

Student Life

1. SDO - Communication 2023-2024

Start: 07/01/2023

End: 06/30/2024

Providing Department: Student Life

Benchmark Met?: Yes

Outcomes:

CCLO 1 RAs

Communication

RAs who have attended the RA class and training will be able to demonstrate effective administrative, public, and personal communication.

Academic Year 2023-2024: 1. Communication

Term: Overview

Exceeded		60%	9
Met		40%	6
Partially Met		0%	0
Not Met		0%	0
Not Attempted		0%	0

CCLO 1 Student Employment

Communication

Students will communicate effectively and appropriately with supervisors, co-workers, and patrons in a professional setting.

Academic Year 2023-2024: 1. Communication

Term: Overview

Exceeded		53.85%	42
Met		37.18%	29
Partially Met		7.69%	6
Not Met		1.28%	1
Not Attempted		0%	0

SDO 1

Communication

Students will practice effective communication through a variety of appropriate means in co-curricular settings.

Academic Year 2023-2024: 1. Communication

Term: Overview

Exceeded		54.84%	51
Met		37.63%	35
Partially Met		6.45%	6
Not Met		1.08%	1
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

The Communication SDO includes assessing the communication skills of the RAs and Student Workers on campus.

For RAs, the benchmark is that 80% of the RAs will score an average or higher on the communication section of the RA Performance Assessment.

According to the RA Job Performance Review, RAs are assessed in the following four areas of communication: 1. Responding to communication in a timely manner (2 hours for text, 24 hours for email), 2. Communicating floor events and school wide activities in at least three weeks in advance, 3. Communicating openly and effectively amongst peers, and 4. Communicating openly and effectively with the RD.

These areas can be summarized in Professional (Emails, PR for Events, communication with the Residence Director) and Peer to Peer Communication (personal settings and group settings).

The benchmark was met for this assessment as 100% of our 15 RAs (8 female and 7 male) met or exceeded the communication standard outlined in the rubric. For this assessment we reported on the performance of only Resident Assistants (RAs), rather than both RAs and ARAs. This is because only RAs are required to take RA class and have more focused training on communication skills.

Overall, 40% of RAs met our standard (6 RAs), while 60% of RAs exceeded our expectations (9 RAs) with their communication skills. These results are the same as last year's.

Despite changes being discussed previously, this year we decided to make no changes to how we assessed the RAs. With the Residence Directors, the RAs see this assessment in August, December, and April. The familiarity with these metrics allows the team to know what they need to improve and grow in throughout the year.

For Student Employment, the benchmark is that 80% of students will receive at least an Above Average on the Leadership category (which specifically includes communication) of the Student Worker Evaluation. The text of this category is: "Leadership: Effectively problem solves, communicates clearly."

54% of students achieved an Excellent on the Leadership category of the Student Worker Evaluation. 37% of students achieved an Above Average on the Leadership category of the Student Worker Evaluation. The benchmark of 80% of students receiving at least an Above Average on the Leadership category of the Student Worker Evaluation was surpassed with 91% of students receiving at least an Above Average result.

This is an increase of 7.67% student workers scoring at least an Above Average result.

Out of the 7 students who did not hit the benchmark this year, 1 was from Facilities, 1 from Admissions, 1 in Spiritual Formation, 1 from Online Operations, and 3 from Digital Media.

This survey assessed student workers from the following departments: Facilities, Athletics, Digital Media, Library/SRC, Front Desk, Registrar, Mailroom, President's Office, Student Success, Student Life, Online Operations, Admissions, Development, Print Shop, and the Patriot Store. Not all departments were assessed this year due to staffing transitions and lack of access to Campus Labs.

Before taking the assessment, all supervisors are sent a handout to make sure that they help to make the interaction a positive experience for the student. There are departments that consistently have better reviews than other departments each year. It is not expected that the missing evaluations would greatly impact the assessment due to the variety of departments included and left out this year.

Because multiple departments fill out these evaluations for their student workers, there is some variety in how the standards are applied to each student worker in relation to the needs of each department. For instance, there may be no opportunity to observe the worker in this particular area, but they met the expectation set by the department for their role. Additionally, other departments felt that while students did not meet the "problem solving" component of the rubric entry, they were satisfactory communicators.

An opportunity for growth in this specific category is training student workers to communicate better when they reach a problem that they are unable to solve in that specific department. Additionally, adding an area for comments in this category helped to identify if it was communication or problem solving that was the issue.

Overall, with both the RAs and Student Workers, we saw improvement from last year's assessments.

Action Plan (Use):

Upon reviewing the RA and Student Employment CCLOs, it seems necessary to execute the following for the Student Employment portion of this SDO:

- Coordinate with Academic Affairs about managing and assessing TAs
- Figure out how to record evaluations of students with multiple jobs

Work with Institutional Effectiveness to ensure all supervisors are able to access

- Campus Labs

2. SDO Information Literacy / Critical Thinking 2023-2024

Start: 07/01/2023

End: 06/30/2024

Providing Department: Student Life

Benchmark Met?: Some

Outcomes:

CCLO 2 Financial Services

Information Literacy/Critical Thinking

Students will better understand financial literacy by successfully completing an online survey

Academic Year 2023-2024: 2. Information Literacy/Critical Thinking

Term: Overview

Exceeded		0%	0
Met		79.79%	75
Partially Met		0%	0
Not Met		20.21%	19
Not Attempted		0%	0

CCLO 2 Orientation

Information Literacy/Critical Thinking

New students who participated in the Campus Scavenger Hunt will be able to identify key student offices/services, their locations and function.

Academic Year 2023-2024: 2. Information Literacy/Critical Thinking

Term: Overview

Exceeded		0%	0
Met		73.68%	70
Partially Met		0%	0
Not Met		26.32%	25
Not Attempted		0%	0


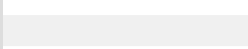
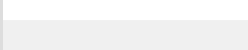
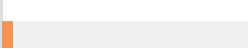
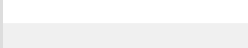
CCLO 2 Student Success

Information Literacy/Critical Thinking

Students who come to the Student Success Center for their first academic meeting will be able to articulate goals for achieving success in three targeted areas: academic, personal and spiritual.

Academic Year 2023-2024: 2. Information Literacy/Critical Thinking

Term: Overview

Exceeded		95.65%	22
Met		0%	0
Partially Met		0%	0
Not Met		4.35%	1
Not Attempted		0%	0

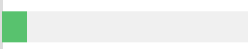

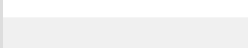
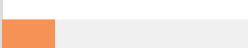
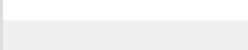
SDO 2

Information Literacy/Critical Thinking

Students will be able to locate and analyze information in order to solve problems and make evidence-based decisions in a variety of co-curricular settings.

Academic Year 2023-2024: 2. Information Literacy/Critical Thinking

Term: Overview

Exceeded		10.38%	22
Met		68.4%	145
Partially Met		0%	0
Not Met		21.23%	45
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

Not enough information from the assessment leaders has been provided at this time.

We want to consider:

Why did we not meet the benchmark in the Financial Services financial literacy quiz (quality of presentation? timing of quiz? Students not understanding?)

What changes were made on the Orientation Campus Scavenger Hunt as to key offices/services, and whether those changes had an expected impact? (The 'apples to apples' results were the same as last year). Did we attempt to improve learning in some ways that didn't translate on the quiz?

With Student Services, is it simply a continued improvement in processes that helped us achieve the goals? "Students that missed appointments didn't meet the goals." If all students that attend meetings make the goals, why?

If we 'ran the same play' with Financial Services, and tried to do better with Orientation, but saw either the same or less results, what would be the reason? Is Financial Literacy becoming more of a challenge with our students?

Action Plan (Use):

The SDO leader will review the assessment results with each assessment leader and propose strategies for student learning that can 'move the needle' in the Financial Services and Orientation assessments.

Assessment Process:

* Assessment leader training: We have experienced year over year issues with obtaining data from the Tutoring Center and need to clarify ownership of the Financial Services assessment. We want to communicate that the goal is student learning to and ensure that assessment leaders understand the goal and their responsibilities for assessing student learning.

3. SDO - Interpersonal Skills 2023-2024

Start: 08/01/2023

End: 07/31/2024

Providing Department: Student Life

Benchmark Met?: Some

Outcomes:

SDO 3

Interpersonal Skills

Students will demonstrate respectful and responsible personal behavior, interpersonal relationships, and leadership in a variety of co-curricular settings.

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		40.32%	177
Met		40.55%	178
Partially Met		2.51%	11
Not Met		13.21%	58
Not Attempted		3.42%	15

CCLO 3 RAs

Interpersonal Skills

RAs who have attended the RA class and training will be able to demonstrate effective floor culture, investment in the residents, the skill of recruiting, and a spirit of teamwork among the RA team.”

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		66.67%	10
Met		33.33%	5
Partially Met		0%	0
Not Met		0%	0
Not Attempted		0%	0

CCLO 3 Residence Life

Interpersonal Skills

At the end of the academic school year, with attendance of multiple floor events/meetings, Resident students who live in UVF Residence Halls will demonstrate respectful behavior in accordance to the code of conduct found in the Student Handbook.

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		37.5%	6
Met		62.5%	10
Partially Met		0%	0
Not Met		0%	0
Not Attempted		0%	0

CCLO 3 Orientation

Interpersonal Skills

New students who participated in the main campus Student Orientation will indicate engagement with their new classmate and staff.

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		0%	0
Met		87.37%	83
Partially Met		0%	0
Not Met		12.63%	12
Not Attempted		0%	0

CCLO 3 FYE

Interpersonal Skills

80% of first year students enrolled in FYE will pre-register for classes within the pre-registration period.

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		0%	0
Met		76.04%	73
Partially Met		8.33%	8
Not Met		0%	0
Not Attempted		15.63%	15


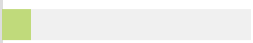
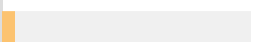
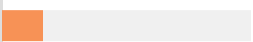
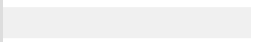
CCLO 3 Student Organizations

Interpersonal Skills

Leaders of student organizations will demonstrate good interpersonal skills related to the institutional value, "Teamwork is our Spirit" during their term of leadership.

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		67.21%	41
Met		11.48%	7
Partially Met		4.92%	3
Not Met		16.39%	10
Not Attempted		0%	0


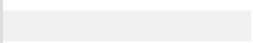
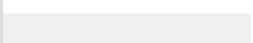
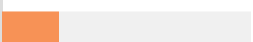
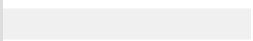
CCLO 3 Athletics

Interpersonal Skills

Student athletes will model responsible behavior as defined by the student athlete code of conduct in the Patriot Way Handbook. 60% of student athletes will not be involved in a violation report (defined as a MOU, chapel MOU, or behavioral contract).

Academic Year 2023-2024: 3. Interpersonal Skills

Term: Overview

Exceeded		76.92%	120
Met		0%	0
Partially Met		0%	0
Not Met		23.08%	36
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

The Student Development Outcome for this area is that: Students will demonstrate respectful and responsible personal behavior, interpersonal relationships, and leadership in a variety of cocurricular settings.

Overall 80.87% of Students/Floors that were assessed exceeded or met the benchmark; 2.51% of Students/Floors partially met; 13.21% did not meet it; and 3.42 % did not attempt.

Last year 73% of students exceeded the benchmark (449 students), 15% met the benchmark (92 students), 9% partially met the benchmark (56 students), 2% did not meet the benchmark (14 students), and .50 % did not attempt the benchmark (3 students)

Assessments for this outcome are:

1. **RA:** Performance evaluation for RA's to measure interpersonal relationships.
2. **Residence Life:** Student Conduct in relation to dorm floor incidents.
3. **Orientation:** Ability of students to identify peers and faculty.
4. **Student Organizations:** Evaluation of Student Leaders' interpersonal skills through a rubric.
5. **Athletics:** Evaluation of student athletes' responsible behavior through incident reports.

6. First Year Experience: Measuring personal responsibility through pre-registration in the allotted time period.

Two benchmarks were not met: Student Organizations and FYE.

Orientation:

Last year several changes were suggested to help the Orientation benchmark increase. They were as follows:

Continue administering the survey in FYE classes to increase the number of respondents.

During orientation, make it clear that START team leaders are students, not staff.

Offer the assessment during the first week of classes.

Involve staff in the orientation scavenger hunt to give students more chances to meet them.

The implementation of these four items led to a significant increase. The benchmark was met with 87.3% of 95 students meeting expectations. Last year (Fall 2022), only 58% of 86 students could name 4 students and 1 faculty/staff member. (Fall 2021, 75% of 36 students met the benchmark.) This resulted in 29.3% more students being able to name 4 students and 1 faculty/staff member. 9 more students participated in the assessment as well.

Athletics:

To better reflect our KPIs, we decided to define violations for this benchmark as contracts, MOUs, and Chapel MOUs. Violations were previously reflected as contracts only. The decision was also made to assess our Student athletes at the end of the academic year as opposed to at the end of each semester.

Of 156 student athletes assessed, 36 were involved with a violation report. The benchmark was met with 76.9 % of student athletes not being involved in a violation report. The Athletics department believes that continued tracking of this data could be a resource for recruiting and retention. For example, of the 36 student athletes who had at least a single violation, nearly a third did not return spring semester or will not be returning next year.

FYE:

The benchmark for this assessment is: 80% of first-year students enrolled in FYE will pre-register for classes within pre-registration period. During the first 2 weeks that registration opened, 73 of 96 FYE students registered. This was 76% of the total number. Within two weeks of pre-registration, 84% of students in FYE had pre-registered for the spring semester. As usual, Canvas lock-outs prevent some students from registering for classes within the allotted pre-registration period. However, the

benchmark serves as an important goal and helps remind FYE instructors to support individual students in clearing their financial holds so that they can participate in the registration process. Therefore, the benchmark was partially met.

The suggestion was made last year to not assess this area in the spring semester because of low numbers and lack of data.

Student Organizations:

The benchmark for this assessment was not met again this year. One particular student organization, UVF Worship, reported that 60% of their leaders fell below the benchmark standard.

However, SAAC, who previously did not meet the benchmark for two consecutive years, improved drastically to meet the benchmark this year. Last year part of the action plan directed resourcing for SAAC concerning this rubric.

Residence Life:

For the first time in several years, all floors met or exceeded the benchmark. It should be noted that this correlated with a lower number of incident reports. This may be due in part to high turnover in our Campus Security office this past year. We also graduated a guard who was very diligent about reviewing the cameras.

Action Plan (Use):

Here are some recommendations from this year's assessments:

1. Help resource Student Advisors on how best to utilize the Teamwork is our Spirit Rubric within the student organizations.
2. Change the benchmark for Athletics to the following: 70% of student athletes will not be involved in a violation report.
3. Continue to remind FYE instructors to support individual students in clearing their financial holds so that they can participate in the registration process
4. Work with Campus Security to help improve training for new employees.

4. SDO - Christian Worldview 2023-2024

Start: 08/01/2023

End: 07/31/2024

Providing Department: Student Life

Benchmark Met?: Some

Outcomes:

Chapel – 70% of students will answer the questions correctly on a quiz in Chapel.

Missions – Fall Testimony Response – 90% of the students will meet the standard described in the Testimony Rubric. Student Led Ministries – Spring Testimony

Response – 90% of the students will meet the standard described in the Testimony

Rubric. Student Conduct –In the educational component of their contracts, 75% of students will meet the standard described in the rubric. Small Groups – 70% of small groups will meet the standard defined in the Small Groups Rubric.

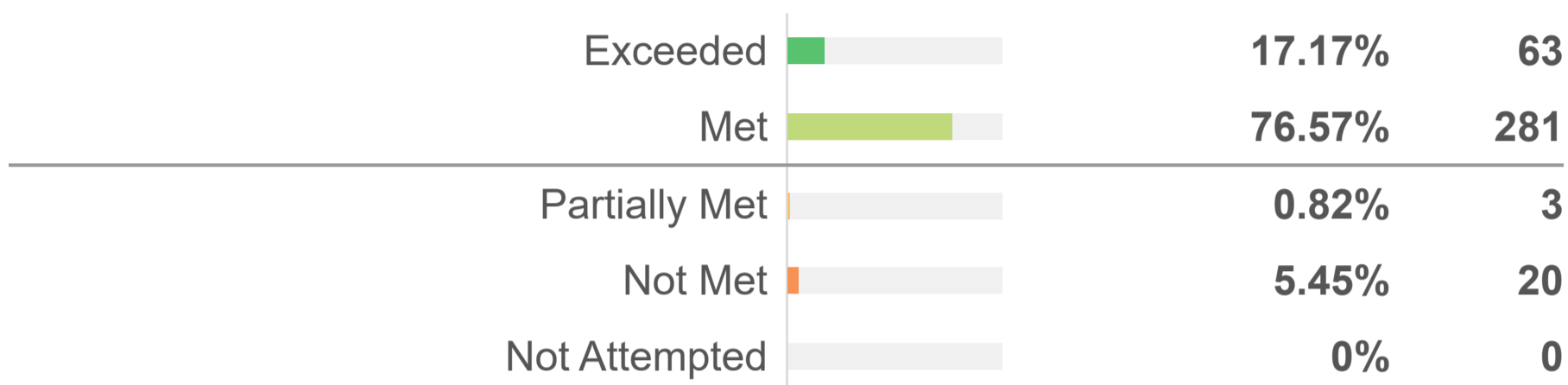
SDO 4

Christian Worldview

Students will practice a Christian worldview as indicated by articulating the Gospel, abiding in God’s presence, following Jesus, and fulfilling God’s mission through a Spirit-empowered life in a variety of co-curricular settings.

Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



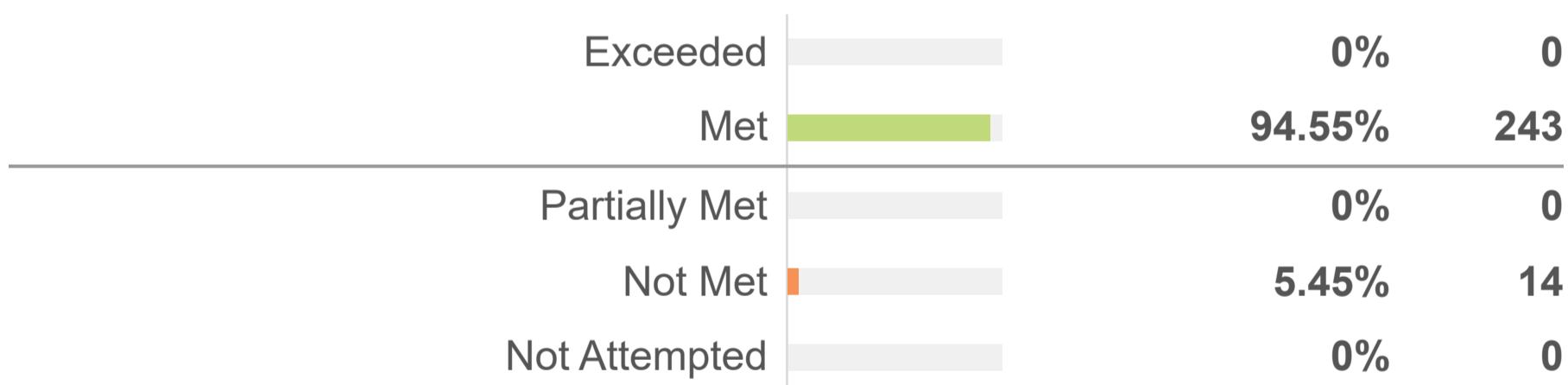
CCLO 4 Chapel

Christian Worldview

At the end of the academic year, students will accurately describe the truth of the Gospel.

Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



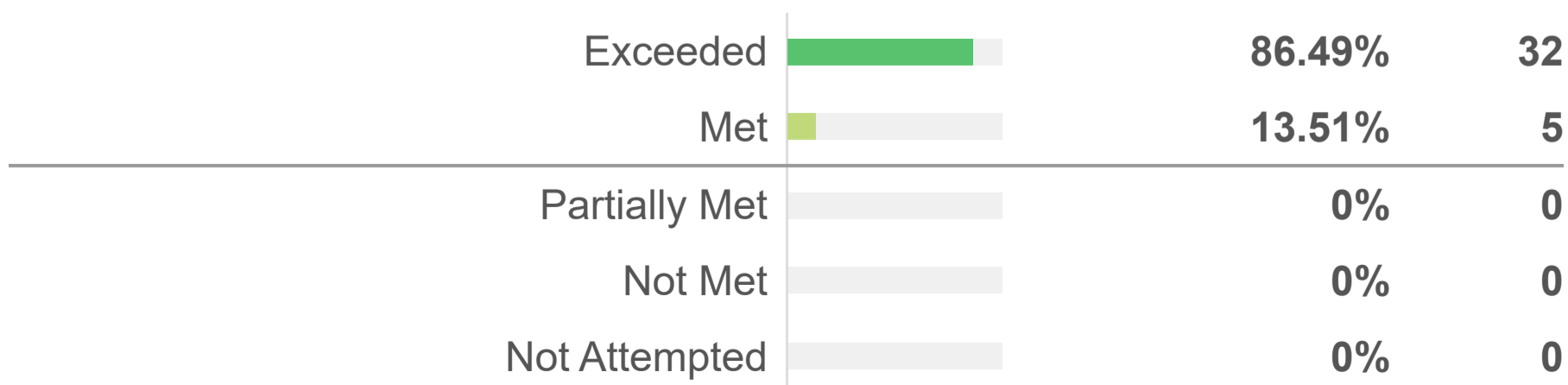
CCLO 4 Missions

Christian Worldview

Students who participated in a missions trip will be able to articulate God’s work through the missions trip experience in the context of one of the four pillars: His Gospel, His Presence, His Ways, His Mission.

Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



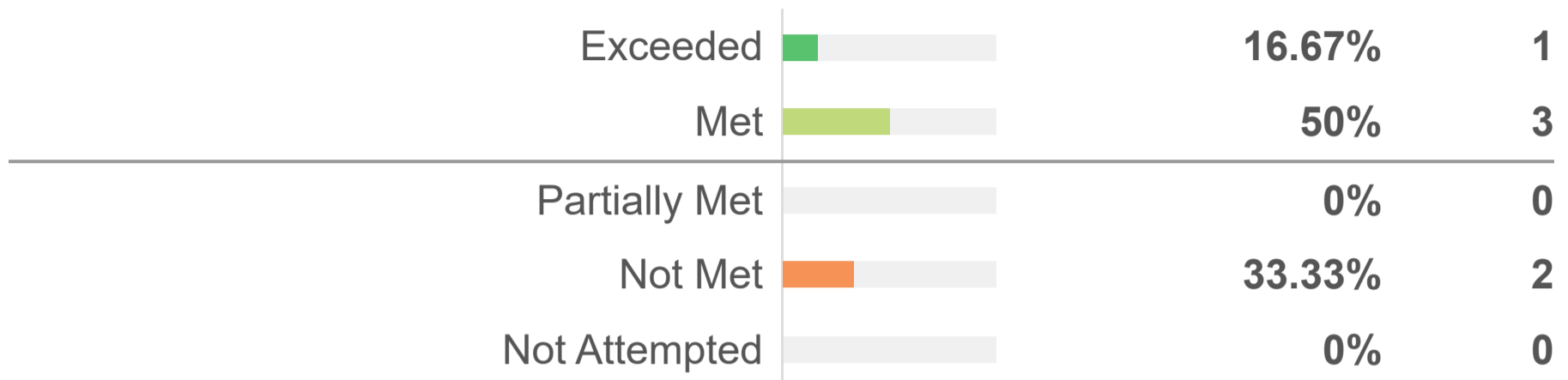
CCLO 4 Student Led Ministries

Christian Worldview

Students who lead a Student Led Ministry will be able to articulate God’s work through their ministry group in the context of one of the four pillars: His Gospel, His Presence, His Ways, His Mission.

Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



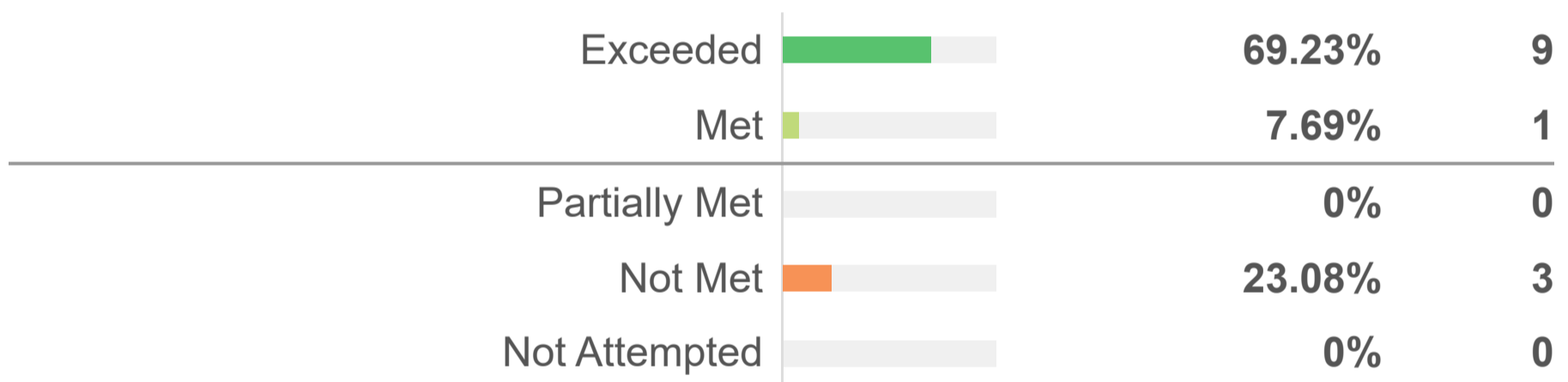
CCLO 4 Student Conduct

Christian Worldview

At the conclusion of their conduct conditions/ contracts, students will be able to identify and practice 3 to 4 Christian values.

Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



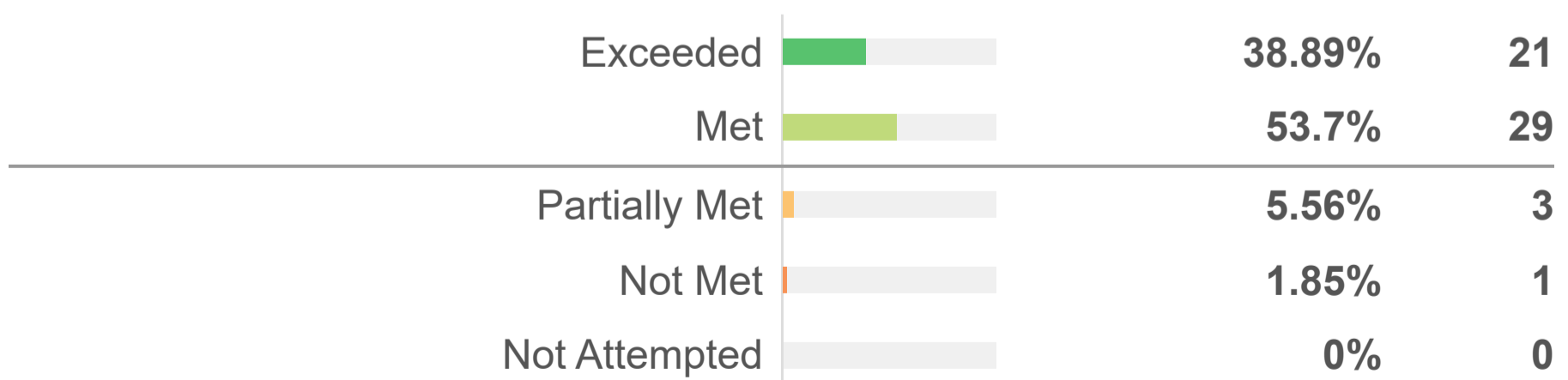
CCLO 4 Small Groups

Christian Worldview

As a result of small groups, students will practice Spirit-filled, loving community, as defined by the Small Groups Rubric.

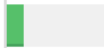

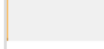
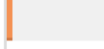
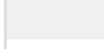
Academic Year 2023-2024: 4. Christian Worldview

Term: Overview



Analysis/Interpretation (Consideration):

This SDO assesses five areas of our community- Small Groups, Chapel, Missions Teams, Student Led Ministries and Student Conduct.

Exceeded		17.17%	63
Met		76.57%	281
Partially Met		0.82%	3
Not Met		5.45%	20
Not Attempted		0%	0

Overall, 93.74% of students/groups assessed met or exceeded the benchmark; .82% partially met, 5.45% did not meet.

The assessments included in Christian Worldview are as follows:

- Spring evaluation of small groups by small group leaders to evaluate the areas of attendance, engagement, gospel fluency, prayer, accountability, and evidence of being Spirit-led.
- Gospel Fluency Quiz: designed to evaluate students' understanding of the Gospel.
- Student Led Ministry Leader testimony assessment which measures their team's experience of the Four Pillars while in a ministry context, as evaluated by the student leader.
- Student Conduct rubric evaluation which evaluates the educational assignments of students on a behavioral contract to assess their understanding of Christian values and behaviors.
- Fall and Spring assessment of Missions Trips which measures our missions trip's experience of the Four Pillars while in a missions context, as evaluated by the student leader for the trip.

All benchmarks were met this year except the Student Led Ministry assessment. Students continue to report and reflect growth in the areas assessed.

We see continued enthusiasm for small groups this year, with more groups meeting the standard than in all prior years.

Both our missions trips and student led ministries are assessed by the same rubric. Missions trips exceeded the benchmark, but two out of 6 student led ministries failed to meet rubric requirements. The 2 ministries failed to meet the requirement for meetings and participation.

We had a 19% increase in the results of this year's Student Conduct assessment, with 76% of students completing the requirements for a contract as opposed to only 57% from last year. Recommendations from last year resulted in improved training of mentors who administered the contracts, a change which contributed to the improved completion rate.

Our students continue to be gospel fluent, with more students completing the survey with passing rates than any other year.

A few important observations arose from the data this year.

Trends from the past four years of the gospel fluency assessment reveals that while majority of our students are gospel fluent, false teachings of prosperity and works based theology continue to be a persistent challenge. Additionally, the data trends show that our students understand their role in the priesthood of all believers. It raises the important question of- Where do our students receive this teaching? In the admissions process? Through chapel? In classes? Is it the type of students we attract or is it something that happens to change their opinion while they are here? Or are the other options for this question make it easier to identify.

Student conduct contracts exist to help students on disciplinary contract follow a redemptive path focused on character development and discipleship. Our mission is to prepare individuals for service and leadership, which means that when students fall short of this, we must help them be restored and grow through the process. This assessment shows that we are improving each year in our ability to do this.

We may have some work to do with missions and student led ministry assessments, re-evaluating our assessment methods and tools. We are confident in the quality of the trips and student led ministries, but we must improve how we assess.

Action Plan (Use):

There were several recommendations from this year's assessment:

- 1) A recommendation from this year's report was to utilize the addition of small group coaches to better assess small groups needs ongoing throughout the year.
- 2) A recommendation from this years reports is to meet with Missions and Student Led Ministry advisors to evaluate if using the same assessment is effective for the needs of the group.
- 3) The topics of Works based theology and Prosperity teaching could be directly addressed by teaching pastors in chapel or discussed in small group.
- 4) Feedback received from the mentors indicate that with some additional adjustments, the benchmark could continue to increase. Those suggestions are:
 1. A suggested list of assignments for mentors that help facilitate the goals of the rubric.
 2. Meet with mentors to walk through the rubric to ensure the education assignment goals are clear.

5. SDO Holistic Development 2023-2024

Start: 07/01/2023

End: 06/30/2024

Providing Department: Student Life

Benchmark Met?: Yes

Outcomes:

The Dining Commons encourages students to make smart choices in choosing a healthy well-balanced meal. The benchmark was 75% of students are satisfied or very satisfied with healthy options provided at the UVF Dining Commons. 95 students participated in the Dining Commons survey done by Sodexo (compared to 52 last year 2023).66% of their goal was met. The overall satisfaction score for the Dining Commons was 3.3 out of 5 which comes out to 66%.

100% of students consulting the Health and Wellness Center demonstrated understanding of their treatment plan. The teachback method is used to verify that the student understands the treatment plan.

The benchmark for the UVF Counseling Center was 75% of students will agree or strongly agree that- I have the tools/Ideas/Information through counseling that will benefit me in the future. According to the survey the benchmark was met and 89% of students received the tool/ideas,/information from counseling to benefit them in the future.

CALO 5 Health & Wellness center

Holistic Development

Students consulting the health and wellness center will demonstrate understanding of their treatment plan

Academic Year 2023-2024: 5. Holistic Development

Term: Overview

Exceeded		0%	0
Met		100%	3468
Partially Met		0%	0
Not Met		0%	0
Not Attempted		0%	0

CALO 5 Dining

Holistic Development

Students who use the dining facility will know how to make smart choices in choosing a healthy well-balanced meal.

Academic Year 2023-2024: 5. Holistic Development

Term: Overview

Exceeded		0%	0
Met		65.63%	63
Partially Met		1.04%	1
Not Met		33.33%	32
Not Attempted		0%	0

CALO 5 Mental Health

Holistic Development

Students will indicate that they have grown in their ability to practice a holistic lifestyle and in their self-awareness of mental health.

Academic Year 2023-2024: 5. Holistic Development

Term: Overview

Exceeded		11.11%	1
Met		77.78%	7
Partially Met		0%	0
Not Met		11.11%	1
Not Attempted		0%	0

SDO 5

Holistic Development

Students will practice a holistic lifestyle with attention to mental/emotional, physical, spiritual, and social dimensions of personhood in a variety of co-curricular settings.

Academic Year 2023-2024: 5. Holistic Development

Term: Overview

Exceeded		0.03%	1
Met		99.02%	3538
Partially Met		0.03%	1
Not Met		0.92%	33
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

*The UVF Dining Commons and The Anvil are under the direction of Sodexo Hospitality Company. Sodexo sends out a biannual survey called, "The Student Satisfaction Survey." Ralph Cheiffo manages the UVF Dining Commons and Anvil. Sodexo provides a registered dietician who continuously reviews the latest research on nutrition and follows the recommendations of the leading health organizations. The registered dietitian is also available to answer questions. Sodexo takes pride in their quality of food and states, "Our menu design often approaches food not only as fuel, but as therapy, and a way to connect community. As one of our chefs says, "I don't feel like I'm cooking for guests, I feel like I am cooking for and educating my extended family."

The Sodexo Hospitality Company provides a program called, "Mindful".

The Mindful website features-

- Sound nutritional philosophy and guidelines
- Based on latest science and leading health organization recommendations
- Chef & management training and certification through the Culinary Institute of America (CIA)
- Teachable moments with education that ties to the food

- Focus on taste and satisfaction – what we like to call healthy indulgence

All of the food in the Dining Commons and Anvil are labeled with calories and nutritional value signs. A sticker is placed over healthy food which helps students make healthy choices.

*The Benchmark for the Health and Wellness Center is- 100% of the students will be able to repeat the treatment plan back to the Director before leaving the Health Center (3,468 issues addressed--a student can have multiple issues). Students were provided physical, mental, spiritual and social support so that they can live a holistic and healthy lifestyle. The Health and Wellness Center fulfilled their goal 100%. Teach back method was the measure of success. All students demonstrated understanding of their treatment plan that reported to the UVF Health and Wellness Center

*The UVF Counseling Center is under the direction of the Director of Health and Wellness. Andrew Rodriguez is a licensed counselor that has been with UVF for over 13 years. Andrew has consistently received high praise through his evaluations and also students who verbally let the Director of Health and Wellness know that they appreciate their sessions with Andrew and return to his counseling sessions annually.

UVF had the privilege of having two new counselors, Karen Snyder and Ashlee Mulligan through the Peace Maker Center. Five students utilized the Peace Maker Center counselors and 13 students utilized Andrew Rodriguez's counseling sessions.

This year we added the goal for Mental Health that "Students will indicate that they have grown in their ability to practice a holistic lifestyle and in their self-awareness of mental health." The benchmark was 75% of students who utilize counseling services will answer 'agree' or 'strongly agree' that "I received the tools/ideas/information through counseling that will benefit me in the future" on a survey. The benchmark was exceeded as 89% of students utilizing the center reported this.

Action Plan (Use):

The Dining Commons will provide students with healthy, well balanced meals.

The Health Center will promote healthy lifestyles, advocate for patients, provide health education, and directly care for patients. The nurse will research new and innovated treatment plans to provide the best care for the patient. All current resources need to be reviewed annually for updates. Each year more treatment plans are developed. The nurse will provide a presentation to the First Year Experience class that promotes a healthy lifestyle and includes nutrition, exercise, sleep, mental health, and spiritual health. The Health Center will also train staff and students in American Heart Association CPR, AED, and First Aid.

The Counseling Center will continue to provide high quality counselors who will teach and guide students to live a full and joyfilled life that brings glory to the Lord.

Next year, we will add two more assessments for the Mental Health Goal:

Mental Health – Counselors will 'grade/rate' students on their growth using a matrix (need to create)--Direct Measure

Mental Health Optional- 75% of students who take the Mental Health Awareness Assessment will indicate 'agree' or 'strongly agree' on a statement of growth in self-awareness of their own mental health during their time at UVF.- Indirect Measure

6. SDO Professional Development 2023-2024

Start: 07/01/2023

End: 06/30/2024

Providing Department: Student Life

Benchmark Met?: Some

Outcomes:

Student Worker Evaluations - Benchmark (80%) was met at 85%.

Worship Team Evaluations - Benchmark (80%) was met at 100%.

Career Plan Assessment - Benchmark (80%) was not met at 48%.





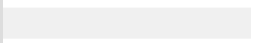
SDO 6

Professional

Students will demonstrate the essential knowledge and skills necessary to lead in specific co-curricular settings.

Academic Year 2023-2024: 6. Professional

Term: Overview

Exceeded		42.55%	60
Met		25.53%	36
Partially Met		17.73%	25
Not Met		14.18%	20
Not Attempted		0%	0





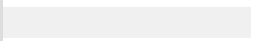
CCLO 6 Student Employment

Professional

Students will model professional behavior appropriate to their position as a student employee.

Academic Year 2023-2024: 6. Professional

Term: Overview

Exceeded		76.92%	60
Met		7.69%	6
Partially Met		11.54%	9
Not Met		3.85%	3
Not Attempted		0%	0

CCLO 6 Career Services

Professional

Students will complete a three-point career action plan during their time enrolled: personality assessment, co-curricular transcript, resume editing, and interview skills development.

Academic Year 2023-2024: 6. Professional

Term: Overview

Exceeded		0%	0
Met		47.62%	30
Partially Met		25.4%	16
Not Met		26.98%	17
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

Students are generally doing well in their Professional Student Development Outcomes. Two of the three assessments show that the large percentage of students evaluated hit the benchmark.

The benchmark that was not met was improved upon from the previous year. There were significantly more students who at least partially reached the benchmark that were recorded, and UVF has been tracking this better. Because this assessment measures the student's activity through their entire 4 years, it is expected that the results would improve incrementally over the next few years. This year's results reflect this expectation.

Action Plan (Use):

Transitioning the student worker forms to digital revealed some parts of the process that can be improved upon with better communications with multiple departments. The Student Employment office will work with Academic Affairs to establish better TA supervision practices. They will also work with Institutional Effectiveness to make sure that evaluation forms are correct and that all supervisors have the correct access.