questions or needed assistance.”
- “I would move Accessibility and Disability Services to a more noise controlled environment. At least move the testing center to a more noise controlled environment. Since the current location is in a small, older building that is very busy, the noise level can be distracting to test takers at times.”
- “[Accessibility and Disability Services is] a great asset for students that require assistance.”

Accessibility and Disability Services (continued)
• “THANK YOU SO MUCH for everything that you have done for me for the time that I have been at Coastal Carolina University!!! You guys have really made my Coastal experience better!”

Program Participation and Usage Data/Key Performance Indicators

• During the 2013-2014 year, 285 students or prospective students made contact with Accessibility and Disability Services staff with 184 students formally registering one or more documented disabilities with the office and receiving accommodations. This represents an increase over 2012-2013 when 185 individuals made contact with the office with 153 students formally registering and receiving accommodations.
• During 2013-2014, staff provided 149 academic coaching sessions to 41 students with disabilities. This represents an increase over 2012-2013 when staff provided 99 academic coaching sessions to 27 students with disabilities.
• During 2013-2014, 89 students were administered 528 tests in the Disability Testing Center.
• During 2013-2014, 202 students were educated about appropriate ways to interact with individuals with disabilities during the Tunnel of Oppression event.
• During the Spring 2014 semester, 57 applications were submitted by students and reviewed by the Housing and Meal Plan Accommodations committee to determine appropriate accommodations. (Note: This committee was led by University Housing in the Fall 2013 semester and data on applications during that time is not available.)
• Staff provided 437 consultations to students, families, and professionals regarding student disabilities.
• The table below shows the number of students registered with each type of disability.

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
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<tr>
<td>Learning Disability – Math</td>
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<td>Learning Disability – Reading</td>
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<td>Learning Disability – Other</td>
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<td>Physical/Medical</td>
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<tr>
<td>Temporary</td>
<td>3</td>
</tr>
</tbody>
</table>

Retention Initiatives/Cohort Tracking Information

Director Jennie Cassidy and Coordinator Wendy Woodsby served on University Retention Committees.

Key Findings from Assessment Data

• 30 students completed satisfaction surveys to evaluate the services received during the Fall 2012 semester. 80% of respondents indicated overall satisfaction with the services with a rating of 7, 6, or 5 on a 7 point scale.
Accessibility and Disability Services (continued)

During Spring semester 2012 a satisfaction survey was administered showing the weakest area of Accessibility and Disability Services was the Testing Center with only 64% satisfaction. Improvements were made to that area resulting in an 82% satisfaction rate with the Testing Center in 2013. While improvements were made, the Testing Center continued to be problematic for reducing distractions due to its location in the Indigo House. The move of Accessibility and Disability Services to Kearns Hall in 2014-2015 is expected to help with this problem.

- Only 6 students participated in academic coaching consistently through 5 or more academic coaching sessions over Fall or Spring semesters. Of 184 eligible students, this number is considered to be unsatisfactory.
- In Fall 2013, 33 students were identified who had D’s or F’s in courses in their previous semester. In Spring 2014, 44 students were identified who had D’s or F’s in courses in their previous semesters. These individuals were identified as “struggling” students who could be assisted with academic coaching and other resources. Only 15 of these 77 students participated in any academic coaching sessions. While improvements were made in the percentage of these students taking advantage of academic coaching during the Spring semester (32%) compared to Fall semester (3%), additional improvement in reaching this “at risk” group of students is needed.

Collaboration and Partnerships within Student Affairs

- Accessibility and Disability Services staff collaborated with Multicultural Student Services to provide education to students in how to appropriately interact with individuals with disabilities through the Tunnel of Oppression.
- Accessibility and Disability Services staff took over leadership of the Housing and Meal Plan Accommodations Committee from University Housing. Individuals from University Housing, Student Health Services, Counseling Services, and Dining Services served on this committee along with Accessibility and Disability Services staff.

Collaborations and Partnerships with other CCU Areas and/or the Community

- Housing and Meal Plan Accommodations Committee (see above).

Awards and Recognitions (Departmental and/or Staff)

- None noted.

Proposed 2014-2015 Priorities

- During our first year in our new office in Kearns Hall, we hope to make maximum use of the space by expanding our offerings to assist students with disabilities in achieving academic success. We will be considering the offering of group study sessions, academic skills workshops, and study hall hours where students can work on homework with staff nearby to assist when needed.
• With the move to the new space, the Testing Center Coordinator, Barbara Sheffield has moved to a full-time position to add receptionist duties and administrative support to her position. We hope to take full advantage of these additional hours by having Ms. Sheffield track student academic progress through Datatel and by providing additional resources to students through the Accessibility and Disability Services website.

• Staff will make efforts to engage every “struggling disabled student”, i.e. those with one or more D’s or F’s in their previous semester, in services that will help them to achieve academic success whether that is academic coaching, use of the Learning Assistance Centers, or other related services.

• In past academic years, we have achieved nearly 100% participation in our satisfaction survey with nearly 100% overall satisfaction with services. This academic year, we will return to administering the survey to students when they participate in their accommodations sessions during Spring semester and we will strive to improve our overall satisfaction percentage of 80%.
Campus Recreation
2013-2014

Department Mission/Vision Statement

Our mission is to encourage participation in recreation, fitness, and intramural activities that will aid in the development of a confident, responsible and motivated individual by providing structured play as well as informal opportunities to build a healthy lifestyle for our students, faculty and staff. Involvement in these activities not only creates excitement, enjoyment and socialization, but also promotes a productive, healthy, holistic lifestyle. We are committed to the values of empowerment, customer service and the challenge of meeting the diverse needs of the university community.

2012-13 Executive Summary for Department

The Department of Campus Recreation continues to grow and flourish with the rest of the University community. We continually are challenged to meet the needs of a diverse and growing student body. We have increased our offerings of fitness programs, personal training, and outdoor programs. The Club Sport area also continues to expand with tremendous interest in the competitive sports. The HTC Student Recreation Center continues to be a center piece of student life. The data we have collected over the past two years has helped us in being more efficient in our operation and hiring practices. With the anticipated renovation of the Williams Brice Pool we expect that those participation levels will increase well. The University has made a strong commitment to this area of student life and retention. We are pleased that Campus Recreation is playing a part in student success.

Key Highlights

- Over 1/3 of students participated in Intramural Sports (3,700)
- Offered the first “Color Run” with 150 students participating
- Coastal Cycles bike program had 615 students participate in renting bikes
- Outdoor rentals increased 373% over last year
- Participation numbers increased.

Optional: Student(s) Testimonial

- “My experience in Campus Recreation has been both enjoyable and beneficial to my fitness and communication.” - Michael Amabile
- “As a current student I have utilized the Coastal Cycles Bike program for the last 2 years. With the convenience of being able to get on my bike and head to campus each morning without fighting traffic or having to worry about finding a parking spot close enough to get to my classes has been one of the many advantages of being able to participate in the bike program.” - Ashely Baker
Campus Recreation (continued)

Program Participation and Usage Data/Key Performance Indicators

Insert information regarding program counts, facility usage statistics, office visits, etc. (should compare to previous year where appropriate.)

- 254,000 visits to Campus Recreation Facilities compared to 247,000 last year
- 9 Outdoor Trips offered this year compared to 5 last year
- Over 400 Intramural Sports Teams in 18 different sports, up over 20% from last year.
- Over 100% increase in groups using the Climbing Wall over last year’s groups.
- Weekend usage of Campus Recreation Facilities increased over 10%

Key Findings from Assessment Data

- We were able to gather data from our PreCor line of cardiovascular equipment. Out of 50+ pieces of cardiovascular equipment pieces, we gathered data from 33 pieces that are equipped with the technology to give us the data. We found that treadmills were chosen over any other piece of cardio equipment more than 50% of the time.
- Outdoor Trips and different skill levels. We survey our users of the weekly Mountain Bike rides. Our results showed that we need to offer more levels of mountain biking, such as a beginner and advance mountain bike rides. We will also include more instructional time to offer more education to students on each activity.

Collaboration and Partnerships within Student Affairs

- Worked with University Housing Student Success Team where each Intramural Sports student supervisor was selected to attend meetings and develop a rapport with each Resident Director and Residence Assistant to find more freshman/sophomore participants.
- Worked with the Healthy Living Community to offer Outdoor Recreation programs including Stand Up Paddle Boarding, Kayaking, and Mountain bike rides.
- Set up group usage with Multicultural Student Services to offer weekly group climbs on the wall for Leadership Challenge.
- Helped in set-up of flu vaccines in HTC Student Recreation Center with Health Services.
- Worked with Counseling Services to provide a Nutritionist in HTC Recreation Center on Saturday mornings.

Collaborations and Partnerships with other CCU Areas and/or the Community

- Developed a partnership with Sustainability to install Bike Fix-it-Stations.
- Partnered with Athletics on the inaugural Chauncey’s 5 K race which had 398 participants with over 200 being students. This race was held on a Friday night before a Saturday home football game.

Awards and Recognitions (Departmental and/or Staff)

- All of students and staff completed the OSHA test requirements
- Campus Recreation professional and students staff complete level 3 of “Feel The Teal” training offered by the office of Service Excellence.
Campus Recreation (continued)

- Jody Davis was elected as the Assistant State Director of South Carolina by the National Intramural Recreational Sports Association. This is a two year term that will transition into the State Director in the fall of 2016.
- The HTC Student Recreation and Convocation Center was selected by Athletic Business Magazine one of the top Facilities in 2013/14 in the issue of facility merit awards.

Proposed 2014-2015 Priorities

- Gain 2 Graduate Assistant positions with the department
- Hire a new full-time Club Sports/Marketing Coordinator by Summer 2015
- Renovate Aquatic Center and offer new programs and increase participation.
- Add 2 outdoor fields that will help in alleviating crowding with Intramural and Club Sports.
- Start Equipment replacement program in HTC Student Recreation Center
- Increase Coastal Cycles program to 200 bikes.

Optional: Budget Information

- Employee pay takes up over 80% of our budget; we will continue to look for ways to utilize student employees efficiently and effectively.
Department Mission/Vision Statement

The mission of the Counseling Services is to assist students to define and accomplish their personal and academic goals through developmental, preventive, and remedial counseling, as well as educational programs and consultations offered to the university community. The ultimate aim of Counseling Services is to produce graduates who are "healthy citizens."

2013-2014 Executive Summary for Department

In the 2013-2014 year, Counseling Services continued to provide high quality counseling, psycho-education, and prevention programming to the University community. Nearly 1,000 students participated in some form of services within the center including counseling, psychiatry, nutrition counseling, hypnosis, assessment, and more. Mental Health consultations were offered to faculty, staff, and families to assist others in dealing with the mental health issues that touch our students. Outside of Counseling Services, over 22,000 psycho-educational contacts were made to promote mental health, prevent psychological difficulties, and contribute to a healthy campus environment. Various new initiatives were introduced to meet federal requirements and to address critical issues which our students face, particularly in the areas of alcohol and other drugs, and sexual violence. While we are saddened that 3 CCU student lives were lost in the past year through accidental and intentional overdoses, we are confident that we saved many more lives through counseling, programming, and administrative procedures which assist students in getting the help they need to survive and thrive at CCU.

Key Highlights

- During the 2013-2014 year, 985 students were seen in Counseling Services for 3,193 sessions.
- 353 Psycho-educational programs were offered to 22,201 students, faculty, staff, families, and community member participants.
- 15 major events were implemented including: Doors of Doom, Take Back the Night, Love Your Body Day, National Coming Out Day, Safe Zone Celebration, Sexual Assault Awareness Week, Wellness Fair, Wellness Week, To Write Love On Her Arms, National Coming Out Day, Safe Zone Celebration, Sexual Assault Awareness Week, Wellness Fair, Wellness Week, To Write Love On Her Arms, Mid-term Meltdown, Meet Counseling Services Staff, Wally’s Big Day Out, Day of Remembrance, and 2 Student Memorial Services. Additionally, staff members conducted 9 mental health screening days for students.
- Alcohol Edu, an interactive program to educate students about alcohol and other drugs, was introduced to the University and required of all incoming first year and transfer students, as well as Sorority and Fraternity members and athletes.
- Wally, the Wall Pond Turtle, was introduced as the character to promote social norming messages to correct student misperceptions of their peers’ alcohol use. Wally promoted the following messages: 84% of CCU students are willing to be designated drivers. 64% of CCU students don’t drink or keep it to 4 or less. 79.3% of CCU students eat before they drink or don’t drink at all.
- Counseling Services offered “How ‘Bout This Party” an interactive theatrical performance by Theater Delta, designed to promote social change in sexual violence and alcohol use behavior. All new first year students in Fall of 2013 were required to attend performance and participate in discussion to prevent sexual violence.
Counseling Services (Continued)

- While each staff member completes required continuing education credits to maintain their licenses to practice in the mental health field, the staff as a whole undertook the study of a book entitled “Look Me In the Eye: My Life With Asperger’s” by John Elder Robison. This group study enabled the staff to advance our understanding and ability to work with a population of individuals who are recently advancing to college at increased rates. The novel was presented to the Division of Student Affairs in the One Day Student Affairs Conference to assist our colleagues in effectively working with this population as well.

Student Testimonials

The following comments appeared in an anonymous satisfaction survey:

- “An experience that was most helpful to me was when I first came to counseling services. Being welcomed by [my counselor] and being able to express myself without being judged felt good.”
- “Every appointment I attended made it easier for me to do day by day activities.”
- “I really appreciated the fact that [my counselor] made an effort to establish a personal connection with me. I felt like I could have told her anything, even things I normally would not tell anybody.”
- “I really found it helpful when my counselor made it clear to me that I would not be judged by anything I said or did. That helped me to completely open up and speak my mind, whereas otherwise, I might have held back for the fear of being judged, especially being in my particular situation.”
- “The Counseling center is a very warm welcoming place. I always feel comfortable when I am here. This helped me feel okay about coming here and speaking about my situation.”
- “Counseling services are a great way to help students overcome their problems; I would recommend any and every one to come in for counseling if they need to.”
- “Counseling services helped me out a lot and I’m glad coastal offers free counseling for their students.”
- “I honestly would be lost and in a bad spot without [my counselor] & Counseling Services. I’m extremely thankful for them and all they have done for me.”
- “I loved my counseling experience.”
- “It has helped me sooooo much. I am so thankful to have this service and for it to be free for students. It has truly been invaluable to me! I wouldn’t be where I am now, A BETTER PLACE! without the help of [my counselor].”
- “It has helped sooooo much. I am forever grateful! Thanks for saving my life!”

Program Participation and Usage Data/Key Performance Indicators

- During 2013-2014, 985 students were seen in Counseling Services. This is comparable to those seen in the last three years- 1,006; 1,023; 948.
- 2,307 counseling, psychiatry, and nutrition sessions were completed. This compares to 2,675; 2,474; and 2,530 over the past 3 years.
- 195 crisis sessions were completed. This compares to 231; 159; and 206 over the past 3 years.
- 10 counseling groups were offered over the course of the academic year.
Counseling Services (Continued)

- The most frequently presented concerns during 2013-2014 were: Relationships (74%), Anxiety (54%), Academic Difficulties (50%), Self-image/Identity (47%), and Depression (36%).
- 15 Post-hospitalization evaluations were completed with students hospitalized for mental health issues and 27 students were entered into Self-Harm Protocol to ensure that they maintained their safety. 55 students were recommended for full or partial medical-psychological withdrawals due to mental health difficulties.
- 511 consultations were provided to students, faculty, staff, professionals, and families regarding student mental health issues.
- 353 Psycho-educational programs were offered to 22,201 students, faculty, staff, families, and community members. This compares to 404 programs, 210 programs, and 236 programs over the past 3 years reaching 22,131; 28,327; and 32,210 audience members respectively. The decline in audience members reflects the absence of orientation sessions and Welcome Week/CINO TIE sessions where we previously reached a large number of individuals in few sessions. The increase in programs over the past two years reflects the dedication of one staff member solely to outreach efforts.
- All new freshmen were required to attend a psycho-educational program on sexual violence and alcohol use called “How ‘Bout This Party” during CINO TIE Week.
- In its second year, “Doors of Doom”, an interactive display of the challenges faced by college students followed by a discussion with staff members, reached 575 participants.
- 2,543 students in First Year Experience classes participated in a psycho-educational program, predominantly regarding alcohol and other drugs.
- 2,300 students were educated about healthy living and safety through the Wellness Week Fair and Mid-term Meltdown, a fair offered as students prepare to depart for spring break.
- 1,343 students were educated in class presentations through the “Don’t Cancel Class” and “Live Well” program initiatives.
- 1,295 contacts were made to train faculty, staff, and student leaders in psychological issues and methods for helping students.
- Sexual Assault Awareness Week events reached 750 participants.
- Other major events reaching hundreds of students were “Take Back the Night”, “Love Your Body Day”, “Check Yourself” Mental Health Screenings, “Meet Counseling Services Staff”, and Memorial Services.
- 82 individuals participated in Safe Zone Training resulting in 80 new Safe Zone Allies.
- Senior level internships in Health Promotions were completed by two students. Junior level internships were completed by 2 students in Women and Gender Studies and 1 student in Psychology. Pre-internships in Health Promotions were completed by 12 students.
- A total of 9 students received academic credit in the form of internships and/or senior capstone projects as part of working on the social norming campaign which is a partnership between Counseling Services and the Department of Communication, Foreign Languages and Cultures.
- Staff provided advising to a new student organization called “Active Minds”.
- For the first year Alcohol Edu, an interactive program to educate students about alcohol and other drugs, was required of all incoming first year and transfer students.
- 4 Social norms campaign messages were widely distributed to students, faculty, and staff, to correct student misperceptions about the use of alcohol among CCU students. Preliminary data collection shows initial success in changing student perception of peer alcohol use.
Counseling Services (Continued)

Retention Initiatives/Cohort Tracking Information

Each year as part of Counseling Services assessment efforts, we ask students on counseling evaluation forms whether participation in counseling services impacted their ability or decision to remain at CCU. During 2013-2014, 195 evaluations were collected. Of the 124 individuals for whom a decision to stay at CCU was relevant, 81% reported that Counseling Services impacted their decision to stay at CCU.

To review our impact on retention in more depth, Counseling Services partnered with Institutional Research to determine whether number of visits and type of visit impacted the retention of students seen in Counseling Services during the 2012-2013 year. Of those students seen in that year, 71% either graduated or remained enrolled in Fall 2013. 29% were not retained. Results more specifically showed that as the number of visits to Counseling Services increases, a student is less likely to be enrolled or to have graduated. It was also concluded that First Contact, Crisis, and Medical/Psychological Withdrawal sessions had a relationship to enrollment status. Attendance at a First Contact session was positively related to retention, while attendance in Crisis and Medical/Psychological Withdrawal sessions was negatively related to retention. Since those students attending Medical/Psychological Withdrawal sessions are intending to leave the University, the negative relationship with retention is clear. This does tell us, however, that students who are prone to using crisis sessions as opposed to other sessions are less likely to be retained.

This information is being used to inform staff in making decisions about how resources are allocated to students in the future. Unfortunately, those students who utilize the most sessions and cause the greatest stress to staff in terms of being crisis-oriented, are less likely to be retained. Since these individuals are not as likely to be retained, staff are seeking to refer them out to community resources early on so that these individuals will not tax our resources and will not experience an interruption of their services when and if they are not able to successfully remain enrolled in the University.

Key Findings from Assessment Data

- 92.9% of outreach respondents rated the programs as Excellent or Good on a 5 point scale.
- The CORE Alcohol and Drug Survey and the National College Health Assessment were administered in early April 2014. Both instruments showed a reduction in alcohol and other drug use and consequences compared to previous years. The CORE alcohol and other drug survey showed a decrease in binge drinking and average number of drinks per week. There was also a reduction in negative consequences associated with alcohol use, including driving a car while under the influence, performing poorly on a test or project, missing a class, and being hurt or injured. The NCHA showed a decrease in current alcohol use, cigarette use, and marijuana use. The only category that increased was current use of "all other drugs combined". This measure includes smokeless tobacco products, prescription, and illegal drugs, so it is difficult to determine where exactly we see the increase. Students' use of protective behaviors such as avoiding drinking games, choosing not to drink, staying with the same group of friends, using a designated driver, etc. showed improvement.
Counseling Services (Continued)

- 75% of participants in the Doors of Doom event specified a specific behavior that they would change as a result of Doors of Doom. 76.9% of participants in the Doors of Doom event reported that they would feel more comfortable using resources available to them as a result of Doors of Doom. 86.9% had an overall positive evaluation of Doors of Doom and 77.2% would recommend it to others.
- First Contact (intake) appointments were rated by students to determine if the First Contact appointment met specified goals. Through this assessment it was determined that the First Contact appointments successfully lowered students anxiety about seeking counseling, explained counseling and confidentiality, helped students feel better, provided information and tools, helped students feel hope, and increased the likelihood that students would follow through with counseling.
- On individual counseling evaluations, when asked on a 7 point scale the extent to which clients agreed that their relationship with their counselor was excellent, overall staff achieved an average of 6.63. When asked if students would recommend the counselor to a close friend, staff achieved an average rating of 6.69 on the 7 point scale.
- In year one of data collection for Alcohol Edu, we have found that our incoming students drink in a similar way to national average, with 19% high risk drinkers (18% national average), 13% moderate drinkers (13% national average) and 67% non-drinkers (69% national average). When drinking behaviors are measured again midway through the first semester, we expect them to increase nationwide, and our data shows us that here at Coastal our increase is a bit higher than national average, with our high risk drinkers going from 19% to 29%, vs the national average of 18% to 26%. This tells us there are factors in our environment that create a larger "college effect" than the national average. Additionally, we see a higher rate of negative drinking consequences amongst our incoming students, with 38% missing class, performing poorly on an assignment or getting behind vs. 30% national average, 49% having a hangover vs. 45% national average, 39% blacking out vs. 34% national average, 9% driving after 4 or more drinks vs. 7% national average, and 16% riding with a driver who had been drinking vs. 10% national average.

Collaboration and Partnerships within Student Affairs

- Counseling Services leads the Alcohol and Other Drug Coalition which facilitates collaborative prevention work among Counseling Services, Student Health Services, Dean of Students Office, Student Affairs Office, Student Life, Multicultural Student Services, University Housing, Department of Public Safety, Admissions, Athletics, Financial Aid, faculty from various departments, and students. Through this collaboration, the Coalition introduced a social norming campaign to correct student misperceptions regarding their peer’s alcohol use, introduced Alcohol Edu as an on-line alcohol education system for all students, designed and produced educational posters on prescription drug abuse, hosted a luncheon for the Horry Community Action for a Safer Tomorrow (CAST) Coalition and key law enforcement officials from Horry County, made recommendations for changes to student tailgating policies, created a video for parents addressing high risk alcohol use, posted it and created magnets for distribution at orientation and other events with the URL and contact information for resources on campus, and assisted SGA in reprinting wallet sized Smart Ride cards with information for local cab companies. Additionally, the Coalition continues to use data obtained through NCHA, CORE, and Alcohol Edu to inform its prevention efforts.
Counseling Services (Continued)

- Counseling Services leads the CARES Coalition (Campus Assault Resource and Education Support) which joins students, faculty, and staff together to work toward the prevention of sexual violence and education of the University community regarding various forms of sexual and gender-based violence. The Coalition created and implemented programs, awareness campaigns, Sexual Assault Awareness Week, and publications to educate students, faculty, and staff. Members of the Coalition included faculty and staff from the Department of Public Safety, Student Life, University Housing, Rape Crisis Center, Student Health Services, Athletics, Women and Gender Studies, and Health Promotions.

- Counseling Services leads the Wellness Coalition which joins students, faculty, and staff together to promote healthy eating and body image; and to prevent the negative influences that eating disorders and unhealthy eating have on the lives of our students. Members of the Coalition included Student Life, University Housing, Women and Gender Studies, Campus Recreation, Athletics, Student Health Services, and Health Promotions. The Wellness Coalition sponsored Wellness Week as well as events such as Love Your Body Day and Mid-term Meltdown. Education was promoted through publications, posters, and various presentations as well.

- Counseling Services leads the Safe Zone Planning Team which works to create a network of allies to provide a safe environment for LGBTQ individuals and to value cultural diversity and the needs of LGBTQ (lesbian/gay/bisexual/transgender/queer) students, faculty, and staff. The Planning Team recruited 82 individuals to be trained resulting in 80 new Safe Zone Allies. Safe Zone Planning Team Members included faculty from Sociology, English, Mathematics, and Women and Gender Studies, and staff from Student Life, Dean of Students Office, University Housing, Registrar’s Office, and Multicultural Student Services.

- Counseling Services leads the Sexual Assault Response Team (SART) which is a group of campus and off-campus responders to sexual violence situations. These groups convened twice during the year to review cases and procedures to ensure that we are offering the best possible response to sexual violence cases.

- Counseling Services staff participated in the Hall Resource Teams (HRT) led by University Housing. This entails counselors meeting regularly with Hall Directors, Resident Assistants, police officers, and community members to provide a team of professionals to support our on-campus students in a community model.

- Staff participated actively in the Healthy Living Community, a Living Learning Community in Eaglin Hall, providing education, support and engagement to this community. Activities included group exercise activities, information sessions on healthy eating and nutrition, and information sessions on stress management.

- Counseling Services and Student Health Services professional staff met twice during the year for “Grand Rounds”. During these meetings, staff members work to ensure that the services offered to students utilizing both services simultaneously are seamless and well-coordinated.

- Additionally, Counseling Services staff members serve as formal liaisons to 18 different offices/organizations/committees such as Athletics, Sorority and Fraternity Life, Tunnel of Oppression Committee, Step Up Advisory Board, etc. This provides for well-coordinated services and programming initiatives, as well as consultation services regarding mental health and wellness issues encountered by professionals across the University.
Counseling Services (Continued)

Collaborations and Partnerships with other CCU Areas and/or the Community

- Of the collaborations within Student Affairs noted above, partnerships also exist with those on campus outside of Student Affairs and the wider community within the Alcohol and Other Drug Coalition, the CARES Coalition, the Wellness Coalition, Safe Zone, SART, HRT, and many of the 18 liaison assignments.
- Staff members collaborate with faculty and staff members through the offering of the Don’t Cancel Class and Live Well Program Initiatives. Through these programs, staff provides psycho-educational programming to classes, clubs, teams, and other groups.
- Staff actively participated in the Horry County Community Action for a Safer Tomorrow (CAST) Coalition along with key law enforcement officials to address alcohol and other drug issues in the wider community of Horry County.
- Counseling Services staff partnered with faculty in the Department of Communication, Languages and Cultures to receive an assessment grant. The grant funds the costs associated with the launch of a social norming campaign to address high risk alcohol and other drug use. The partnership also facilitates the study of the impact of curriculum infusion on students who are taking Health Communication classes, a promising practice for student affairs personnel to reach students who do not self-select into AOD and other programming on health behaviors.

Awards and Recognitions

- Student Involvement Leadership Award: Best Educational Program of the Year for the 2014 Wellness Fair

Proposed 2014-2015 Priorities

Clinical Priorities for 2014-2015 include:
- Improving case management and decreasing the number of sessions to which students’ no-show.
- Improving student performance on the CCAPS, a measure used to track student progress in counseling.
- Emphasizing a short-term treatment model and referring out those long-term cases that over-utilize crisis services and are not likely to be retained in the University.

Outreach/Prevention Priorities for 2014-2015 include:
- Expanding offerings of The COAST (Counseling Outreach Office), SHORE, and WRC (peer educator groups).
- Developing and implementing a comprehensive sexual violence education program which meets and exceeds federal requirements.
- Expanding the utilization of the Live Well series and Don’t Cancel Class program thereby increasing outreach presentation numbers and exposure of professional staff to the University community.
- Addressing primary mental health issues experienced by students as indicated on the National College Health Assessment including coping with stress, problem solving and conflict resolution to prevent violence, coping with negative feelings, good sleep hygiene, alcohol and other drugs, sexual violence, intimate relationship violence, suicide prevention, abuse of stimulants, and coping with ADHD Symptoms.
Department Mission/Vision Statement

The Dean of Students Office partners with students, their families, faculty and staff to promote the holistic development of students focusing on student advocacy, crisis management, and personal accountability. The office is responsible for administering the University’s policies and procedures regarding student conduct.

2013-14 Executive Summary for Department

The Dean of Students Office has worked to develop a new functional area, Student Advocacy and Intervention. The development of this new functional area is working to position the department to fully evaluate the holistic behavior of a student as a member of the University community. The consistency of the student conduct process remains a priority, while the strong working relationship with University Housing serves as the guiding force to achieve this goal. The department has also become very involved in evaluating opportunities to strengthen school spirit within the University community.

Key Highlights

- Expanded the Dean of Students Office to provide Student Advocacy and Intervention areas of support for students.
- 177 Case Management files added to assist student students that are may be struggling to adequately function at the University.
- Over 2,000 conduct cases adjudicated through the student conduct process with the Dean of Students Office and University Housing.
- Chant Intervention Team is transitioned to become the Chant Intervention Team which allows for the processed to be referred to as the C-IT process for the University.
- Student Advocacy and Intervention Manager transitioned as coordinating member of the Chant Intervention Team.
- The Dean of Students Office partners with Student Affairs to develop the Threat Assessment Team for the University.

Retention Initiatives/Cohort Tracking Information

The Faculty Absence Alert process for the University is managed in the Dean of Students Office. This process is developed to create a touch point for students that may be missing consecutive days in class.

Key Findings from Assessment Data

The surveys conducted by students that have been through the student conduct process yielded information to drive our objectives with training of the student conduct team. For the training, we want to make sure that we are preparing the student conduct team to facilitate educational conversation with the students through the process.
Collaboration and Partnerships within Student Affairs

- Threat Assessment Team with Student Affairs.
- AlcoholEdu compliance processes collaboration with the Associate Director for Alcohol and Drug Prevention in Counseling Services.
- Evaluation of AlcoholEdu with Counseling Services as a new sanction for first level alcohol violations.

Collaborations and Partnerships with other CCU Areas and/or the Community

- Community Alliance initiative that incorporates various member of the University and surrounding community to evaluate the student behavior/involvement in the community.

Awards and Recognitions (Departmental and/or Staff)

- 2015 CHANT Challenge: 2nd Place finalists
- Channing Vidal received the Student Affairs spirit stick for outstanding contributions to the division
- Amandela Wilson received the NRHH Spotlight Award in October 2013

Proposed 2014-2015 Priorities

- Evaluate the Student Advocacy and Intervention process to ensure developmental plans to assist a student in adequately functioning at the University.
- Evaluate and prepare training for the Chant Intervention Team to ensure consistency in the process to determine appropriate interventions for student behaviors.
- Ensure that the communication for AlcoholEdu/Haven is properly maintained to ensure a high level of compliance for students entering the University.
Multicultural Student Services  
2013-2014

Department Mission/Vision Statement

Multicultural Student Services supports the Student Affairs and University missions by providing an environment which is student-centered and conducive for maximum learning. The office strives to provide a supportive and comfortable campus atmosphere that enhances living/learning experiences and supports achievement and success for students. The overall goal is to enhance the academic, social and cultural development of all students through a variety of programming, education and student organizations.

2013-14 Executive Summary for Department

The 2013-14 academic year was very successful and sometimes challenging with the vacant Assistant Director position. The office is normally staffed with three people; however, since July 2013 there have only been two. With this shortage of human resources, Leadership Challenge students sometimes volunteered they support.

The number and quality of programs did not decline with this shortage; they increased. The office planned, implemented and was involved in approximately 70 programs and or events during this past academic year. This number does not include the co-sponsorships with the Office of international Student Services. The office supported Resident Director, Resident Assistant and Orientation Leader trainings, planned/implemented nine successful programs for the African American Legacy/Multicultural Celebration Series, three for the Hispanic series and one Native American educational program and conducted diversity workshops for 32 FYE classes.

In addition, the Women of Color Initiative was fully implemented and the office worked with Alumni Affairs in planning events to draw minority alumni to Homecoming. There were two searches for the Assistant Director ending in a successful hire.

Key Highlights

• The Leadership Challenge student cumulative grade point average (GPA) was 2.987 which is a little higher than the University’s average of 2.908.
• Supported and mentored approximately 120 students in Leadership Challenge and 130 freshmen in the SNAP Mentoring program.
• Worked with the Coastal Inspirational Ambassadors (Gospel Choir) in organizing approximately 30 off-campus performances, six (6) on-campus events and the annual Spring Tour.
• Produced the second annual Tempo 54 Drumline Showcase, more than 1500 students, faculty, staff and community members attended.
• Fully implemented the Women of Color (WOC) program; presented three (3) different sessions at the Celebration of Inquiry Conference.
• Organized in conjunction with the African American Association a celebration of the 50th Anniversary of the “I Have a Dream Speech”; planned and implemented the celebration of the 60th Anniversary of the Brown v. Board of Education with speaker John Marshall, Thurgood Marshall’s son.
Multicultural Student Services (continued)

Optional: Student(s) Testimonial

“The Office of Multicultural Student Services has given me the opportunity to interact and meet so many amazing people! From using the resources that the office provides, I had the pleasure of mentoring some of my fellow peers and the opportunity to plan and execute one of the newest events that the office sponsors. My experiences in the office played an essential role in shaping me to have a great senior year at CCU!” Maya Burney, May Graduate 2014

“The Office of Multicultural Student Services has always played a significant role in my life while here at Coastal, however this past year the office’s impact was life changing. I struggled the entire school year and at one point was about to withdraw from the University. Due to the close relationship I have with the staff, they began to notice changes in my behavior and became deeply concerned. I felt comfortable sharing the obstacles I was encountering because I knew they both had my best interest at heart. After numerous talks of tough love and encouragement I have been able to start believing in myself again. The genuine love and care that is expressed to every student that walks into Multicultural Student Services sends a message to us as students that the University as a whole sincerely cares about the students.” Dominic Prince, junior

“Through my involvement on campus, I found out that Multicultural Student Services provides support for students of various ethnic, racial, and diverse backgrounds. Being an active student throughout the Office of Multicultural Student Services, I have had the opportunity to grow as a leader and become more comfortable with speaking publicly. I have also gained the skills of delegation and assertiveness. The Office of Multicultural Student Services has been very influential throughout my four years here at Coastal Carolina University.” Deeariah Jenkins, senior.

Program Participation and Usage Data/Key Performance Indicators

FALL 2013

1. COASTAL TIE - Big Read Session
2. Orientation Leader Training
3. RD and RA Training
4. SNAP Mentoring Training
5. The “Ties That Bind”
6. Minority Mixer
7. Club Recruitment Day
8. First Search for MSS Assistant Director
9. SNAP Mentoring Roundup
10. NAACP Membership Drive
11. AKA – Rho Pi Undergraduate Round Up
12. First Thursday for September
13. NAACP 9-11 Vigil
14. WOC Organizational Meeting and Pillow Talk
15. CIA – Organized more than 10 (?) choir engagements
16. Cultural Celebration
17. First Thursday for October
18. Hispanic Awareness Speaker
Multicultural Student Services (continued)

19. AAIM “Real Talk” session (Latino speaker)
20. Fall Gospel Concert
21. CIA Week
22. Hispanic Awareness (Fiesta-Prince Lawn)
23. American Heart Association – Heart Walk
24. Native American Awareness
25. First Thursday for November
26. NAACP Hunger Banquet
27. Mayhem Poets (co-sponsorship)
28. Tunnel of Oppression
29. First Thursday for December (off campus)
30. UNIV 211 SNAP Mentors Class
31. Admissions Discovery Day
32. Homecoming – Reunion Gospel Choir Concert
33. Alumni Homecoming Gospel Service
34. Afro-Am Celebration of the 50th Anniversary of the “I Have a Dream” Speech
35. Conducted one-on-one mid-term evaluations with 30 (?) freshmen in LC
36. Conducted one-on-one semester evaluations with 71 upperclassmen in LC
37. Presented diversity workshops to 32 FYE classes
38. December Graduation (Director Involvement)

SPRING 2014

1. SNAP Mentors Meeting
2. Martin Luther King, Jr. Celebration
3. Club Recruitment Day
4. Lunar New Year (postponed after all work completed)
5. First Thursday for February
6. History of Salsa/African Roots
7. CIA – Organized more than 15 (?) choir engagements
8. Essence of the Struggle
9. NAACP Founder’s Week
10. AAIM – “What is your Dream?”
11. NAACP Hate Crimes and Education Forums
12. African American Music through the Years
13. Gospel Sing Out
14. First Thursday for March
15. WOC Pillow Talk Sessions (2)
16. AAIM “YRU Alive” Speaker
17. WIPL Conference (student volunteers/registration/logistics)
18. WIPL Luncheon with Dr. Osgood
19. WOC Annual Banquet
20. Tempo 54 Drumline Showcase
21. NAACP Showtime at Coastal
23. Celebration of Inquiry Conference – presented three (3) sessions
24. Aunt Pearlie Sue: Gullah Wax Museum
Multicultural Student Services (continued)

25. Relay for Life
26. Day of Remembrance
27. Admissions Discovery Day
28. CIA Gospel Choir Annual Tour
29. Second Search for MSS Assistant Director
30. Conducted one-on-one end of semester spring evaluations with 35 freshmen in LC
31. Conducted one-on-one end of semester spring evaluations with 71 upperclassmen
32. Spring Graduation (Director Involvement)
33. Women of Color Conference – Atlanta, GA (4 students and 1 staff person attended)

NOTE: In 2012-2013 there were 52 events/involvements, 2013-2014 saw an increase to 70.

Retention Initiatives/Cohort Tracking Information

The office worked with Institutional Research to track the first year freshmen in the SNAP Mentoring Program. The first year retention rate for students in the program is 82% as compared to the all freshmen rate of 63%.

Key Findings from Assessment Data

- 775 freshmen students were influenced by the Diversity Workshop through the FYE classes.
- The students reported that they gained knowledge from the workshop. They included:
  - Racism is still alive.
  - An understanding of people from different economic, social and ethnic backgrounds.
  - It made them more aware of the use and meaning of the subject.
  - Diversity is not just about race.
  - How acceptable prejudice is.
  - I learned that a lot of my classmates are closed-minded.
  - How harmful stereotyping can actually be.
- The students reported that they would change the following things as a result of workshop.
  - Be less stereotypical towards Mexicans.
  - How I label people that I don’t know.
  - How I perceive African American women.
  - I will change nothing.
  - Judging different groups on what others say.
  - Be nicer to African Americans.

- 97.1% of the Leadership Challenge members indicated that they gained knowledge from attending the African American Legacy events. 92.9% reported that they gained knowledge from attending the Cultural Celebration which highlighted several different cultures. 100% would recommend the event to other students. 86.1% indicated that they gained knowledge by attending the Hispanic Celebration which included three different programs. 97.1% would recommend the programs to other students.
Multicultural Student Services (continued)

- The students were surveyed on basic leadership skills and the following are the percentages of students indicating that they achieved each of the following: Time Management – Fall 66.2, Spring 85.5 • Communication – Fall 84.0, Spring 91.3 • Critical Thinking – Fall 59.4, Spring 85.5 • Organization – Fall 65.4, Spring 84.1 • Delegation/Follow-up – Fall 74.0, Spring 89.5 • Team Building – Fall 81.1, Spring 89.8 • Assertiveness – Fall 74.3, Spring 82.6 The results were much higher in the spring. One underlying factor for the increase might be that the survey was in electronic form and they had more time to complete it. In previous years, the survey was given before the start of the annual banquet and most of them rushed to finish the survey. In addition, on the Critical Thinking question, the definition of the term was added.

- Preliminary data indicates that 82% of freshmen who participated in the SNAP Mentoring Program are returning in fall 2014.

Collaboration and Partnerships within Student Affairs

- Recreation岩壁攀爬与领导力挑战
- Student Life • 意愿者
- CAB Mayhem Poets
- Counseling • 求职辅导
- University Housing • 求职辅导
- Counseling Services • 降低压力工作坊
- Counseling Services/SGA • Day of Remembrance
- Counseling Services • Take Back the Night

Collaborations and Partnerships with other CCU Areas and/or the Community

- FYE Program • 多元文化工作坊
- International Services • 文化庆典，文化遗产系列
- Admissions • 发现日
- Alumni Affairs • Reunion Choir Concert, and Gospel Service
- American Heart Assoc. • Heart Walk
- International Services • Lunar New Year
- Local Singing Groups • Gospel Sing Out
- WIPL • 多元文化工作坊的客人演讲
- Golden Corral • Tempo 54 Drumline
- Humanities Cultural Arts • 卡普里瑞尔/盖拉族
- Church in Virginia • CIA Spring Tour
- Special Events • December and May Graduations

Awards and Recognitions (Departmental and/or Staff)

The Office of Multicultural Student Services did not receive and awards or recognitions during the 2013-2014 academic year. There were also no awards received by staff members.
### Proposed 2014-2015 Priorities

- Develop Diversity Training Manual and work to change the name of the Office to Diversity and Inclusion (ODI) or Multicultural Services and Inclusion (MSI).

- Work with academic deans to ensure that there is a diversity component in all FYE classes.

- Work with the Office of Student Life to transition PRIDE to the Office of Multicultural Student Services (MSS). LGBTQ programming would be an initiative coming from MSS not a student-run club.

- Increase efforts to co-sponsor more programs with majority groups.

- Expand the Women of Color (WOC) Program and do programming for AAIM.

- Effectively train and supervise the new Assistant Director of Multicultural Student Services.

### Optional: Budget Information

The 2014-2015 actual budget for MSS will probably have overages in the following line items: office supplies, printing, maintenance and postage. In our efforts to improve the visibility of the office, we are mailing the office brochure to all new freshmen and transfers not just underrepresented students, as in the past. In addition, if the University wants to continue to produce the number and quality of the programs the professional services line may also show an overage.
Student Health Services
2013-2014

Department Mission/Vision Statement

Student Health Services’ mission is to prepare students to be healthy citizens by fostering academic success, lifelong learning and health and wellness, through prevention, primary care and health education services.

2012-13 Executive Summary for Department

Student Health Services continues to experience growing student demands for information, care and services. We remain committed to delivering the highest quality student focused care possible and dedicated to our ongoing mission. We pursue our mission by offering health services such as online student health, medical prescriptions, diagnostic services, treatment of minor strains, sprains, wounds and lacerations, STI testing and treatment, allergy injections, gynecological exams and contraception, physical exams, immunizations, referrals services, after hours’ consult-a-nurse, prescription delivery service and other health and wellness services.

This academic year we have responded to a broad range of student needs with notable success, based upon assessment results; we believe access to quality health care is essential to keeping students healthy in/out of the classroom; as such, we have/are using technology, partnerships and extended hours of operation to enhance student access to services. Lastly, to keep pace with the health care needs of a growing student population, we have/are using assessment data to identify continuous quality improvement initiatives, define scope of practice/services and request human resources needed to remain a viable student service to the university community.
## Key Highlights

<table>
<thead>
<tr>
<th>Student Health Services</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Visits</td>
<td>12,272</td>
</tr>
<tr>
<td>Top 4 reasons for visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ILI/Upper Respiratory Infections (cough, etc.)</td>
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<tr>
<td></td>
<td>- Infectious and Parasitic Disease (gastro-viral, mononucleosis, viral syndrome, etc.)</td>
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<tr>
<td></td>
<td>- Genitourinary System (women’s health, etc.)</td>
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<tr>
<td></td>
<td>- Nervous System and Sense Organs (eye conditions, etc.)</td>
</tr>
<tr>
<td>Appointments vs. Work-ins</td>
<td>67% of students seen by appointment 33% of students seen as work-in (same-day)</td>
</tr>
<tr>
<td>Student Satisfaction</td>
<td>96% of students rated overall service as excellent and good. 99% of students would recommend service to other students.</td>
</tr>
<tr>
<td>Immunization Compliance (first time enrollees)</td>
<td>98% (Fall, 2013) 99% (Spring, 2014)</td>
</tr>
<tr>
<td>Flu Vaccinations (faculty, staff and students)</td>
<td>404</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>88% of students who participated in health education activities increased their knowledge about testicular cancer and how to perform self-testicular examinations.</td>
</tr>
</tbody>
</table>
Student Health Services (continued)

Program Participation and Usage Data/Key Performance Indicators

Program Participation:

- Patient Visits 12,272 (13.8% increase in utilization).

Key Findings from Assessment Data

- N= 1,005 users voluntarily completed satisfaction assessment before exiting facility; 96% of students rated overall service as excellent and good; 99% of students would recommend service to other students; 89% of students rated availability of appointment as excellent and good; 91% of students rated availability of clinic hours as excellent and good; 77% of students rated wait time on day of visit as excellent and good; 95% of students rated courtesy of medical records specialist/cashier as excellent and good; 96% of students rated knowledge of medical records specialist/cashier as excellent and good; 97% of students rated courtesy of medical providers as excellent and good; 97% of students rated knowledge and skill of medical providers as excellent and good; 96% of students rated medical services provided as excellent and good; 97% of students rated cleanliness of facility as excellent and good; 86% of students rated consult a nurse service as excellent and good; 90% of students rated online student health as excellent and good; 93% of students rated prescription delivery service as excellent and good; student satisfaction with waiting time on day of visit improved compared to prior year (i.e. 73% to 77%), due to strategies/approaches initiative last AY.
Student Health Services (continued)

- Immunization compliance rates improved compared to prior year (i.e. 70/64% to 98/99% Fall /Spring), due to strategies/approaches implemented last AY.
- N=75 students completed pre/post assessment (100% response rate); N=66 students indicated an increase in knowledge on post assessment. 88% of students who participated in peer health educator outreach activities increased their knowledge about testicular cancer and how to perform self-testicular examinations. Assessment data suggested most increase in knowledge to questions #1 and #4 (i.e. 55% of students): Q#1-What is the prevalence of testicular cancer in America? Q#4- When should you perform a testicular exam? Assessment data suggested least increase in knowledge to question #3 (i.e. 6% of students): Q#3- What is one possible side effect of testicular cancer?
- Peer-based clinical and administrative chart review findings included, but were not limited to, the following strengths and inconsistencies: Strengths: Documentation of vital signs, tobacco use status, current medications, follow-up, test results, level of pain and appropriate use of medical abbreviations; verification of enrollment, identification, signed/witnessed authorization for current academic year and charge adjustment documentation; date stamping of medical records and cash collection and controls. Inconsistencies: Documentation of family/social history, verification of signed health history forms; notation of why insurance card was not scanned (i.e. no insurance, etc.). Overall, these assessment findings were achieved or exceeded this administrative objective. Most areas of inconsistencies became strengths, due to strategies/approaches implemented last AY.

Collaboration and Partnerships within Student Affairs

- Campus Recreation: Coordination of space for offsite student, faculty and staff flu clinics; notification of communicable disease occurrences to insure proper cleaning of recreational equipment.
- Counseling Services: Coordination of grand rounds between departments to discuss shared cases and to insure seamless student transitions between departments.
- Dean of Students Office: Coordination of medical withdrawals and faculty notifications for student absenteeism for medical reasons.
- Office of Student Affairs: Submission/approval of revised University Immunization Policy.
- Residence Life: Notification of communicable disease occurrences to insure proper cleaning of residence halls; participation in RD/RA training.
- Student Activities and Leadership: Participation in orientation leaders training.
Student Health Services (continued)

Collaborations and Partnerships with other CCU Areas and/or the Community

- Admission and Enrollment Management: Coordination of inclusion of University Immunization Requirements in recruitment materials.
- AIG Insurance: Coordination of school sponsored comprehensive student health insurance plan.
- Athletics: Presentation to male athletes about STI and testicular cancer; coordination of flu vaccines for athletic teams.
- Care Team: Coordination of free HIV testing for students.
- Clinical Laboratory Improvement Amendments: Coordination of compliance with laboratory testing and controls.
- College of Education: Presentation/overview of health services to all FYE classes; coordination of TB testing for student teachers.
- College of Science (Health Promotion Department): Supervision of health promotion intern who administered departmental student learning outcome objective.
- Department of Health and Environmental Control: Coordination of communicable disease surveillance and intervention.
- Environmental Health and Safety: Coordination of medical waste management and departmental training sessions.
- Grand Strand Regional Medical Center: Coordination of access to medical center’s electronic health record; coordination of after-hours consult a nurse service.
- Human Resources: Coordination of faculty and staff flu clinics.
- International Student Services: Presentation/overview of health services to all new international students.
- LabCorp: Coordination of laboratory testing for students.
- Medicat: Coordination of hosted electronic health record solutions.
- Office of Service Excellence: Coordination of departmental training sessions.
- Office of Student Accounts: Coordination and automation of student account collections for services rendered.
- Office of Provost: Coordination of medical withdrawals.
- Office of Risk Management: Coordination of insurance coverage for medical providers; facilitation of communication with AIG-Insurance.
- South Carolina Board of Medicine: Coordination of medical doctors and physician assistants’ scope of practice/protocols.
- South Carolina Board of Nursing: Coordination of nurse practitioners’ scope of practice/protocols.
- South Carolina Board of Pharmacy: Coordination of compliance with pharmaceutical controls.
- University Compliance Office: Review of relevant health center policies.
- Walgreen: Coordination of prescription delivery services for students.

Awards and Recognitions (Departmental and/or Staff)

Division’s Spirit Stick Recipients: Department and Staff
Student Health Services (continued)

Proposed 2013-2014 Priorities

- Expand Online Student Health Services and Electronic Health Record capabilities to enhance student access to their medical information, care and services.
- Hire a Health Educator to coordinate peer based health education outreach efforts.
- Create an Assistant Director, Quality Assurance Activities to coordinate accreditation, safety/risk management and marketing efforts.
Office of Student Life  
2013-2014

Department Mission/Vision Statement

Student Life
- The Office of Student Life creates a comprehensive involvement experience within an inclusive and welcoming environment in order to engage and develop students.

Civic Engagement
- “Civic Engagement seeks to educate students through volunteer opportunities, service learning, and activism who will strive to understand the shared strengths and challenges of the Grand Strand community by engaging in impactful collaborative action on and off campus.”

Fraternity and Sorority Life
- Coastal Carolina University’s community of fraternities and sororities strives to provide members with the tools necessary to become the leaders of tomorrow through brotherhood and sisterhood. Fraternity and Sorority membership advances the mission of the University to develop productive, responsible, healthy citizens. While individually unique in scholarship, leadership, community service and social interaction, each chapter and council embraces diversity and promotes high standards of excellence.

2013-14 Executive Summary for Department

It was an exciting year for the area of Student Life. Change and growth was the theme of this year. First, we broke ground on the New Student Union, a 36,000 square-foot addition and renovation. With construction beginning, our office became not only noisy but hard to find – but it was all in the name of progress. Our programs continued to grow and flourish. We closed out the year with a name change to reflect our broader purpose, moving from Student Activities and Leadership to Student Life. We gained a staff member in New Student and Family Programs to assist with taking that program to the next level, and hired a new administrative specialist/office manager to help us all stay on track.

Key Highlights

Fraternity and Sorority Life
- 32,000 meals were packaged and sent to third world countries in the Fraternity & Sorority communities Greek Day of Service, Stop Hunger Now event. 86% of fraternity and sorority members said they enjoyed or strongly enjoyed the program and wish to have it again next year.
- The fraternity and sorority community grew from 4.6% of the undergraduate student body in 2013 to 10% of the undergraduate student body. Increasing community membership from 13 Inter/nationally affiliated chapters to 17.
Office of Student Life (continued)

- The fraternity & sorority community underwent a significant revision to their new member education period, moving processes from 12 weeks to 8 weeks, with extensive chapter training, and plans to be approved by the Director of Fraternity & Sorority Life and the Vice President of Student Affairs. 0 reports of hazing were brought forward in the Spring 2014 semester and only 15 members were de-pledged from their organization.
- Fraternity & Sorority member chapters participated in the redeveloped accreditation program, The Standards of Excellence which assess chapters’ achievement in academics, new member support, recruitment, alumni development, leadership and program development, philanthropy and service, financial achievement, advisory support, risk management, and chapter goals.
- The Panhellenic community voted to welcome a new International Sorority, Sigma Kappa for the Fall 2014. While the Interfraternity Council will welcome back Pi Kappa Alpha fraternity in Fall 2014, and the NPHC council will welcome back Alpha Phi Alpha Fraternity, Inc. and Phi Beta Sigma Fraternity, Inc.

Major Programs

Fall 2013
- Coastal Activities Board voted to restructure the organization. Rather than 5 Executive Board positions and open membership, potential members must now apply and interview to join. CAB now has 13 Executive Board positions, including 1 President, 4 Vice Presidents, and 8 Chairs.
- Homecoming continues to grow in popularity and participation. Traditions are beginning to form.
- Late Night Finals Frenzy consistently hosts roughly 1,000 students each semester with over 40 faculty and staff members serving.
- OSAL partnered with CHANT411 for the First 54/CHANT411 Kickoff, serving almost 10,000 wings.
- The Teal Tuesday Team partnered with Russell Athletic, University Athletics, and various campus departments to print new Teal Tuesday shirts. The team continues to distribute at least 25 shirts every Tuesday. The team is also growing in membership.
- Tyger, Jordan, and Michael, along with Maya Burney and Kristina Nash, facilitated the first-ever Coastal Activities Board overnight training retreat for 18 new CAB members, focusing on leadership, teamwork, and event planning

Spring 2014
- Coastal Activities Board hosted 23 programs
- Major Programs hosted 5 programs
- Roughly 900 students attended the spring Late Night Finals Frenzy event
- Roughly 150 sophomores attended the Sophomore Invitation-Only Off Campus Housing Fair
Office of Student Life (continued)

- The 42\textsuperscript{nd} Annual CINO Day featured a Mardi Gras theme, including a Ferris wheel, New Orleans-style foods, make your own masks, and 1,000 free CINO Day shirts were given away to CCU students.
- Several staff members in the Office of Student Activities and Leadership collaborated for the first time on the Student Involvement and Leadership Awards ceremony. New features this year included a teal carpet entrance and rooster trophies known as “the SILAs”.
- CCU participated in the national Commuter and Off Campus Student Experience Survey again this spring, with 857 survey responses.

Program Participation and Usage Data/Key Performance Indicators

Civic Engagement
- Volunteer Service Hours: 22,620.42
- Number of Volunteers: 3,459
- Civic Engagement Events: 25
- STAR Events: 30
- STAR Event participants: 321
- 6 Minutes of Service participants: 247
- Blood Drives (13) – number of units collected: 815
- Cans raised at Coastal Canstruct: 1,300
- Participants in Hunger & Homelessness Week: 438
- Families served by CCU Adopts-A-Family: 102
- Individuals served by CCU Adopts-A-Family: 550
- Sponsors of CCU Adopts-A-Family: 97
- Martin Luther King Jr. Day of Service Volunteers: 649
- MLK Day of Service Hours: 981 Hours
- International Great Day of Service Volunteers: 44
- Relay For Life amount raised to date: $94,545.79
- Amount raised “day of” Relay for Life: $31,707
- Teams participating in Relay For Life: 58
- Total Online Participants for Relay For Life: 952
- Alternative Break Participants: 24
- Families served by Bunnies & Baskets: 69
- Individuals served by Bunnies & Baskets: 307
- Sponsors of Bunnies & Baskets: 56
Office of Student Life (continued)

Student Leadership Programs

- **National Society of Leadership & Success**
  - Chartered first chapter of The National Society of Leadership & Success (NSLS)- 521 new members joined in the fall semester.
  - 145 of the new members completed all of the steps necessary for induction. This means they attended an organization orientation, a 3 hour leadership training day, 3 live speaker broadcasts and 3 success networking team meetings.
  - 3 Live speaker broadcast were offered with the following in attendance for each:
    - Common- 172
    - Robert Stevenson- 161
    - Kevin Bracey- 154
  - Developed an executive board of 12 student leaders who will guide the organization moving forward.

- **Charting Your Course Leadership Conference**
  - 110 students attended the daylong conference featuring keynote speaker James Roper.
  - Presenters included many on campus faculty and staff as well as Lori Free and Trent Brock from independent agencies.
  - 95.8% of attendees felt that the conference met their expectations and left feeling satisfied with their experience.
  - 96.3% of attendees stated that they enhanced or improved their leadership skills as a result of the conference.

- **CINO Ignite**
  - 35 sophomore students attended the weekend retreat.
  - The following campus partners came to present: Gina Markland, Whitney Comer, Bryan Ensel, Chuck Ringer, David Betsch, April Sager, and Debbie Conner.
  - Topic covered included: Motivation, Recognition, Public Speaking, Values Based Leadership, Conflict Management, Technological Leadership, and Servant Leadership.

Student Organizations

- **Club Recruitment Day**
  - 124 Student Organizations participated, making it the largest Club Recruitment Day in CCU history.

- **New Organizations**
  - One of the busiest semesters for the creation of new organizations ( 13 in total )
  - Coastal Fitness
  - Coastal Cruisers (longboarding)
  - Coastal Cornhole Club
  - Coastal Humanists
  - Coastal Investment Club
  - The Jaycees
  - National Assoc. of Black Accountants
  - Animal Activists of Coastal
Office of Student Life (continued)

- Christians United for Israel
- Aqua League
- Young Americans for Liberty
- Active Minds
- Health Promotions Club

**Active Organizations and Events**
- With new organizations there is now total of 202 active student organizations.
- While there is overlap of students being involved in multiple organizations, the total number of students involved in organizations is 4857 events on coastal connections.
- Between the dates of 8/18/13 and 12/4/13 student organizations registered 740 events.

**Student Organization Needs Assessment (SONA)**
- 497 students completed the first assessment of student organization effectiveness. (data is currently being compiled) It will be used to guide future trainings of all organizations.

**Student Organization Advisor Forums**
- 4 separate forums were held for advisers- 28 total attended.
- As a result we will create an advisor manual for the use of student organization advisers as a reference moving forward.

ChantaTHON

**Fall 2013 – Semester Overview**

- 16 member committee
- $5,650.35 raised/$10,000 goal

**Recruitment Events:**
- Freshman & Transfer Orientation
- ChantaTHON Cookout: 120
- 6 ChantaTHON Interest Meetings: 4 average attendance

**Fundraising Events:**
- ChantaTHON Pelicans Night: 20
- Beef O’ Brady’s NFL Kickoff: 20
- Sweet Frog Night: 20
- Tropical Smoothie: 30
- Cheesesteak U: 0
- Waccamaw Lanes: 40
- Sonic Night in partnership with Sigma Sigma Sigma: 50
- Groucho’s in partnership with FIJI and Phi Sigma Sigma: 40

**Special Events:**
- Steering Committee trip to Francis Marion University and McLeod Children’s Hospital in Florence, SC
Office of Student Life (continued)

Spring 2014 – Semester Overview
- 14 member committee
- $2,108.31 raised/$10,000 goal
- Recruitment Events:
- Fundraising Events:

Fraternity and Sorority Life
Fall 2013
- 13 recognized fraternities & sororities
- 2 active governing councils
- 762 members
- 375 students joined the fraternity and sorority community in 2013-2014.
- 98% of community members were retained in Spring 2014 – making up 10% of the undergraduate student body.
- Biweekly meetings were held with chapter presidents. 4 of the 13 chapter presidents met every other week with the Director of Fraternity & Sorority Life for chapter updates, support, and guidance with the Standards of Excellence.
- 9 of the chapters met with the Director of Fraternity & Sorority Life at the start and end of the Spring 2014 semester and on a need-to-come basis.
- Panhellenic council meetings were held every Monday with an average of 40 attendees at each meeting.
- Interfraternity council meetings were held every other Monday, following the Panhellenic meetings with an average of 10 attendees at each meeting.
- Greek Board of president meetings were held the first Monday of every month with guest speakers including, Colleges Against Cancer, Chant 411, and University Athletics. Average attendance was 14 members.
- 2 mandatory events were sponsored by the Office, Greek Day of Service and T.J. Sullivan’s “Confronting the Idiot in Your Chapter” program. 568 students were in attendance for the Greek Day of Service, completing over 2 hours of service each. 629 students were in attendance at T.J. Sullivan.
- 36 students participated in the Emerging Greek Leader Program, while 24 students participated in one or more level of the Greek Leadership program.
- Chapter presidents, risk manager’s, social chairs, and new member educators were all in attendance for risk management and new member education training.
- Panhellenic Recruitment Statistics
  - Total Registered Potential New Members: 388
  - Total Women Placed in a Sorority: 260
  - New Member Class Size: 48
- Interfraternity Recruitment Statistics
  - Total Registered Potential New Members: 260
  - Total Men Placed in a Fraternity: 108
Office of Student Life (continued)

- **Fraternity and Sorority Life Fall 2013 Events**
  - Recruitment Counselor Training – August: 38 participants
  - Chapter Advisor Meeting - Aug., Sept., Nov.: Avg. 5
  - Panhellenic Recruitment – August: 388
  - Interfraternity Council Recruitment – September: 170
  - Panhellenic Council Meetings - Bi-weekly: Avg. 40
  - Interfraternity Council Meetings - Bi-weekly: Avg. 14
  - Leadership Retreat – August: 35
  - Greek Convocation – August: 565
  - Risk Management Training – September: 39
  - New Member Educator Training – September: 27
  - Greek Board of Presidents - Aug., Nov., Dec.: Avg. 10
  - New Member Education – October: 286
  - Role Model Reception – October: 52
  - Officer Transitioning – December: 13

- **Fraternity and Sorority Life Fall 2013 Grades**
  - The overall fraternity & sorority GPA for Fall 2013 was a 2.97 which was higher than the average student body.
  - The Panhellenic council semester GPA was a 2.99 which was right at the all-women’s average.
  - The Interfraternity council semester GPA was a 2.76 which was above the all-men’s average.
  - The average GPA for fraternity & sorority new members was a 2.83 which was above the all-average first time freshmen GPA.

**Women’s Initiative and Programs**

**Fall 2013**

- **Programs**
  - Women’s Equality Day Table/Exhibit on Prince Lawn - August 26
  - Leadership Georgetown County Retreat – Served as retreat facilitator, presented sessions on leadership – September 17 - 18
  - Class Acts Etiquette Dinner - October 8
  - CCU Student Leadership Conference – Presented session on Myers-Briggs Type Indicator - September 28
  - Hunger and Homelessness Week - Battered Women, Shattered Lives (Women, Homelessness and Domestic Violence) - November 12
Office of Student Life (continued)

- **Women’s Leadership Hall Programs and Planning Meetings**
  - August 26 – Meet and Greet
  - September 4 – Hall Planning Meeting
  - September 9 – Check in Session
  - September 23 – Plan Service Day
  - October 5 – Service Day at All 4 Paws
  - October 7 – Day of the Girl Discussion
  - October 21 – Check in Session
  - November 4 – Hunger and Homelessness Discussion
  - November 18 – Climbing Wall
  - December 2 – Created exam goody bags/study tips; delivered to students on hall

- **Ongoing Programs**
  - Ongoing program planning for Women’s Leadership Conference and Celebration of Inspiring Women
  - Ongoing program planning for Elect Her Campus Women Win
  - Ongoing program planning for NEW Leadership SC
  - Assist with planning for Leadership South Carolina Economic Development Session
  - Assist with planning for Good Friends program
  - Assist with logistics for Youth Leadership Academy

**New Student and Family Programs**

**Fall 2013**

- **Orientation**
  - 9 Freshman Orientation Sessions and 3 Transfer Orientation Session
  - **Number of Participants:**
    - First time in college student: 2079
    - First time in college guests: 3260
    - Transfer Student: 760
    - Transfer Guests: 873
  - Prior to the summer orientation program, the 25 orientation leaders participated in an orientation leader course for 3 credit hours, attended a retreat, and participated in the Southern Regional Orientation Workshop in Memphis, TN for the first time ever. In 2013 New Student & Family Programs incorporated networking sessions into the orientation schedule, allowing family members and the students to choose which they wanted to attended session based off their interest.

- **Orientation Leaders**
  - For the 2nd year, the application process for orientation leaders was opened during the fall semester. New Student & Family Programs saw 138 students who began the application process, 71 of which completed the three step application process for a final selection of 25 Orientation Leaders. The new staff will be required to participate in the Spring Leadership course, spring retreat, attending the Southern Regional Orientation Workshop, and participating in Intensive Training.
Office of Student Life (continued)

- **Family Weekend**
  - In 2013 New Student & Family Programs became responsible for Family Weekend, taking over for Special Events. The program remained very similar to previous years with a family reception, pre-game tailgate, coffee talk with the University President, and a President’s Brunch.
  - We had over **1,000 families and students** register prior to the event and an additional 148 on-site registrations, for a total of **1,183 Participants**.

- **CINO TIE**
  - This year CINO TIE formerly known as Welcome Week was taken over by New Student & Family Programs and the length of the program was shortened to a 3-day program in conjunction with the change from University Housing away from a mandatory move-in date. The number of required sessions was reduced to 3 sessions, How Bout That Party, Convocation, and Big Read. We introduced new programs including HTC Takeover, CINO Night, and a Coastal Beach Bash at Crown Reef resort.
  - **Number of Participants:**
    - HTC Takeover: ~1100
    - Convocation Participants: ~1800
    - How Bout This Party: ~1900

Major Programs

**Fall 2013**

- **Coastal Activities Board (estimated attendance)**
  - Magician Ben Seidman 8/17: 500
  - Bingo Blowout 8/22: 200
  - Late Night Field Day 8/27: 50
  - Outdoor Movie Night “Fast & Furious 6” 8/30: 50
  - Open Mic Night featuring Rayvon Owen and Noah Guthrie 9/5: 75
  - UP Cookout & Tie Dye 9/6: 50
  - Home opener SGA/CAB tailgate 9/7: 50
  - CAB Wednesday 9/11: 25
  - Bingo 9/12: 200
  - The Evasons 9/20: 500
  - Teal Day 9/23: 50
  - Blacklight Dodgeball 9/27: 50
  - Bingo 10/3: 200
  - Scareowinds Trip 10/5: 30
  - Casino Night 10/14: 250
  - CAB Wednesday 10/16: 25
  - Bingo 10/17: 200
  - Miss Coastal Carolina University Pageant 10/27: 600
Office of Student Life (continued)

- ChantFest 10/28: 1,000
- Homecoming Talent Show 10/30: 650
- Homecoming Talent Show 10/31: 400
- Homecoming Concert 11/1: 438
- Open Mic/Karaoke Night 11/6: 25
- Bingo 11/7: 200
- Mayhem Poets 11/12: 175
- Late Night Field Day 11/19: 50
- Bingo Blowout 11/21: 200
- CAB Wednesday 11/13: 25
- CAB Holiday Celebration 12/2: 50
  - Total average estimated attendance per event: 218

- Programming/Off Campus Student Services (estimated attendance)
  - First 54/CHANT411 Kickoff 8/19: 500
  - Teal Tuesdays: 400
  - Commuter Breakfast 9/9: 50
  - Freaky Friday 9/13: 75
  - Commuter Breakfast 10/7: 50
  - First 54 Extravaganza 10/12: 500
  - Commuter Breakfast 11/20: 50
  - Late Night Finals Frenzy 12/9: 1,000
    - Average estimated attendance per event: 328

- Homecoming (18 teams, 990 potential participants)
  - Banner Competition 10/27
  - Miss Coastal Carolina University Pageant 10/27
  - ChantFest 10/28
  - Paint the Town Teal 10/28
  - Bonfire/Battle of the Bands 10/28
  - Hoopla 10/28
  - Teal Tuesday Points 10/29
  - Coastal Can-Struct 10/29
  - Recycled Boat Race 10/30
  - Homecoming Talent Show 10/30
  - Tea & Ethics 10/31
  - Homecoming Talent Show 10/31
  - Annual Alumni Golf Tournament 11/1
  - Office Decorating Contest 11/1
  - Homecoming Concert 11/1: 438
Office of Student Life (continued)

- Golf Cart Parade 11/2
- Most Spirited Tailgate Competition 11/2
- Homecoming King & Queen Voting 10/28-11/1
- CCU Gospel Choir Reunion Concert 11/3

Spring 2014
- Coastal Activities Board hosted 23 programs, with an average attendance of 315.

Retention Initiatives/Cohort Tracking Information

Fraternity and Sorority Life
- Change of status forms are required to be submitted by chapter leadership within 48 hours of members status change. These status’ include: active membership, inactive, study abroad or student teaching, deactivated or de-pledged, early alumni, leave of absence, withdrawal or removed from university, transferred, and graduated.
- A total of 57 students within the fraternity and sorority community left the university, resulting in a 93% retention rate for the 2013-2014 year.
- A total of 72 students de-pledged or deactivated from their fraternity or sorority in the 2013-2014 year, resulting in a 91% retention rate.
- 15 students de-pledged from their fraternity or sorority which is 30 less than the fall 2013.
- Graduation statistics must be submitted by August 1st, 2014 and will be calculated at that point.

New Student and Family Programs
Fall 2013
- Orientation
  - According to the Orientation Survey 97.95% of the students who attend the Freshmen Orientation Session said that they strongly agree/agree that they are prepared to attend their first year at Coastal as a result of attending Orientation, and 100% of family members said that they strongly agree/agree that they are prepared to support their student through his/her first year at Coastal as a result of attending orientation.
  - Comments from 2013 Orientation Survey
    - “I love orientation! The OI's and other faculty are so nice ad helpful and caring. I can't wait to be an OL next year! I love CCU.”
    - “Loved orientation, gave me an opp. To meet so many people and my OL made me feel so welcomed.”

Major Programs
Spring 2014
- The national Commuter and Off Campus Student Experience Survey was administered to gauge student interests and concerns in order to improve our services for this community.
Office of Student Life (continued)

Key Findings from Assessment Data

Civic Engagement

- “A satisfaction survey evaluating student veteran services was sent to 100 students who had self-identified as veterans of the United States military. Out of the sample of 100 students contacted, 16 responded to the survey.” “The study showed students were not all satisfied with the available services for student veterans and provided direct input from students for future program opportunities.” “Overall, student veterans hold the same amount of interest in social events and speaker events.” “Student veterans wanted a targeted orientation upon admission, military movie night, a physical challenge or mud run, and general social events to connect with other student veterans and Coastal Carolina University alumni veterans. Students gave mixed reviews about attending an informational session regarding their VA benefits. Student veterans reported on several issues they encountered on campus since enrolling at Coastal Carolina.”

Fraternity and Sorority Life

- I will be able to provide more data around this when I have the calculated graduation numbers but it appears through our retention rates and attendance of leadership, educational, and membership development programs that our students’ fraternity/sorority experience is leading to higher retention and success rates.
- Through a 93% retention rate of our students staying affiliated with the university and continuing to see this student population receiving higher GPA’s than students not affiliated with a fraternity/sorority it appears that the experience is helping them be successful in college.
- In October 2014 we will be performing the Fraternity/Sorority EBI assessment on membership satisfaction, in order to receive more validity on these findings.
- Role Model Reception was a newly implemented program recognizing all fraternity and sorority members with a 3.5 QPA or higher. Each attendee invited a faculty or staff member that has served as a mentor or role model to them. 31 students attended and 25 faculty and staff members attended.
- The first annual scholarship was awarded to Alexander Mosier for his academic excellence.
- Presidents, risk managers, social chairs, and new member educators will all trained on the risk management policies and programs of the University and their Inter/National organization.
- This was the first year that students facilitated New Member Education for all Greek New Members. Individuals were selected through an application process and served as Greek Peer Mentors. They facilitated team builders, and conversations focused on fraternal values.
Office of Student Life (continued)

- The WINGS accreditation program was re-vamped to a Standards of Excellence Program for all chapters to participate focusing on 9 different standards of chapter operations: Academics, New Member Orientation, Recruitment, Leadership & Member Development, Advisors, Alumni, Financial Management, and Chapter Achievement.
- A new expansion policy and recognition policy was put in place for all newly colonized and existing chapters.
- This was the first semester in three years that all sororities met total and matched to quota (maximizing the number of women they welcomed into their sorority).
- The Panhellenic community doubled in size.
- A vote was passed to raise the total cap of sorority size from 65 to 100.
- A vote was passed to welcome on a sixth Inter/National Sorority.

Major Programs
Spring 2014

- What services should be offered at Coastal (>50%):
  - Offices that are open after 5 p.m. (73.5%)
  - Carpool Parking Lot (62.4%)
  - A Commuter Student Lounge (61.3%)
  - Events that connect me with students who live near me (57%)
  - Offices that are open before 9 a.m. (52.4%)
  - Residence hall room that can be reserved for a single night (50.3%)

- Why are you NOT involved? (>50%):
  - Definitely a reason:
    - Difficulties with parking on campus (55%)
  - Somewhat of a reason:
    - Events offered are not interesting to me (51.9%)
    - I choose to spend my time at other local attractions or events (49.8%)
  - Not at all a reason:
    - I often don’t have transportation to campus (84%)
    - I don’t want to be involved (67.1%)
    - I don’t feel welcome at events (62.8%)
    - It’s difficult because of family responsibilities (55.9%)

- Best way to inform you of programs and activities:
  - E-mail announcements (65.9%)
  - Announcements in class (7.2%)
  - Tissue Talk (6.8%)
  - Posters and signs on campus (5%)
  - Mailings to your home (3.7%)
  - Word-of-mouth (3.6%)
  - @CCU_Commuters Twitter account (3%)
  - Off Campus Student Services Facebook (2.2%)
Office of Student Life (continued)

- Posting on Coastal website (1.4%)
- Advertisement in student newspaper (1.2%)

- Strongly Agree:
  - I prefer living off campus (72%)
  - I know at least one faculty or staff member well (48.1%)
  - I feel safe when I am on campus (46.9%)
  - I am able to find a quiet place to study on campus when I need one (46.1%)

- Strongly Disagree:
  - I plan to attend the Off Campus Living Fair on 3/5/14 (38.7%)
  - I am involved in one or more campus groups or organizations (30%)
  - I am involved in activities/organizations where I live (26%)

- Best times for programs:
  - Late Afternoons/Early Evenings (4-7 p.m.): 49.4%
  - Evenings (7 p.m. or later): 39.6%
  - Afternoons (1-4 p.m.): 28.4%
  - Weekends: 25.5%
  - Lunch hour (Noon-1 p.m.): 19.6%
  - Mornings (9 a.m.-Noon): 12.7%
  - Early mornings (Earlier than 9 a.m.): 12.1%

- Why did you choose to live off campus?
  - It is more affordable than on campus housing (60.5%)
  - Off campus housing quality is better (36.9%)
  - Not subject to on campus housing policies (34.5%)
  - Dislike living in residence halls (33.6%)
  - Work responsibilities (22.3%)
  - Family responsibilities (19.9%)
  - Close to home (16.9%)
  - Other* (10.6%)
    - Live with parents
    - Own a home
    - Junior/Senior/Graduate Student
    - Own a pet
    - Living with partner/spouse/children
    - Not my choice- no space on campus
    - Can’t afford to live on campus
    - Want to live alone
    - No required meal plan
    - Public Safety unsettling and intimidated
    - Too much crime on campus
    - Not enough privacy
    - University unable to accommodate wish to live on
Office of Student Life (continued)

- What would make your experience as a commuter or off campus student at CCU better?
  - More events/Commuter Breakfasts/Involvement opportunities (76)
  - Commuter meal plans/dining options (34)
  - Better parking options/Commuter Lots (32)
  - No complaints/Content (32)
  - Improving shuttle system (21)
  - Commuter Lounge/ Lockers (15)
  - Class flexibility/understanding (14)
  - Opportunities to socialize with students living on and off campus (12)
  - Pedestrian safety measures (11)
  - Driving safety/Ice storm commute issue (10)
  - Carpool (4)
  - Let them live on campus (3)
  - Rentable room on campus (2)
  - Cheaper rent (2)
  - Better customer service (1)
  - General safety concerns (1)
  - Longer service hours (1)
  - Mentor program (1)

Collaboration and Partnerships within Student Affairs

Civic Engagement
- Civic Engagement has facilitated community partnerships for 2 Housing Days of Service
- Civic Engagement partnered with Fraternity & Sorority Life for the MLK Greek Day of Service to bring “Stop Hunger Now” to campus

Fraternity and Sorority Life
- Hosted the first annual Role Model Reception in Fall 2013 which invited faculty members that have served as role models for fraternity and sorority members with a 3.5 GPA or higher.
- Worked with the Wellness and CARES coalition to host programs at the “Love Your Body Day” and “Wellness Fair”.
- Partnered with International Women’s Day to host a clothing drive.
- Did an “Out into the Streets” clean up for Greek Games in April. Over 300 fraternity and sorority members went out into local neighborhoods that they reside (Quail, Wild Wing, UP, etc.) to clean the streets.

Major Programs
Spring 2014
- Student Involvement and Leadership Awards
- CINO Week
Office of Student Life (continued)

Collaborations and Partnerships with other CCU Areas and/or the Community

Civic Engagement
- Civic Engagement worked with 4 professors on class service projects that involved 13 community partnerships
- A representative of Civic Engagement was asked to serve on the Board of Directors for the local non-profit, HANDS; as well as on the Youth Initiative of Horry County.
- Hunger and Homelessness Activism week’s Feed Hungry Hearts with the Arts Silent Auction raised $1,232.43 in donations for New Directions Horry County.
- CCU Adopts-A-Family raised $500 in cash donations used towards providing meals for community members

Fraternity and Sorority Life
- There was over $30,000 raised by fraternities and sororities to philanthropies and charitable efforts.
- Each fraternity and sorority member was required to complete 10 community service hours per member for the Fall 2013 semester.

Major Programs
Fall 2013
- Late Night Finals Frenzy (Student Life and Aramark)
- First 54/CHANT411 Kickoff (CHANT411)
- Teal Tuesday (Russell Athletics, University Athletics, various campus departments)

Spring 2014
- Late Night Finals Frenzy (OSAL and Aramark)

Awards and Recognitions (Departmental and/or Staff)

Civic Engagement
- Civic Engagement was featured on Coastal Today, in the Athenaeum, and The Chanticleer Newspaper for CCU Adopts-A-Family
- Jordan Smith, Coordinator of Civic Engagement & Orientation, was presented with a Presidential Thank You for Service Excellence
- Six Minutes of Service & Hunger and Homelessness Activism Week was featured on News 13 highlighting the events that took place throughout the week

Fraternity and Sorority Life
- Ariel Tarosky, Director of Fraternity & Sorority Life served as a facilitator for the North American Interfraternity Conference’s Undergraduate Interfraternity Institute; two students attended: IFC President, Luke Housely and PHC President, Andi Whittle.
- Ariel Tarosky, Director of Fraternity & Sorority Life attended a train the trainer hosted by Pi Kappa Phi on the Ladder of Risk.
Office of Student Life (continued)

- Ariel Tarosky, Director of Fraternity & Sorority Life attended the Association of Fraternity & Sorority Advisors and was selected to serve as an editor for the online publication *Essentials*.
- March 2014- Association of Fraternity Advisors Advisor of the Month

**Majors Program**

**Fall 2013**

- Tyger Glauser: Served as Professional Development Programs Coordinator for the 2013 NACA South Regional Conference
- Tyger Glauser: Selected as the Educational and Professional Development Coordinator for the 2014 NACA South Regional Conference
- Tyger Glauser: Presented “Construction ZONE: Building an LGBTQ Safe Zone Program” and “I Can Get Paid for This?” at 2013 NACA South Regional Conference
- Tyger Glauser: Selected as an Alternate Staff Member for the 2014 NACA Programming Basic Institute

**Spring 2014**

- Tyger Glauser: Outstanding New Professional Award from the ACPA Commission for Student Involvement
- Tyger Glauser: Named Education and Professional Development Coordinator for NACA South 2014 Conference
- Coastal Activities Board: Teal Traditions Award for CINO Day 2013
- Coastal Activities Board: Bell Tower Award for Miss Coastal Carolina University Pageant

**Proposed 2014-2015 Priorities**

**Civic Engagement**

- Create a shared vision between Leadership & Civic Engagement and develop programs as a “guide on the side” for campus constituents to utilize. Assess student involvement in service prior to college versus their involvement in high school. Begin a branding campaign to acclimate the campus to the term “civic engagement.” Further promote the institutionalization of civic engagement by fostering Service Learning in conjunction with Career Services and Engaged@Coastal.

**Fraternity and Sorority Life**

- Keep better track of program attendance and satisfaction for all fraternity and sorority life programs
- Track graduation rates better and earlier for next report
- Identify if office mission/vision needs to change based on growing community
- Provide more advisory support for NPHC council.
Office of Student Life (continued)

Major Programs
Spring 2014

- New events: Golden Dragon Acrobats (co-sponsored with Student Life, CAB, and Multicultural Student Services), Night on the Town (co-sponsored with Student Life and Downtown Conway Alive)
- New Homecoming event: Treasure Hunt to replace Recycled Boat Race
- First 54 Calendars in every residence hall room at move-in
- Promote Homecoming to incoming students by placing stadium cups in residence hall rooms
- Create spring concert plan

Optional: Budget Information

Civic Engagement

- Civic Engagement was able to restructure our entire budget, budget for an additional alternative break trip, and hire four paid student workers, all with only requesting less than a 3% increase to our overall budget for 2014-2015.
University Housing
2013-2014

Department Mission/Vision Statement

Mission
University Housing creates a foundation of care for resident safety and success.

Vision
Living with University Housing transforms students into Chanticleers prepared to be leaders serving a global community.

Values
Transformation through Development
Anchored in an ethic of care, University Housing focuses on residents as unique and complex learners actively engaged in their own holistic development.

Excellence through Innovation
University Housing utilizes the strengths of our staff and collaborative partners to implement new initiatives and best practices. We are dedicated to the personal and professional development we need for our department to become a leader in our university community and beyond.

Sustainability through Stewardship
University Housing is mindful of our potential impact on the community, the environment, and the resources available to future generations. We make sustainable decisions grounded in ethical practice, transparent to all stakeholders.

Community through Inclusion
University Housing aspires to create a socially just community founded on civility and inclusion. By examining social constructs and privilege, all members of our community learn from and about each other.

Achievement through Evaluation
University Housing is governed by a culture of assessment; we are committed to evidence-based evaluation of our programs and services to further the mission and goals of the Department, the Division, and the University.

University Housing’s mission statement has been consistent since the spring semester of the 2010-2011 academic year. The vision and value statements above were authored during a retreat on March 15-17, 2014, involving the University Housing leadership and assessment teams. After receiving feedback from University Housing staff and campus partners through a survey developed by Institutional Research, University Housing finalized these statements in April 2014.
University Housing (continued)

2013-14 Executive Summary for Department

University Housing’s focus in 2013-2014 was a continued emphasis on:
1. Beginning the process of strategic planning by adding vision and values statements to a well-established mission;
2. Completing the design phase for phases one and two of the new student housing for first-year residents to open in the falls of 2015 and 2016, respectively;
3. The creation and implementation of a new resident engagement model that produced the COASTAL Living Engagement Model; and
4. Defining and having approved as university policy, the formal two-year housing requirement for Coastal Carolina University students.

Key Highlights

- Student Success retained a full staff of resident directors and area directors for the first time in several years suggesting a positive shift to continuity. Similarly, resident assistant (RA) recruitment and selection was quite successful as 143 new RA applications for the 2014-2015 academic year were received and 34 2013-2014 RAs were selected to return for 2014-2015.
- In collaboration with the Department of Public Safety, University Housing funded the installation of license plate readers, breezeway cameras, and auto-locking doors at University Place.
- Steve Harrison, Director of University Housing, and David Betsch, Associate Director for Student Success, began traveling with Admissions staff to admitted student events to discuss University Housing, dining, and involvement on campus. This is intended to be an annual occurrence.
- Housing Operations coordinated a much larger and efficient centralized residence hall check-in at Kimbel Arena in the Williams-Brice Physical Education Building was a huge success. More than 1,600 first-year students were checked in during a single day and averaged just 11 minutes to go through the whole process.
- Student Success staff reimagined our process for recruiting, organizing, and celebrating our move-in volunteers by creating the ChantiCrew. 518 ChantiCrew members signed up to assist our first-year residents on move-in day and made a huge impact on the atmosphere of a stressful day for our students, families, and staff.
- For first time at CCU, maintenance requests were submitted directly into the SchoolDude system at myschoolbuilding.com and virtually zero facilities concerns made their way to the Office of the President and the Office of the Vice President of Student Affairs.
University Housing (continued)

Optional: Student(s) Testimonial

F. Tyler McLoughlin  
Blue Ridge RA, DA, Student Worker, NRHH Treasurer-elect

How does living on campus connect you more to CCU?  
Well, I think the obvious answer to this one, is that you’re on campus. Any event is literally walking distance away, and you will be sure to be notified of a big event with flyers, RAs, Bulletin boards etc. in the residence halls. Clubs and meetings such as RHA and NRHH and even community council, are literally right down the hall or at the activity house, so it’s easy to get involved without traveling allot. For freshman and transfer students who live off campus, they will have to drive, walk, ride a bike for meetings and such which, living on campus enables them to get to meetings on time with short distance, which is more of a convenience for them.

In your leadership role(s), how do you help fulfill University Housing’s mission of Care, Safety, and Success?  
Well, I feel that I am the front line for allot of things. One I answer the main housing telephone call, which is crazy at times. Right now, everyone calls about how their daughter can’t live in the double room because of this that and that. What I usually do, is point out the positive things to the parents and the students, talking about the experience the student will be able to make, and just because they didn’t get their requested roommates doesn't mean they can't come to Coastal. Explaining things like, "well since none of the 4 of you were placed together look at it like this, you have one friend who lives over at UP (that's apartment style, so you will be able to visit them, hang out in their common area as a group and even go to the pool) and then you have 2 other girls in a quad Ingle and Eaglin, (so now you have two friends that are close to hicks, so when hanging out with them you can always grab dinner in a moment’s notice, without having to travel and such) and then you were placed in the woods (so you have your own bedroom which is awesome). So now you have all of these positives, and NOW you have friends with roommates who have the potential to become you're personal friends, so now the group of 4 now became a group of 10. It's all about reassurance with the Residents and developing relationships with them.

You know your leadership role within University Housing is valued because...  
I am biased because I would probably do the RA job for free because I love it so much. But one thing I really do like is that Steve (who is our director) knows pretty much all of the student workers, which you would normally thing a director knowing the lowest on the food chain, that's crazy. But Steve does, which made me feel really special in the beginning. Now I know everyone and their mother so, yeah. And everyone is so helpful for needing advice, I remember I must have asked 20 people in the department about my study abroad and being an OL, and everyone (even administrative staffers).
University Housing (continued)

Christina Davis  
_Sandhills RA, NRHH Vice President-elect_

_How does living on campus connect you more to CCU?_  
Living on campus allows me to connect with people that I wouldn't be able to connect with elsewhere. Always having people the same age/in the same life situation allows me to learn from them while helping them with things as well. I am able to know about and attend events that I might not have even known about if I lived off campus somewhere. Living on campus has connected me to friends and mentors alike that I wouldn't have met otherwise.

_In your leadership role(s), how do you help fulfill University Housing’s mission of Care, Safety, and Success?_  
I help fulfill this mission by getting to know students and helping them transition into college life. I help them figure out how to study, how to get involved on campus and give advice on how to make good decisions.

_You know your leadership role within University Housing is valued because..._  
I have had residents tell me that I impacted them and that they wouldn't have wanted to become involved with University Housing if it wasn't for me being a role model for them. I've also been told that I'm doing a great job and that it was appreciated that I was doing my job well and working hard.

Laurel Nusbaumer  
_Blue Ridge/Eaglin RA, DA, NRHH Vice President [outgoing]_

_How does living on campus connect you more to CCU?_  
Living on campus provides me with the opportunity to make positive connections with a diverse and large group of students on a daily basis rather than connecting only with my classmates. Had I chosen to live off campus, I would not have met some of the wonderful fellow Chants that I enjoy spending time with, nor would I be as active with campus activities and leadership. Living on campus promotes creativity, bonds, and increases my likelihood to participate in CCU traditions and events.

_In your leadership role(s), how do you help fulfill University Housing’s mission of Care, Safety, and Success?_  
As a Resident Assistant, I understand that my position won't always be fun. I care for my residents by communicating information with them as well as connecting with them on a personal level. I remain poised in crisis situations and take hold of the situation, providing safety in the residence halls. Leading by example promotes success in the classroom as well as making connections through campus organizations - I also focus on students individually and give them advice accordingly.
**University Housing (continued)**

*You know your leadership role within University Housing is valued because...*

I know how appreciated I am by my fellow students when I provide them with information, insight, and understanding. I am able to relate to nervous incoming freshmen and confused rising second year students. When students see me wearing my University Housing polo, I'm not identified as some student assistant sending emails and answering phone calls behind a desk, but rather a person who takes interest in her residents and wants to create positive connections; I am a representation of a true Chant, enthusiastic and loyal, and I know I am appreciated because I lead by example.

*Carmen Williams*

*Low Country RA, NRHH Secretary*

**How does living on campus connect you more to CCU?**

Living on campus makes me feel at one with CCU. It makes me want to be more involved because it’s my home and I want to respect and take care of it.

**In your leadership role(s), how do you help fulfill University Housing’s mission of Care, Safety, and Success?**

I fulfill the mission of care, safety and success by leading by example. If my friends see me being successful while being safe and in my right mind, they'll want to do it too.

*You know your leadership role within University Housing is valued because...*

I know I'm valued in my role because I'm relied on by a lot of students. People look to me for information and guidance, and as a leader it my responsibility to give it to them. New opportunities are also constantly being presented to me, so I know people appreciate what I do.

**Program Participation and Usage Data/Key Performance Indicators**

Program attendance and participation numbers have not been collected for University Housing events in any consistent or meaningful prior to 2013-2014 making longitudinal reporting or comparison impossible. However, with the advent of the COASTAL Living Engagement Model, reporting program attendance numbers is now possible and is tracked by student ID number. Here are the key programming numbers for the 2013-2014 academic year:

- **Total number of programs**
  - 548 passive initiatives were created and shared with our residents.
  - 789 active programs were designed and put on by our department. Of these, 563 satisfied one of the COASTAL Living model’s thematic areas and learning outcomes while 226 were simply social programs.

- **Attendance at a Glance**
  - 8,619 attendees were recorded as attending programs and of those 3,222 were unique attendees, meaning the average program attendee attending just less than three programs.
University Housing (continued)

- Maintenance requests submitted directly into SchoolDude / myschoolbuilding.com
  - 5,250 total maintenance requests submitted by 1,501 unique submitters
  - 3,180 maintenance requests submitted by non-staff students from 1,371 unique submitters
  - 1,280 maintenance requests submitted by staff from 32 unique submitters
  - 726 maintenance requests submitted by student staff from 98 unique submitters
- 117 unique programs were created that spoke to issues of gender identity or gender equity and in the culture of increased awareness related to the “Dear Colleague Letter” published by the Office of Civil Rights at the Department of Education.

Retention Initiatives/Cohort Tracking Information

- Academic interventions performed by members of the University Housing Student Success team focused on the retention of our residents included:
  - Credit Hour Eligibility Letters, which is sent to residents who have fallen below fulltime status and require a meeting with their resident director, a master’s level, professional staff member;
  - Undeclared Student Letters, which is sent to all undeclared residents offering programming and resources for selecting a major and doing career exploration; and
  - Academic Support Letters; which are sent to residents who achieved Deans’ and President’s List honors to celebrate their achievement, to students getting satisfactory, but not excellent grades to offer resources and congratulations on their efforts, and finally to residents who will be put on probation for unsatisfactory academic performance to offer support.
- Feel the Teal training for UH staff and the Director of University Housing, Mr. Steve Harrison, continued to serve as a member of the Feel the Teal Steering Committee.
- Academic achievement celebrations including the Sweet Success Dessert Reception for first and second year students who achieved Dean’s and President’s list recognition are intended to reinforce our appreciation of the efforts our high-achieving students put in each year.

Key Findings from Assessment Data

University Housing’s 2013-2014 assessment initiatives and report in Teal Online focused on three main student learning outcomes or objectives:

1. Students will demonstrate the ability to utilize the maintenance request (MR) system by completing MRs as necessary.
2. Residents will demonstrate a statistically significant increase in their satisfaction with safety and security in university operated residence halls during the assessment year as compared to the previous year (5.30 / 7.0).
University Housing (continued)

3. Residents will demonstrate a statistically significant increase in their overall satisfaction with living in university operated residences during the assessment year as compared to the previous year (4.47 / 7.0)

Each of these items was measured by the collection of specific data and reported in Teal Online. The follow are excerpts from the 2013-2014 University Housing Assessment Report submitted in Teal Online:

Maintenance Request System
In the past, students reported maintenance concerns to staff who submitted work orders on their behalf. The 2013-2014 academic year was the first year students could submit MRs directly to the University’s online system. The numbers of work orders submitted directly by students surpassed all expectations. In short, over 5,250 MRs were submitted and of those 3,180 were submitted by 1,371 unique non-staff students. These numbers indicate that students can and will put in their own work orders. This finding will serve as a strong lesson for University Housing staff when designing future systems and processes: giving students more direct access to University Housing will garner an increase in information for our department to make informed decisions.

Satisfaction with Safety and Security
University Housing enjoyed a statistically significant increase of 0.27 to 5.82 on a 7.0 scale on "Factor 7 - Satisfaction: Safety and Security" of the EBI Resident Assessment, which is conducted each spring term. Satisfaction with one’s safety and security while living on campus is the fourth predictor of a resident's overall satisfaction with her or his experience in the evaluation year. This is the highest score on the factor since EBI has been in use at CCU - the previous high-water mark was 5.73 in 2008.

The mean score improvement was consistent in all four questions that make up the factor and the analysis provided by EBI indicates that this factor is our "greatest strength". Safety and Security is perhaps the most critical aspect that University Housing staff, students, and families discuss when making a distinction between off-campus accommodations and on-campus accommodations: “Am I, or is my son or daughter, safer living on-campus than off-campus”. Therefore we must continue to improve upon this strength by making decisions regarding staff, access control, training, education of our residents, and facilities that reflect safety as our highest value.

Overall Satisfaction with Living on Campus
University Housing is able to report a statistically significant increase of 0.36 to 5.09 on a 7.0 scale on "Factor 20. Overall Satisfaction" on the EBI Resident Assessment. This marks the highest rating in six administrations of the EBI survey, but does not yet reach the EBI goal of 5.5 out of 7.0. Given the continued improvement in this area, University Housing is pleased, but not satisfied that 71.5% of respondents indicated they were very or slightly satisfied with their overall satisfaction of their on-campus housing experience.
University Housing (continued)

This macro measure of the University Housing experience is important as a barometer of departmental effectiveness, but might be best viewed through the lens of other more specific factors or as a tool for analyzing specific residential communities. In that way, University Housing intends to continue increasing the mean score in this factor and will begin to pay greater attention to how CCU compares to external benchmark groups such as our six selected peers, Carnegie class, and all institutions participating in the EBI survey. We scored lower than each of these three groups in this factor on the 2013-2014 survey. It is important to note that all of our select six peers met the 5.5 out of 7.0 goal.

Collaboration and Partnerships within Student Affairs

- Staff volunteered with Doors of Doom
- Staff, and their residents, volunteered with Tunnel of Oppression
- Participated in Finals Frenzy
- Judged Battle of the Bands with Homecoming
- Hall Resource Teams
- House Calls
- SST staff volunteered to present at CINO Ignite
- SYE Off-Campus Housing Fair/Living Fair
- STAF One Day Conference
- UH Mission, Vision, Values (MVV): Strategy Teams and MVV creation feedback via survey to campus partners
- Committees
  - Homecoming Committee
  - Programming Council
  - CINO Week Committee
  - Hunger and Homelessness Week Committee
  - STAF Development Team(s)
  - AOD Coalition
  - Campus Assault & Education Support Team (CARES)
  - Wellness Coalition
  - C-IT
- Stephen Swieton and Steve Harrison each chaired the search committee gathered to hire the Assistant Director of Multicultural Services. Mr. Swieton chaired two searches and Mr. Harrison chaired one. Mr. Swieton led the third and successful search to hire this position.
University Housing (continued)

Collaborations and Partnerships with other CCU Areas and/or the Community

- Day of Service
- Chant-A-Thon
- Relay for Life
- Campus Salvage Program (Sustain Coastal)
- ChantiCREW (CCU, Chant411, New Student and Family Programs)
- Chant Life and UNIV 110 Instructors (Various)
- Special Interest Housing (Various)
- The UP wireless project (ITS)
- House Calls (Academic Areas)
- Internship Fair (Student Life and Career Services)
- Financial Planning Fair
- Study Abroad Presentation (International Student Services)
- CINO Pantry

Awards and Recognitions (Departmental and/or Staff)

- Richard Gamble, Area Director, selected to attend the National Housing Training Institute, a highly selective professional development opportunity sponsored by Association of College and University Housing Officers – International (ACUHO-I).
- Bryan Ensel, Resident Director, presented at the annual conference of National Association of Student Personnel Administrators in Baltimore, Maryland, in March 2014.
- Stephen Swieton, First Year Resident Engagement Coordinator (FYREC), was awarded the “Golden Timmy” pin in honor of his service as the South Carolina Organization for Residential Education (SCORE) Advisor, an elected, two-year position on the South Carolina Housing Officers Association executive board. This pin is given annually by the student SCORE Director.
- Kat Mortensen, Area Director, was elected to a two year term as the South Carolina state representative to SEAHO, a SCHOA executive board position.
- Stephen Swieton, FYREC, was also honored by University Housing as the recipient of the annual SEAHO Service Award, which is awarded by each member institution in the Southeastern Association of Housing Officers in recognition of a staff member who has made a significant contribution to the residence hall students and the housing organization.
- Steve Harrison, Director of University Housing, presented at the annual conference and exposition of ACUHO-I in Washington, D.C. in June 2014.
University Housing (continued)

Proposed 2014-2015 Priorities

In 2014-2015 University Housing will continue several new projects and confine many ongoing initiatives including these five high-priority items:

1. Complete the strategic planning process initiated in 2013-2014, which includes completion of a white paper regarding our mission, vision, and value statements and a comprehensive strategic planning progress chart enumerating our strategic goals and related metrics and the overdue reorganization of several functions and reclassification of several roles within the department.

2. Successfully develop and implement the selected third-party housing management software solution (StarRez was selected in fall 2014) and utilize this software solution to improve the assignments and occupancy management processes, communication with our stakeholders, and the efficiency and efficacy of our overall operation.

3. Further development of special interest housing on campus to include a multi-year plan for implementing new communities and the evaluation of new and existing communities through a formal proposal process.

4. Complete a five-year plan for renovation and renewal of our residential facilities.

5. Successfully open the two phase one buildings of the new student housing project on the Elvington property.
Optional: Budget Information

University Housing: Year to Date Actuals FY14
Summary Of Expenses FY 13-14
Estimate of Balance at June 30, 2014 (as of June 30, 2014)

Expenses, Revenues, & Transfers as of 6/30/2014

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<td>Operations &amp; Maintenance</td>
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<tr>
<td>Transfers</td>
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<tr>
<td><strong>Fund Balance June 30, 2014</strong></td>
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</tr>
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FY 12-13 Fund Balance          -$901,472.30
Total Fund Balance             -$3,499,804.53