INSTITUTIONAL ASSESSMENT REPORT

Student Compliance Department / 2025

Department's Relationship to the College Mission and Strategic Plan
(Completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan

The Student Compliance Department directly supports Jefferson College's mission of *serving our community by delivering quality learning opportunities that empower individuals to achieve their goals.* By fostering a safe and respectful environment, the department ensures that students can fully engage in their learning and achieve their academic and personal goals. The department's work aligns with the College's vision of *inspiring our community to explore, develop, and engage in innovative learning experiences in a supportive environment.* The emphasis on prevention, education, and support contributes to a campus climate where all students feel valued, respected, and able to thrive.

The Student Compliance Department plays a vital role in advancing all four of Jefferson College's Strategic Priorities:

Strategic Priority 1: Student Success: The department directly enhances the student experience through a supportive environment (Goal 1) by addressing conduct issues fairly, providing crucial well-being and counseling services (Goal 5), and cultivating a culture of belonging (Goal 3). Initiatives like Vikings Care aim to increase help-seeking behaviors and support the emotional, psychological, and social well-being of students, contributing to increased persistence, retention, and completion (Goal 2). The department's commitment to accessibility extends to ensuring fair processes for all students (Goal 4).

Strategic Priority 2: Instructional Excellence: While not directly involved in curriculum, the department supports an engaging learning environment (Goal 2) by fostering a safe and respectful campus where students can focus on their studies without fear of harassment or discrimination. The educational components of the student conduct process and Vikings Care initiatives contribute to student learning and development. The department also collaborates with faculty and staff on training related to student well-being and behavioral concerns (Goal 3).

Strategic Priority 3: Operational Excellence: The Student Compliance Department strives for operational excellence by developing clear Student Compliance guidelines, implementing efficient processes for Student Wellness and Counseling Services, the Care Team, and student conduct, and utilizing tools like Maxient and Titanium effectively. The focus on continuous assessment and improvement within the department aligns with the College's commitment to operational excellence in all service areas.

Strategic Priority 4: Community Engagement: By fostering a safe and respectful campus environment, the department contributes to a positive image of the College within the community (Goal 1). Vikings Care initiatives may involve community partners in providing resources and support for student well-being (Goal 5). The department's efforts to prevent and address issues like interpersonal violence also contribute to a safer community overall.

Summary of Departmental Activities, Assessment and Use of Results

(Completed Spring semester or on accreditation cycle - May include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes

The Student Compliance Department was established in the summer of 2019. Over the past five years, the Student Compliance Department has achieved significant milestones in the areas of prevention, policy development, service expansion, and student support. Highlights include:

- **Service Expansion and Restructuring**
  - In 2018, Jefferson College was awarded an Office on Violence Against Women grant, which established a part-time grant-funded position to support victims of sexual and interpersonal violence. The success and demonstrated impact of this initiative led the College to sustain and enhance the position beyond the grant period, transitioning it into a full-time, college-funded role. In June 2022, the part-time On-Campus Victim Advocate position was converted into a full-time Student Advocate role to meet the growing need for holistic support, adding wellness and case management responsibilities to better address students' overall well-being beyond victim advocacy. By Fall 2024, the position was restructured into the Student Support/Deputy Title IX Coordinator role to ensure a more coordinated and trauma-informed response to Title IX sexual harassment and pregnancy-related cases as well as leadership within case management. This progression reflects the College's ongoing commitment to comprehensive, student-centered support and proactive compliance with federal mandates.
  - Counseling Services successfully transitioned from an external contract model (COMTREA and Compass Health Network) to an embedded, college-operated office under Student Wellness and Counseling Services in August 2024. This shift was driven by rising contract costs, coordination challenges, and a growing need to provide more accessible and integrated mental health support for students. The new model enhances efficiency, strengthens collaboration, and reduces barriers to care. A full-time Director was hired during the 2024-2025 academic year to lead the transition, and an additional clinician was added in Spring 2025 through funding from the Jefferson County Community Mental Health Fund Board, further expanding the College's capacity to meet the increasing demand for counseling services.
  - Staff developed the *How Are You Doing?* form to improve early identification and triage of students with multiple or underlying barriers to academic success. The department has partnered with ASPEN to incorporate their online screener, adding after-hours support for students having high-risk screeners, and strengthening referrals to local resources.

- **Care Team and Case Management Enhancements**
  - The Behavioral Concerns Team was rebranded and expanded into the Care Team, aligning its structure and practices with National Association of Behavioral Intervention Teams (NaBITA) standards. This transition strengthened the College's ability to provide coordinated, trauma-informed responses to student concerns, ensure consistency in case management, and promote early intervention, with a theme of caring for students. The team completes an annual team-assessment using NaBITA standards to guide continuous improvement and professional accountability.

- **Policy and Compliance Improvements**
  - Institutional compliance and consistency were strengthened through the development, revision, and implementation of key student policies and procedures:
    - Student Code of Conduct (VII-007), updated October 2022.
    - Complaints Alleging Discrimination and Harassment, (VII-012), updated July 2024.
    - Title IX Sexual Harassment Procedure and Grievance Process, (VII-012.1), updated July 2024.
    - Pregnancy and Related Conditions Policy (VII-014), added July 2024.
    - Drafted Jefferson College's first Suicide Prevention Policy, November 2023 (first institutional policy of its kind).
  - Departmental annual reporting and evaluation processes were developed to ensure operational clarity, consistency, and continuous improvement for each office which includes goal identification and updates to office protocols. Based on this review, comprehensive office manuals—including the *Counseling Services Manual, Wellness Manual, Title IX/VAWA Manual, Title IX/Pregnancy Manual*, *Care Team Manual*, and *Student Conduct Procedures Manual*—are updated. Manuals document workflows, provide step-by-step guidance for case management, and standardize communication templates to promote transparency, accountability, and alignment with institutional priorities.
  - Drug-Free Schools and Communities Act (DFSCA) biennial reviews, International Accreditation of Counseling Services (IACS) compliance reports, and overlapping Clery Act and VAWA documentation are successfully completed. DFSCA compliance was further strengthened by improving the annual notification process—transitioning from an announcement-page method to a direct email distribution model to ensure accessibility and delivery verification for both students and employees.

- **Strategic Planning and Data Use**
    - The Missouri Assessment of College Health Behaviors (MACHB) climate survey is administered annually since 2019. Results inform programming decisions, prevention priorities, and policy updates. The Vikings Care Strategic Plan is subsequently developed and revised each year with input from students, staff, and community partners to ensure alignment with emerging campus needs and data trends.
    - In an effort to strengthen data-informed decision-making, persistence and retention outcomes were manually calculated for each student referred to support services within the department. Recognizing the need for more efficient and accurate reporting, the department began collaborating with the Office of Institutional Research to develop Power BI integration for ongoing monitoring and analysis of these outcomes.

- **Education and Prevention Programming**
    - The former "R U OK?" Environment and Safety Subcommittee was rebranded and expanded into the "Vikings Care" Student Learning and Support Subcommittee, establishing a renewed focus on best practices, data-informed decision-making, assessment, and intentional strategic planning to enhance student well-being and success.
    - Through its partnership with Missouri Partners in Prevention (PIP) and participation in the annual Meeting of the Minds (MOM) conference, Jefferson College continues to strengthen its prevention education efforts and expand the professional development of staff and faculty engaged in student wellness initiatives. As an example, the decision to implement and eventually mandate RESPOND Mental Health Training at Jefferson College in 2024–2025 reflects years of advocacy, collaboration, and data-driven planning. Since 2016, rising concerns for student well-being and findings from the Missouri Assessment of College Health Behaviors (MACHB)—showing nearly half of students have experienced suicidal ideation and frequently seek help from faculty or staff—highlighted the need to better equip our campus community. This priority was reinforced during the 2023 All-Campus Meeting, where student mental health was discussed as a major *future trend in higher education* and participants identified the need for increased training, awareness, and support. Recognizing that mental health challenges are a leading factor in student withdrawal, the College adopted RESPOND through its partnership with Missouri Partners in Prevention (PIP) because it is college-specific, evidence-based, and available at no cost with ongoing technical support.
        - RESPOND was officially implemented at Jefferson College in 2022.
            - Student Compliance Department staff were trained first, then the College's Care Team.
            - Thereafter, advisors, Admissions staff, and Enrollment Services staff were trained. Residential Life staff also completed the training.
            - Additionally, the Physical Therapist Assistant (PTA) program implemented this in some of their summer cohorts.

        - Throughout this program roll-out, the training was offered voluntarily to other faculty and staff.
    - Following several years of successful pilot implementation, College leadership endorsed a full-time faculty-wide mandate beginning in 2024-2025 to ensure consistent, informed, and compassionate responses to students in distress.

- **Recognition and Leadership**
    - Departmental efforts resulted in the awarding of the Outstanding Campus Program Award and Outstanding Professional Award from Missouri Partners in Prevention (PIP) in 2023, recognizing Jefferson College's leadership in prevention programming and student wellness initiatives.
    - Departmental best practices and innovative approaches have been presented at statewide conferences, including the Missouri Community College Association (MCCA) and Meeting of the Minds (MOM), highlighting the College's commitment to data-driven decision-making, collaboration, and continuous improvement.
    - The department has built and maintained strong, sustained partnerships with community stakeholders such as Missouri Partners in Prevention, Office on Violence Against Women, Access to Services Providing Essential Needs (ASPEN), and Jefferson County Community Mental Health Fund Board, enhancing access to behavioral health resources, external funding, training, and prevention programming across campus.

Internal and External Data Collection and Analysis

(Completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data)

Across all initiatives, data collection and analyses guide programming, training, and policy/protocol improvements. The department integrates quantitative data (e.g., MACHB, training completions) with qualitative feedback (e.g., annual reports, retreat SWOT analyses) to assess impact, identify gaps, and refine strategies. Key findings include:

1. Student Policy Awareness

- **Missouri Assessment of College Health Behaviors (MACHB) Data** shows continued growth in student awareness of both Drug-Free Schools and Communities Act (DFSCA)/Alcohol and Other Drug (AOD) programming and Title IX/Sexual Violence Policy. Jefferson College students consistently meet or exceed awareness levels of peer two-year institutions and are comparable to four-year benchmarks, indicating strong outreach effectiveness.

Policy Awareness at Jefferson College

	2021	2022	2023	2024	2025	PIP 2-Year	PIP 4-Year
Aware of AOD prevention program	61%	67%	69%	73%	**72%**	44%	61%
Aware of sexual violence policy	79%	87%	85%	85%	**87%**	80%	89%

  - Findings suggest that consistent training and communication, coupled with targeted outreach strategies, are directly improving campus-wide understanding of prevention and reporting resources.
  - **Use of Results:** Continued emphasis will be placed on strengthening policy awareness by integrating clear, accessible information about student rights and responsibilities into campus-wide communications.

2. Training Effectiveness and Learning Impact

- **Year One College Behavior Profile (Y1CBP) and College Behavior Profile (CBP) Data:** Since Fall 2021, approximately 2,052 incoming students completed the Y1CBP, and 50 students completed the CBP as part of a sanction following an on alcohol or drug policy violation. The Y1CBP continues to function as a proactive education measure,

helping students reflect on responsible decision-making prior to exposure to higher-risk behaviors in college while the CBP functions as a restorative measure to support behavioral reflection and learning among sanctioned students.
    - Findings suggest that early prevention through the Y1CBP is reaching the majority of incoming students, while the low number of sanction-based CBPs reflects effective proactive education.
    - **Use of Results:** The department will collaborate with Missouri Partners in Prevention (PIP) to implement upcoming updates to the CBP and Y1CBP tools, improving data accuracy. Findings will also be compared with MACHB data to ensure consistency across prevention measures and guide ongoing AOD programming and policy education.

- **Sexual and InterPersonal Awareness and Response Course (SPARC) Data:** There have been approximately 1,847 incoming students who completed the SPARC since Fall 2022. SPARC evaluations have been reviewed since 2020, with updates to the training occurring after 2020, 2021, 2023, 2025, and on an ongoing basis as needed. Based on evaluation feedback, the department implemented modular updates, quiz refinements, and a pause/resume function to enhance accessibility, engagement, and information retention. There have been approximately 455 evaluations from Fall of 2021 to the end of Summer 2025, averaging 88%-98% across all metrics. Highest marks include content fit (94%), navigation (93%), and resource awareness (92.8%). Lower marks include perceived length (80.8%) and connection (85.2%).
    - Findings suggest that students are effectively learning how to identify and access campus support services.
    - **Use of Results:** Lower scores related to course length and personal connection indicate opportunities to further streamline content and incorporate more interactive or personalized elements to sustain engagement.

- **Ask, Listen, Refer (ALR)**: Since 2021, Jefferson College has maintained strong and consistent participation in the ALR online suicide prevention training, with 1,041 completions in 2021, 1,034 in 2022, 1,072 in 2023, and 1,016 in 2024, including 1,704 incoming student completions since Fall 2022. Jefferson College consistently receives the highest ALR usage rate among Missouri two-year institutions, as highlighted in Missouri Partners in Prevention (PIP) monthly newsletters. According to MACHB results, over the past five years, students' willingness to complete an online suicide prevention training program has fluctuated between 41% and 55%, with an average 47% reported awareness of the Ask, Listen, Refer program. Awareness of the 988 Suicide & Crisis Lifeline is high, with 85% of respondents reporting familiarity with the resource. Importantly, 48% of students reported experiencing suicidal thoughts at some point in their lifetime, and 23% reported experiencing them within the past year—underscoring the continued importance of campus-wide suicide prevention initiatives.
    - Findings suggest that Jefferson College's sustained implementation of ALR has built a strong foundation of awareness and readiness to respond to students in crisis, particularly among incoming students who complete the training early in their college experience.
    - **Use of Results:** The department will continue collaborating with Missouri Partners in Prevention (PIP) to sustain high engagement, strengthen awareness,

and promote early intervention through an integrated, tiered suicide prevention approach that aligns ALR and RESPOND training efforts.

- **RESPOND Mental Health Training:** The RESPOND training complements Ask, Listen, Refer (ALR) by providing a more in-depth, skills-based approach that equips participants to recognize and effectively support individuals experiencing mental health crises. Together, these programs create a tiered prevention model that builds both awareness and capacity for early intervention across the Jefferson College community. During 2024-2025, 114 participants completed part 1 of RESPOND, and 96 participants completed part 2. Post-training feedback indicated improved confidence and readiness to intervene.

	Pre Test Average	Post Test Average	Increase
1. I am confident I can recognize when someone is experiencing a mental health problem.	3.81	4.24	0.43
2. I am willing to offer assistance to someone who appears to be in emotional distress.	4.07	4.27	0.2
3. I am confident about my ability to assist someone who is in emotional distress.	3.51	4.12	0.61
4. I am willing to talk directly with someone about whether they are considering suicide.	3.51	4.07	0.56
5. I am confident about my ability to assist someone who may be considering suicide.	3.21	4.03	0.82
6. I am confident about my ability to recognize and correct misconceptions about mental health problems.	3.73	4.23	0.5

(Strongly Agree=5, Agree=4, Uncertain/Neutral=3, Disagree=2, Strongly Disagree=1)

  - These efforts strengthen early identification and referral by those who students most often approach—faculty and staff—aligning with MACHB insights and reinforcing Jefferson College's commitment to proactive, community-based mental health support.
  - **Use of Results:** Findings validate the importance of continued faculty and staff involvement in early intervention and support expansion of RESPOND sessions to adjunct instructors and student leaders.

- **Engage Bystander Intervention Program:** Engage was implemented at Jefferson College in Fall of 2022, replacing a homegrown bystander intervention program. Since its launch, the Engage program has reached at least 519 students based on submitted post-test data. Actual participation is likely higher, as not all students completed the assessment. Although consistent pre-test data was not available, post-test responses provided valuable insight into student learning and confidence. Key outcomes from post-

test data indicate that 68.6% of students agreed the information presented was valuable to their learning. Eighty-six percent of participants agreed they now have the skills to intervene when someone may be at risk or harmed—an increase from 71.9% reflected in MACHB findings from 2023-2025. Additionally, 79% of respondents reported feeling confident and capable of intervening in situations involving alcohol and other drug-related issues, acts of bias and discrimination, interpersonal violence, and mental health concerns. Eighty-two percent of students indicated they would want a peer to intervene if they were in danger, closely aligning with MACHB findings (88.5%) from the same period. Collaborative facilitation across departments also indirectly strengthened campus-wide support and reinforced a consistent prevention message delivered by multiple trusted voices.

- Findings suggest that the Engage program continues to be an effective tool for promoting student empowerment and proactive bystander behavior, fostering a culture of shared responsibility and support across campus. The high confidence and skill-development ratings demonstrate that participants not only value the training but feel prepared to intervene in a range of situations impacting student safety and well-being.
- **Use of Results:** Results reinforce the importance of expanding Engage to a broader student audience beyond Athletics, increasing facilitator participation, and reestablishing the "Don't Cancel That Class" campaign to maximize exposure. Ongoing collaboration among facilitators will continue to strengthen early intervention and align prevention education with MACHB findings, supporting Jefferson College's commitment to a safe and welcoming campus environment.

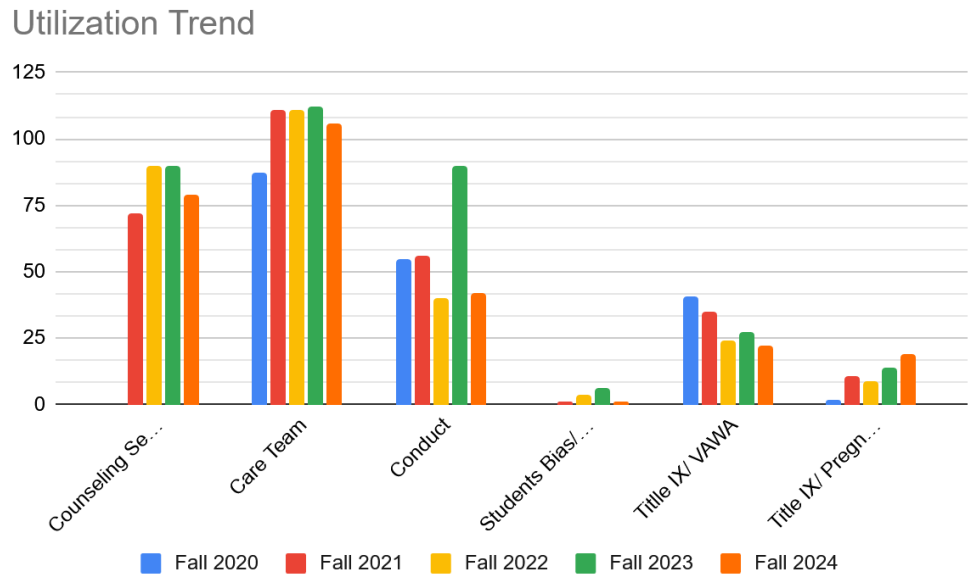
3. Co-Curricular Assessments:

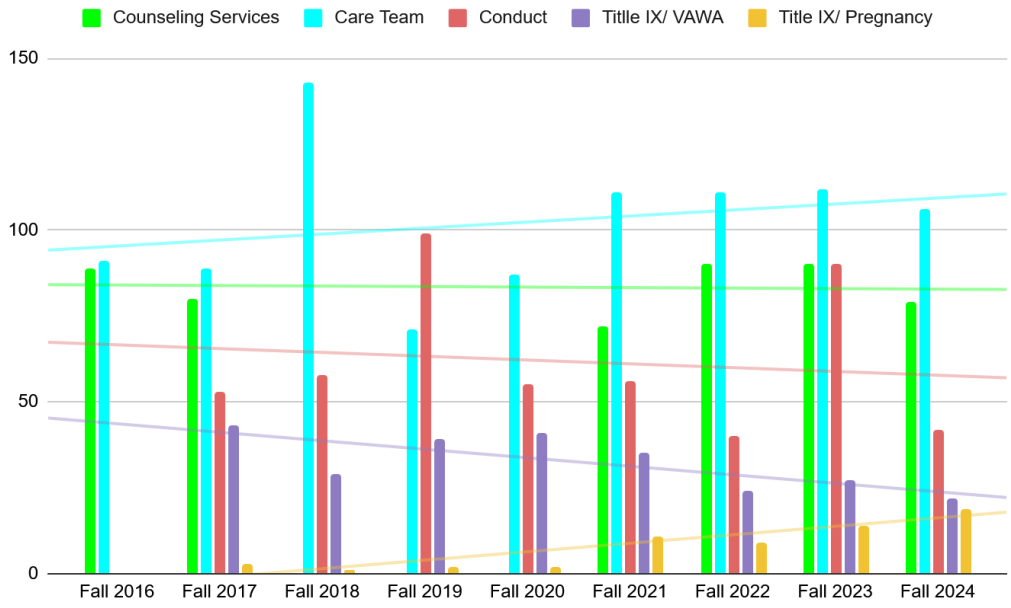
- 2019 Assessment Cycle: This cycle's learning outcome was intended to assess students' ability to identify how their actions related to alcohol use impact themselves and others, utilizing the BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) Network Alcohol Response-Ability Program and Personal Assessment. During the assessment period, Jefferson College transitioned this program to the *Alcohol eCHECKUP TO GO*, which the College Alcohol Intervention Matrix (AIM) identified as having a 75% or higher effectiveness rating as an individual-level strategy to produce changes in attitudes or behaviors. As a result of the transition, no evaluations were completed within the reporting timeframe. However, subsequent results from the 2020–2021 academic year were analyzed by the Student Conduct Office. Of the 12 participating students, 10 demonstrated increased awareness and appreciation for how their actions affected themselves and others.
    - Findings suggest that students who complete *Alcohol eCHECKUP TO GO* showed increased awareness of personal and social consequences associated with alcohol use. Qualitative feedback suggests the program successfully prompts self-reflection, attitude shifts, and consideration of behavioral change:
        - "The numbers/charts/comparisons were helpful for increasing my understanding of specific alcohol effects."
        - "It helped me get a better understanding of what drinking does not only to your body, but to your life, friends, family, etc."

        - "After taking the program, I honestly had such a wake up call... I realized the seriousness of my drinking habits and need to make a change."
    - **Use of Results:** Results confirmed *Alcohol eCHECKUP TO GO* was an effective intervention for alcohol-related conduct cases. In Fall 2022, the Student Conduct Office transitioned to the *College Behavior Profile (CBP)*, implemented statewide through Missouri Partners in Prevention (PIP) in collaboration with the University of Nebraska. Beginning in Fall 2026, PIP will launch an internally developed program grounded in the same evidence-based strategies that informed both *Alcohol eCHECKUP TO GO* and the CBP. The Student Conduct Office will continue to evaluate the effectiveness of this new program as part of its ongoing implementation and assessment process.
- 2025 Assessment Cycle: This cycle's learning outcome assessed students' understanding of how plagiarism is defined under Jefferson College's Student Code of Conduct, as well as how and why to avoid it, through completion of the *Academic Dishonesty Mini-Course* developed in collaboration with Library staff. During the 2024-2025 academic year, 27 academic dishonesty referrals were received. Only two were repeat offenses requiring the mini-course. Both students achieved 90% on their assessment quiz, indicating successful learning, and to date, neither have received additional academic dishonesty referrals after completion.
    - Although the sample size is small, findings suggest students who complete the mini-course demonstrate a clear understanding of plagiarism and strategies to avoid academic dishonesty. Assessment results and behavioral follow-up indicate the mini-course effectively supports learning and reduces repeat offenses.
    - **Use of Results:** Results support continuation of the *Academic Dishonesty Mini-Course* as an educational tool for repeat violators or other appropriate cases. Collaboration with Library staff will continue, and the Student Conduct Office will explore proactive integration of the course content into additional programming efforts. Future data collection will monitor recidivism trends and inform continuous improvement efforts.

4. Utilization Trends and Persistence and Retention Outcomes

- Utilization

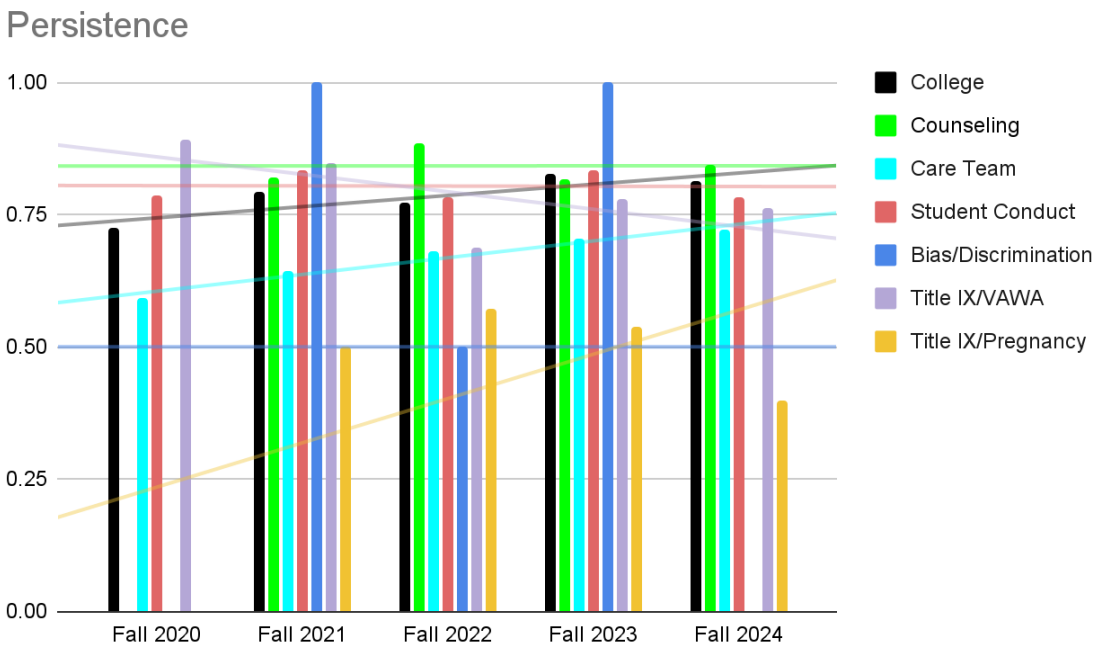




  - Findings suggest student engagement across all Student Compliance areas remained steady. The Counseling and Care Team consistently accounted for the largest portion of departmental utilization, serving between 70–110 students each fall term. Patterns show that referrals increased during years of higher capacity years (interns and added staff) and that new programmatic initiatives—such as internalizing counseling services and expanding the Care Team structure—helped

sustain access even with limited staffing. Lower utilization within Student Conduct, Bias/Discrimination, and Title IX categories is expected given their specialized focus, yet these cases often require more intensive and prolonged engagement.

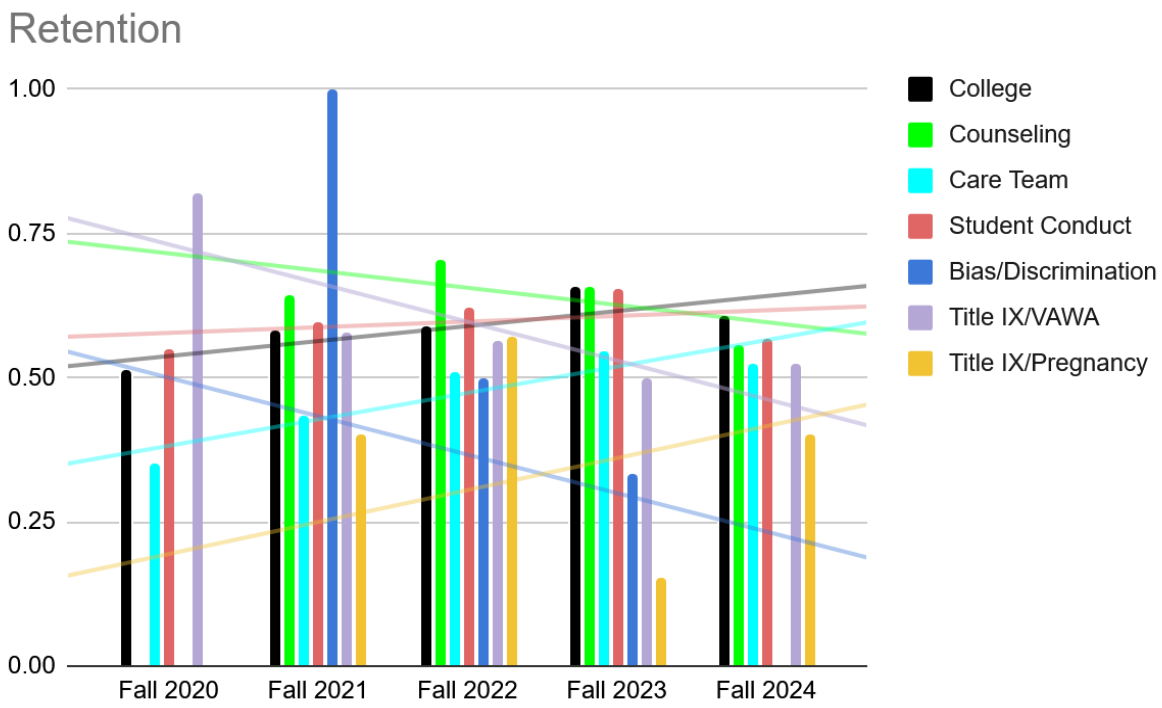
- Persistence



  - Findings suggest that students who engaged in support and accountability processes remain enrolled at rates that approach, and in some cases exceed, the institutional average. The strongest trends appear in Counseling, Student Conduct, and Title IX/VAWA, where proactive engagement and structured follow-up are built into the intervention model. While persistence in lower-volume areas (Bias, Title IX/Pregnancy) fluctuates, those results underscore the importance of individualized follow-up and consistent data collection to capture outcomes more accurately in future years. Of note, the Title IX/Pregnancy process became more formalized beginning in Fall 2022, resulting in clearer procedures and improved student follow-up through 2023 and noticeable increase in persistence rate; however, staff turnover and temporary outsourcing of services in 2024 disrupted continuity and may have contributed to lower persistence that year. Key observations by area include:
    - **Counseling Services:** Persistence remains consistently strong, ranging from 82–89%, which meets or exceeds the institutional average in most years. This indicates that access to counseling positively supports students' ability to remain enrolled term-to-term.

- **Care Team:** Persistence increased steadily from 59% (2020) to 72% (2024), marking a 13-point improvement over five years. This trend reflects the success of the team's more proactive, case management-based approach and growing campus awareness of referral pathways. It also suggests stronger follow-through once students are connected to appropriate supports.
- **Student Conduct:** Rates remain stable and relatively high (78-83%), aligning with the College's average. This consistency indicates that most students engaged in the conduct process continue their enrollment after intervention, suggesting the educational rather than punitive nature of conduct proceedings supports persistence.
- **Bias/Discrimination:** Persistence rates fluctuate widely due to small case numbers (0-100%). Given the limited annual caseload, these data are best interpreted qualitatively.
- **Title IX/VAWA:** Persistence rates decreased from 89% (2020) to 76% (2024) but remain within the range of institutional averages. The slight decline may reflect increased case complexity or external factors (e.g., leadership/staff turnover, challenges with replacing the positions, federal guidance changes) rather than disengagement. Overall, the data suggest supportive measures and advocacy contribute meaningfully to student continuation following reports of interpersonal violence or harassment.
- **Title IX/Pregnancy:** Persistence fluctuates between 40-57%, with small sample sizes. Lower rates are expected, as pregnancy-related withdrawals and temporary leaves impact enrollment continuity. However, the 2022-2023 increase (57%) suggests that clearer processes and outreach have improved support for these students, establishing a foundation for continued improvement.

- Retention



  - Findings suggest moderate gains in term-over-term continuation among students engaged with Student Compliance and, on average, rates are consistent with the college-wide average. These trends are consistent with expectations, as students referred to the Student Compliance Department's various offices often face ongoing or compounding barriers that extend beyond a single academic term. Key observations by area include:
    - **Counseling Services:** Retention has remained strong relative to other service areas, ranging from 55-71%, and generally mirroring or exceeding institutional trends. Slight declines since 2022 likely reflect increased case volume and the transitioned counseling staffing.
    - **Care Team:** Retention increased steadily from 35% (2020) to 52% (2024)—a 17-point improvement over five years. This upward trajectory supports the value of ongoing case management and follow-up through the academic year, suggesting that connection to care positively influences long-term student engagement and return rates.
    - **Student Conduct:** Retention remained relatively stable between 55-65%, closely paralleling the college-wide average. These results suggest that educational approaches within the conduct process are effective in maintaining students' connection to the college after resolution.
    - **Title IX/VAWA:** Retention declined from 82% (2020) to 52% (2024). Although still within a moderate range, this decrease may reflect more complex case factors.

        - **Title IX/Pregnancy:** Retention ranged from 15-57% (utilization is low). The formalization of the Title IX/Pregnancy process in 2022-2023 helped stabilize retention outcomes through improved communication and structured modifications; however, staff capacity and turnover likely disrupted case continuity and contributed to decreased follow-up and lower return rates.
    - **Summary of Findings:** The five-year persistence and retention trends suggest that Student Compliance services play a significant stabilizing role for students who experience personal, behavioral, or academic barriers. Students engaged with Counseling, the Care Team, or the Conduct process persist at rates comparable to the general student population—demonstrating that early intervention, consistent follow-up, and cross-departmental collaboration effectively support student continuation. Notably, these were also the areas that have undergone more structured reviews and process improvements. The data further indicate that formalizing procedures and ensuring staffing continuity directly influence outcomes.
    - **Use of Results:** Results indicate that while short-term persistence among students engaged with Student Compliance services remains comparable to institutional averages, the gap in long-term retention underscores the need for expanded, wrap-around follow-up. These results will guide the department's next five-year action plan, shifting focus from simple utilization tracking toward measurable student success outcomes. To achieve this, the department will integrate key data systems—including Maxient, Titanium, and Institutional Research dashboards—to enable continuous monitoring of persistence and retention among served students. Early identification strategies will be expanded to connect students with Counseling and Care Team services before challenges escalate, while enhanced follow-up protocols will promote sustained engagement across academic years. Efforts will also focus on stabilizing staffing and improving cross-training to ensure continuity in sensitive processes, particularly within Title IX/Pregnancy and VAWA support. Five-year benchmarks will be established using 2020-2024 data as a baseline to measure progress toward improved student success outcomes. Finally, the department will collaborate closely with Advising and Enrollment Services to align interventions with college-wide student success and retention initiatives, ensuring consistent, coordinated support for students.

5. Institutional Assessment (IA) Survey

- The Student Compliance Department administered the Institutional Assessment Survey in September 2025 to gather faculty, staff, and student feedback on the College's policies, wellness initiatives, and overall effectiveness in promoting a safe and supportive learning environment. The survey measured awareness, perceptions, and engagement across key areas of student wellness, conduct, and compliance. There were 32 total respondents; 56% Classified Staff, 22% Faculty, 13% Certified Staff, and 9% Students. Key findings include:
    - Awareness of Vikings Care Initiatives: 56% participated in one or more initiatives; 41% heard of them but haven't participated; and 3% were not aware.

    - Perceptions of College Efforts: 89.7% agreed there were adequate mental health and wellness resources; 90.6% reported a safe and respectful environment, 74.2% reported fair policy application (22.6% neither agreed nor disagreed); and 77.4% reported overall effectiveness of the Student Compliance Department (19.4% neither agreed nor disagreed).
    - With regard to prevention topics, 91% agreed the College is concerned about suicide prevention, 88% agreed the College is concerned about alcohol and drug prevention, and 94% agreed the College is concerned about sexual harassment, dating/domestic violence, and stalking prevention.
- The majority of the qualitative feedback occurred with regard to the student conduct and grievance processes, the College improving safety and respect on campus, and additional feedback for the Student Compliance Department. Key findings included:
    - Comments described the policy language as "legalese" and "too lengthy," suggesting that students may not fully engage with the material.
    - Respondents called for greater transparency and accessibility in how policies are communicated and how consequences are applied. Some perceived inconsistencies in enforcement or limited awareness of how to report concerns.
    - Several participants encouraged more active student-facing engagement to normalize reporting and promote awareness—ideas included events such as *"Snow Cone Fridays"* or *informal "Frisbee with Compliance"* outreach. This feedback reflects an opportunity to integrate prevention and awareness into campus culture through approachable, student-centered programming.
    - Comments emphasized the importance of keeping policies up-to-date, particularly concerning academic dishonesty and the evolving impact of AI tools.
    - One response specifically noted the need for a full-time Title IX Coordinator, citing the complexity of federal regulations and the burden currently shared among Student Services staff. This suggests a need to evaluate long-term staffing and resource sustainability.
    - One participant observed that while safety is strong, "respect could improve" across the institution, pointing to perceived preferential treatment of some students. This comment highlights the continued importance of unbiased practices and consistent application of policies college-wide.
    - Numerous comments praised the Student Compliance team for being student-centered, timely, proactive, and professional. Several respondents described the department as "*a model of best practices statewide* and *a robust, dedicated team committed to student safety and wellness."* Additional comments included:
        - "I recently attended the RESPOND training hosted by the Student Compliance team and found the information reviewed to be timely and useful."
        - "Whenever there was an incident where a student needed assistance, the Care Team was readily available to provide support…"
        - "The Care Team is excellent."
- Findings suggest strong awareness and positive perceptions of Student Compliance efforts, especially regarding safety and sexual violence prevention. However, participation in wellness initiatives can be increased among those aware but not yet

engaged. Most know where to find the Code of Conduct and Title IX procedures; qualitative input requests simpler summaries and more frequent reminders.

- **Use of Results:** Survey results highlight strong confidence in the Student Compliance Department while identifying opportunities to strengthen clarity, accessibility, and communication of policies and processes. Based on the feedback, the department will focus on simplifying materials, expanding engagement, and maintaining transparency and accountability across all compliance functions.

Annual Cost per FTE and Trend Analyses

(Completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated

Fiscal Year	Adjusted/ Approved Budget	YTD Total Activity	Fund 1 (of YTD Total)	External Revenues	FTE	Cost per FTE (Total)	Cost per FTE (Fund 1 Only)
2020-2021	$397,182.00	$349,138.00	$265,266.00	$83,872.00	2,652	$131.65	$100.02
2021-2022	$514,254.00	$350,323.00	$259,105.00	$91,218.00	2,575	$136.05	$100.62
2022-2023	$447,459.00	$368,850.00	$329,956.00	$38,894.00	2,546	$144.87	$129.60
2023-2024	$406,531.00	$308,314.00	$309,751.00	$1,466.00	2,609	$118.17	$118.72
2024-2025	$447,287.00	$395,704.00	$369,240.00	$26,464.00	2,587	$152.96	$142.73

- Findings suggest that over the five-year review period, total cost per FTE ranged from $118.17 to $152.96, reflecting shifts in funding sources, program expansion, and implementation costs associated with new initiatives. This analysis demonstrates consistent fiscal responsibility and highlights the College's continued commitment to sustaining Student Compliance and Wellness operations through institutional support. As the department's scope has expanded to meet evolving student needs, Jefferson College has recognized the lasting value and impact of these services, intentionally integrating them into the College's base budget to ensure long-term stability. Notably, the 2023-2024 fiscal year reflected the lowest cost per FTE ($118.17), largely due to staff vacancies.
- **Use of Results:** Moving forward, the Student Compliance Department will continue to leverage assessment data to demonstrate program impact, inform budget planning, and ensure alignment with Jefferson College's strategic priorities related to student well-being, safety, and success. Ongoing analysis will also be used to identify opportunities for operational efficiency while maintaining high-quality, evidence-based prevention and compliance initiatives that are central to the College's mission.

SWOT Analysis

(Completed by Fall semester – Reference and link data for each)

The Student Compliance Team met on 10/08/2025 to review the results of the IA survey. Below is a summary of the strengths, weaknesses, opportunities, and threats as discussed by the team.

Strengths:	Weaknesses:
• Overall perception of the department is positive and collaborative. • Survey respondents demonstrated strong awareness of departmental functions and services. • "No wrong door" approach promotes seamless referrals and teamwork. • Strategic placement of positions enhances coverage and coordination. • Readily available and responsive staff; approachable to students and colleagues. • Faculty value class presentations and brief interventions (e.g., stress presentations). • Departmental growth was based on student needs and increasing compliance requirements. • Solid foundation established; time for a focus shifting from setup to refinement. • Data-informed decision making guides continuous improvement and supports evidence-based program planning. • Successful integration of compliance, wellness, and support services under one departmental structure promotes continuity of care and reduces silos.	• Some students are unsure how to report concerns or select the correct Maxient referral form. • Visibility of reporting tools limited (e.g., only shown during Viking Ready Orientation sessions). • Faculty and staff confusion regarding department roles and who to contact. • Inconsistent communication mediums (fliers, emails, websites, etc.). • Outdated policies and procedures require review and revision. • Lack of structured follow-up for students with excused absences leaves faculty uncertain. • Limited campus awareness reduces employees' ability to guide students to resources. • Communication challenges (awareness, messaging, who to contact) from structural gaps (policy updates, procedure consistency).
Opportunities:	Threats:
• Increase direct student engagement through events and in-class connections. • Create a Student Compliance Canvas page for centralized access to information. • Strengthen internal and external partnerships, including community collaborations. • Expand data storytelling and impact reporting to communicate departmental outcomes while maintaining confidentiality.	• Balancing capacity, goals, and institutional expectations amid growing responsibilities. • Competing for attention across campus communications ("fighting for brain space"). • Maintaining visibility and momentum with limited promotional bandwidth. • Managing rapid growth from a team of one to six while preserving consistency. • Navigating declining enrollment alongside increasing mental health needs.

• Build “champions” across campus—especially within academic programs. • Integrate wellness and belonging activities (e.g., Snow Cone Fridays, Lunch on the Lawn, finals week de-stress events). • Expand outreach to commuter students, veterans, and non-athletes. • Partner with Employee Wellness and provide internship opportunities. • Use wellness themes to collaborate with other departments and amplify reach. • Explore technology integrations (e.g., automated follow-ups, Canvas modules) to increase efficiency and student reach.	• Responding to evolving federal guidance and politically sensitive topics. • Sustaining program quality and responsiveness during a period of departmental growth and evolving institutional expectations.

Conclusion:
The 2020-2025 assessment cycle highlights Student Compliance’s evolution into a cohesive, data-driven department that advances Jefferson College’s mission of student success, safety, and well-being. Over the past five years, the department has matured from building foundational processes to sustaining integrated systems for compliance, wellness, and case management. Internalizing Counseling Services, formalizing Care Team operations, and strengthening Title IX, VAWA, and Pregnancy policies established a comprehensive structure balancing prevention, accountability, and support. Assessment results across multiple programs demonstrate measurable gains in learning, awareness, and help-seeking behaviors, supported by consistent use of MACHB data and student outcome metrics.

Looking ahead, priorities include refining communication, streamlining outreach, and increasing the visibility of reporting and referral pathways. The department’s established strengths and institutional integration position it well to address these needs. With permanent College funding sustaining core functions once reliant on external grants, Jefferson College affirms its commitment to these essential services. The department’s next phase will emphasize deeper campus engagement, alignment of assessment data with student success outcomes, and more intentional communication of impact—ensuring compliance, wellness, and prevention remain central to a safe and supportive learning environment.

External Accreditation (if applicable)

Link to accreditation report

N/A

INSTITUTIONAL ACTION PLANS for *Student Compliance* / *2025*

Instl or Dept	Org Code	Stgc Prty	Goal	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Comp	Status	Responsible Party	Submitted by
Instl	715	Community Engagement	Goal 3: Strengthen campus and community partnerships to support student success.	Integrate partnerships with internal departments, community organizations, campus committees, and individual “champions” of student support to expand outreach and awareness.	Increased collaboration evidenced by co-sponsored events and partnership opportunities.	No	-	-	-	-	-	FY29	Planned	Director of Student Compliance	Kristine Bogue

DEPARTMENTAL ACTION PLANS for the *Student Compliance* / *2025*

Instl or Deptl	Org Code	Instl Strategy	Goal	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Comp	Status	Responsible Party	Submitted by
Deptl	715	Student Success	Goal 5: Foster well-being and a culture of care.	Expand faculty and staff capacity to support student well-being by sustaining mandatory mental health and compliance training.	Increased faculty/staff participation; positive post-test confidence gains; documented intervention outcomes.	Yes	$2,500	Training Materials	$2,500	$2,500	Fund 1 and 2273	FY27	Ongoing	Director of Student Wellness & Counseling	Kristine Bogue
Deptl	715	Student Success	Goal 5: Foster well-being and a culture of care.	Effectively educate the campus community on life skills, help-seeking behaviors, and safety, including mental health awareness and suicide prevention.	Participants show measurable gains in help-seeking knowledge or confidence following training.	No	-	-	-	-	Fund 1	FY29	In Progress	Director of Student Conduct & Community Standards	Kristine Bogue
Deptl	718	Student Success – .	Goal 1: Increase persistence and retention through comprehensive student support systems	Ensure students with well-being concerns and those exhibiting concerning behavior are effectively connected with appropriate support and resources.	Student Retention Rates; Longitudinal data on student perceptions of safety, belonging, support, and trust in institutional processes.	No	-	-	-	-	Fund 1	FY28	In Progress	Director of Student Conduct & Community Standards	Kristine Bogue

Deptl	715	Community Engagement	Goal 3: Strengthen campus and community partnerships to support student success.	Increase student engagement and belonging through prevention initiatives by broadening outreach to data informed priority populations and commuter students.	Event participation counts; MACHB engagement metrics; qualitative feedback from attendees.	Yes	$3,000	Programming	$3,000	$3,000	Fund 1 and 2273	FY27	Planned	Director of Student Compliance	Kristine Bogue
Deptl	718	Student Success – .	Goal 1: Increase persistence and retention through comprehensive student support systems	Strengthen communication and awareness of Student Compliance services by improving clarity and accessibility of reporting and referral processes.	Increased awareness measured by survey data; increase number of referrals received that are appropriately routed on first submission.	No	-	-	-	-	Fund 1	FY28	In Progress	Director of Student Conduct & Community Standards	Kristine Bogue
Deptl	718	Operational Excellence –	Goal 3: Ensure transparent and equitable processes.	Enhance, develop, and implement policies, procedures, and departmental processes that are widely communicated, easily accessible, clearly understood, consistently applied, and are mission focused.	Positive feedback on readability and accessibility; increased comprehension measured through surveys; reduction in procedural questions; Positive outcomes from internal or external audits/reviews..	No	-	-	-	-	Fund 1	FY28	Planned	Director of Student Conduct & Community Standards	Kristine Bogue
Deptl	718	Operational Excellence –	Goal 2: Improve data accessibility and utilization for planning and assessment.	Enhance data-informed decision-making and transparency by integrating departmental data systems for tracking student outcomes.	Availability of real-time dashboards; annual reporting of persistence/retention outcomes; data accuracy and timeliness.	No	-	-	-	-	Fund 1	FY27	Planned	Director of Student Compliance	Kristine Bogue

Evaluation

X Meets Expectations
Comments:

__ Requires Attention and Submission of a Follow-Up Report
Comments:

__ Does Not Meet Expectations and Requires Submission of a Follow-Up Report
Comments:

Follow-up report required by: _____
Comments: (Date)

Approvals

Kimberly M. Harvey-Manus

Vice President of Student Services

December 18, 2025

Date

Comments: