Ferris State University

DIVISION OF STUDENT AFFAIRS

2015-2016 Assessment Highlights

August 10, 2016

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INTRODUCTION

Student Affairs Vision Statement: Every student will achieve success.

Today, with the leadership of Kristen Salomonson, Dean of Enrollment Services, and members of the Student Affairs Assessment Committee, the Division of Student Affairs assessment efforts continue to thrive. Since starting as Vice President of Student Affairs in 2014, Dr. Jeanine Ward-Roof has empowered and challenged the Division to think about how we impact student learning and student success as a result of our ongoing initiatives. With Dr. Ward-Roof's support, members of the division have worked diligently to develop a plethora of ongoing assessment initiatives that are highlighted in this year's report. The Student Affairs Division engages in a comprehensive program of ongoing assessment in order to improve our services to students, faculty, staff, and others by ultimately following the division's mission statement, philosophy statement, and three main assessment goals.

Student Affairs Mission Statement: We facilitate opportunities for students to access higher education and participate in student-centered learning through diverse experiences that support engagement, retention, and graduation.

Student Affairs Philosophy Statement: Learning can take place anywhere and connecting students with learning and engagement is paramount to our work. Moreover, we believe that students are responsible for their decisions and overall education; staff engages students in collaborative and developmentally appropriate ways to prepare them for their roles at Ferris and in our global society; and the campus community celebrates the pursuit of learning in a multicultural and inclusive environment.

Student Affairs Assessment Goals:

- Monitor student usage of division programs, services, and facilities.
- Identify needs of students as well as satisfaction with programs and services offered.
- Determine educational and personal outcomes associated with Student Affairs programs and services.

The current Student Affairs Assessment Committee consists of:

- Nicholas Campau
- Kevin Carmody
- Matt Chaney
- Deanna Goldthwait
- George Nagel
- Lisa Ortiz
- Angela Roman
- Kristen Salomonson (chair)
- Cindy Vander Sloot

Our assessment work is an ongoing learning process and one that aspires to facilitate the following learning outcomes for our students: gain access to an educational experience; appreciate and increase an understanding of individual differences and similarities within our global society; enhance their degree of engagement and sense of belonging; demonstrate personal responsibility and accountability; explore and demonstrate how making healthy lifestyle choices affects their success; develop skills to think critically and apply knowledge; and demonstrate effective communication skills. **The following are highlights of the assessment initiatives from the Division of Student Affairs for the 2015-2016 academic year:**

Admissions (Events)

Submitted by: Eric Simone

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

As a result of last year's assessments, we changed event dates and locations for the Admitted Student Open House to reflect the demand of students. Instead of offering three events ranging from February 21, 2015 to March 21, 2015, we offered two larger events on February 20, 2016 and March 19, 2016, both located on the Big Rapids main campus. During the 2014-2015 cycle, we learned the open house events were extremely popular on campus due to the addition of our new University Center facility. Additionally, with the change to the Big Rapids campus location, we were able to bring the academic colleges, and other departments to the Admitted Student Open House, which could not be done previously due to travel limitations. The alumni presentation was eliminated, and a very well received 'Tips for Your College Experience" presentation was implemented. More information regarding the successes and analytics will be discussed in the assessment below; however, the changes allowed us to serve more students through these high-yield open house events.

The Dawg Days program did not experience as many tweaks this year based on assessment. The biggest notable change would be the published start time shifting from 9:00am to 9:15am. This worked well to prevent extremely early arrivals. Guests now tend to start arriving around 8:30am, which is when we have our tables staffed, giving them ample amount of time before the first presentation at 10:00am. We do not encounter many students arriving after 9:25am, which allows for everyone to meet with the departments presented. In addition, we have been more intentional in naturally thanking guests for coming to the event, eliminating an abrupt ending of the event that lacks direction and gratitude. This has resulted in less confusion at the end of the events.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 3): Admitted Student Open House & Dawg Days</u>

Questions: What are you assessing? How did you collect this data?

This year, the Admitted Student Open House & Dawg Days will be combined as an assessment area due to the similar nature of the assessment categories and methodology. This should not impact quality as we continue to focus on trends in participation and customer satisfaction. This data has been collected, via emailing surveys to the students who attended the event, and asking for their feedback in regards to their experience at each event. The average completed response rate for the surveys is 22.25% of attendees- we received 239 completed surveys of the 1074 emailed.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Customer Satisfaction

Strategic Goal Category:

- Division Initiative 1: Stabilize and Optimize our Enrollment

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

- **Participation:**
  - Admitted Student Open House: This year's event series had a total of 408 students and a total of 1043 total attendees (including guests of attendees) between the two events which was hosted on main campus in the University Center. This is 110 students (36.91%) and 250 total attendees (31.53%) more than we had during the 2015 event series, which was composed of three events comparatively. While it is too early to know the percentage of students yielded from attending the event to enrolling at the university, indicators are looking good. Of the 408 students that attended the event, 302 students (74.93%) attended orientation this summer.
  - Dawg Days: This year's event series had 666 students and 1653 total attendees (including guests of attendees) between the six events hosted on main campus in the University Center. This is 81 students (13.84%) and 224 total attendees (15.68%) more than we had during the 2014-2015 event series. Last year's report attributed a dip in Dawg Day attendees to an increase in weekday Daily Visit program offerings. However, we did not find that to be the case this year, with both programs seeing increases over the prior year.

- **Customer Satisfaction:**
  - Admitted Student Open House: The events hosted on campus had an overall satisfaction ratings average of 4.51, on a scale of 1 (poor) to 5 (outstanding), for the sessions offered, compared to 4.34 in 2015. While the 0.17 increase is minimal, it is positive to see that shifting from museum-style venues to our University Center showed an increase in satisfaction ratings. Similarly, students rated their likelihood to attend Ferris on a scale from 1 (unlikely) to 5 (I'm a Bulldog!) at an average of 4.90 this year, compared to 4.83 the previous year. Another interesting component is that 31% of those attending took the optional tour offered of campus, and gave it an overall rating

of 4.72. Many of the college presentations were positive and similar to the prior year; however, a number of students shared comments of contentment and satisfaction with the ability to meet up with their colleges and programs at the event. Another metric we use for customer satisfaction is the Net Promoter score. This is a scale of 0 to 100 and indicates how likely guests are to speak positively about their experience and recommend Ferris. This season, the Admitted Student Open House scored a 59. Last year was higher with a 68; however, previously we had some very entertaining museum venues that may have attributed to the difference.

- Dawg Days: These events for fall 2015 and spring 2016 semesters have maintained above quality satisfaction ratings for each element. On a scale of 1 (disagree) to 5 (agree) when asked about each facet of the visit, including check-in, speaking with departments, presentations, lunch, and tours, the event ranges from 4.14 to 4.84. When roughly two-thirds of our guests who had not applied already were asked how likely they are to apply after the event, the average scale is 4.12 on the same scale. The average score for how likely they are to attend is 4.30. Dawg Days scored a 56 on the Net Promoter this season, comparable to last year's score of 58.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Based on this assessment, we would like to continue offering opportunities for students to interact with academic colleges at both the Dawg Days and Admitted Student Open House events. We will look into opportunities to expand the ways colleges interact with incoming students and solicit feedback from academics. In regards to Dawg Days attendance, the majority of students attend in the fall semester, allowing our spring semester events to be condensed into two events instead of three. Scheduling will be adjusted accordingly for the following year.

Assessment Area (2 of 2): Orientation

Questions: What are you assessing? How did you collect this data?

This year, Orientation will be added back into the assessment report for Student Affairs. Orientation has undergone some drastic changes over the past several years. This year, a major change to the itinerary, is the opportunity for students to participate in icebreaker activities, allowing them to meet other incoming students within their college, program, and at the general university level. Satisfaction data for this is returned via an online post-attendance survey emailed to the student. This year, 281 students of the 1989 that attended completed the survey (14.1%).

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation

- Customer Satisfaction

Strategic Goal Category:

- Division Initiative 1: Stabilize and Optimize our Enrollment

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

- **Participation:** This summer, we had 1989 students attend an on-campus orientation session. This is 153 students less than the 2142 who attended in 2015. Despite this, online orientation numbers already exceed the total 293 completed for Fall 2015. Once the fourth day count is established, we will know the total online participation numbers and how far above they offset the on-campus deficit. Online Orientation is only available for transfer students, allowing more than 20 transferrable credits. Additionally, late orientation is currently in progress for registration, and these numbers are not included in this assessment.

- **Customer Satisfaction:** Overall, orientation 2016 saw consistent feedback in regards to check-in and the welcome presentation, as compared to 2015. Areas of improvement included improved scores in college meetings and class registration. This can be attributed to improved coordination between Student Affairs and Academics beforehand. There was also a sharp decrease in negative comments from 2015, where students indicated that they did not have time to meet friends and left campus not feeling connected. To improve upon this in 2016, we added a Student Breakout Session that featured 5 games: Bulldog Bingo (meet other classmates), I'm Going to Ferris (name game within college groups), It's In the Bag (condensed campus scavenger hunt), Bulldog Pass (things you're excited about for first semester), and Just Like Me (a light, high energy ending activity). The goal of these activities were to help students connect to each other and the campus. On a scale of 1 (disagree) to 5 (agree), students rated enjoying the session as a 3.79, had fun in the activities as a 3.86, and looked forward to seeing other students they met when returning to campus as a 4.51. Additionally for this year, there were no comments at the end of the survey stating that students felt a lack of connection to students or campus, compared to the past.

- This year, orientation scored a 71 on the Net Promoter. This is a strong increase from the 58 scored in 2015.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

For next year, the orientation student team leaders who facilitated the activities will be brought back into a brainstorming session to see what we should keep and what we could improve upon for the student section. Similarly, we would like to continue to push for more attendance. Two ideas for this currently include opening registration in January instead of February, based on the early FAFSA, and working with honors to help smooth their processes by assisting them in getting incoming students signed up for orientation.

Assessment Area (3 of 3): Guidebook

Questions: What are you assessing? How did you collect this data?

A license was purchased for guidebook in 2015. This license was for 3 guidebooks under the Ferris State U app available for Android and iOS users. These apps were made available to three demographics: the Visitor's Guide, an Orientation Guide, and the Bulldog Guide, which is for current students. For this assessment, usage data gathered from the apps built-in metric system will be used.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation

Strategic Goal Category:

- Division Initiative 2: Create Opportunities for Intentional Student Engagement

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

In regards to participation, this assessment aims to look at the usage of each guidebook to determine how effective Guidebook is being utilized as a tool on campus by visitors, incoming students, and current students. Below are some analytics for each guidebook:

- **Visitor's Guide**: This guide was launched in September 2015. Since then, 657 downloads of this guide have occurred, averaging 60 downloads per month. Currently, users are averaging 50 seconds in the app each time they open it. Since inception, all users in the application have spent 42 hours total with traffic peaking during heavy campus visit times. Top viewed sections include General Info about the app, campus maps, event registration, meet the staff, things to do, housing, and scholarships.

- **Orientation Guide**: This guide was launched in June 2015. Since then, 2,312 downloads of this guide have occurred. Off-season months tend to average about 40 downloads; however, peak orientation season in 2015 had 1142 downloads, and peak 2016 season had 588 downloads. Although 2016 saw a decrease despite promoting the app similarly at the event, some of the loss can be attributed to students being able to download the guide in the months leading up to the event, after registration for orientation. An additional factor for differing usage could result from a change in layout from the Guidebook Company that we feel may not be as user friendly. Currently, users are averaging 44 seconds in the app each time they open it. Since inception, all users in the application have spent 348 hours total with traffic peaking during orientation season. Top viewed sections include General Info about the app, campus maps, orientation schedule, arrival information, meet the staff, housing, and share your pics.

- **Bulldog Guide**: This guide was launched in October 2015. Since then, 794 downloads of this guide have occurred, averaging 79 downloads per month. Interestingly, this year orientation students downloaded this guide pretty heavily in June and July, but downloads were consistent across the year. Currently, users are averaging 92 seconds in the app each time they open it. Since inception, all users in the application have spent 72 hours total with traffic peaking during heavy campus visit times. Top viewed sections include General Info about the app, campus maps, transportation, dining, things to do, student employment job postings, all campus events, and scholarships.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Now that we have a year of data for the guides, one option is to send out another email to current students in the fall promoting the bulldog guide, and then a follow-up email asking what improvements students would like to see made to the guide. We sent an email out like this in fall 2015 and saw an increase in downloads, and gained valuable feedback in making some changes. For the visitor's guide, we could attempt to push it more during check-in for an event as another supplemental feature. For the orientation guide, it is important to have a better understanding on why we have seen less usage this year than last year, despite the usage numbers still being fairly strong.

Part III: Next Year (2015-2016)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Moving forward, we are looking at continuing assessments for visitation programs, orientation, and possibly guidebook should we decide to renew the contract. Similar categories for assessment will be revisited for each.

Admissions (Process)

Submitted by: Charlotte Tetsworth

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

We have continued to increase the level of our services provided to our veteran students. Highlights from last year's activities include: Veterans Summit, continued outside partnership building (including Team Rubicon, West Michigan Veterans Affairs Coalition, Team Red White and Blue, Northern Michigan Rural Expansion collaboration, PEER mentor program on Ferris Campus, continued successful Veterans Day Breakfast, and expansion of VRR grant position). The Veteran Student Services at Ferris State University are continuing to grow and develop.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 1): Veteran Support Services

Questions: What are you assessing? How did you collect this data?

The Veterans credit evaluation process is the current area of assessment. This assessment is in relation to a direct request from a select group of veteran students, and is a process-driven area of development. There has been a lot of trial and error in regards to our building partnerships with Academic Affairs. Currently we have established a working relationship with the General Education committee and will meet this fall to discuss offering general education credit for military service to all our student veterans. This is groundbreaking work in that Ferris State University is currently the only institution working toward granting general education credit for military experience. As we continue to develop this process, we are hoping to improve the process and enhance the veterans' experiences when seeking additional program-related credit. As this process is fairly new and we have yet to meet with the General Education Committee, no data is yet available; however, many hours of building relationships have occurred and a multi-divisional committee has been convened to address the request.

Assessment Category:

Question: What category does your assessment initiative fall under?

The category this assessment will fall under is definitely student learning outcomes. The awarding of general education credit is a new way of looking at the veteran experiences and what strengths these students bring to the college campus.

Strategic Goal Category:

- Division Initiative 1: Stabilize and Optimize our Enrollment - By opening up the awarding of general education to our veteran student population, we have an incentive to attract such a rich and diverse student population while collaborating with our academic partners.

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

We have learned that the partnership between Student Affairs and Academic Affairs can create the potential for great outcomes. It has been difficult to get all the right people to the table and also maintain the forward momentum. Some goals that we want to obtain from this process is improvement in communication regarding recruiting and retaining our veteran student population, as well as provide opportunities for further collaboration with academic affairs. Our students have learned a great deal of patience with the process of creating new procedures, as well as stepping up to provide the committee with supporting documentation and personal testimony to assist through the creation of the new process.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

The possible improvements and future actions are already presenting themselves. The Prior Learning Assessment process is also being looked at to provide our student veterans a better avenue in gaining additional programmatic credit. Presenting opportunities have been extended to the committee to share our work with the greater education community. Future assessment of the new process, including communication of the process, increasing participation with the process, extending the process to recruitment, and retention and graduation rates could also be explored.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

We will continue to participate in assessment activity as the culmination of the Veterans Transfer Credit project is delivered to the campus community, hopefully, by Spring 2017/Fall 2017. In addition, other assessment efforts will include collaboration with the Associate Director of Recruitment, and all the changes with the state testing process over the past year.

Admissions (Recruitment)

Submitted by: Angela Garrey

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

We ramped up our telemarketing campaigns to include financial aid calling and other calling campaigns. We have established additional usage of the telemarketing campaigns to follow students throughout the admissions cycle, and overall it still remains an effective piece. We are communicating with students in every communication channel that currently is on the market.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 2): First Generation Coffee Hour

Question: What are you assessing?

During Orientation, we started a new program, "First Generation Coffee Hour," to help first generation students and their parents feel more comfortable around the enrollment process. At this optional event, first generation students and their families were able to meet other first generation students, faculty, and staff. This is an important group of students who make up over 25 % of our student population. Data was collected via emailing a survey to all first generation students who attended orientation and enrolled for Fall 2015. We sent out 223 total surveys, with a 37 % open rate, and a 13 % completion rate. Using the information from the survey, we hope to adjust our plans for future events around first generation students and track them throughout their enrollment history.

The First Generation Coffee Hour was a part of the survey and additional questions were asked to see how their overall experience of campus was for their first year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness
- Customer Satisfaction

Strategic Goal Category:

- Stabilize and optimize our enrollment
- Create opportunities for intentional student engagement

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

- **Participation**: The First Generation Coffee Hour had a total of 54 students and 77 parents/guardians attend in 2015. This is 12 % from the total of the first generation students invited over the course of 16 sessions of orientation. The results of the First Generation Coffee Hour indicated that 57 % of the surveyed students felt the event helped prepare them for their first year on campus. Half of the students surveyed would like to be considered for future first generation events.

- **Customer Satisfaction:** Overall, students were satisfied with their first year at Ferris with a 4.12 ranking out of 5. The survey found that 88 % of the students used the Student Recreation Center in some form. As a previous assessment indicated, the Recreation Center is an important resource for retention efforts. The survey also indicated that 56 % of students used the Academic Support Center/Writing Center.

- **Program Effectiveness:** It was effective to receive the feedback necessary to determine the needs of this important group of students. It also helped to see how the students felt about their first year at Ferris.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Based on the prior year and the current year, we intend to continue to work with the first generation students, giving us the opportunity to provide valuable information to them that will allow them to be successful when they arrive on campus for the fall semester. We will have to identify the students more effectively and reach out to them earlier by using our getfeedback survey information, as the data from Financial Aid is no longer an option. Other feedback given was to not have a separate event. In the future, we will incorporate the First Generation Coffee Hour into the orientation table set up, much like our current parent table. We intend to have some of the information from the survey available to students, specifically advice shared by a previous first generation student.

Assessment Area (2 of 2): Recruiters - CRM Tool

Question: What are you assessing?

Four years ago we determined we needed a more robust CRM tool for the office of Admissions. We needed a tool that would integrate with other technology used across campus, while helping to create a user-friendly, easy-to-understand tool to guide an Admission's officer throughout a student's enrollment cycle. In addition, the tool needed to have components that allowed the Admissions staff who were traveling to communicate more effectively with those who were in the office. The recruitment staff also needed a method for tracking communication between them and individually with a student. Salesforce is the tool that is the best fit for the Admissions office, and this assessment will determine the usage of Salesforce amongst the recruiters over the past three years. Data was collected through a survey given to the recruiters, as well as data within Salesforce which noted the recruiter using the tool, how they used the tool, and volume in which they used the tool.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Participation
- Program Effectiveness

Strategic Goal Category:

- Stabilize and optimize our enrollment - The use of Salesforce enhances recruitment efforts and allows for students to create meaningful conversations in multiple channels.

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Participation:

- In the last three years, we saw a large increase in points of contact amongst all recruiters, a total of 578 points of contact from 2013-2015 to 8609 for 2015-2016. The use of Salesforce assisted in the increase. Recruiters who have been with the university for more than 10 years were grouped together by levels of communication. One recruiter in the group had the second highest amount of communication, with a volume of 1661 pieces of communication, and the other had the lowest level of communication with just 163. Recruiters who had 5 or less years of experience were grouped together by communication scores, with a low of 797 and a high of 2261.
- The usage of the Salesforce Chatter tool, which has the purpose of communication and sharing information amongst peers, was ranked to determine the amount of contribution by the recruiters. In one category, participation by recruiters ranked as top influencers at 60%. The remaining 40 % fell into the area of active participation, with no recruiters falling into the lowest category of observer.
- The following information will give you a point of reference in terms of usage of Salesforce by our recruiters. Two other members of the University who have been using Salesforce for the same amount of time have less than 50 comments or posts. The last post was over 30 days ago. These areas are also in the most need for a recruitment tool.

Program Effectiveness:

- After surveying the current recruiters, it was determined that many recruiters are satisfied with the product, and 80% indicate that when they are logged in, they are logged in all day.
- Over 50 % of the recruiters feel that they are at an intermediate level in their knowledge of Salesforce. One of the survey questions asked what your favorite feature of Salesforce is and explain why? Each recruiter indicated a different feature that they enjoyed on the Salesforce Platform. Here are a couple of their responses:
  - "The ability to run reports and tailor them specifically to what information you are looking for."
  - "The chat aspect is nice if I have a quick question. I also like to utilize reports for contacting students and seeing different things. Chatter is nice as well. The academic side really needs to start getting on board so we can continue to use this further than just the recruitment side. It has the possibility to really increase retention which needs to be a university-wide focus."
- Overall, all of the Admissions recruiters feel very comfortable with using this tool and many are using it productively. In comparison to other areas of our campus, the Admissions main campus is utilizing it at a much higher volume than other areas.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Based on this assessment, personalized touches and information shared by the recruiters is not only helpful to the growth of our student population but also to the growth of our recruitment staff. Using all the features of Salesforce is an integral part of our success over the next few challenging years. It is not only important to gain new students, but to continue to be customer friendly in retaining our current student population, and creating a more collaborative effort university-wide. We have seen positive results and would like to see CRM utilized campus-wide.

Within our recruitment staff, we will start to implement a new training plan much like when we implemented the Database Management Tool Banner. There will be a continuous training cycle of the CRM tool as it continues to evolve over the years. The hope is that the training will allow recruiters to gain knowledge and move beyond the intermediate user level to an advanced or expert user level.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Next year's assessment activities will involve the effectiveness of the college day/night calendar utilized for recruitment activities. In addition, another assessment will be done in collaboration with the Associate Director of Processing regarding the changes with the state testing process over the past year.

Budget Management

Submitted by: Deanna Goldthwait

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

I continue to keep a running list of the divisional carryover, and Jeanine and I review it throughout the year. We continuously update the plan and decide upon how to move forward with the usage of divisional carryover. Also, as each fiscal year concludes, we re-gain additional carryover into the account. At that time, we evaluate our resources to ensure that we are able to complete the goals we have outlined in terms of usage of the funding.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 1): Office Computer Inventory</u>

Question: What are you assessing?

This year I assessed the primary office computers throughout the division. Through a few conversations regarding computer replacement, I realized that the list of those who were entitled to receive replacements did not match with the listing we were receiving from IT. I collected the data by running a complete listing of all Student Affairs employees and comparing it to a listing I received from IT which listed the computers that were assigned to each person. I worked with Stacey Weaver and Scott Thede in IT to assist with questions as I found discrepancies between the listings.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Other: This assessment was important to conduct in that it ensured that we were receiving new computers when we should be, and that employees had the technology needs appropriate to their positions division-wide.

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

In assessing the comparison of the listings, it was found that five employees were not included on the replacement listing at all. There were two computers on the replacement listing that simply listed the computer, but not the staff person assigned to the computer. Each year when the university implements the computer replacement program, we receive 50% funding of the Recommended HP Desktop from central funding to put towards the cost of computers. When computers are not identified as part of the computer replacement program, we lose this funding. For the seven employees that were not on the list, the division could have lost $4422.04 of funding to apply toward computer replacement. With the omission of the computers on the listing, it would require the department to pay the full cost of the replacement when needed, and could potentially prolong the three-year replacement cycle. In some cases, these employees were missed in the computer replacement cycle because the department had purchased a computer outside of the annual computer replacement process. Therefore, when the computer was purchased, IT was not notified of a new primary office computer, and the employee was not listed as having a primary office computer.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Moving forward, I will conduct a bi-annual assessment of the computers in the division as employees change throughout the year. This will help me to ensure that when the computer replacement cycle comes around each year, each employee is part of the cycle. Moving forward, in cases where departments purchase computers outside of the replacement cycle, we will need to ensure that IT is notified of the purchase so that they can be put into the three-year replacement cycle.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Next year I would like to assess the professional development that employees are doing throughout the division, and take a look to see if any helps them with their budgetary knowledge. Many of the conferences that Student Affairs professionals attend touch on many diverse topics. I am interested to see if any of the topics are related to their budgetary responsibilities as administrators in Student Affairs. This will help me better understand what types of training I can produce to help the professionals in Student Affairs in relation to their departmental budgetary responsibilities.

Center for Leadership, Activities and Career Services (CLACS)

Submitted by: Angela Roman

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

The University Center Open House was assessed last year. We learned that students liked the event, but missed some of our learning objectives. We continued the event but improved upon the way we were getting students to walk around and learn about the building. Staff gave away a water bottle to each student who completed an Instagram competition. The contest took the students throughout the University Center to each water filling station where they learned more about the University Center. This was a successful activity where all water bottles were given away.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 3): Greek Life New Member Education Program (Matthew Jones)</u>

Question: What are you assessing?

Matthew Jones, Coordinator of the CLACS Greek Life Center, implemented a New Member education program. This program is intended to give the participants an introduction into Greek life at Ferris. This curriculum starts by asking the participants to define their top three values. They talk about perceptions and stereotypes of Greek life on a local and national level, and discuss the role of hazing and alcohol. There is a portion that has each member read their chapter mission, creed, or values and relate them back to their own personal values. We conduct activities which demonstrate that collaborative efforts are more successful than individual efforts, and how one person's or organizations' actions can impact the whole. A new member education program allows us to build a positive foundation from the start of a Greek life experience. The overall goal is to give incoming Greek students a good experience so they understand the value of this type of engagement, and work to be positive role models that impact retention of our students. The program was offered four times throughout the 2015-2016 year, and was optional. We tracked attendance, provided a post program assessment, and conducted assessment throughout each individual programs to see if learning outcomes were met.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes
- Satisfaction

Strategic Goal Category:

- Intentional Engagement and Retention of diverse students

Assessment Results:

What did you (or your students) learn as a result of what you assessed?

We learned:

- 113 students attended the new member education program.
- 90% of the 2015-2016 new members attended this optional training - 85 participants in the Fall semester and 28 in the Spring semester.
- All three Social Greek councils were represented.
- 88 participants completed the survey.
- Participants rated the program an average of 4.2 on a 5 point scale, with 5 the best rating possible. Some responses said the program was too long, and some of the activities were complicated. The majority of participants really enjoyed the program and stated it was good to get to know the Greek community outside of their chapter.

Student participants learned to:

- Identify their personal values
  - The activity challenged participants to identify their top three values.
  - All participants identified their values – some of which were: family, integrity, education, wisdom, truth, and honesty.
- Recall how they obtained these values
  - All participants identified a person or activity that has solidified each of their top three values
  - All participants discussed who/what impacted their values – some of which were: loss of family member, transformative experiences (i.e. study abroad, dishonest friends/family, etc.).
- Articulate that actions dictate values
  - The activity challenged participants to recognize that we communicate values through actions.
  - All participants took part in a discussion that required them to learn that actions do communicate their values.
- Articulate why values are important
  - Participants observed that each person, organization, and the institution has a set of values, and challenged students to reflect on why that is important.
  - All participants discussed why values are important – some of which were: values impact decisions, guiding force through life, moral standard, etc.
- Dictate how the actions of one can impact the whole

- The activity showed how one individual's or chapter's decision and actions can impact the community.
  - All participants took part in an activity that required them to choose a path that either helps or hinders a group. They all realized their individual actions do impact others.
- Debate what the role of alcohol is in the organization
  - Students challenged each other on the topic of alcohol in college and their organizations.
  - All participants debated this – some of which were: college experience, underage consumption of alcohol, and the stereotype that alcohol is a large part of Greek life.
- Identify hazing events
  - Students challenged each other on the topic of hazing and its potential for harm.
  - All participants identified hazing activities and its harm – some of which were: any physical harm, being yelled at, belittling others, and consumption of alcohol.

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

This program will continue indefinitely. The few changes that may take place will include looking at the curriculum to see if it is possible to condense it, or change activities to ensure it is of high quality and high impact while meeting participants' expectations. The student learning outcomes heed that we need to continue our work on hazing and alcohol education. We will address this through the Alcohol task force committee recommendations and hazing education.

Assessment Area (2 of 3): Alternative Spring Break Event (Michele Albright)

Question: What are you assessing?

The CLACS Volunteer Center assessed the impact of the Career Exploration Civic Engagement Alternative Spring Break which took place from March 4-9, 2016, where 17 students were provided exposure to social issues, servant leadership, and career exploration in various economic areas of Michigan. Occupational areas explored included business, creative arts, education, health care, technology, non-profit, and science. Students toured and attended historical and cultural events. Students engaged in team building, leadership, and reflection exercises throughout the trip. Students were shown the many different career options within Michigan, and were enlightened in ways to utilize their interests and talents to help the communities they live in or may become employed in.

Student selection was received by nominations from Academic Advisors across the university. Once nominated, students were then sent invitations and required to accept the invitation by attending two informational sessions and participating in service opportunities to give back to our host organizations. Student selection was based on the following criteria:

- Student would benefit from exposure to numerous employment possibilities.

- Student would benefit from exposure to culturally diverse communities.
- Student is undecided or questioning employment opportunities based on degree choice.
- Student may have limited opportunity to explore careers and increase social awareness beyond their own community.

Students represented a wide cross section of various demographics and interests. The composite of the participants included students from the Ferris Youth Initiative program, Honors, CARE, FSUS, and numerous academic programs and student organizations. We were also fortunate to have two students from the TV & Digital Media Production Program videotape the entire experience as their capstone project.

Each day, students were engaged in team building, strengths assessment, leadership opportunities and reflection. Students were also asked to research the social concerns and cultural areas that we visited in advance. While in groups, students were asked to think about career-related questions to ask at each location on the agenda, and to maintain a personal journal of experiences and thoughts throughout the trip. Reflection was directed toward becoming socially responsible citizens and employees.

An assessment of student perception and learning outcomes was assessed via their participation in various reflective activities including their digitally recorded interviews and by surveys after their return from the trip.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes
- Community Impact

Strategic Goal Category:

- Optimize retention, intentional engagement, educate students about debt

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Volunteer Service performed by the Alternative Spring Break students included:

- Over 600 gallons of maple sap collected to support the fundraising efforts for education programming at the Chippewa Nature Preserve in Midland, Michigan.
- Nature trail clean up over ½ mile at the Chippewa Nature Preserve in Midland, Michigan.
- 57 hours of work sorting donations and setting displays in the distribution center at Carriage Town Ministries Homeless Shelter in Flint, Michigan.
- A stuffed animal drive, collecting over 40, for the patients at DeVos Children's Hospital, Grand Rapids, Michigan.

- A donation of 96 bottles of medicated lotion and 112 tubes of toothpaste for Carriage Town Ministries Homeless Shelter in Flint, Michigan.

After returning from the trip, students were asked to complete a survey of their experience. We gathered information from the students to understand if they believed the trip was beneficial to their future. Responses included:

- This experience helped solidify my career choices (22.2% Strongly Agreed, 44.4% Agreed)
- This experience was beneficial to me personally (66.7% Strongly Agreed)
- This experience expanded my perspective on how I can utilize my education and skills in the workforce (77.8% Strongly Agreed)
- I felt we explored a variety of industries (88.9% Strongly Agreed)
- I would encourage others to take advantage of this trip (77.8% Agreed)
- The guided reflection was beneficial (55.6% Strongly Agreed, 44.4% Agreed)
- Learning about the places we were going prior to getting there enhanced this experience (22.2% Strongly Agreed, 66.7% Agreed)
- I gained leadership skills (11.1% Strongly Agreed, 88.9% Agreed)
- I now feel comfortable engaging in service (55.6% Strongly Agreed, 44.4% Agreed)
- Engaging in service helped me understand social problems (33.3% Strongly Agreed, 55.6% Agreed)
- Overall this experience was beneficial (100% selected between 8 and 10, on a 10 point scale)

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

The schedule was very full, not allowing adequate down time. There were 15 pre-planned stops in five days. Each stop was an intense overview and students did not have much time to explore. The daily agendas were modified slightly based on the needs of the students and the host organizations. This number of industries, cultural events, and service projects were plentiful during a confined amount of time. If this activity is coordinated in the future, a stronger focus on a particular objective should be made. Examples may include having a primary focus on civic engagement, cultural awareness, or fewer industries.

Assessment Area (3 of 3): Career Services Inventory (Michele Albright)

Question: What are you assessing?

Research indicates that trends in workforce development, employment forecasts, employer expectations, and the delivery of career services are evolving to a more collaborative model nationwide. Resources consulted in this assessment included national benchmarks, trends, and forecast information gathered from NACE, U.S. Department of Labor Statistics, NCDA, Michigan Department of Technology, Management and Budget, as well as the Ferris State

University mission and core values, strategic enrollment plan, student affairs strategic plan, and the diversity and inclusion plan.

The CLACS Career Center sought to (1) identify how Ferris students and alumni are receiving 26 aspects of career services (defined by the NACE Professional Standards Handbook) across the University's seven colleges and off-site locations, (2) identify gaps in career services, and (3) create an action plan to address these gaps.

Data was collected by the Career Center Advisory Council from focus groups, including faculty, staff, administrators, students, and employer representatives from each college and key departments. Additional data was obtained through a web-based survey of 83 random faculty and staff with a response rate of 49.39%. This data was pooled to create a gap analysis. This data identified if each of the 26 areas of career service were facilitated within their respective colleges or departments and by whom.

Assessment Category:

Question: What category does your assessment initiative fall under?

- University Wide Service Inventory

Strategic Goal Category:

- Assess career preparation offerings across the University

Assessment Results:

Q*uestion: What did you (or your students) learn as a result of what you assessed?*

The information gathered identified the top six out of 12 gaps of areas of opportunity:

1. Graduate Outcome/ First Destination Results – all areas of the university are interested in this data.
2. Experiential Learning – assisting students to locate and obtain non-credit internships.
3. Technology – Bulldog CareerLink is relied on by the entire university as the only system to connect students and alumni with employment opportunities and services offered through the Career Center. However this system is highly ineffective and under-utilized.
4. Alumni Outreach – the nine areas of campus acknowledge that alumni relationships is a vital resource and admit that limited support is provided to support alumni career development, workforce transitions, or to connect successful alumni with students for mentoring or placement opportunities.
5. Graduate school options – Students and faculty/staff are unaware of Career Center resources regarding graduate school options, admission requirements, financing options, required tests, program variables, or career paths associated with advanced degrees.
6. Articulate the whole experience – CLACS Career Center is uniquely positioned to help students reflect on academic and non-academic skills gained through the college experience and translate them through improved employment skills and self-branding. The

University's colleges and programs indicate that they seek expertise from the CLACS Career Center in assisting students with this aspect of their education.

Over-arching considerations impacting all gaps are recognized as:

- Marketing of CLACS Career Center Services, which will lead to increased demand for services.
- Relationship development and maintenance is vital to ensure the operation of the CLACS Career Center. University faculty and staff depend on the CLACS Career Center to facilitate relationships that lead to employment opportunities for Ferris Students and Alumni, and industry expertise/support for academic programs.
- Consideration of resources to support current and future demand noted based on quantitative data currently suggests a need for additional staffing resources or increased use of technology.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

1. Graduate Outcome/ First Destination Results–have begun participating in the NACE first destination survey to be sent to students that have utilized the CLACS Career Center for at least one service during their time as Ferris.
2. Experiential Learning – will promote non-credit internships and assist students in obtaining experiential learning experiences.
3. Technology – will be transitioning to a more robust and user-friendly program called Handshake. This new technology platform will increase reporting capabilities and automate some of the current processes completed manually. Handshake will also allow for extension of our services and help to address many of the other gaps identified by this assessment.
4. Alumni Outreach – will provide outreach to alumni and offer more options for alumni, students, and employers to connect for mentoring and job placement.
5. Graduate school options – will maintain resources and encourage students to visit for assistance with graduate school applications and resources.
6. Articulate the whole experience – will promote and educate faculty/staff and students on the value of co-curricular transcripts and e-portfolio systems.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

The CLACS office is implementing a lot of new technology in the 2016-2017 year to increase student engagement. Next year's assessment will analyze this new technology to see if student use increases and analyze data that can be used to target more specific student populations in order to increase engagement.

Financial Aid

Submitted by: Sara Dew

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

In the last year we took a different approach to training our FAST (Financial Awareness Student Team) students. We experienced a large turnover of FAST student employees, which presented us with an opportunity to update the job description, as well as our hiring process. Our new FAST job description focuses more on customer service and interpersonal skills versus data entry and document processing.

We plan to work in coordination with Angie Palmer to provide our FAST student employees with customer-service based training that has proven very successful for University Center student employees. We will change the focus of our Financial Aid 101 FAST student training to emphasize customer service. Our full time staff will be encouraged to act as mentors to our FAST students by providing examples of excellent customer service, especially under challenging situations. We will work to improve "branding" our FAST program.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 3): GetReal!

Questions: What are you assessing? How did you collect this data?

The financial aid office added a second GetReal! event in the fall for FSU 100 freshmen. In lieu of providing numerous financial awareness/money management presentations, our office chose to host another GetReal! event exclusively for our freshmen students based on the successes we had with this event for our continuing students.

To enhance and become more efficient with our data collection, we used an online survey tool called Getfeedback to collect student data. At the event, we provided iPads for students to complete both a pre-survey and a post-survey. By doing a survey at the beginning and end, it helps us to see if we have made students think differently, either positively or negatively, about their finances.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Student Affairs Strategic Goal:

- Improve students' financial literacy and decision-making

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Two hundred fifty-three students participated in the event. Results of the survey were as follows:

Q1: I would describe my level of concern about my ability to repay my student loan debt after graduation as:

Pre-test		**Post-test**	
55%	Somewhat worried	49%	Not worried at all
31%	Not worried at all	43%	Somewhat worried
14%	Very worried	7%	Very worried

Q2: I would describe my level of concern about my career choice and ability to support my lifestyle after graduation as:

Pre-test		**Post-test**	
55%	Not worried at all	71%	Not worried at all
36%	Somewhat worried	24%	Somewhat worried
8%	Very worried	5%	Very worried

Q3: I have been exposed to budgeting, managing money, and other financial education at Ferris State University from the following sources:

Pre-Test Only

60%	FSUS 100 courses
30%	Ferris Financial Aid Website/Facebook Page
23%	Other
14%	Academic Advisor
8%	Prior Get Real! Event
5%	Events on Campus
1%	Money Smart Week Events

Q3: Name one thing that you learned from your Get Real! experience that may be helpful to you in the future:

Post-Test (Sample of Responses)

"I learned I have to spend my money more wisely and make sacrifices for my children."
"Life is more expensive than I realized."
"It was really an eye opener. I got to consider all the things in life."
"The house, car, food, and insurance really take up a lot of your money."
"How fast you lose what you earn."
"There are many different ways to budget your money."
"I actually learned a lot from this, like how much an average house payment is, if I can afford vacations…"
"Pay your loans off sooner rather than later."
"I learned that it is very important to save for retirement & should do some high risk mutual funds."
"Life is not entirely impossible. It can/will be challenging, but if you manage your money well, you can make it."
"Money is a real factor and everyday things, even basic costs, add up very fast. Kids make life very expensive."
"Cut down on spending to allow for safety net funds."
"It actually put my finances in perspective for me."
"Being single is nice financially, but do I really want to be lonely?"
"Don't forget to account for all of the little things, they add up."
"You should have 2-3 month's salary savings in the bank."
"Managing money is important and it matters in the long run to save for retirement."
"All of the factors of living on your own with a family and how to always invest and budget."
"I learned that even if I don't have children and I'm married, I shouldn't waste my money."
"It was a good experience and a true eye opener to the fact that life is expensive. Enjoyed it a lot."

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

The comments we get from students help us to determine what we include in the myriad of presentations our office is asked to do. It helps us to modify our materials that we use for future GetReal! events and for ideas for future topics that can be included in Money Smart week when we collaborate with FLITE library. It helps us to know whether we are still achieving our intent of motivating students to think about their future and to be an active, knowledgeable participant in their choices they make today since they will have an effect on tomorrow.

<u>Assessment Area (2 of 3): GetReal! #2</u>

Questions: What are you assessing? How did you collect this data?

Our office hosted another GetReal! event in the spring for continuing students and local MOISD high school students. At the event we provided iPads for students to complete both a pre-survey and a post-survey. By doing a survey at the beginning and end, it helps us to see if we have made students think about their finances in a different way, either positively or negatively.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

- Improve students' financial literacy and decision-making

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Three hundred and five students participated in the event. Results of the survey were as follows:

Q1: I would describe my level of concern about my ability to repay my student loan debt after graduation as:

Pre-test		Post-test	
60%	Somewhat worried	45%	Not worried at all
25%	Not worried at all	44%	Somewhat worried
15%	Very worried	12%	Very worried

Q2: I would describe my level of concern about my career choice and ability to support my lifestyle after graduation as:

Pre-test		Post-test	
39%	Not worried at all	52%	Not worried at all
50%	Somewhat worried	37%	Somewhat worried
11%	Very worried	12%	Very worried

Q3: I have been exposed to budgeting, managing money, and other financial education at Ferris State University from the following sources:

17 %	FSUS 100 courses
16%	Ferris Financial Aid Website/Facebook Page
24 %	Other
22%	Academic Advisor
12%	Prior Get Real! Event
25 %	Events on Campus
09%	Money Smart Week Events

Q3: Name one thing that you learned from your Get Real! experience that may be helpful to you in the future:

Post-Test (Sample of Responses)

"It will work!"
"Children are expensive."
There are a lot of expenses that I didn't think about, since I currently don't have some of them, until after this experience."
"Budgeting is very important."
"How to use my money more effectively and how to handle my money more effectively."
"Paying student loans will be easier than expected."
"Insurance is expensive."
"That legal problems are bigger than I thought."
"That my career choice won't be that bad.”
"How fast money goes."
"Being smart with the way you spend your money will get you a long way."
"Interest builds up."
"Go to college."
"A lot of work can get you a lot of things."
"I learned how to budget money while later going back and upgrading when I can."
"Don't overspend."
"Be realistic in choices."
"You don't need EVERYTHING! Even if you really want it."
"Sometimes you have to make cuts where necessary to ensure comfortable living for your family and yourself!"
"To think about your future payments when making your initial payments."
"The reality of what your money goes to."
"Still can afford vacation."
"Making an investment from the money I have left over."
"Unexpected things can happen."
"Entertainment packages cost a lot."
"Don't text and drive...It's expensive."
"To make it in the world you have to be frugal at times / life is rough."
"Things are more expensive than you think."
"My parents were right!"
"That money is easier than I expected and I should have no worries."
"I learned how to pay for a house."
"Life is hard and it gets real!"

Q4: How likely are you to recommend Get Real! to a friend?
0 = Not At All Likely and 10 = Extremely Likely

Rating	Student #
0	2
1	1
2	0
3	5
4	6
5	17
6	24
7	42
8	59
9	31
10	94

Net Promoter Score: 25
44% promoters - 20% detractors

The following is the definition of Net Promoter Score, provided by Eric Simone, Assistant Director of Admissions/Marketing & Events, who helped us create and administer the Getfeedback survey tool: Net promoter score is used to determine how many students are likely to go out of their way and speak highly of the event, or the contrary. Promoters are those who scored the event a 9 or 10. Statistically, they will openly talk about the event positively to others without being prompted and are your "word of mouth" people that tell others to come next time the event is held. Demoters rate 6 or lower. They are likely to speak negatively about the event in some facet. Those who rate a 7 or 8 are viewed as neutral in that they may speak positively overall or negatively to some elements but typically must be prompted by others to talk about the event at all.

The net promoter score is on a scale of 0 to 100. It calculates your promoters (44%) minus your detractors (20%) to give the net promoter score of 25. The numbers aren't quite perfect (there may be some decimals the system isn't showing). It essentially means after the event, those promoting the event outweigh those detracting from it by about 25%. We use this score as a way to easily compare how events are generally viewed by those attending.

Assessment Area (3 of 3): Customer Service

Questions: What are you assessing? How did you collect this data?

The financial aid office reached out and asked students for their input on how the financial aid office is performing since the last customer satisfaction survey was completed eight years ago in 2008. In an effort to recruit students for our online survey, an announcement was posted via MyFSU on February 16, 2016, informing them of the sponsored Wellness Wednesday event to occur on Wednesday, February 17, 2016 with Sheri Edstrom and Mary Kate Mckeown in attendance. Sheri and Mary Kate had iPads available for students to take our financial aid customer service survey using the Getfeedback survey tool. Coupons for a cup of coffee or a Freshens smoothie were given to students who participated. We also sent emails to 9,941 active spring admits on February 18 and 19, 2016, encouraging them to complete the online survey.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

Strategic Goal Category:

- Improve students' financial literacy and decision-making (Effectively educate incoming and current students and their families about financial aid processes).

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Of the 315 students who began the survey, 241 students have contacted the Financial Aid Office and went on to complete the survey questions. Overall, the results were very positive. The negative feedback was more of a result of the financial aid process as prescribed by the Department of Education rather than the office practices or staff interactions. The results show the number of responses as well as the corresponding percentage.

1) Have you ever contacted the Financial Aid Office?

Yes	241	77%
No	74	23%

2) How did you contact the Financial Aid Office? Please choose all that apply.

Phone	162	67%
In person	148	61%
Email	108	45%

3) What is your enrollment status?

Freshman	52	22%
Sophomore, Junior, or Senior non-transfer student	127	53%
Transfer Student	48	20%
Graduate Level Student	14	6%

4) The primary reason I chose to attend Ferris State was the financial aid available to me if I enrolled here.

False	147	61%

True	94	39%

5) Overall, how would you rate the process of obtaining financial aid at Ferris State University?

Pretty easy	96	40%
Very Easy	37	15%
Pretty difficult	37	15%
Very difficult	16	7%
Not difficult or easy	55	23%

6) How many visits have you made to the Financial Aid Office in the past 12 months?

0 visits	69	29%
1 visit	55	23%
2 visits	50	21%
3 visits	36	15%
4 visits	16	7%
5 visits or more	15	6%

7) How many phone calls have you made to Financial Aid?

0 calls	67	28%
1 call	52	22%
2 calls	53	22%
3 calls	28	12%
4 calls	12	5%
5 calls or more	29	12%

8) Regarding your most recent contact with the Financial Aid Office:

You were assisted by front counter staff	101	42%
Your contact was via telephone	59	24%
Your contact was via email	54	22%
You met with an advisor in his or her office	27	11%

9) Quality of service provided:

Excellent	96	40%
Good	84	35%
Average	38	16%
Below Average	15	6%
Poor	8	3%

N/A	0	0%

10) Please rate your overall satisfaction with the Financial Aid Office:

Good	96	40%
Excellent	81	34%
Average	38	16%
Below Average	19	8%
Poor	7	3%

Students who rated Below Average or Poor were shown the following message:

We're sorry to hear your overall satisfaction with the Financial Aid Office was below average or poor. If you would like a financial aid professional to contact you regarding your experience, please indicate your name, student ID number, and phone number or email.

Of the 26 students who rated office satisfaction at *below average or poor,* two students left contact information. One student only left an email address while the other left name, student ID, phone number, and email address. Both students were sent an email by a staff member, seeking additional information regarding their experiences. The student who only left an email address never responded. The student who left her contact information ended up coming into the office and had a conversation with a financial aid advisor. The advisor determined that the student hadn't necessarily had a bad experience with us, but rather wanted someone to listen about her financial needs and the fact that her current financial aid is not sufficient. The student mentioned how she sometimes feels rushed when talking on the phone with staff and further complimented one of our staff on how helpful she had been to her in the past. The advisor gave the student her card with contact information for future reference.

All students where then shown the following message:

Would you like to comment regarding your experience with the FSU Financial Aid Office?

Of the 241 students who completed the survey, 66 left a comment. Below is a breakdown of the comments posted. All comments were divided into a comment type and then totaled. You will also find the corresponding percentage listed.

Financial Aid Satisfaction Survey

Type of Comment	# of Comments	Percentage
Positive	34	52%
Negative	8	12%

Negative-Front Desk	6	9%
Kendall	3	5%
Off-Campus	4	6%
Negative Federal Processing	5	8%
Negative-Non Financial Aid	4	6%
Suggestions	5	8%

A few comments were totaled more than once as they fell into more than one category. This explains why the total percentage is over 100%.

An overall summary of positive to negative comments left:

Total Positive Comments	39	59%
Total Negative FA Comments	16	24%
Total Negative Combined	25	38%
Suggestions	5	8%

Financial Aid Satisfactory Survey Comments:

The following is a compilation of all 66 comments left by students, in their original format. As mentioned above, a few comments will be found under more than one comment type.

Positive Comments: 52%

"It's been good. They are always helpful and knowledgeable."
"Helpful."
"Good."
"Great."
"Very knowledgeable and know what they are doing and talking about."
"I was very pleased."
"Very nice and helpful especially when times for aid are rough."
"The individual within this office had done a great job with trying to help out their students to gain a better understanding of financial aid."
“It was a good experience for me to learn more about my financial aid."
"I really like the service, it is very helpful."

"Very informative, helpful, and would show me where I can find answers to questions or solutions to concerns online, if available."
"I honor Ferris State University over all. Everything is more than great, and the program is great. The Financial Aid Office and their employees are very respectful, responsible, and helpful. From 1 to 10 on the scale, I rate you with 20 because it's true. God bless."
"I have nothing but good things to say about the process and the staff. Thank you for making it quite painless."
"Every time I contact the office they're quick to help/respond, are always polite and kind! Thank you!"
"The ladies are awesome and do a great job:)"
"I meet with the financial aid office about 1 time per year to check on my status and they answer questions. They have been extremely helpful."
"Took the time to budget out my Fall, Spring, and Summer expenses so I could figure out how much I need to pay for my summer classes. Thank you so much!"
"Good job, very satisfied."
"I am happy that this office does whatever it takes, and beyond, to help students stay enrolled. They are very friendly and I feel like I can come to them and get assistance, even with things that may not totally pertain to what their office is about."
"The financial Aid Office is exceptional. However, the verification process after I submit my FAFSA is annoying and an unnecessary process. I feel like there should be steps taken to make that easier. For instance, notification before we submit our FAFSA that we will need to submit missing requirements so that it doesn't interfere with my financial aid and work study."
"The Financial Aid Office is good at its job. It's the government that made it really hard for me to get my aid."
"I have had trouble with financial aid and have been there before. I go in person because it is easier to get the point across. I've been in there before and had a student tell me it would be easier to just call, but I enjoy the visit. I am more comfortable. They help with more than just financial aid which is nice."
"You guys give great service and make sure I get all of my answers in a good time frame."
"All my interactions with the FSU Financial Aid Office and their personnel have been excellent. I always received prompt and courteous service. They made everything effortless and made me feel like everything would be taken care of properly. The fact that I did not have to worry about my financial aid made it easier to concentrate on my classes. I cannot thank the Financial Aid Office staff enough for all the help they provided me over the past three years."
"Very helpful when talking with them over the phone."
"[Advisor} has been extremely helpful in answering my Financial Aid questions related to the DCCL program!"
"No comment. I'm satisfied with the service."
"Since my freshmen year, I always appreciate the assistance of the Financial Aid."
"I worked with [staff] and requested [staff] when I needed help with financial aid. She took the time to show me step by step how to answer questions I had. She would recommend loans and tell me what would work best for me in the long run. I counted on her for advice on financial aid because I am a first generation college student and I know little about the financial side of college."

"I am a transfer student and still taking classes at the community college. Since I did a consortium agreement, the community college would not fund the financial aid for the semester and said I need to go through the university for that. I thought it was going to be a hassle and run into timelines. [Adviosr] helped me through the whole process via email and one or two phone conversations. I was almost done but unfortunately I was one of the chosen ones to go through the IRS audit. I completed all that within a day and [Advisor] pushed my financial aid thru and it was done in a matter of days. Thanks."
"[Advisor] has helped me with my financial aid since my freshman year, she responds quickly, accurately and oh so kindly! Sometimes I wish the front office personnel (student wise) were a little friendlier, not that they are ever rude but usually when people come into the financial aid office they are already slightly flustered."
"The young girl at the front desk girl is not very helpful at all. However (Advisor) is always so helpful and very nice."

Negative Comments: 12%

"It was horrible."
"Some employees were snobby or somewhat rude, others were really friendly and helpful."
"I personally feel that the FSU Financial Aid Office does not do a god job with contacting their students back. I have had cases where I have emailed and called several times before getting contacted back."
"Some of the faculty were in bad moods when talking to me on the phone; they had no sympathy towards me. Some were rude."
"[Advisor] was unprofessional in our interactions regarding my financial aid status. I felt like she was being judgmental. It took many emails and phone calls to make sure that I was given the aid I deserved. It was a very complicated process and I have not pursued financial aid since."
"They are usually almost always able to help me but sometimes the attitudes can be very unwelcoming. Financial aid is a stressful situation especially for someone who does it on their own and when a helper isn't empathetic to the situation it makes it seem like they don't care."
"A bit more helpful/knowledgeable."
"I am disappointed in the fact that after they told me I had everything filled out that I needed to, they continue to send me things I need to fill out even though they told me a week ago that there was nothing to take care of. If there is more I have to do tell me then, not a week later when it shows up in the mail. Also if I have missing financial aid info missing there is no need to send me 4 emails all at the same exact time. I get that I have missing info but I DONT NEED THAT MANY EMAILS."

Negative Front Desk Comments: 9%

"The girl at the front desk was very rude and made me feel uncomfortable."
"On several visits to the Financial Aid Office, the front counter staff did a poor job in performing their jobs. I approached the front counter staff and explained my situations, requests, and questions numerous times to only receive blank stares and completely unhelpful feedback. On numerous occasions I came to the Financial Aid Office with high hopes of having one of my issues

resolved, but ended up leaving only feeling more confused and frustrated than before. Quite honestly, the front staff employees that I dealt with seem to lack genuine interest in the students that they are supposed to be helping. I firmly believe that the workers do not care about the students, and simply want to get the students out of the door as quickly as possible. Unfortunately, I am very unimpressed with the quality and usefulness of the staff I was exposed to through my interaction with the Financial Aid Office. It is my sincere hope that the attitude and demeanor through which the staff address the students makes a drastic change for the better!"
"The young front desk girl is not very helpful at all. [Staff], however is always so helpful and very nice."
"I went in to get a form for a loan. The girl at the front desk had no idea what I was talking about. I informed her that I was told they were at the front desk. I asked her if she could ask someone else and she would not. I left very frustrated. I came back a couple hours later and there was another girl at the desk. She immediately knew what I was talking about and handed me the form to fill out. I told her what happened earlier that day and she couldn't believe the girl at the desk had no idea what I was talking about."

Kendall Comments: 5%

"I have had nothing but positive experiences with the staff at KCAD offices."
"[Advisor] is awesome! She is so nice, so helpful, and knows her job inside and out. She is by far one of the best employees KCAD has."
"[Advisor] in Financial Aid at KCAD of Ferris is the best! She is so helpful and always has answers for me!"

Off-Campus Comments: 6%

"I am an off campus student in the Flint area and most of my contact was made by phone or e-mail. My experience with the Financial Aid personnel has been a good experience. I worked with a person that was pleasant and helpful, this spring semester. I was very grateful to have the opportunity to receive some help with conditions. It was difficult for me to find a scholarship because of the availability for a student with my needs. The most frustrating part is that most of the scholarships are for full time students. I am unable to attend school full time so I am working hard to finish on a part time schedule. I am thankful for the person who helped me this spring semester to get closer to graduation."
"I'm a part time and off-campus student in Grand Rapids. [Advisor] is my financial aid officer, and it's easy to communicate with her when I have a question."
"[Advisor] was very rude to me."
"Yes. The Financial Aid Office in Grand Rapids regularly dismisses students by saying that they aren't eligible for scholarships and other financial aid opportunities. However, time and time again, we contact the office in Big Rapids and get the assistance we need. In fact, three of us won scholarships last spring that we had been advised in GR not to apply for because we weren't eligible. At the banquet, we wondered if the GR office told us that we couldn't apply just to avoid assisting us. It's puzzling."

Negative Comments- Federal Processing Related: 8%

"My main problem is that I have been selected every year for proof of dependency and to give my income tax data. It would be fine if it was one year or even two but this will be my third year filling out the paperwork and it is a major hassle."

"I believe my experience was more difficult with my father passing away this summer. The office helped out a lot, but I still believe things could be smoother on the FAFSA itself not so much the interaction made between me and the office."

"Being selected for verification every year is very annoying. Dealing with FASFA to get a transcript makes going through the verification process long and annoying and it puts my funds on hold a lot longer than they should."

"I'm in grad school and with my extremely high level of attention that is needed for my class work I am not able to work much. Yet I don't get barely anything to help me live while completing me master's degree."

"I've been told conflicting information in the past. I always dread financial aid related issues, and difficulties in the past have resulted in a loss of funding for my education. My issues stem more from the generic process rather than FSU's Financial Aid Office in particular, however."

Negative Comments- Non Financial Aid Related: 6%

"I think the general staff at FSU could be much better. This is an institution geared towards young people finding a career and excelling. I find the attitude a person receives is worse than Walmart customer service when dealing with people whom I am paying. I think FSU needs to go back to the basics and learn decent customer service 101 across campus not just the Financial Aid Office."

"I want to know why tuition is being raised AFTER the payment date AND refunds? It is very difficult to keep adding loans because my tuition is not what you say it is. I would also like to know why I'm paying for a class that I'm not even taking. I only went to the class once and dropped. Technically I withdrew, but I tried to drop for TWO WEEKS before I was told how to do it. I asked advisers and everyone I was sent to but was given the run around until after the drop period was over. Maybe I would have enough financial aid to cover my classes and the ridiculous price raises."

"Mine was with the policy which was ambiguous and took a lot of effort to convince the staff. This took determination, contact time to the office and at times skipping classes. In fact I was very frustrated to a level that my studies were affected and regretted why I came here. My problem was resolved when I managed to convince the director that the document regarding my case was ambiguous/erroneous. Before then all other staff were dismissing my point of view, just adding to my frustration."

"You are extremely strict and unyielding when it comes to obtaining in state tuition. This process was very difficult and demanding to be told no."

Suggestions: 8%

"Making personal phone calls to students in jeopardy of losing financial aid would be a great improvement."
"Since I was a freshman I never got clarification on financial aid and how it actually works. I got thrown in the mix just like everyone else. When I'm supposed to pay back thousands of dollars I would appreciate the process explained to me more clearly."
"Be more helpful with helping students understanding student loans."
"The only thing I would like to see changed is making appointments possible because it is hard to know when an adviser will be available. So to plan in advance would be greatly appreciated."
"It may be beneficial to be clearer about dates in which you must accept aid by."

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

This will be left to the new Director of Financial Aid to determine.

Institutional Research & Testing (IR&T)

Submitted by: Mitzi Day

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

Assessment Area (1 of 2): Utility of Ferris State University Fact Book

As a result of our **Fact Book Usage Survey,** respondents provided a number of useful suggestions for additional information to include in subsequent editions. For example, suggestions already implemented for the 2015-2016 Fact Book included additions to General Information – Points of Interest. New this year were the Jim Crow Museum, First Ladies Attic, the Rock Café, and the Quad Café. In addition, in order to enable faculty and staff to use the information from the Fact Book for reports and other projects, we placed links on the website to Fact Book excel files for ease of cutting and pasting.

Over the next few years we will continue to enhance the Fact Book with additional information, and style and format changes.

Assessment Area (2 of 2): Programming and Staff Needs, Knowledge, and Training

Working collaboratively with the Information Services and Technology (IS&T) leadership and their programming staff, we discussed the advantages of obtaining advanced technical training to assist newer employees to adapt to their position, and for seasoned staff to refresh their skill set. The need for additional training was critical to continue creating accurate and reliable data to produce quality reports and provide the tools for future endeavors. We gathered input on where these training resources might best be allocated and for which areas. For example Ellucian/Banner and SQL were best choices.

As a result, consultants from Ellucian/Banner were contracted to provide on-site training for a majority of the programming staff from both Enrollment Technical Services and IS&T. This training was done over a four-month period with monthly sessions spanning the course of a week. Upon completion, both veteran programmers and those newer to their roles, provided positive feedback about the training opportunity. They commented on the advantage of having a knowledgeable resource available to them in a face-to-face scenario. As an added benefit, relationships amongst the programming staff were strengthened. This will enable a more solid platform to use all of our resources – human and otherwise – more efficiently.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 2): Services Provided by the Testing Office</u>

Questions: What are you assessing? How did you collect this data?

Institutional Research & Testing staff examined the overall usage patterns for the array of services offered by the Testing Office. Our process was to document recent past and current levels of usage, how those levels have fluctuated over time, and what these patterns tell us about student behavior. The ultimate goal of this assessment was to glean from the data potential avenues to increase efficiency and improve our service levels.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Strategic Goal Category:

- Stabilize and Optimize our Enrollment (3) Enhance the University's image

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

We looked at a variety of usage numbers for the past few years across a number of categories. First, the number of scanned tests has made a slow, steady decline. These are tests that faculty members bring to the Testing Office to run through the scanning system for scoring. With an increased number of quizzes and exams administered via Blackboard, this decline was not a surprise. Scanning of tests has declined by 28% over the past 5 years (from 1,841 in the 2010-2011 academic year to 1,334 in 2014-2015).

The inverse is true for the number of tests that are administrated in the testing lab. Overall, the number of tests administered in our lab space has increased 34% (from 471 total tests administered in the 2010-2011 academic years to 630 tests administered in 2014-2015. These totals include the following tests: College Level Examination Program (CLEP), COMPASS Placement, Miller Analogies Test (MAT), Automotive Service Excellence (ASE), and a number of other miscellaneous tests. These volumes compare well with other test centers across the nation for colleges and universities of a similar size. For the past seven years, Ferris State has been named a "Top 100 National Test Center" for CLEP exams by the College Board.

In addition to the usage numbers, we also reviewed the current course placement software. As a result of some administrative changes by our test provider, a new placement software needed to be selected and implemented. In collaboration with the colleges' representatives and Academic Affairs' representatives, we are developing cut scores and testing procedures to transition from COMPASS to ACCUPLACER for the Fall 2016 semester. In preparation for this significant change, a professional staff member from the Testing Office attended the ACCUPLACER conference to gather information and forge connections with representatives from other colleges and universities.

Another process assessed was the four-part form for Advanced Placement (AP) score processing. After meeting with a variety of stakeholders, the process will be transformed from a paper-based system to an electronic work flow. In the true spirit of assessment, we asked a lot of "why are we doing it this way" questions. A consensus emerged there were multiple copies of the score report produced and then distributed to the various departments with each of them storing their paper copy. We have designed a new process to be implemented over the next six months where the results of the AP scores for Ferris students and prospects will be delivered electronically and stored with the student record on Xtender in the student information system.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

In regards to our analysis of the testing counts, we will continue to monitor them and adjust the lab schedule to maximize the usage of the space for tests that are most germane to our student population. Also, as the need for test scanning (and scanning for other purposes such as the student assessment of instruction) continues to change, we will array the services offered and staff alignment to meet the needs of our students, faculty, and staff. In terms of the placement test product, we are just beginning the transition work needed to complete this process, and will over the next year, work with Academic Affairs to see this implemented. The four-part AP score process change from a manual to an electronic process will be completed during Spring semester 2017.

Assessment Area (2 of 2): Programming/Reporting Efforts this Past Year

Questions: What are you assessing? How did you collect this data?

Over the past year the Programming Staff in IR&T worked in collaboration with many areas on the Big Rapids campus, and also constituents at other campus locations, in an effort to provide support for student service applications, as well as create quality reports containing accurate and reliable data. We focused on examining the intricacies of the MyDegree project. My Degree is the Ferris term for the Degree Works product from Ellucian – an electronic degree audit and advising tool.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction/Customer Service

Strategic Goal Category:

- Stabilize and Optimize our Enrollment (3) Enhance the University's image

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

MyDegree is an electronic degree audit software application with the primary purpose of helping students easily navigate the process of completing their degree. The system offers students an interactive way to assess their progress in both general education and program-specific course requirements. MyDegree assists students in selecting courses for every semester they enroll. It assists advisors as well. The tool can be used to inform a collaborative discussion on progress toward degree, possible additional credentials (such as a minor or certificate), and helps to reduce time to degree. With the large number of academic program offerings at Ferris, this project is a major collaborative effort which crosses many colleges, departments, and units.

Academic Affairs has funded an expansion of staff to accomplish all the tasks related to this complex project. Newly hired this last year was a coordinator and two new program scribes. These new additions joined two staff members from Enrollment Technical Services who have devoted a great deal of time and talent to this effort. With the University's expansive program offerings, the staff are currently scribing the program requirements for over 230 majors spanning the years from 2102 to 2015. Each program averages from two to four hours to complete the major scribing activity. In addition to the scribing activity, the staff is conducting training sessions for approximately forty staff and faculty from across the University. The current goal is to complete the undergraduate programs by Fall of 2016. Next steps include moving to the graduate programs in Optometry, Pharmacy, and the other academic colleges. In addition, the New General Education requirements will need to be scribed as they come publicly available.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

We will continue to follow the progress closely, continue to monitor the personnel hour needs and physical needs as it progresses. We will continue to be mindful of the unique position that our Enrollment Technical folks play in this collaborative venture, stay cognizant, and monitor our role in the future after the majority of the initial scribing is complete.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Next year, IR&T will focus on looking into web analytics of our pages to discover the content that is driving the most interest on our site. These data will enable us to better disseminate and format data to inform decisions across the University.

Office of Multicultural Student Services (OMSS)

Submitted by: Matt Chaney

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

As a result of last year's assessment, the Office of Multicultural Student Services enhanced our focus on creating goals to assess our department's services, engagement opportunities, and sponsored events.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 1): OMSS Sponsored Events

Questions: What are you assessing? How did you collect this data?

The goal of the Office of Multicultural Student Services (OMSS) sponsored events is to promote the intellectual understanding and appreciation of diversity, inclusion, and social justice, a crucial part of our department's mission. To assess that goal, our department surveyed event participants and attendees. The method in which data was collected at events was by paper-and-pencil surveys. The surveys assisted our department in capturing the following:

- The variety of OMSS sponsored events.
- The profile of participants and attendees.
- The level of interest on the topic/issue prior to the OMSS sponsored event.
- The level at which the event provided an opportunity for participants and attendees to engage with others.
- How the OMSS sponsored event enhanced the level of knowledge and appreciation on the topic/issue.

The Office of Multicultural Student Services (OMSS) stakeholders for sponsored events include all of the Ferris campus community. Campus leadership, faculty, and staff we consider as stakeholders are those who assist us in being ambassadors for events, and because we believe they are interested in the student learning and engagement opportunities outside of the classroom relevant to diversity, inclusion, and social justice that our department provides. Students are a major stakeholder of OMSS sponsored events.

The results from the Office of Multicultural Student Services (OMSS) survey are reviewed immediately concluding events so that adjustments are implemented immediately during the coordination of future sponsored events during the remainder of the academic year. The OMSS staff regularly shares results of events at department meetings. The detailed survey results of OMSS sponsored events are kept in our department electronically on our shared drive, so that they are readily available to be shared with colleagues that may request a copy. Also, results are shared routinely throughout the academic year at the Student Affairs Assessment Committee meetings. Additionally, our department in Spring of 2016 hosted an event titled “Our Students, Their Stories of Success.” The event was an opportunity for Ferris students who had been active with OMSS to share with the campus community the impact our department’s services, engagement opportunities, and sponsored events has had toward their success.

Assessment Category:

Question: What category does your assessment initiative fall under?

The Office of Multicultural Student Services (OMSS) survey of participants at our sponsored events fell under the following categories:

- Participation / Capacity Management (Number of participants, etc.)
- Customer Satisfaction / Customer Service (Survey results, etc.)
- Student Learning Outcomes (Student Affairs Student Employee Survey results, etc.)

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

The Office of Multicultural Student Services (OMSS) learned the following from surveying participants at our sponsored events:

1. *The variety of OMSS sponsored events*
    - 30 events were sponsored by OMSS during the 2015-2016 academic year
    - Approximately over 1300 students attended OMSS sponsored events
    - 19 of the events sponsored by OMSS surveys were submitted and assessed
        - 8 Diversity workshops (FSUS, Residence Life, etc.)
        - 11 Cultural awareness (events, guest speakers, film presentations, etc.)

2. *The profile of participants and attendees*
    - Over 600 members of our campus community attended the OMSS sponsored events that were assessed, 30% of which submitted surveys
    - 77% of attendees who submitted surveys at OMSS sponsored events identified as female
    - 73% of attendees who submitted surveys at OMSS sponsored events identified as being between the ages of 18-24
    - 62% of attendees who submitted surveys at OMSS sponsored events identified as White
    - 57% of attendees who submitted surveys at OMSS sponsored events identified as a first year student/Freshman

- o 53% of attendees who submitted surveys at OMSS sponsored events identified as a student enrolled in the College of Arts and Sciences

3. *The level of interest in the topic/issue prior to the OMSS sponsored event*
   - o 45% of attendees who submitted surveys at OMSS sponsored events expressed an average level of interest

4. *The level at which the event provided an opportunity for participants and attendees to engage with others*
   - o 40% of attendees who submitted surveys at OMSS sponsored events expressed an average level of engagement at the event

5. *How the OMSS sponsored event enhanced the level of knowledge and appreciation on the topic/issue*
   - o 58% of attendees who submitted surveys at OMSS sponsored events expressed that they gained an excellent level of knowledge and appreciation on the topic/issue after attending the event

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

The Office of Multicultural Student Services (OMSS) will implement the following improvements with our sponsored events as a result of what we learned:

- Create and promote inclusive ways for members of the campus community to provide insight and support for the implementation of a variety of OMSS sponsored events.
- Continue to reach out to campus partners for collaboration to create events.
- Seek out new collaborations in an effort to have a diverse profile of members of our campus community in attendance at OMSS sponsored events.
- Enhance our current OMSS sponsored event survey tool to better assess how sponsored events help to achieve our goal(s).
- Promote the results of the OMSS sponsored event survey more regularly with the campus Community.
- OMSS has taken the lead in coordinating an annual planning retreat with the Diversity and Inclusion Office, Office of International Education, Center for Latin@ Studies, and Disabilities Services. The purpose of this meeting is to assess the programs and activities that we are currently engaged in and to strategize on ways that we can continue to collaborate going forward. Our last planning retreat was Wednesday, July 27, 2016.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

The Office of Multicultural Student Services (OMSS) will enhance and continue to implement our sponsored event survey. Additionally, OMSS will continue to coordinate efforts such as our student advisory council, faculty staff advisory council, and focus group discussions to gather a diverse array of perspectives that will assist and improve our department's sponsored events.

Office of Student Conduct

Submitted by: Nicholas Campau

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

Over the last few years, our office has routinely looked at student demographics and after multiple years, that data has remained somewhat consistent. This past year we have spent a little more time looking at the effectiveness of our alcohol sanctioning model that was revised for the 2013-2014 school year.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 2): Student Appeals</u>

Question: What are you assessing? How did you collect this data?

The first area of assessment that the Office of Student Conduct reviewed was student appeals from the 2015-2016 school year. Out of 1255 individual student conduct cases, 28 students appealed the outcome of their conduct conference. For the purpose of our assessment, appeals were categorized by administrative sanction, as students have different rights based on their assigned administrative sanction.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program/Quality Review

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

After reviewing the results of our assessment, this supported part of our anecdotal belief that the majority of appeals come from students who missed their conduct conference. This data only supports that belief when it is in relation to students appealing an outcome of an Administrative Warning or Disciplinary Probation. Additionally, after reviewing what students wrote in their appeal, we reinforced our foundational belief that that students "want to be heard." When reviewing appeals from this previous year, in over half of the appeals submitted, the student retold their version of the events.

Administrative Sanction	Number of Students Present at Conduct Conference	Number of Students Not Present at Conduct Conference	Totals
Administrative Warning	6	7	13
Disciplinary Probation Level I	2	3	5
Disciplinary Probation Level II	0	0	0
Suspension	5	3	8
Dismissal	2	0	2
Total	15	13	28

Reason Mentioned in Appeal Letter	Number of Students
Missed Their Conduct Conference	11
Did Not See/Read/ Check Their Email	6
Wants an Opportunity to Tell Their Side	15
New Evidence is Available	1
Sanction is Too Severe	6
Homelessness	1
Did Not Know Their Action(s) Violated Policy	1
Will Have to Repay Student Loans	2
Apologize for Their Actions	4
Cost of the Sanctioned Class	4

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

The Office of Student Conduct has already implemented a handful of changes to address the top reasons students appealed. The first was an insert in the Orientation folder. Our only messaging to students on this insert was (a) to check their email, as that is how we communicate and (b) they are responsible for abiding by the Code of Student Community Standards. We also continue to address this point during FSUS presentations.

The other area in need of improvement in addressing these concerns is in how we develop and train our Conduct Case Managers in how to work with students, particularly if they missed their conduct conference. We spent considerable time recently in discussing strategies on how to work with students who do not attend their conference. We also spent time discussing perceptions of their role after they have made a decision on an incident.

Assessment Area (2 of 2): Comparison of Graduation Rates & Alcohol Violations

Question: What are you assessing? How did you collect this data?

The second area that we assessed was the graduation rates of students who have had an alleged alcohol violation in comparison to the general student population. This data was collected as part of the alcohol task force, as we looked at the effectiveness of the sanctioning process. With the assistance of Institutional Research and Testing, we were able to review students who had an alcohol violation, and view their graduation and persistence rate. We then compared all full-time FITACs who were held responsible for violating an alcohol policy, to their peers in the same cohort year.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Program Effectiveness

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

As you will see from the chart below, students who were held responsible for an alcohol violation graduated at a higher rate than their peers from the same cohort year.

	Students Held Responsible For An Alcohol Violation			General Student Population	
Cohort Year	Number of Students (FITIACs)	4 Year Grad Rate	6 Year Grad Rate	4 Year Grad Rate	6 Year Grad Rate
2004	229	39%	68%	19%	46%
2005	456	26%	45%	14%	28%
2006	328	30%	56%	15%	46%
2007	321	32%	56%	15%	43%
2008	233	27%	48%	13%	42%
2009	111	21%	44%	11%	41%

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

This assessment demonstrated to us that our sanctioning model is effective in helping students learn and grow from their choices. Two years ago, our sanctioning model changed, as we now include a parental/guardian notification letter to all students who have an alcohol and/or drug violation. Initial data has been promising; however, it will take time to demonstrate any effectiveness. Lastly, this assessment is critical for the University's Biannual Alcohol and Drug Report, required under the Drug Free Schools and Community Act, which demonstrates the effectiveness of our alcohol programing.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

As our office shifts to a new conduct case management database company, we have the opportunity to reevaluate how and what we assess after we meet with a student. Our goal for the upcoming year is to develop a policy knowledge and behavioral change assessment to send to a student 2-3 weeks after their conduct conference. Our goal is to measure if a student has made any short-term changes in their behavior and/or educated others about the policy they were documented for.

Registrar's Office

Submitted by: Elise Gramza

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

e-Transcripts

- We are continuing to reap the benefits of moving towards the e-Transcript solution. We see approximately 40% of transcripts being delivered via a secure pdf to the recipient. Those transcripts are not touched or processed by our staff, so this has freed staff time tremendously. We have also found many employers and licensure boards are looking for electronic transcripts, so our students are able to send their transcripts as needed without trouble. The remaining transcripts ordered through the National Student Clearinghouse that are printed are automatically produced, therefore the data entry component of the process has been reduced dramatically. We have moved the mailing processes to a part-time staff person, allowing our previously responsible Student Service Representative, to take on additional responsibilities.
- Even with this new option we were still receiving several requests through the mail. These requests required more data entry and was counterproductive to the efficiencies we found with the e-Transcript solution. Therefore, we took the printable request form off our website to encourage people to use the National Student Clearinghouse. While we still offer the printable form upon request, taking it off our site as a ready option has decreased the mail orders significantly. In June 2016 we only had one request sent in the mail, whereas the average request through the mail was on average 60 requests/month.
- We have seen such an interest in e-Transcripts that we have also worked with our diploma vendor to now offer secure pdf diplomas. Students now can order a pdf of their diploma for whatever the reason, in addition to getting their printed copy. We started offering this service in May 2016 and we have had 15 students order an e-Diploma.
- We continue to look for ways to be more efficient with transcripts and are looking at the possibility of outsourcing our printed transcripts as well. While we've made strides in a positive direction, we still have staff time spent sorting transcripts, creating labels and stuffing envelopes. We know with our highly qualified staff we could reach out into new and different avenues as a Registrar's Office without the weight of transcript processing.

Program Changes

- We continue to see success with our electronic program change form, so much so we are looking at taking the process to the next level in the coming years. We recently bid for an outside vendor to produce WorkFlow projects, one of which is program changes. It is our hope to have a more streamlined and automated process for programs changes in the future.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 2): Staff Professional Development

Question: What are you assessing?

This year we decided to focus on and assess staff professional development within the Registrar's Office. It was our hope that we could encourage staff towards growth and improvements that would trickle down to enhance our "consumers" experience, as well as increase staffs' feelings of connectedness to the University. Each staff person was asked to participate regularly in some type of professional development and provide a reflection on each session. There were no stipulations on the type of professional development they wanted to participate in, whether it was a webinar at their desk or something through the Staff Center, etc.

The reflection was based on the following questions:

1. What was the professional development opportunity?
2. Where was this professional development opportunity (i.e. staff center, Lynda, webinar through a company, etc.)?
3. Prior to participating, what were you hoping to get out of this professional development opportunity?
4. List three items you learned or found interesting during this professional development opportunity.
5. How do you think this professional development opportunity can help you in your position or career?

Assessment Category:

Question: What category does your assessment initiative fall under?

- Staff/Customer Satisfaction

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

We collected approximately 30 responses with topics ranging from basic first aid to conflict resolution to humor in the work place, etc. One employee was even accepted to the Ferris Employee Leadership Development Program. The overall feedback has been positive and the staff has really enjoyed being given the "freedom" to explore activities outside of their direct job duties.

Challenging the Registrar's Office staff to participate in more professional development and the assessment of their learning has taught us:

1) The Staff Center is a good resource for staff looking to access professional development. Most of the sessions the staff took part in were offered through the Staff Center. Lynda.com was the second most popular option for professional development as it offered the staff more flexibility for scheduling.
2) Staff took the opportunity to learn things well outside of the scope of their day-to-day activities, like sessions on Basic First Aid, but still found value and connection to how it may benefit them in their work environment.
3) The outcome of the professional development was often in line with the staff expectations, which means the staff were finding their time and efforts were worthwhile.
4) Professional development of staff can have an impact on everything from day-to-day operations to their large scope perspectives.
    - "I think more awareness of diversity will help me in working as a team with my co-workers, better serve the diverse student body, and the general public."
    - "In just the day since doing this training I feel so much more aware of myself when listening to others and have already tried adapting some of the skills taught in the training, such as mirroring body language in meetings, and probably my worst habit which is multi-tasking or talking over someone."
5) Professional development of staff has a direct connection to the services they provide our "customers."
    - "Not only will this make my life easier, but it will hopefully provide better service to the students and reflect more positively on Ferris as a whole."
    - "In my job and as a Ferris representative, I can use this to be more welcoming and accepting of people from all walks of life, regardless of where society may have them grouped or stereotyped."
    - "The day after our visit [to learn about FSU GR] I worked a Dawg Day and had a lengthy conversation with a student going into DAGD. I was able to share with him some of the stories I learned, and he and his family were super excited about the program and the choice their son had made."
6) Professional development of staff can provide additional ways staff can feel connected to the University outside of the day-to-day duties and operations.
    - "By identifying my own leadership philosophy and recognizing how this fits (or doesn't fit) with Ferris culture, this should help me recognize areas where I may need to adapt my philosophy to better mesh with Ferris culture, therefore helping me to be more successful."
    - "I am always looking for ways to improve myself and learn more about not only how to handle myself as an employee but also my colleagues, in order to be as productive and collaborative as possible."
    - "I want to continue to develop and diversify my education, experience, and skills to prepare me for the challenges I'll face in today's progressive work environment."

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Based on the evaluation from the reflections and feedback from the staff we have found that we need to continue to encourage the Registrar's Office staff to participate actively in professional development. They have found it to be an empowering experience, enhancing their job related functions, their relationship with co-workers, and their connectedness to the University. Often it's hard to find time to dedicate to professional development, but the assessment piece of this gave the necessary encouragement to ensure follow through. As we continue to move forward, I have made it clear that we need to continue to make learning, in whatever capacity, a priority and hopefully have empowered the staff to continue to do so.

Assessment Area (2 of 2): Get Feedback Survey

Question: What are you assessing? How did you collect this data?

With the advent of the e-Transcript, we have much more data in Banner than ever before. With this new data at our finger tips, we decided to run a sample retention effort by contacting students and requesting feedback, through a Get Feedback survey, regarding their recent request for transcripts to be sent to another school for admissions purposes. The survey targeted three groups of students 1) those with high credit amounts that have earned no degree at Ferris; 2) those with low credit amounts who have not earned a degree at Ferris; and 3) those with a degree at Ferris that may be looking for a higher level degree.

The survey is sent daily to catch any new requests for a transcript to be sent out and asks the following, respectively:

1. Are you thinking about leaving Ferris State University?
2. When are you planning on leaving?
3. If you're not planning on attending another college/university what prompted you to order a transcript?
4. Would you like us to contact you to talk about your options?
5. What is your preferred contact method (when requesting that piece of contact information)?
6. Do you have any comments?

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Service/Retention-Time to Degree

Strategic Goal Category:

- Understand and reduce student debt: Time to degree

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

We have collected nine surveys since starting the campaign. We believe the low number is due to some issues with the delivery of the survey, and we are in the midst of correcting the issues and relaunching. Our hope is to obtain more information on why students might be leaving, to see if there are trends that can be addressed, and possibly connecting with individual students that we might be able to help retain.

Of the results collected:

1) Are you thinking about leaving Ferris State University?
    a. 7 - Yes
    b. 2 - No
2) When are you planning on leaving?
    a. 6 - After this semester
    b. 3 - No response
3) If you're not planning on attending another college/university what prompted you to order a transcript?
    a. 7 - No Response
    b. "I am graduating from Ferris but then going on to another college for my Master's degree."
    c. "I was planning on taking some summer classes at my community college at home so I can get my basics out of the way. I wanted to take an English class and my lab. After I finished the classes, they would transfer over, so I have two free classes to take m…"
4) Would you like us to contact you to talk about your options?
    a. 7- No
    b. 2- Yes
5) What is your preferred contact method?
    a. 7- No Response
    b. 2- Email
6) Do you have any comments?
    a. 6 – No Response
    b. "No"
    c. "Nope"
    d. "Get new advisors"

We contacted the two students based on their responses above. While we never received a response back from one, the second student took time to respond with the following:

"I am currently deciding whether to transfer or to stay here at Ferris. Coming in to college, I wasn't sure what to major in and I had no idea what field of work to go into, but I liked chemistry in high school so I figured I'd give that a shot and at least have a starting point. But since then, I feel that I haven't really gained any ground in the process of choosing something. I don't think that I want to stick with chemistry, and I have looked into a lot of the different majors that Ferris has to offer, and none of them seem very appealing to me. I have also looked into other schools and Central Michigan University seems to have a little more to offer, a better variety, and I feel that it would be better to go there.

I also just don't feel as though I fit in very well here. I haven't made a lot of close friendships with anybody and didn't know very many people that were coming here to begin with. This issue isn't a huge problem because I'm sure with time, I'd eventually find some good friends, but it would be nice to make close friendships with people."

After an additional outreach to the student from the above email we did not hear back again.

Explore Possible Actions Based on Assessment:

Questions: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could or should we do with this information?

While we cannot draw overarching conclusions from the few responses we have received so far, we do feel that with time we will have some valuable data. Our hope is that at the very least we will be able to connect with and help retain some of the students that respond. In addition, we hope to find areas in the data that if addressed might positively influence overall retention. We hope to continually find ways to use the student data we have available in the Registrar's Office to positively affect time to degree and retention.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Next year we plan on targeting each of the areas that we will be creating WorkFlows for, which include Academic Dismissals, Total Withdrawals, Add/Drop/Withdrawals, and Program Changes.

In addition, we are in discussions with the CLACS Office to do a joint assessment in regards to targeting time to degree and student involvement.

Title IX

Submitted by: Kevin Carmody

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

As last year was the first year for the Title IX Coordinator position, this will be the first Assessment Report for Title IX initiatives at Ferris State University. The initiatives this past year focused on building the policies, programs, and acclimating myself into the position and the larger division and professional landscape. The goals that Dean Wright tasked me with to begin were to focus on training related to the Responsible Employee University policy, federal requirements, editing and administering the Campus Climate Survey, to collaborate with Renee Vander Myde with the Step Up: Bystander Intervention program, and to ensure compliance with the investigation of complaints relating to sexual harassment or sexual violence. The Campus Climate Survey, and the Step Up program lent themselves best to assessment, and so those areas are what this report will be discussing.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 2): Step Up Training</u>

Question: What are you assessing?

The area of focus for this assessment plan was on the training for our Step Up student leaders. As this program is pivotal in the University's initiatives to educate our community on safe and effective ways to intervene to prevent sexual assault, assessing the efficacy of our training for our student leaders to fill their role seemed important. The data was collected in two ways. First, a brief survey was sent to students electronically using Survey Monkey, who participated in the Spring 2016 training. Seven of our students who participated in the Step Up Training participated in this survey. Secondly, due to the small sample size, participants were invited to participate in a follow up interview to elicit stronger qualitative data regarding the training, and what could be done in the future. Four students participated in these interviews.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Student Learning Outcomes

Strategic Goal Category:

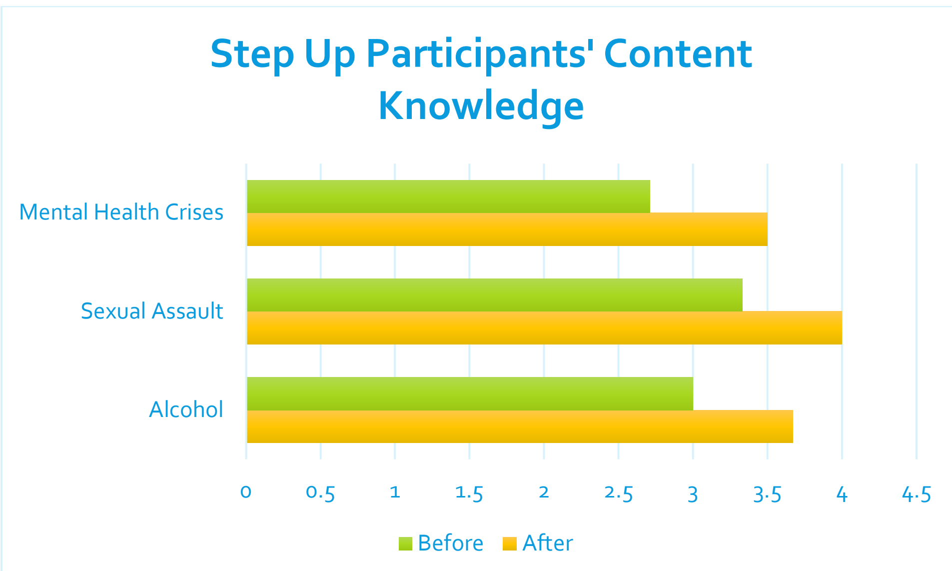
- Create opportunities for intentional student engagement

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Online Survey

The first result from the survey was based on the students' assessment of their own content knowledge. Participants were asked to rate their knowledge base on Alcohol, Sexual Assault, and Mental Health Crises before the training and then after the training. Participants viewed overwhelmingly that their knowledge base had grown as a result of the topic. The most notable growth was relating to Mental Health Crises. This also was reflected in the respondents' feedback on what areas of training they found to be the most helpful.



Secondly, participants were asked to identify a time when they were a bystander, and were asked what they did in that situation. Four of the participants identified times that they could have intervened but did not. Two of these individuals cited a lack of confidence in their ability to successfully intervene. Another identified that they recognized that they wanted to intervene, but did not have the ability to do so. The remaining three identified times when they intervened, though their descriptions of how, were vague as to the details of how they intervened. Participants were then asked to reflect back after having gone through Step Up Training and what they would have done differently. One individual stated that they would have done the same behavior. The remaining six respondents described that they would be more confident in intervening. More specifically, two respondents identified that intervening earlier would be helpful in being successful with their interventions. Two others described engaging others so that they would not have to go it alone. This indicates that by attending the Step Up training, they reported increase in confidence with intervention as bystanders, as well as increase in identifying specific strategies that would increase their level of success with their interventions.

Interviews

The individual interviews that were conducted as a follow up gleaned additional information related to the success of the training. Specifically, participants were asked how the training related to their success at Ferris. One theme from throughout the interviews was on making healthy choices. Multiple respondents spoke to risks associated with alcohol, and the need to apply good self-care. Another theme was an increased confidence, particularly when it came to social interactions and potential conflicts. One individual spoke to an increased confidence in a number of activities on campus. Additionally, they noted that being involved in the organization heightened a need to apply time management skills that were applicable throughout their career. Another interviewee spoke about how the training has inspired them to engage in research related to the topics, as the knowledge they have gained as a result of participation has led to their interest in working in this field as a professional.

Next, interviewees were asked how they thought the skills gained in Step Up training would relate to success in their professional fields. One theme that came across was an interest in working in fields related to the content area (psychology, social work, medicine, etc.) Participants uniformly stated that the knowledge gained through Step Up training would greatly inform their ability to succeed in these professions. Additionally, individuals stated that the primary skill gained was stronger communication and conflict resolution skills. These interviewees noted that these skills would be useful as professionals, regardless of their area.

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

One of the main areas that could be improved was to engage more students in the Step Up training. While the results of the assessment are positive, it is difficult to truly assess the training with only seven respondents. I feel that in future years, as the program continues to grow, we will have greater participation and have better data to inform our efforts. Additionally, based on the results of the feedback, greater focus on the application of the skills at intervention would be a welcome addition to the training, and ultimately better arm these students to engage in the role in campus prevention.

Assessment Area (2 of 2): Campus Climate Survey

Question: What are you assessing?

The Title IX Office is designated by the University to oversee compliance with federal requirements under Title IX. This includes coordinating the University's response to sexual harassment, including sexual violence, stalking, dating violence and domestic violence. While not mandated, the White House has strongly encouraged universities to employ a Campus Climate

Survey in order to best understand the scope of the issue of relationship violence and sexual violence experienced by our students. Previously, Ferris State University implemented a pilot Climate Survey in the Spring of 2015, yielding 321 respondents. For 2016, we focused on increasing participation. This assessment will look at the overall responses and reported rates of victimization, as well as on elements which contributed to greater participation with the Climate Survey. For the purpose of this study, Survey Monkey's definition of a completed survey was used. This definition differs than the definition utilized in the Executive summary for the Climate Survey, and as such, will result in a different total amount of completed responses.

Assessment Category:

Question: What category does your assessment initiative fall under?

- This assessment primarily falls under Participation, as we are examining the factors which contributed or created obstacles for completion of the Climate Survey. Other elements of this assessment may fall under the Other category.

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

In total, 859 individuals engaged with the Campus Climate Survey. All enrolled students at Ferris State University were sent an email invitation to complete the program. These emails included a link that would take participants to the survey. No incentives were offered for individuals who completed the survey through this link. This decision was made in order to preserve the anonymity of participants as any incentive would require gathering identifiable information. It was determined that, even if this information was maintained separate from the responses, asking these questions would compromise the sense of privacy participants would have in completing the survey. After a week and a half, a reminder email was sent to participants who had not completed the survey.

Email Responses	Number	Percent
Received Email invitation	13,964	100%
Opened Email	5,567	39.9%
Proceeded to Survey	674	4.8%
Completed Survey	394	2.8%

In addition to the email invitation, staff members held in-person events requesting individuals to participate in the survey. Student Life staff managed tables in the University Center where students could complete the survey on a tablet. Because these participants were in person, an incentive for a free coffee was given for a completed survey. Additionally, Residence Life/Housing held an event where residents could bring down their laptop in the hall lobbies to complete the survey. If they did so, they would receive the free coffee voucher. While the number of individuals to engage in the survey using this method was less than half of those who opened the survey via the link in the email, a much larger percentage of these individuals completed the survey.

Tablet Responses	Number	Percent
Began Survey	230	1.6%
Completed Survey	211	1.5%

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

While there is no way, based on this assessment, to determine if this difference in response was due to the incentive, or due to having a person providing a personal invitation to complete the survey, it is likely that the incentive contributed to the completion rate. For future iterations of this survey, greater effort will be put into identifying ways that an incentive can be provided to those individuals who complete the survey via the email link. Given the sensitive nature of the questions being asked, it is believed that allowing participants to benefit from the incentive while still maintaining their anonymity would greatly increase the participation in the survey. Additionally, expanding the reach of the tablet responses by adding additional days, and further planning and support for the Housing program, will likely increase the number of completed responses and provide a much more accurate insight into the level our students experience sexual and relationship violence.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

We will continue to assess the Step Up program, particularly as it relates to the program administered to student groups and classrooms. This focus is vital to demonstrate that our efforts to prevent sexual and relationship violence are having the intended effect. In order to do this, we will create an instrument to be emailed to participants following a program. Additionally, as the Campus Climate Survey will be administered annually, it will provide continued opportunity to assess this process.

University Center

Submitted by: Mark Schuelke

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

The University Center opened in January 2015, and after the Fall Semester 2015, it has been opened for a full academic year. During the 2015/2016 Academic Year, the center took reservations for 3,948 events. Reservations for events included: 1,615 spaces reserved by Registered Student Organizations; 2,188 spaces reserved by faculty/staff, and 145 spaces reserved by off campus groups. The busiest month of the academic year was April with 500 reservations, with 75 events in the multipurpose space.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

<u>Assessment Area (1 of 1): University Center Conference Room Services</u>

Question: What are you assessing?

The University Center assessed the process and use of the conference space and services in the facility. With the help of the Institutional Research Office, we put together an on-line survey to be used by Registered Student Organizations, faculty, and staff.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction
- Participation

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

The following questions had a somewhat to strongly agree response of 90% or better:

- On-line reservation process was easy to use.
- Timely Confirmation of request.
- Easy to find assistance.
- Rooms were easy to locate.
- University staff provide appropriate communication.

There were two areas of the survey that customers had concerns about while using the conference rooms:

- Technology in our rooms.
- Extra tables and chairs around the perimeter in the Founders' Room.

Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

We will continue to evaluate and train all of our staff on quality customer service skills. For Fall 2016, we have developed a business card with the name and contact number of the person to contact if there are any problems with technology or requests for the space the customer is utilizing. We placed the contact information for the person who can get the customer a box of markers, in the upper right hand corner of our white boards in all meeting spaces.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

The University Center will continue to evaluate the services provided to our customers to ensure quality customer service.

We also will be piloting the Bow "WOW" Award for our student staff that go above and beyond their normal job duties. At the end of each month we will draw a name from the entries and give out a Starbucks gift card.

University Recreation

Submitted by: Cinthia Vander Sloot

Part I: Last Year (2014-2015)

What changes did you make as a result of last year's assessment (2014-2015)?

Last year our focus was on student learning outcomes and on how students, through employment and participation with our department, gain experiences and competencies that give them a broad educational background, and skills preferred by employers. Last year's assessment confirmed the substantial impact of collegiate recreation participation and the contribution that co-curricular activities make in student development and learning. We will continue to focus on student learning and development for the upcoming year. This year our focus is on customer participation and satisfaction with our facility, services, and programming.

Part II: Current Year (2015-2016)

What are your Assessment Highlights for the current year (2015-2016)?

Assessment Area (1 of 1): Customer Participation & Satisfaction

Question: What are you assessing? How did you collect this data?

In an effort to better understand and serve the needs and interests of our students and patrons, University Recreation conducted a survey of 600 people who visit the Student Recreation Center over two months.

Assessment Category:

Question: What category does your assessment initiative fall under?

- Customer Satisfaction

Strategic Goal Category:

- The intent of this survey is to measure participation areas and satisfaction with our facility and services, and to identify possible areas for program and facility enhancement to increase student engagement, aligning with Strategic Goal 2.1.

Assessment Results:

Question: What did you (or your students) learn as a result of what you assessed?

Participation and facility usage:

Participants of this survey were asked about the number of times per week they participated in recreational activities. Because we also house academic programs, you will see that 4.9% of the 600 surveyed, did not use the facilities for recreation.

45.5% surveyed identify female and 54.5% identify male.

- Never = 4.9%
- 0-2 times per week = 27.6%
- 3-5 times per week = 43.7%
- 5-7 times per week = 19.6%
- 8+ times per week = 4.2%

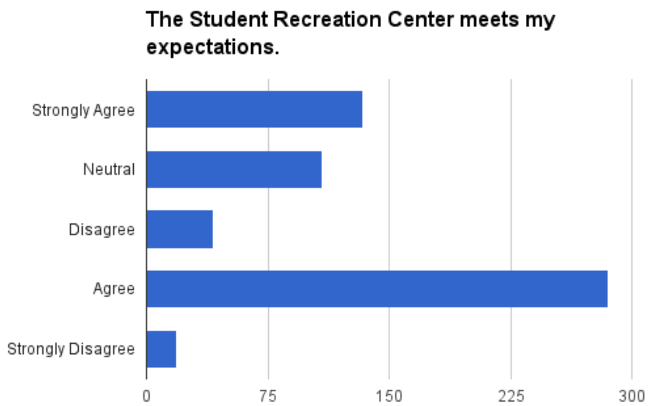
543 of respondents were age 18-24; 27 were 25-34; 7 were 35-44; 6 were 45-54; *11* were 55-64; 3 were over 64; and 3 were 17 or younger

- Staff = 2%
- Community Member = 2.2%
- Graduate Student = 6.9%
- Sophomore = 20.1%
- Junior = 20.5%
- Senior = 23.2%
- Freshman = 24.2%

Most utilized areas of the Student Recreation Center:
Many surveyed use more than one area of the SRC.

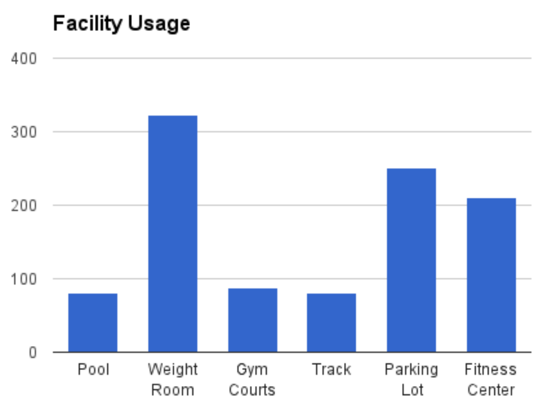
- Classrooms = 16
- Rock wall = 32
- Lobby = 35
- Pool = 81
- Gym courts = 228
- Track = 244
- Weight Room = 285
- Fitness Center = 336

Customer Satisfaction:
Overall, almost 90% surveyed felt the SRC met their needs. However, 7% disagreed with this statement and 3.2% strongly disagreed with this statement. It is concerning that 10% of the respondents are not completely satisfied.



Areas of the Student Recreation Center that need improvement:
Respondents were asked to comment on all areas they utilized. With the numbers adding up to more than 1000, we can ascertain that individuals use multiple areas each visit. Unfortunately, the lobby and the classrooms were not included in this question.

This visual representation shows that there is a need for improvement in many areas of the SRC.

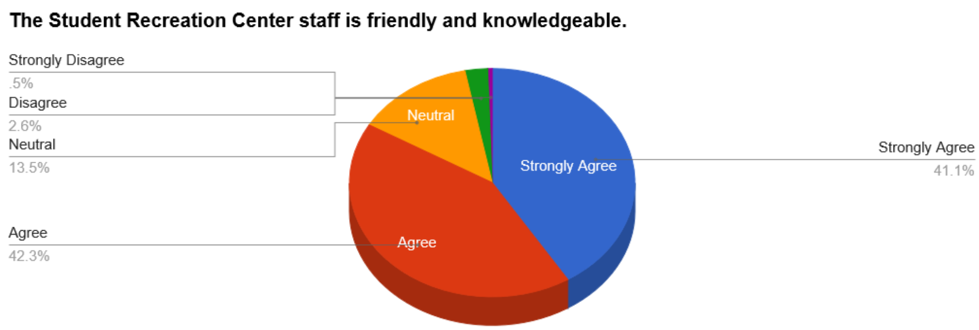


SRC fitness/strength training equipment needs:
These numbers were not tallied because most surveyed had several pieces per answer. The most recurring answers are for the following:

- Free weights and accessories (dumbbells, barbells, racks, space in weight room); cable machines and accessories for weight training; cardio machines (treadmills, step mills, spin bikes, stair steppers); stretch mats and bands.

- Additional amenities or equipment mentioned: New water fountains for bottle filling; TRX; mirrors in the fitness center; lighter barbells (< 45 pounds); updated pool; medicine balls; larger weight room with more racks and benches; steam room/sauna; better lit track; TV's; batting cage; better ventilation; kettlebells; and more courts to have dedicated volleyball and basketball space.

The Student Recreation Center staff is friendly and knowledgeable:
We are very proud to report that 83.4% surveyed responded positively to this question.



Explore Possible Actions Based on Assessment:

Question: What investigative research, changes or improvements do you plan to engage in as a result of what you learned? What could we or should we do with this information?

Our department is aware of much of the information captured through this survey. The quality and availability of recreation facilities and programs play a key role in student engagement, recruitment, and retention. If our goal is to increase student engagement and improve recruitment and retention, we need to address many of the issues discovered with this assessment. Some investment needs to be made on equipment purchase and replacement, and on facility renovation and enhancement to create a more welcoming and usable space for all students. The patron counts and this assessment supports the need.

Part III: Next Year (2016-2017)

What continuing or new assessment activities are you targeting next year (2016-2017)?

Next year we will continue to assess student learning outcomes of transferable skills that can be developed through student leadership in campus recreation. The real life experiences gained through employment with our department offer unique opportunities for student staff to improve the skills that employers most value. Examples of such skills are: emergency management, program design, event planning, decision making, personnel supervision, conflict resolution, communication, facilities management, marketing, and problem solving.